Chabot-Las Positas Community College District

Educational Master Plans and District-Wide Strategic Plan

District-Wide Planning Charrette – February 20, 2015

I. Welcome and Introduction!

Today's Agenda

I. Welcome, Introduction and Overview!

II. Environmental Scan: Current and Future Challenges and Opportunities

III. Overview of the Small Group Discussion Process

IV. Small Group Discussion Session

Working Lunch

IV. Small Group Discussion Session (continued)

V. Small Group Reports and Large Group Discussion

VI. Summary and Next Steps

Chabot-Las Positas Community College District
Colleges' Educational Master Plans and District-Wide Strategic Plan

Starting Points . . .

Chabot College Mission Statement

Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region.

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

Las Positas College Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

District Mission Statement

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.

District Vision Framework

EC²

- **E**ducational Excellence

- **C**urriculum Relevancy

- **C**ommunity Collaboration

EC^2 = Educational Excellence

- Excellence: forms the foundation of our district
- Governs planning, implementation and evaluation of all we do
- A process of continuous improvement
- Includes:
  - Excellence in all things
  - Creating an environment that encourages risk-taking
  - Communication and Assessment:
    - What student success looks like: a clear definition
    - Consistent, reliable measures for comparison & evaluation
    - Celebrating our successes – establishing benchmarks, acknowledging accomplishments
    - Promoting staff and faculty training and wellness

EC^2 = Curriculum Relevancy

- Ensures students benefit from latest, most innovative curriculum
- Requires constant, active improvement
- Gives graduates a competitive edge
- Provides workers with state-of-the-art skills & knowledge
- Innovative Curriculum
  - Strengthen integrated curriculum; built on collaborative partnerships
  - Develop programs/services relevant to today's needs; looking creatively at budget restraints
  - Supplement resources in innovative ways to support curriculum, vision of access/equity
- Creative Scheduling
  - Plan offerings beyond year-to-year model; allow for productive, creative, experimental course offerings
  - Reduce competition: holistic offerings that complement two colleges and play to strengths

EC² = Community Collaboration

- Collaboration with local business, educational institutions, civic organizations, science and industry partners
- A team effort to provide educational opportunities – best serve students and community
- Internal Community
  - Embody collegiality, trust-building and accountability
    - Short-circuit obstacles
    - Be accountable to clear standards of success/excellence in evaluations
- External Community
  - Creative Partnerships
    - Surrounding community part of greater learning community
    - "Town and Gown"
  - Develop pathways with K-12, 4-Year, Private Institutions

The Colleges' Educational Master Plans and District-Wide Strategic Plan

The Rationale for Planning . . .

- Develop a means for achieving our mission

- Respond to the dynamic and ever-changing educational marketplace and update our current plans

- Increase campus and community engagement and ownership of the plans

- Prepare for ACCJC/WASC Accreditation

Products of the Planning Process

- Chabot College Educational Master Plan

- Las Positas College Educational Master Plan

Products of the Planning Process

• Chabot College Educational Master Plan

• Las Positas College Educational Master Plan

Then . . .

• District-Wide Strategic Plan in support of the Colleges' Educational Master Plans

College Educational Master Plan

- Identifies **educational needs** of the communities we serve

- Articulates an overall **vision** for advancing **student achievement**

- Defines overarching goals and strategies for **guiding development** of college **programs**
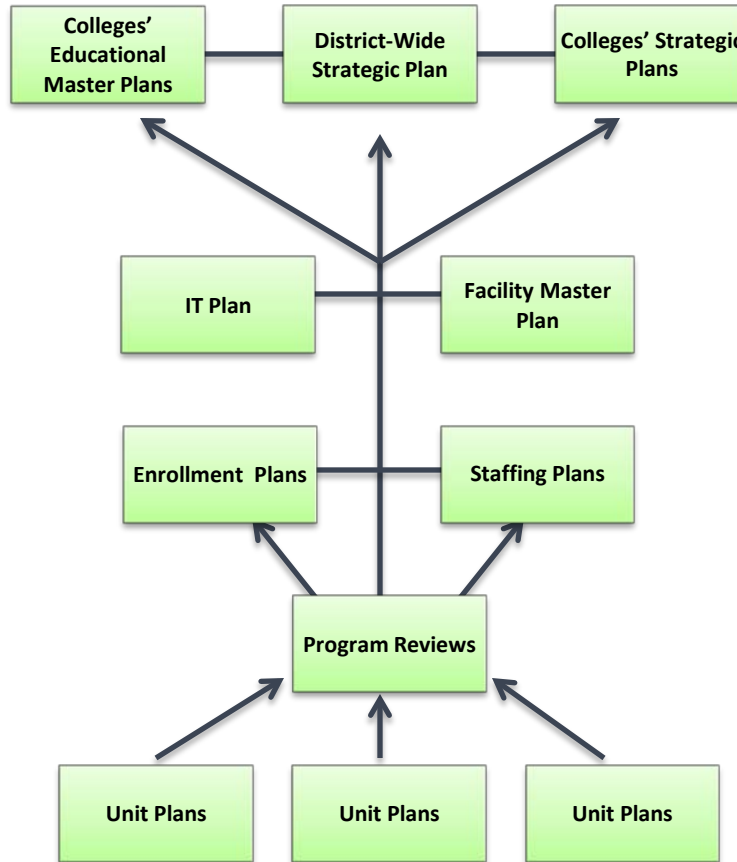
District Strategic Plan

- Defines the District's **vision** and **mission**

- Develops an **organizational strategy** to support the individual Colleges' Educational Master plans

- Tracks the agreed upon **measurable outcomes** to monitor and report on student achievement

CLPCCD Family of Plans


```
Colleges'          District-Wide        Colleges' Strategic
Educational        Strategic Plan       Plans
Master Plans

        IT Plan              Facility Master
                             Plan

     Enrollment Plans        Staffing Plans

              Program Reviews

   Unit Plans    Unit Plans    Unit Plans
```

Existing and Related Plans

- 2005 – 2015 Chabot College Education Master Plan

- 2012-2015 Chabot College Strategic Plan

- 2003 – 2010 Las Positas Education Master Plan

- 2010-2015 Las Positas Strategic Plan

- 2012-2016 District Education Master Plan

- 2012 Facilities Master Plan

Planning Process Guidance Committee

Committee Charge:

Provide guidance on the planning process to ensure active engagement of all College constituencies

Committee Members

- Chancellor **Jannett Jackson**
- President, Chabot College, **Susan Sperling**
- President, Las Positas College, **Barry Russell**
- Academic Senate President, Chabot College, **Kathy Kelley**
- Academic Senate President, Las Positas College, **Tom Orf**
- Institutional Researcher, Chabot College, **Carolyn Arnold**
- Institutional Researcher, Las Positas College, **Rajinder Samra**

Planning Process

Phase I: Understanding the Context

Campus Community Engagement

- Planning Process Guidance Committee Meetings
- Communications/Social Media Strategy
- Outreach Activities and Workshops
- Board of Trustees Meeting

Educational Master Plan

- Facility Master Plan Review
- Site Visits
- Program Assessment Tools and Training

Strategic Plan

- Environmental Scan

Phase II: Shaping the Vision for the Future

Campus Community Engagement

- Planning Process Guidance Committee Meetings
- Social Media
- Outreach Meetings
- District-wide Planning Charrette

Educational Master Plan

- Program Assessment and Preliminary Program Recommendations
- Facility Requirements
- Draft Education Master Plan

Strategic Plan

- Strategic Plan Framework
- Implementation Plan
- Draft Strategic Plan

Phase III: Building Support for Plan Implementation

Campus Community Engagement

- Planning Process Guidance Committee Meetings
- Board of Trustees Meeting
- Board of Trustees Plan Approval

Educational Master Plan

- Final Draft and Approved Final Master Plan

Strategic Plan

- Final Draft and Approved Final Strategic Plan

Chabot-Las Positas Community College District
Colleges' Educational Master Plans and District-Wide Strategic Plan

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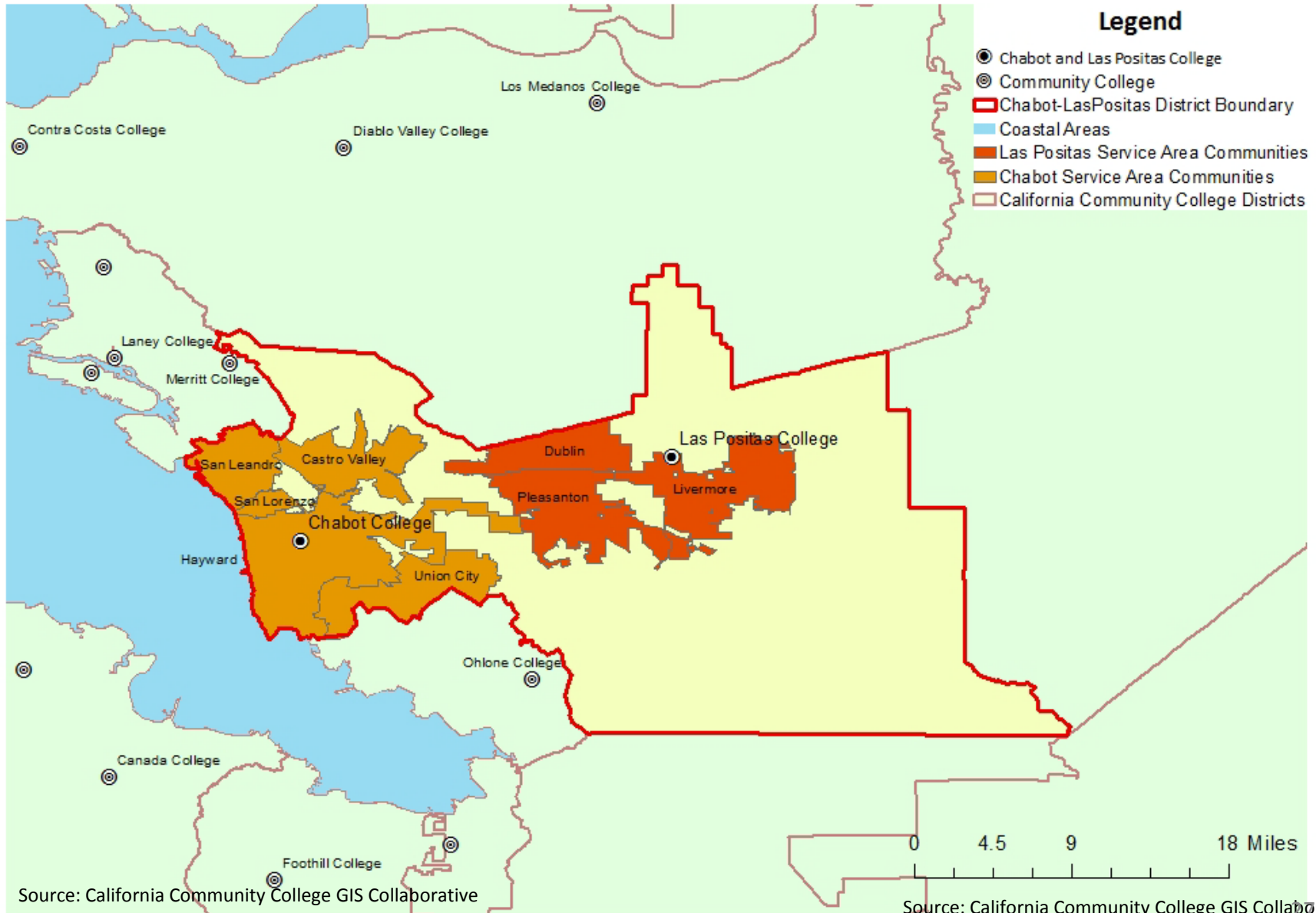- Final Draft and Approved Final Master Plan

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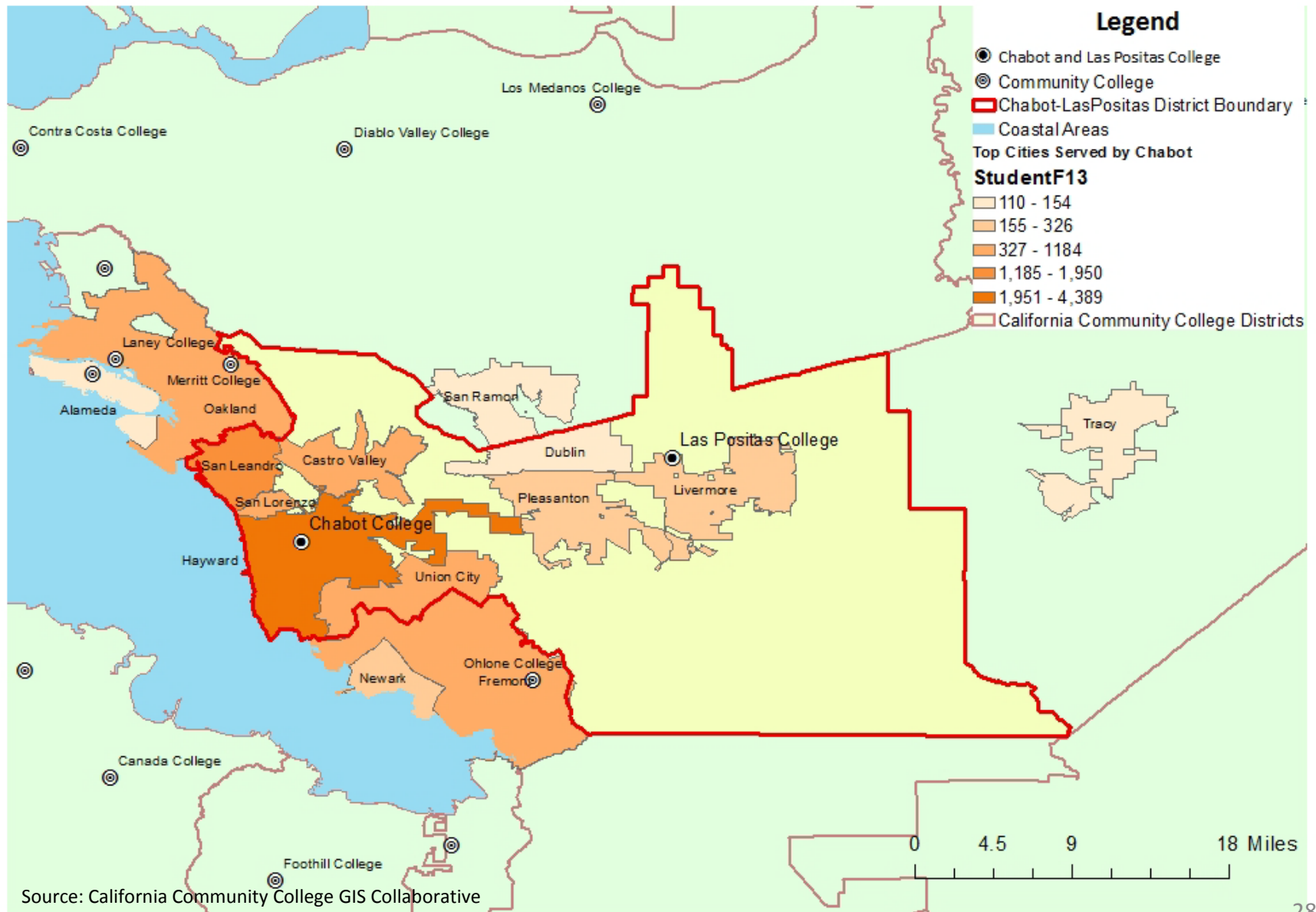- Final Draft and Approved Final Strategic Plan

Chabot-Las Positas Community College District
Colleges' Educational Master Plans and District-Wide Strategic Plan

25

Community College District Service Areas

Source: California Community College GIS Collaborative

CLPCC District Service Area

Source: California Community College GIS Collaborative

Chabot: Top Cities Served

Source: California Community College GIS Collaborative

Las Positas: Top Cities Served

Source: California Community College GIS Collaborative
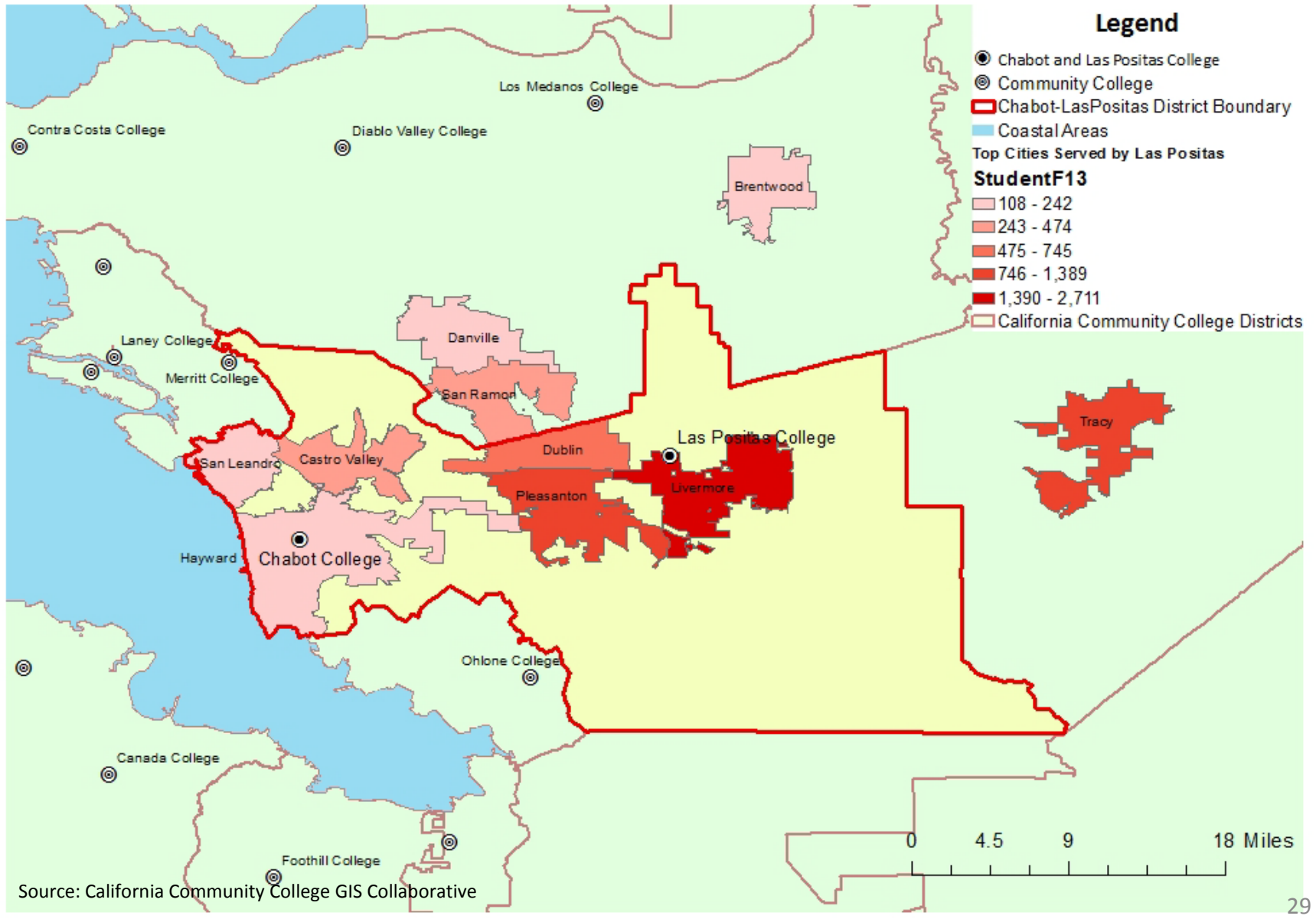
II. Environmental Scan: Current and Future Challenges and Opportunities

A. Campus-Community Outreach Process: Major Themes

B. Data Analysis: Major Findings

A. Campus-Community Outreach Process: Major Themes

As of November 11, 2014

Strengths

- Great faculty – "**the teachers really teach**"

- **Dedicated** classified **staff**

- Strong **community support** as evidenced by the strong support for recent bond measures

- **Strong programs**, especially fire science, nursing, dental hygiene, auto-tech (BMW), serving veterans, child-care, community schools, etc.

- Our **reputation** for **innovation** (e.g., Puente, Daraja, Umoja, new LPC Math Jam and other unique program offerings, etc.)

- **Smooth-running District-wide** operations overall

Strengths

- **Good relations** between administration and the **bargaining units**

- Quality **athletic** facilities

- Student **completion rate** and **transfer rate**

- Strong **sense of community**

- **Accelerated** English, math and science programs

- A **cohesive Board** of Trustees

- **IT Staff,** though limited by capacity, are considered **highly responsive**

Issues and Challenges

Underprepared Students:

- Increase **academic counseling** to address the needs of under-prepared students

- Provide **mental health counseling support**

- **Expand ESL** programs

Issues and Challenges

Investing in Staff and Faculty

- **Restore staffing levels** across the colleges to pre-recession levels

- Expand **in-service training for managers** and others aspiring to be managers

- Provide **real-time IT support** to allow staff to be efficient; include **nights** and weekends

- Rely **more** on **full-time faculty**, less on part-time

- Work toward greater **leadership stability** and continuity

- Develop a **succession plan** for all categories – faculty, staff and administrators; expand capacity of our administrative staff and systems in anticipation of future growth

Issues and Challenges

Investing in Staff and Faculty

- Continue to **diversify faculty**, **staff** and **administrators** to match our student population

- **Reclassify staff** to match salary with increased duties and responsibilities

- Ensure that our **salary** and **wage structure** is **competitive** and on par with other districts

- **Streamline position approval** process at district level

Issues and Challenges

Planning and Accreditation

- Be more **methodical about program review** and determining which programs to keep, modify and/or eliminate

- Allow for **long term** and **visioning** in the program review

- **Anticipate** and plan for the upcoming **ACCJC/WASC accreditation**

- **Increase transparency** in the accreditation process

Opportunities

Educational Programs, Courses and Curricula

- Keep up with **industry trends** and continue to **innovate** – bring on new programs such as bio-tech, drought technology, etc., in accordance with new job sector growth

- Expand our **technical programs** in line with growth in **regional economic sectors**

- Expand program capacity to **meet demand** (e.g., fire tech, surgical tech, paramedic, etc.)

- Support the **Hayward Promise Project**

- **Restore arts programs** to develop skills that will transfer onto other professions/degrees; meet the need for arts education no longer being met by high schools

Opportunities

Educational Programs, Courses and Curricula

- Consider developing **4 year degree** programs

- Expand use of **industry representatives** as **program advisors**

- Continue to maintain **strong partnerships** with **unions** for apprenticeship programs

- **Expand** college/industry **partnership opportunities**; increase collaboration with four year universities

- Consider increased **marketing** to attract more **international students** – they bring needed revenue which can be used to underwrite other program needs

- Ensure that all **deans** have **classroom teaching experience**

Opportunities

Facilities

- Maximize our **real estate assets**

- Increase opportunities on our campuses for **informal gathering** of students, faculty, staff, etc.

- **Balance community usage** of college facilities; **prioritize college use** over revenue generation

- Provide **study space** throughout the colleges

- Make all our facilities **green** and **sustainable**; maximize use of renewable energy systems

Opportunities

Systems and Processes

- Make more extensive use of **technology** in our program delivery and systems (e.g., **smart classrooms**, video conferencing, **virtual meetings**, eTablet-friendly Board member packets, etc.)

- Develop internal and external communication systems that **serve both colleges** equally well

- Establish a **webmaster**; keep web sites and social media **up-to-date**

- Institute **on-line request tracking system**

- Support the **transfer policy** for faculty, staff and students

- Streamline internal review and approval processes - many have **disproportionately difficult processes**

Opportunities

Support Services

- Recognizing the growing **diversity** of our student population at both Chabot and Las Positas

- Expand the **Puente**, **Daraja** and **Umoja** programs

- Consider **case management** as an advising concept for all students

- Provide opportunities for current staff to take **in-service training** to qualify them for administrative positions

- Expand **professional development opportunities** for faculty and staff; support creative and innovative programs and processes

- Expand **outreach to K – 12 students**; engage these students and find out what they need to succeed in higher education

Opportunities

Support Services

- **Expand public relations**, communications and **marketing** efforts to build our reputation and attract students; tell our stories of student success

- **Maximize grant-writing** opportunities

- Expand our efforts in tapping into our **alumni network**

Planning Process Desired Outcomes

1. Maintain a **strong focus** on **student success**

2. Continue to **improve our teaching** and learning **processes**

3. **Focus on implementation** – let's get things done

4. Find ways to **diversify revenue-generating** opportunities

5. Ensure that all **decision** making processes are **open**, **transparent** and **inclusive**

6. Provide a **roadmap** to where we're going and how we're going to get there

Chabot-Las Positas Community College District
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B. Data Analysis: Major Findings

As of February 2015

Regional Demographics

Characteristics and Key Trends

The SF Bay Area: A Growing Region

- The Bay Area region **population is growing**

- Absolute population growth signals an increase in CLPCCD services

- Job growth will outpace population growth

- Growing knowledge-based economy further demands a trained workforce

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Population Growth by Select Service Area Cities

City	2010	2040	Total Growth	Percent Change 2010-2040
Dublin	46,036	73,800	119,836	60%
Hayward	144,186	188,000	332,186	30%
Livermore	80,968	104,300	185,268	29%
Pleasanton	70,285	91,800	162,085	31%
San Leandro	84,950	107,600	192,550	27%
Union City	69,516	82,500	152,016	19%
Service Area Total*:	495,941	648,000	1,143,941	31%
Alameda County	1,510,271	1,987,900	3,498,171	32%
Contra Costa County	1,049,030	1,338,440	289,420	28%
Region	7,150,740	9,299,150	2,148,410	30%

*Service Area Total does not include CDPs

Source: ABAG, 2013 Projections: http://onebayarea.org/pdf/final_supplemental_reports/FINAL_PBA_Forecast_of_Jobs_Population_and_Housing.pdf

We're getting older and younger
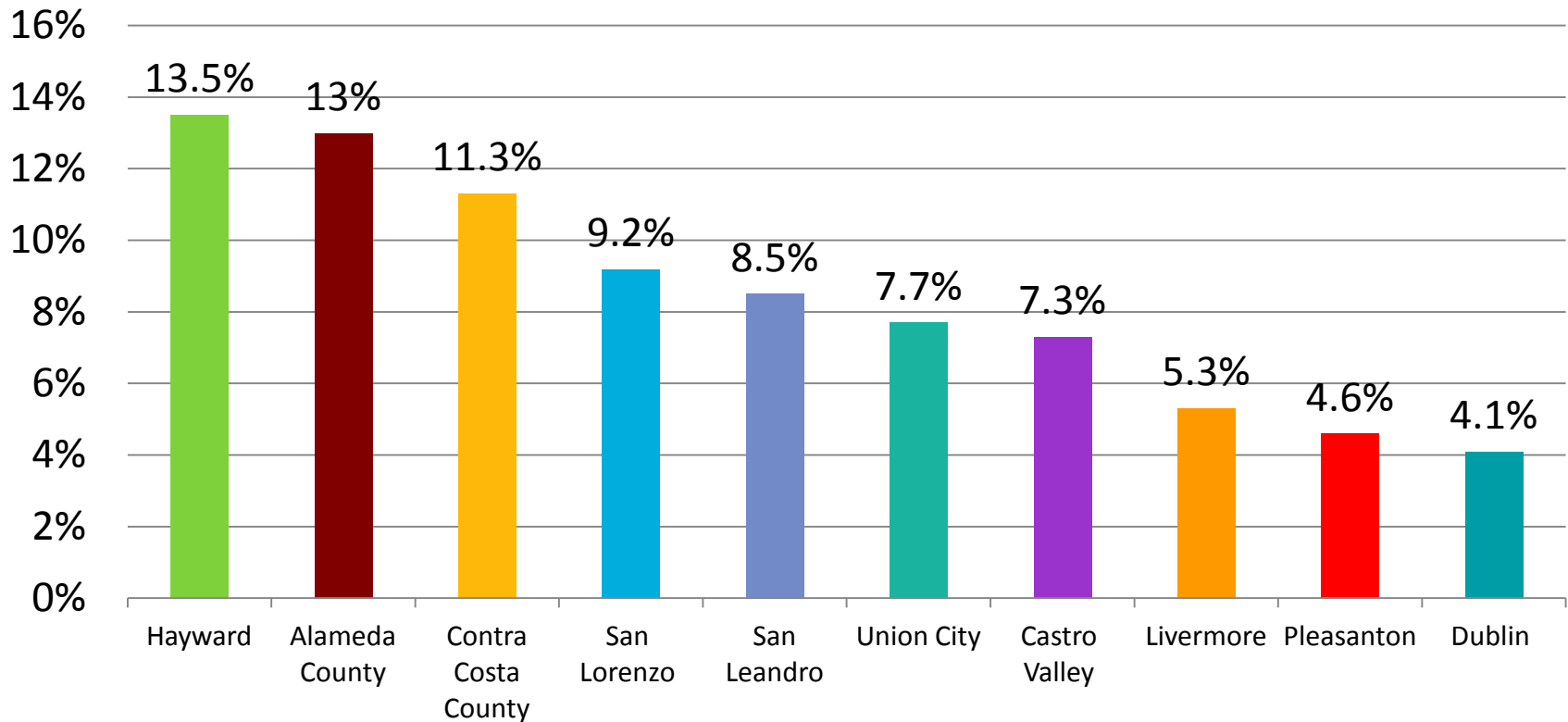
Alameda County Population by Age, 2015-2035
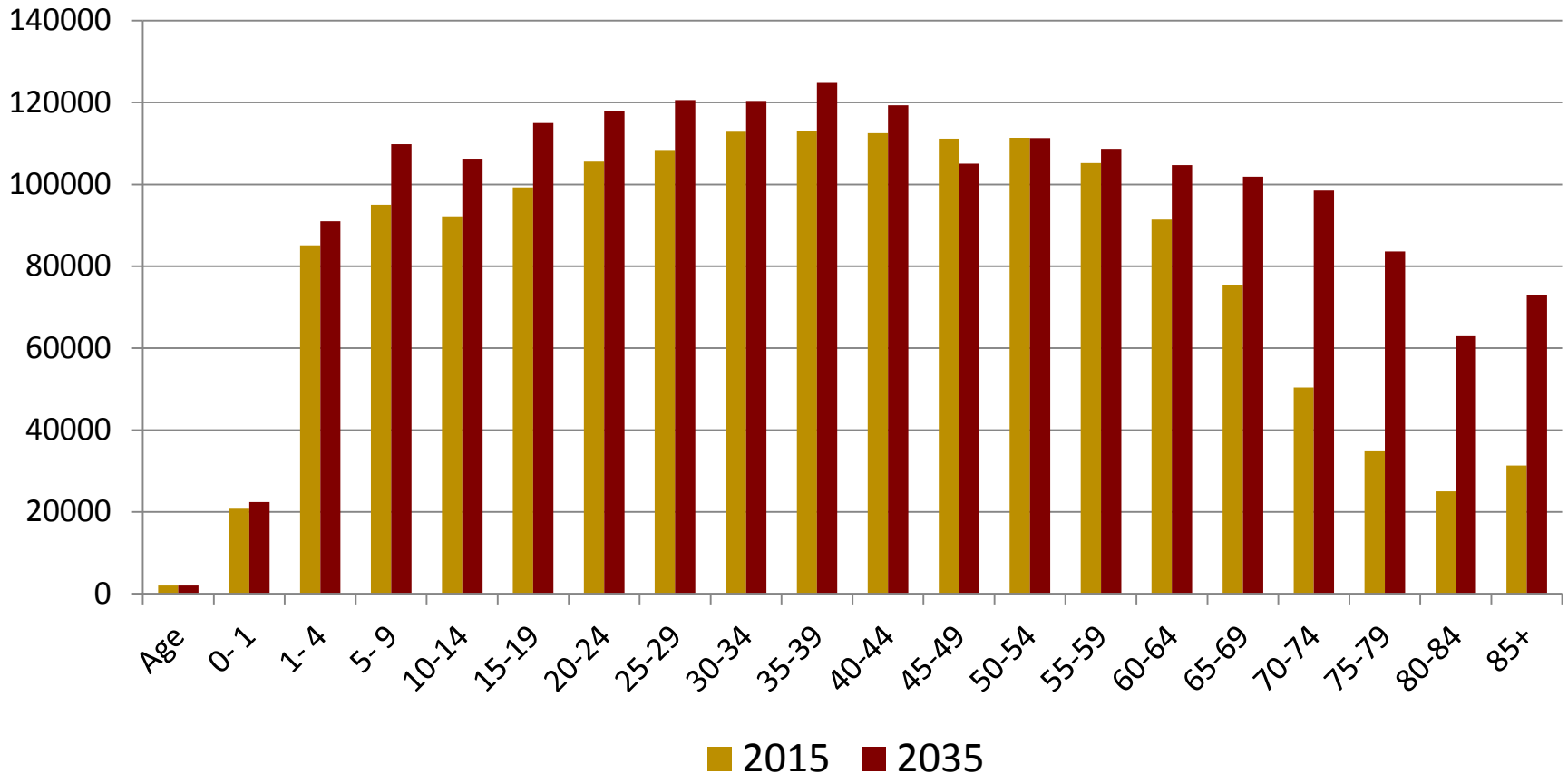
Legend: 2015 (gold), 2035 (dark red)

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Race and Ethnicity of Service Area Population

	Chabot Cities	Las Positas Cities	District Service Area	Alameda County
Latino	31%	22%	24%	23%
Black	10%	11%	11%	12%
White	26%	38%	36%	35%
Asian	31%	26%	27%	27%
Other*	2%	1%	1%	1%

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

County and Service Area Comparison: Percent of Local Households in Poverty

Bar chart showing percent of local households in poverty by area:
- Hayward: 13.5%
- Alameda County: 13%
- Contra Costa County: 11.3%
- San Lorenzo: 9.2%
- San Leandro: 8.5%
- Union City: 7.7%
- Castro Valley: 7.3%
- Livermore: 5.3%
- Pleasanton: 4.6%
- Dublin: 4.1%

- Socioeconomic status varies widely across the service area and between the "student-sheds" of Chabot and Las Positas

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

The Regional Economy

Characteristics and Key Trends

Living in the Bay Area

- Knowledge and service-based economy

- Skilled workforce

- National competition for jobs

- High cost of living

- **Extreme** housing costs

- Increasing population

- Increasing number of jobs available

Employment Growth

	2010	2040	2010-2040	
			Total Growth in Jobs	Percent Growth
Alameda County	694,450	947,650	253,200	36%
Contra Costa	344,920	467,390	122,470	36%
Bay Area Total	3,385,300	4,505,220	1,119,920	33%

Source: ABAG, 2013 Projections: http://onebayarea.org/pdf/final_supplemental_reports/FINAL_PBA_Forecast_of_Jobs_Population_and_Housing.pdf
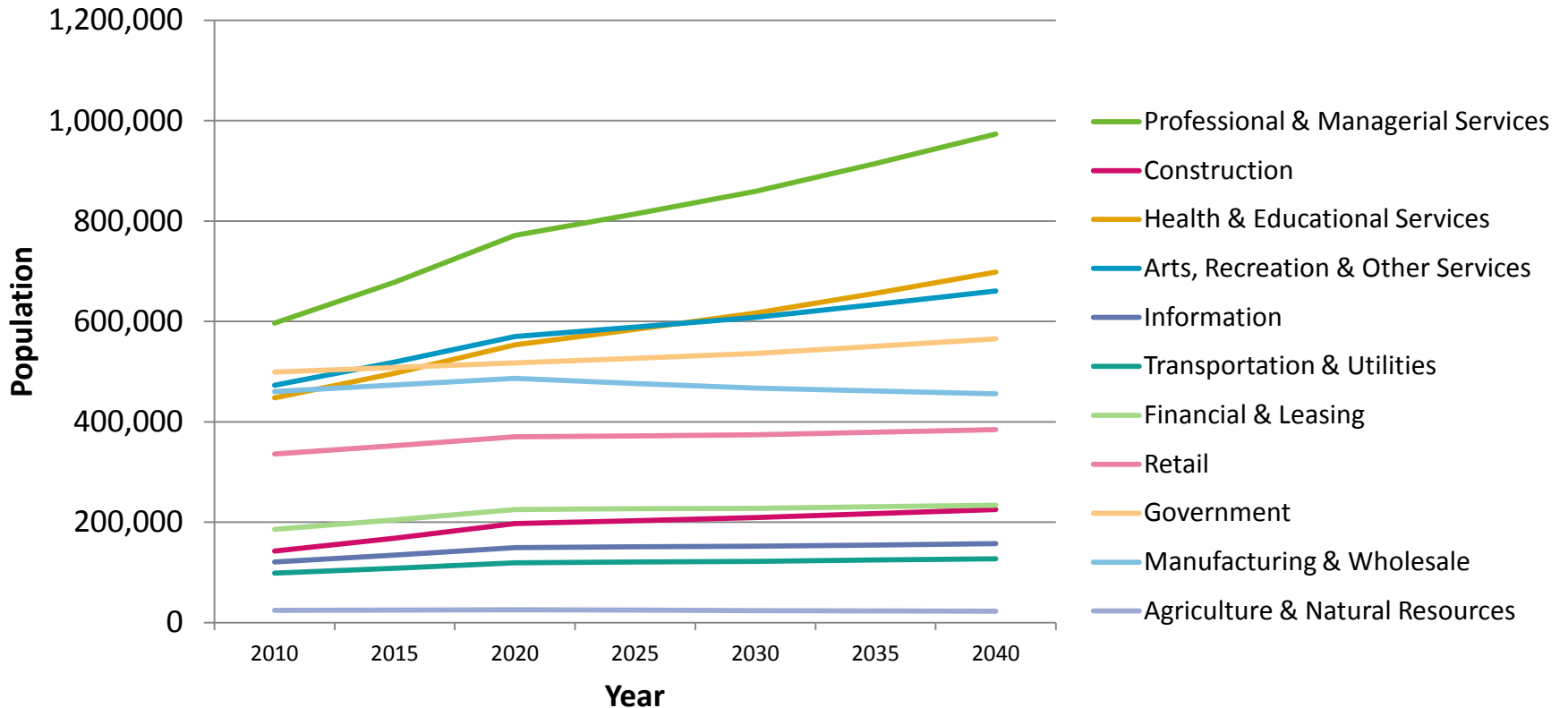
District Service-Area: Local Employment by Industry

Occupation	Chabot Cities		Las Positas Cities		District Service Area	
	Population	Percent	Population	Percent	Population	Percent
Educational service; health care; social assistance	36,554	20%	16,960	16.62%	53,514	19%
Professional, scientific, and management; Administrative and waste management services	22,442	12%	18,533	18.16%	40,975	14%
Manufacturing	22,415	12%	12,710	12.45%	35,125	12%
Retail trade	20,967	12%	10,436	10.22%	31,403	11%
Arts, entertainment, and recreation; Accommodation and food services	14,967	8%	8,096	7.93%	23,063	8%
Construction	11,508	6%	8,696	8.52%	20,204	7%
Finance and insurance; Real estate; Rental; Leasing	10,559	6%	7,623	7.47%	18,182	6%
Transportation and warehousing; Utilities	13,528	7%	3,561	3.49%	17,089	6%
Other services	9,379	5%	4,324	4.24%	13,703	5%
Public administration	7,178	4%	3,930	3.85%	11,108	4%
Wholesale trade	7,427	4%	3,500	3.43%	10,927	4%
Information	4,062	2%	3,477	3.41%	7,539	3%
Agriculture, forestry, fishing and hunting; mining	442	0%	225	0.22%	667	0%
Civilian employed population 16 years and over	181,428	100%	102,071	100%	283,499	100%

Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates
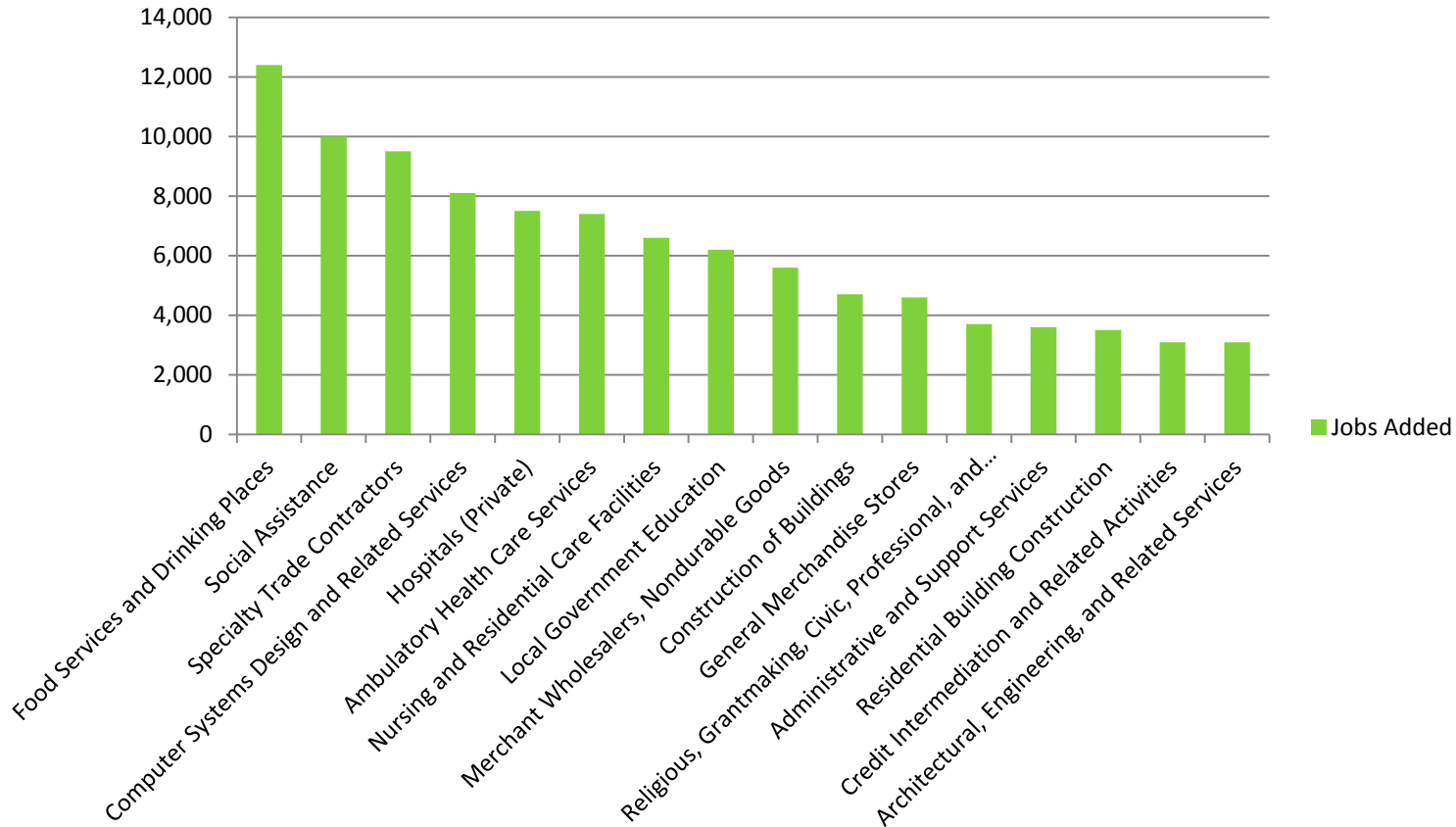
Employment by Industry: Bay Area

2010-2040 Employment by Sector

Legend:
- Professional & Managerial Services
- Construction
- Health & Educational Services
- Arts, Recreation & Other Services
- Information
- Transportation & Utilities
- Financial & Leasing
- Retail
- Government
- Manufacturing & Wholesale
- Agriculture & Natural Resources

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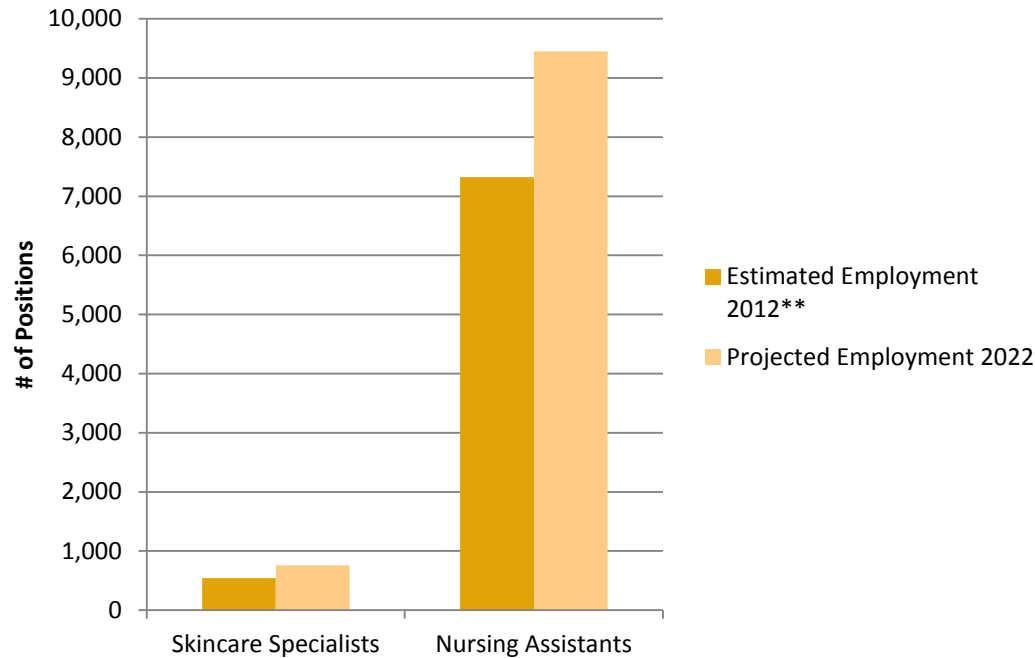# Alameda + Contra Costa 2012-2022

Industries with 3,000+ Jobs Added

Source: California EDD Projections: http://www.labormarketinfo.edd.ca.gov/LMID/Occupations_in_Demand.html

Alameda + Contra Costa 2012-2022
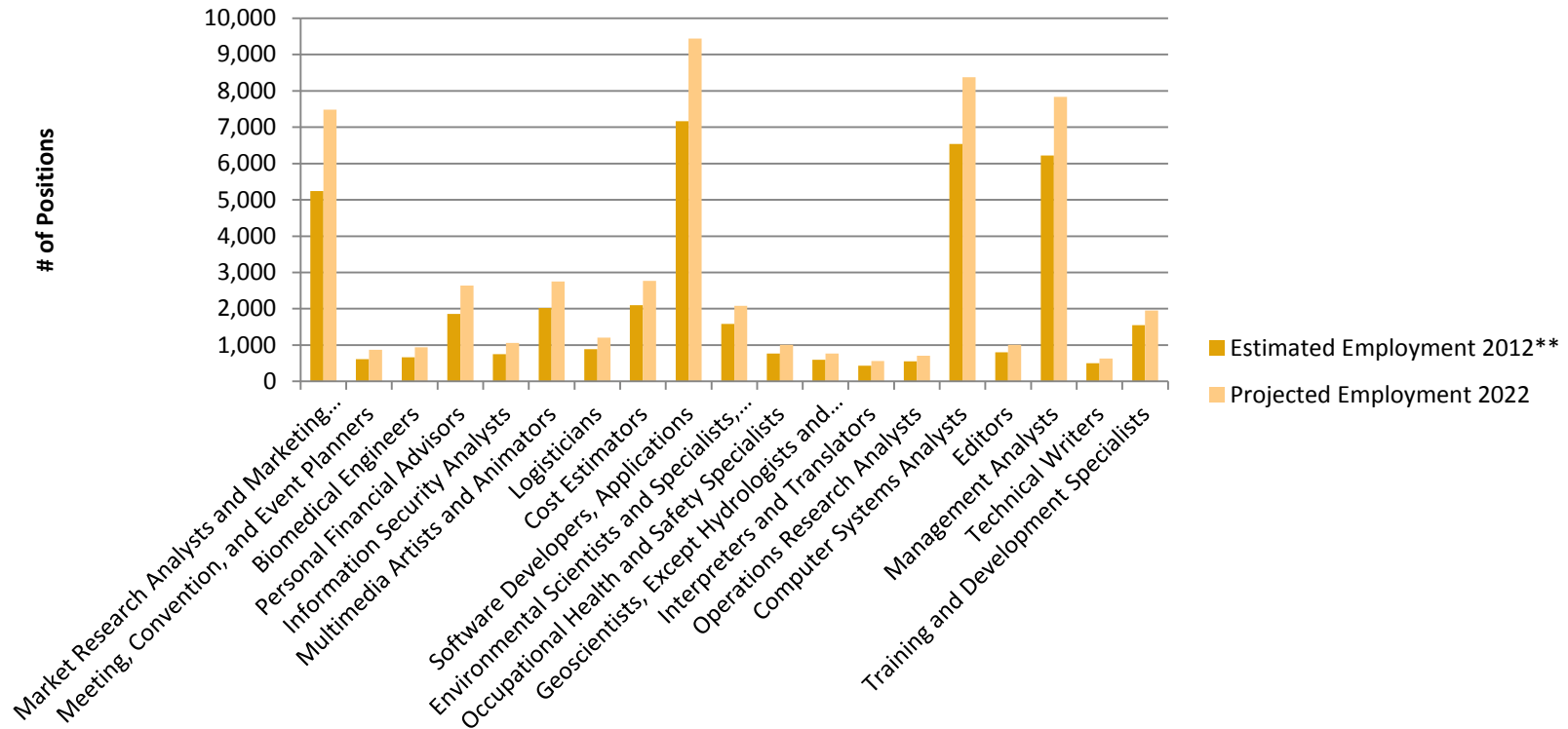
Industries growing 15%+

Industry Employment Projections

Legend:
- Employment 2012
- Jobs Added

Categories (top to bottom):
- Health and Personal Care Stores
- Nonresidential Building Construction
- Publishing Industries (except Internet)
- Heavy and Civil Engineering Construction
- Insurance Carriers and Related Activities
- Credit Intermediation and Related Activities
- Residential Building Construction
- General Merchandise Stores
- Merchant Wholesalers, Nondurable Goods
- Hospitals (Private)
- Specialty Trade Contractors
- Food Services and Drinking Places

X-axis: Jobs — 0, 10,000, 20,000, 30,000, 40,000, 50,000, 60,000, 70,000, 80,000, 90,000

Source: California EDD Projections: http://www.labormarketinfo.edd.ca.gov/LMID/Occupations_in_Demand.html

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Alameda + Contra Costa 2012-2022

Occupations Growing 25%+

Fastest Growing Occupations
Post High School Non-Degree

Legend:
- Estimated Employment 2012**
- Projected Employment 2022

Y-axis: # of Positions (0 to 10,000)

X-axis categories: Skincare Specialists, Nursing Assistants

Source: California EDD Projections: http://www.labormarketinfo.edd.ca.gov/LMID/Occupations_in_Demand.html

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Alameda + Contra Costa 2012-2022

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Fastest Growing Occupations
Associates Degree
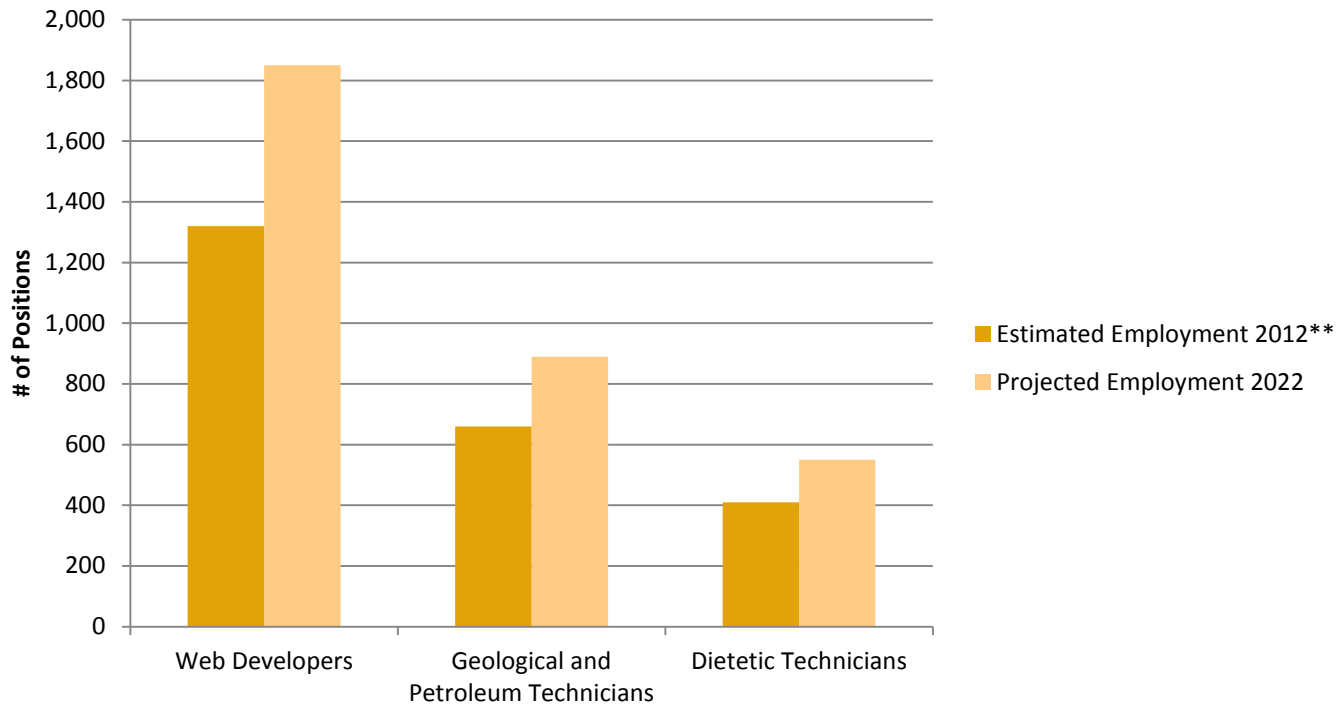
Legend:
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Y-axis: # of Positions

X-axis categories: Web Developers, Geological and Petroleum Technicians, Dietetic Technicians

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Alameda + Contra Costa 2012-2022

Occupations Growing 25%+

Fastest Growing Occupations

Bachelors Degree

Source: California EDD Projections: http://www.labormarketinfo.edd.ca.gov/LMID/Occupations_in_Demand.html

Unemployment

District Service-Area	Unemployment Rate
Hayward	6.8%
San Leandro	6.0%
Union City	5.7%
Livermore	3.9%
Dublin	3.6%
Pleasanton	3.0%
Counties	
Alameda County	6.1%
Contra Costa	6.0%

Source: US Bureau of Labor Statistics 2014

Educational Attainment
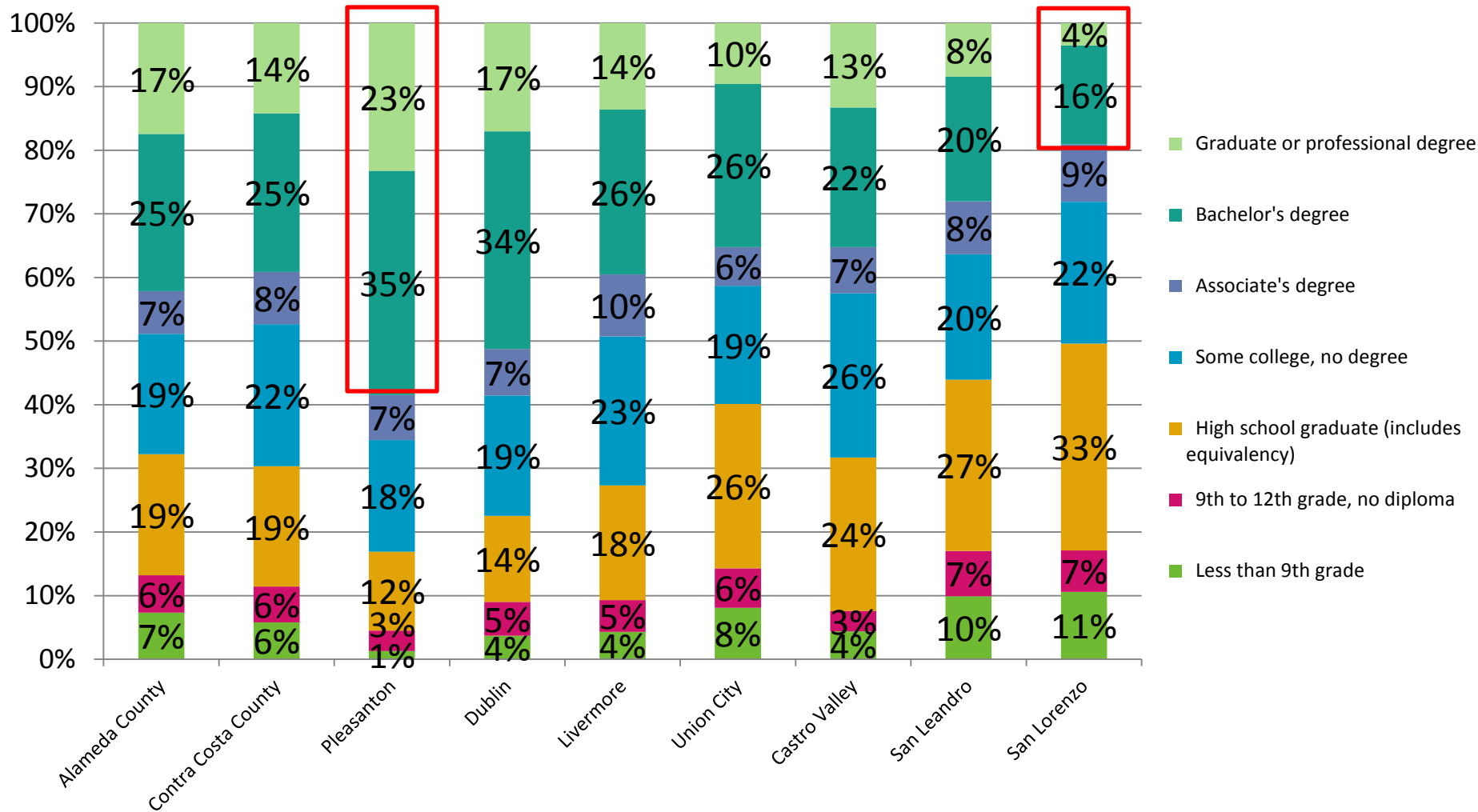
Source: United States Census Bureau, 2011-2013 American Community Survey 3-Year Estimates

Required Job Skills

- Personal management skills

- Emotional intelligence

- Professional and communications skills

- Technological literacy

- Subject area knowledge

- Adaptability and ability to learn

Student Demographics

Characteristics and Key Trends

Student Headcount 1997-2013

Fall 2013
- Las Positas — 8.9k
- Chabot — 13.5k
- **Total:** 22.4k
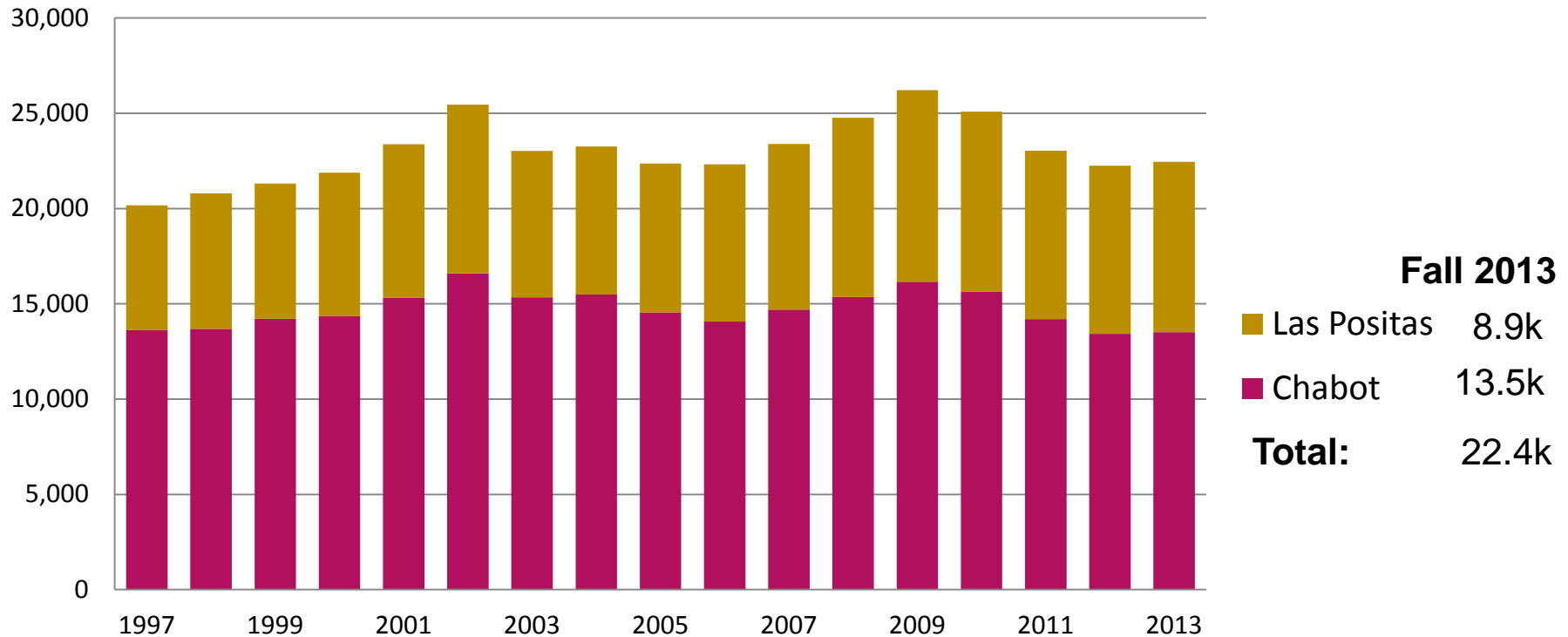
Enrollment has been relatively steady at Chabot and has grown at Las Positas, with fluctuations that follow economic cycles

Source: CLPCCD Institutional Research

Percent of Full-Time Students
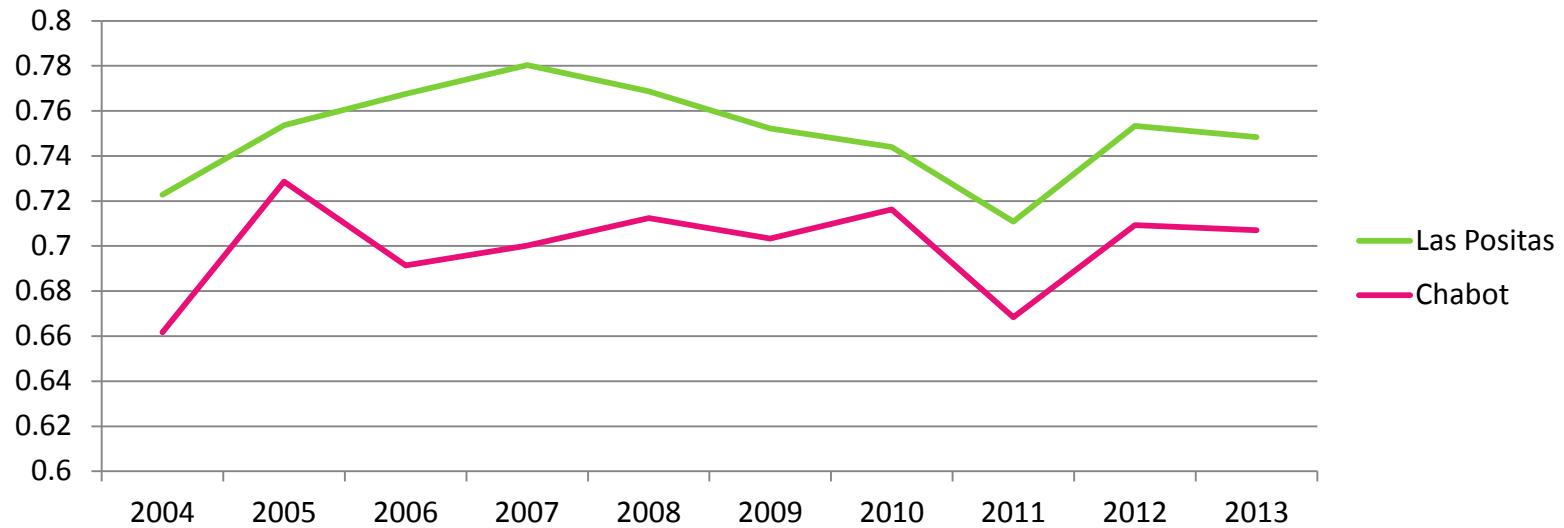
- Las Positas has a wealthier "student-shed," more can afford to be full-time
- Students went part-time as the economy began to recover, then came back to school

Source: CLPCCD Institutional Research

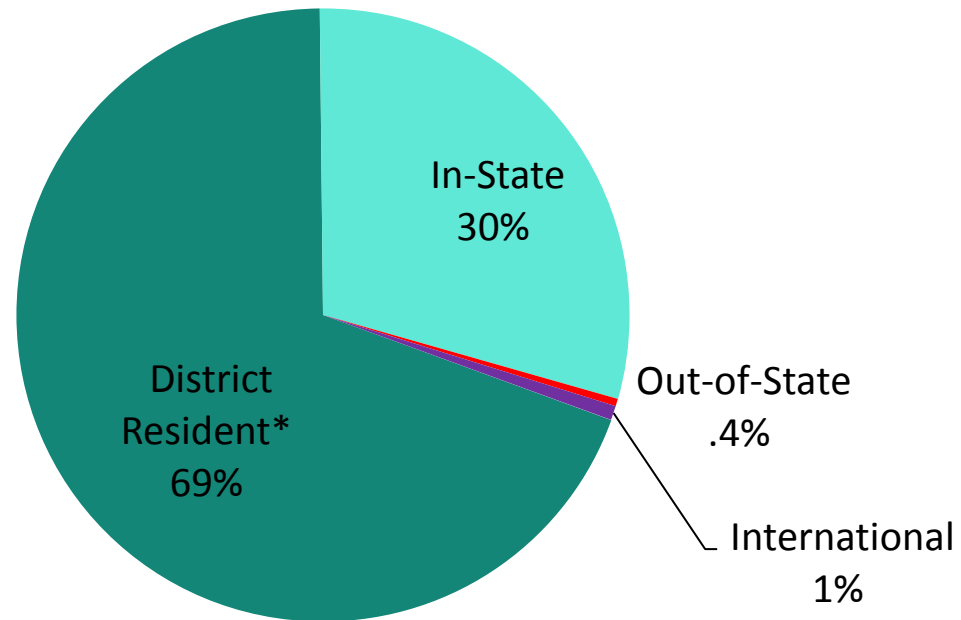# School Districts of Incoming High School Students, Fall 2013

Chabot

- Castro Valley 5%
- Hayward 17%
- New Haven 9%
- San Leandro 7%
- San Lorenzo 11%
- Moreau 0%
- LPC District HS 3%
- Other Alameda County 12%
- Other Bay Area 3%
- Other California City 25%
- Other States 2%
- Other Countries 6%

Las Positas

- Dublin 6%
- Livermore 22%
- Pleasanton 13%
- Chabot College Dstricts 9%
- Other Alameda County 2%
- Other Bay Area 10%
- Other California City 12%
- Other States 1%
- Other Countries 4%
- Unknown 21%
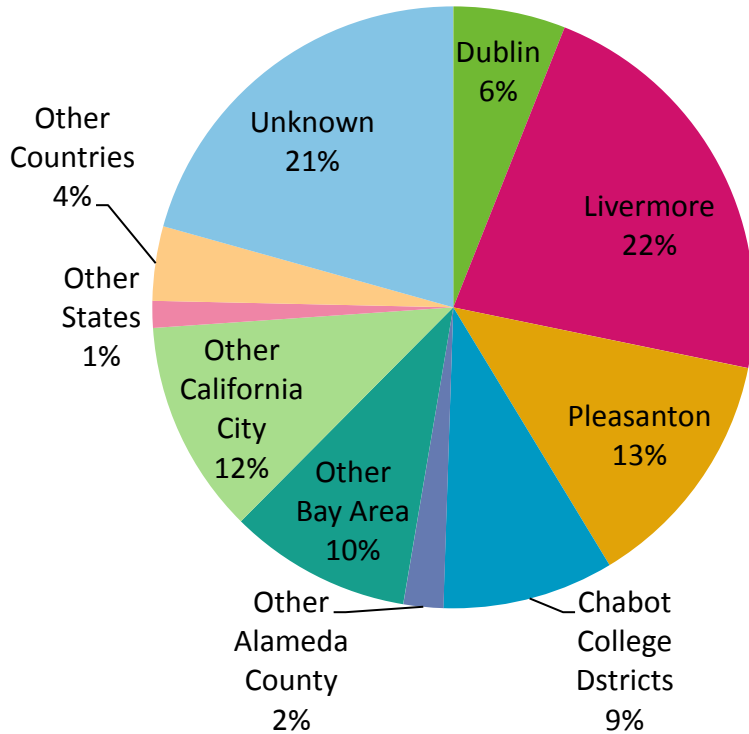
- 49% of Chabot students are from college service area
- 41% of Las Positas students are from college service area
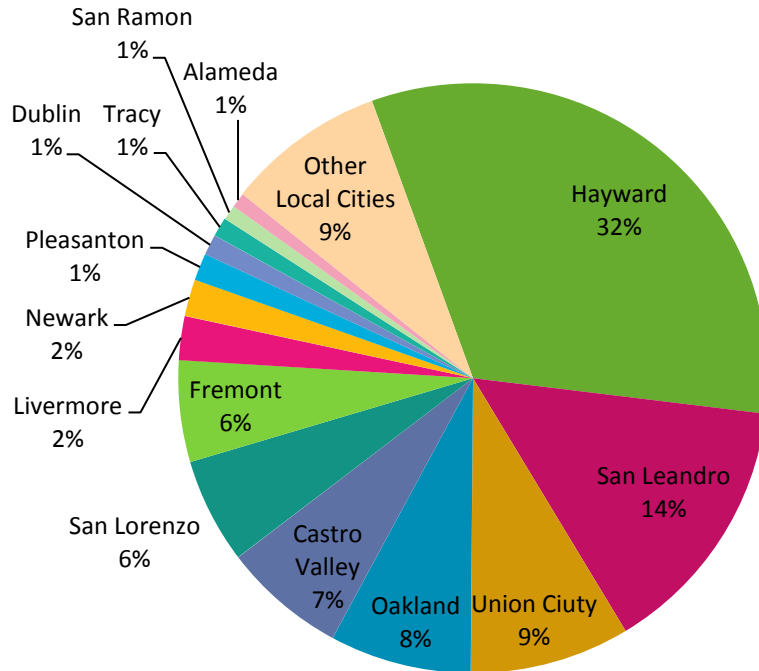
Source: CLPCCD Institutional Research
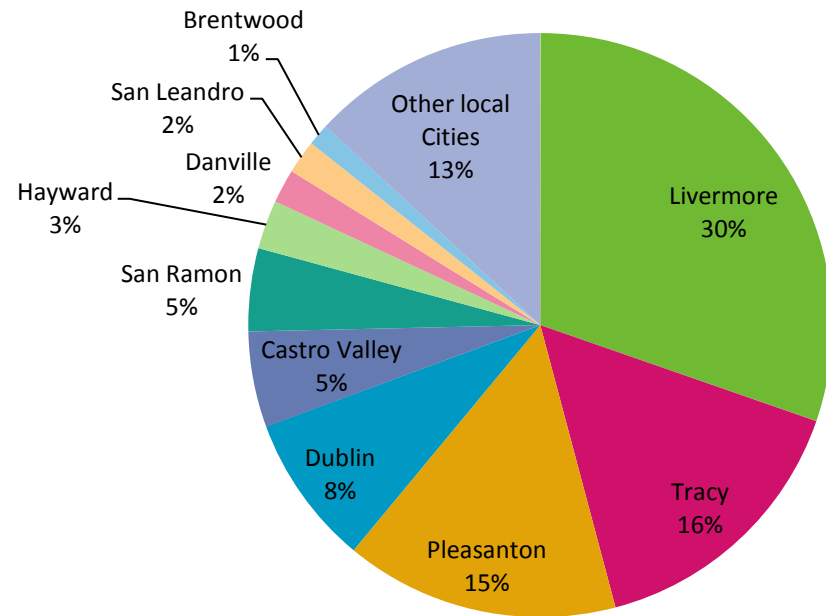
District-Wide Residency, Fall 2013

Source: CLPCCD Institutional Research

Residency Patterns, Fall 2013

Chabot Local Residence

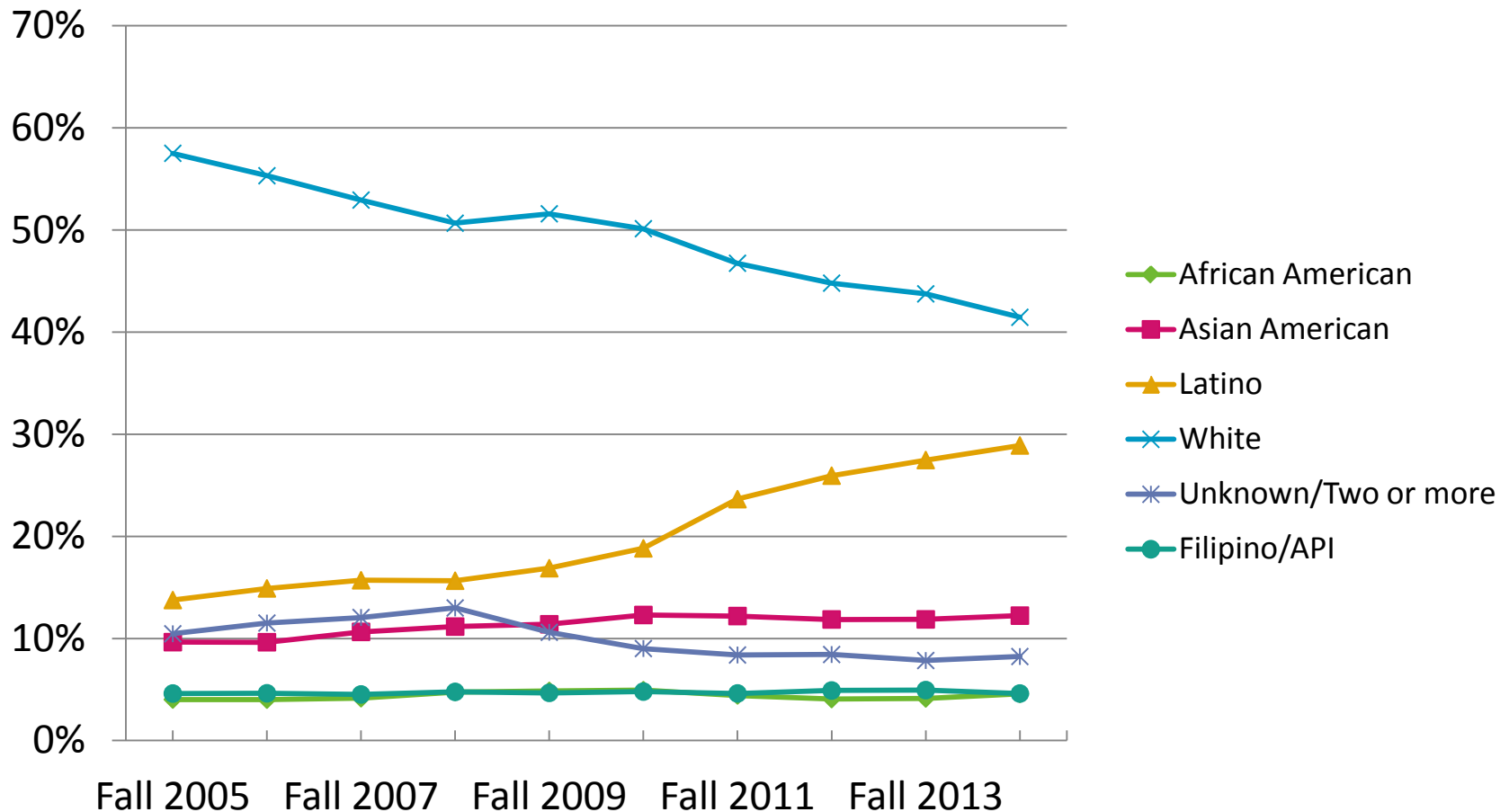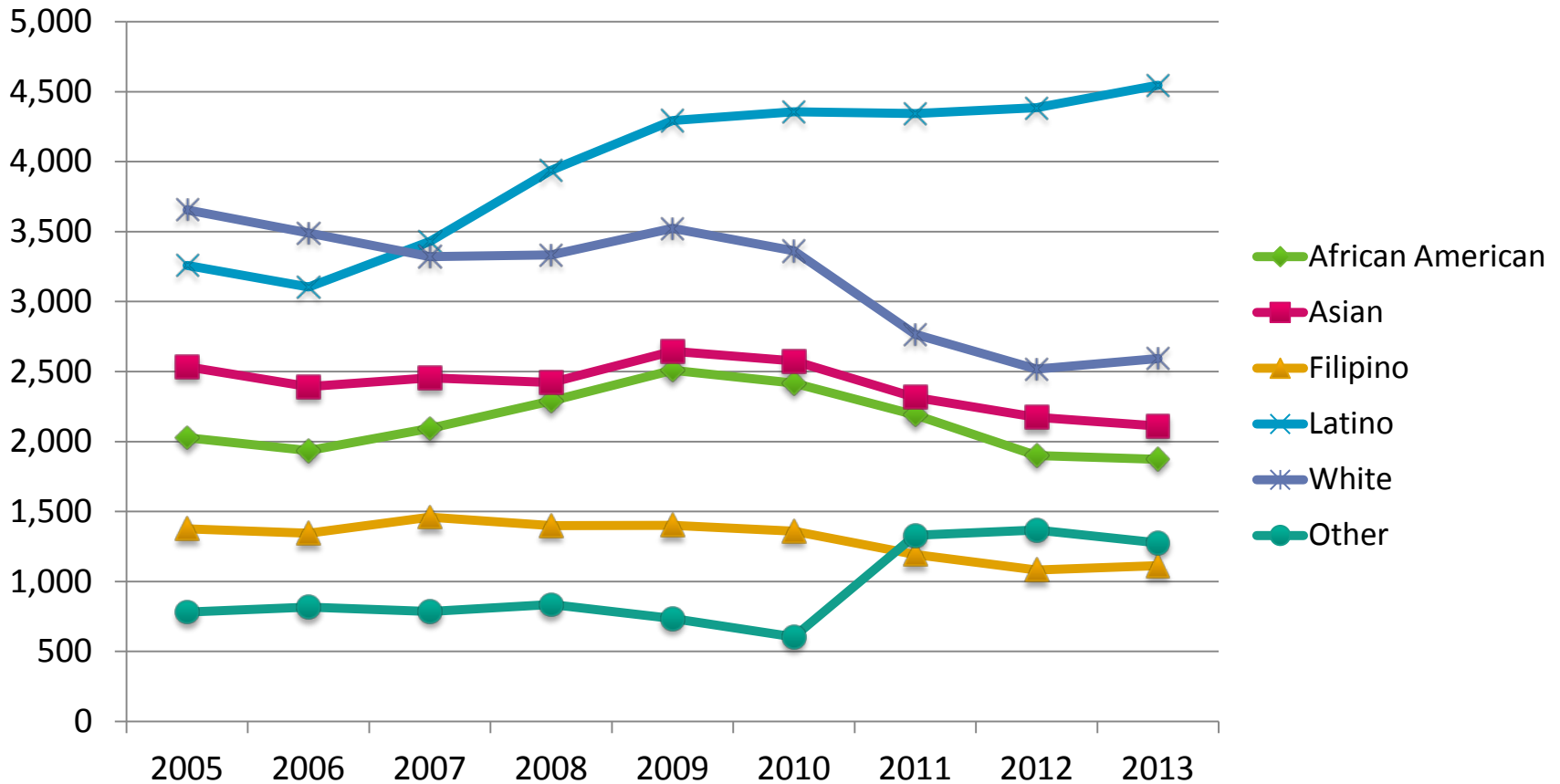
San Ramon 1%
Alameda 1%
Dublin 1%
Tracy 1%
Pleasanton 1%
Newark 2%
Livermore 2%
Fremont 6%
San Lorenzo 6%
Castro Valley 7%
Oakland 8%
Union Ciuty 9%
San Leandro 14%
Hayward 32%
Other Local Cities 9%

Las Positas Local Residence

Brentwood 1%
San Leandro 2%
Danville 2%
Hayward 3%
San Ramon 5%
Castro Valley 5%
Dublin 8%
Pleasanton 15%
Tracy 16%
Livermore 30%
Other local Cities 13%

Source: CLPCCD Institutional Research

Race and Ethnicity – Las Positas

Source: CLPCCD Institutional Research

Race and Ethnicity – Chabot

Chabot-Las Positas Community College District
Colleges' Educational Master Plans and District-Wide Strategic Plan

Preparedness

Preparedness

- Preparedness is **a primary, systemic problem** facing the District

- Chabot/Las Positas are serving as an extension of high school for many students

- Many students face a lifetime of personal and educational difficulty

- These students want to create positive momentum for themselves

- This is a major opportunity for them and the region, and many students need significant support to accomplish their educational goals

Completion Rates

Preparedness of Incoming Students

Prepared	Unprepared
Las Positas: 30%	Las Positas: 70%
Chabot: 22%	Chabot: 78%

Completion Rates (Degree/Transfer)

Prepared	Unprepared
Las Positas: 73.9%	Las Positas: 51%
Chabot: 68%	Chabot: 43.8%

2007-2008 First Time Enrolled Cohort

Prepared for College: A student who starts community college at College-level English and Math.
Unprepared for College: A student who starts community college in Basic Skills English or Math.

Source: Student Success Initiative California Community Colleges: Student Success Score Board

Completion Rates

Cohort Year	Chabot		Las Positas		State 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%

Completion Rates: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes

Source: Student Success Initiative California Community Colleges: Student Success Score Board

Findings

- **Unprepared students are significantly less likely to graduate** within six years than students who are prepared

- In Las Positas and Chabot, Latino students are relatively underprepared (80% and 82% respectively)

- In Las Positas and Chabot, African American students are also less prepared (80% and 91% respectively) than their counter-parts

- College will need to prepare to meet the needs of future cohorts that may be even more underprepared due to demographic shifts

Summary: Who Completes?

- Completion rates are much lower for students unprepared for college (Basic Skills students)

- Most Chabot and LPC students start in Basic Skills

- Basic skills and completion rates vary by race-ethnicity

- Most Chabot students and many LPC students are also economically disadvantaged and first generation college students

- **Unprepared, economically disadvantaged, and first generation students need more support** to be successful in college

Source: CLPCCD Institutional Research

Student Support Programs

Attrition and Success

Studies show **students leave** because of a combination of **underlying factors**:

- Limited or **unrealistic expectations** of college

- Academic **under-preparedness**

- **Transition** difficulties

- **Uncertainty** about majors or careers

- Academic **boredom** or irrelevance

- Job **conflicts**

- **Financial** hardship

- **Family** Responsibilities

- **Health/Mental Health** Issues

Source: Las Positas Counseling Department; Chabot College of Institutional Research

Attrition and Success

The **first year** has a **significant impact** on student success. Key factors include**:**

- Participation in **orientation** seminars

- Knowledge of student and academic **services**

- Caring **relationship** with faculty, counselors or staff

- Good **peer** support

Source: Las Positas Counseling Department

Chabot-Las Positas Community College District
Colleges' Educational Master Plans and District-Wide Strategic Plan

Supportive Services at Chabot

- Counseling Office
- ASPIRE
- CalWORKs
- Disabled Students Programs and Services
- Daraja Project, Puente Project
- EOP&S/CARE
- PACE Program
- Health Center
- Learning Connection Tutorial Center
- Math and Computer Lab
- Writing and Reading across the Curriculum (WRAC) lab
- Child Development Center (Childcare)

First Year Experience at Chabot

Limited to 180 students

- **STEM** (Science, Technology, Engineering, & Mathematics)

- **Business** (Accounting, Management, Entrepreneurship, Marketing, Retail)

- **Change it Now!** - (Academic and leadership program for students interested in social change)

- **Chabot Athletes**

- **Hayward Promise Neighborhood** (Students from Hayward or Tennyson HS)

- **Daraja** (Explores African-American themes)

- **Puente** (Explores Latino themes)

Supportive Services at Las Positas

- Counseling Office

- Library

- Assessment Center

- Tutorial Center

- Computer Center

- Integrated Learning Center

- English Center

- Online English Lab

- Writing Center

- Extended Opportunity Programs and Services (EOPS/CARE)

- Disability Resource Center (DRC)

- Child Development Center (Child care)

Supportive Services

- The District and Colleges are **well aware** of the importance of supportive services

- The District serves some of the **most challenged** students in the state

- Supportive services have **proven value** in success rates

- Scale, staffing and finances are **challenges**

- Determine what **programs** are most successful

- **Extend and expand** support

- Investigate **untapped resources** like community mentors and faculty advisors

Supportive Programs

For Faculty and Staff

Faculty and staff growth

- Faculty are transitioning from providers of information to learning coaches (information is everywhere)

- Full-time Faculty may need to step into more formal advising and mentorship roles. This will require support and possibly training.

- Staff and faculty must keep current on best practices and technology advances

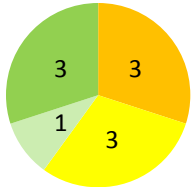- More information will come as outreach progresses

Educational Landscape

Students from other districts

- 20%-30% CLPCCD students live out of district
- Multiple factors may draw students
  - Programs (support and academic)
  - Desire for change/social reasons
  - Safety
  - Convenience
- The number of students from Tracy going to Las Positas has grown by 157% at Las Positas
- The number of students from Tracy going to Chabot have grown more than 150%
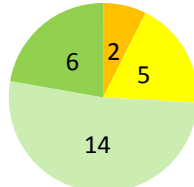- Surveys may determine reasons for choosing CLPCCD

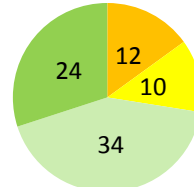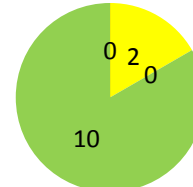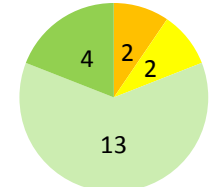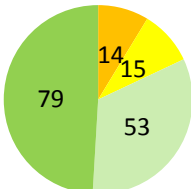# Market Share Amongst CC: Number of Programs Offered

Ag
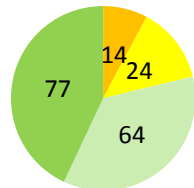
3, 3, 1, 3

Sports

6, 2, 5, 14

Art

24, 12, 10, 34

College success

0, 2, 0, 10

Writing

4, 2, 2, 13

Tech / Trades

79, 14, 15, 53

Business

77, 14, 24, 64

Entertainment

18, 5, 2, 19

Computers

45, 7, 9, 33

Social Science

34, 18, 2, 76

Education

31, 4, 6, 20

Auto

37, 3, 8, 21

Health

39, 8, 3, 39

Science

21, 7, 0, 32

Engineering

4, 1, 0, 5

Mathematics

1, 1, 0, 12

Language

11, 2, 0, 17
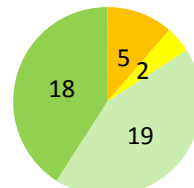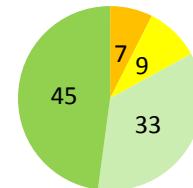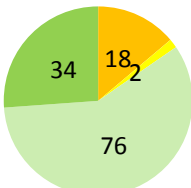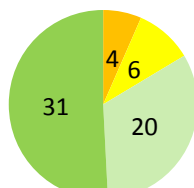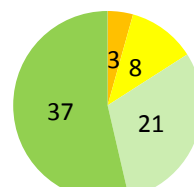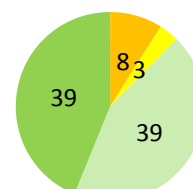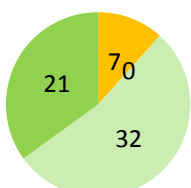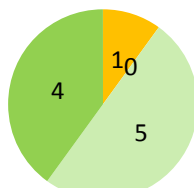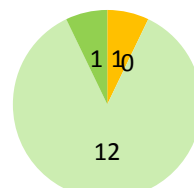
Legend:
- CLPCCD AA/AS
- CLPCCD Certificate
- Peer AA/AS
- Peer Certificate
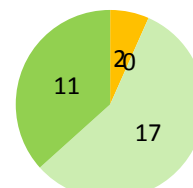
Peers include:
- Peralta Colleges
- Contra Costa College
- Diablo Valley College
- Evergreen Valley College
- Los Medanos College
- Ohlone College
- San Jose City College
- San Joaquin Delta College

90

AA/AS Programs Unique to the District

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

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

Category	Academic Programs
Sports	Physical Education: Sports Medicine
Sports	Aquatics
Tech / Trades	Occupational Safety and Health
Tech / Trades	Vacuum Technology
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

Regional Community Colleges Relative Program Market Share

Agricultural Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College
Contra Costa College Diablo Valley College
San Joaquin Delta College
Berkeley City College
Laney College
College of Alameda Merritt College
Las Positas College
Chabot College
Ohlone College
San Jose City College
Evergreen Valley College
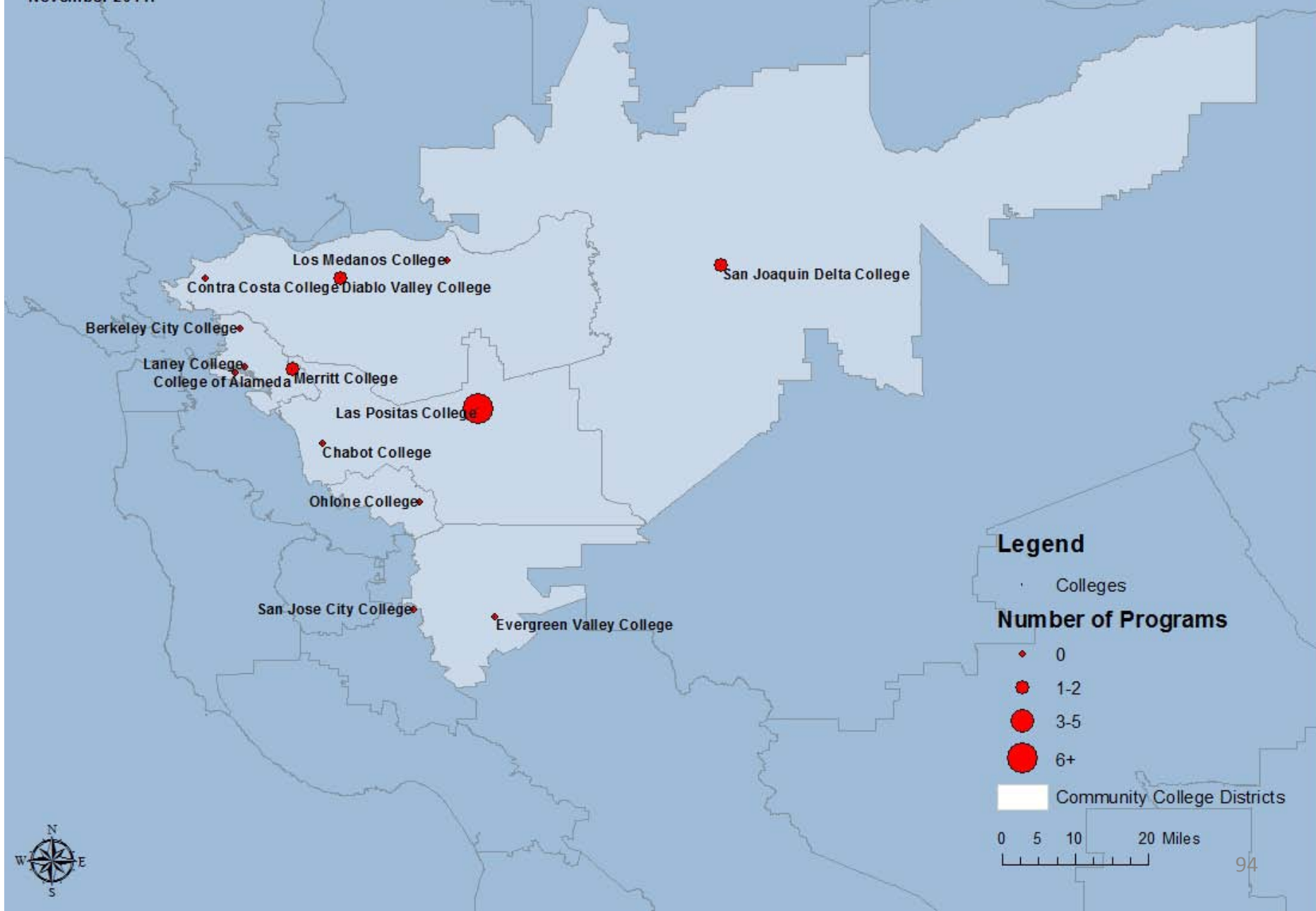
Legend

- Colleges

Number of Programs

- 0
- 1-2
- 3-5
- 6+

Community College Districts

0   5   10   20 Miles

94

Art Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

San Joaquin Delta College

Contra Costa College Diablo Valley College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

Evergreen Valley College

Legend

Colleges

Number of Programs

- 1
- 2-5
- 6-9
- 10+

Community College Districts

0   5   10   20 Miles

95

Automotive Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College
Contra Costa College
Diablo Valley College
San Joaquin Delta College

Berkeley City College

Laney College
College of Alameda
Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College
Evergreen Valley College
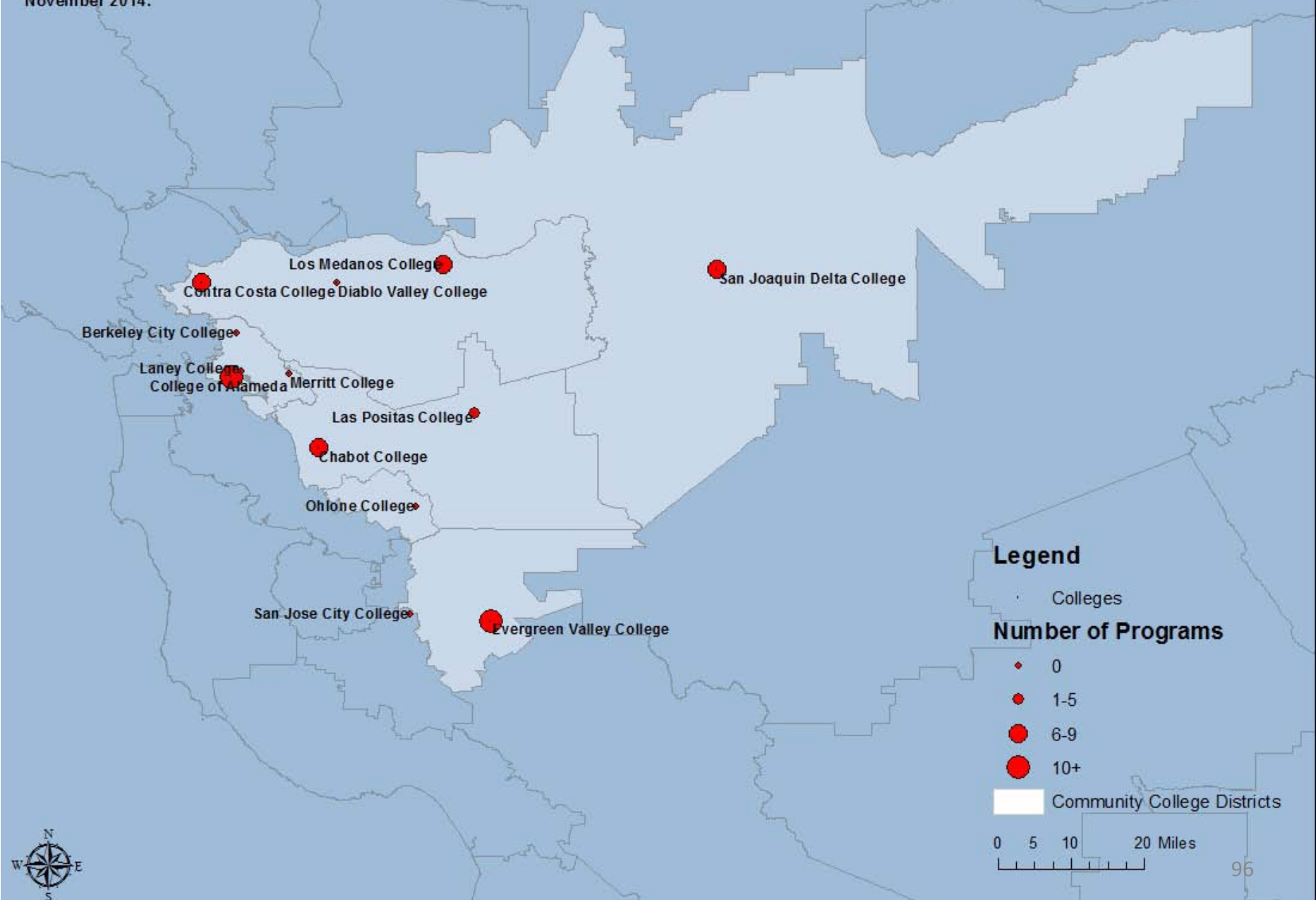
Legend

· Colleges

Number of Programs

♦ 0

● 1-5

● 6-9

● 10+

Community College Districts

0 5 10   20 Miles

Business Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College
Contra Costa College Diablo Valley College
San Joaquin Delta College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College
Evergreen Valley College

Legend

· Colleges

Number of Programs

· 0-5

● 5-10

● 11-19

● 20+

□ Community College Districts

0 5 10   20 Miles

College Success Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

San Joaquin Delta College

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Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College
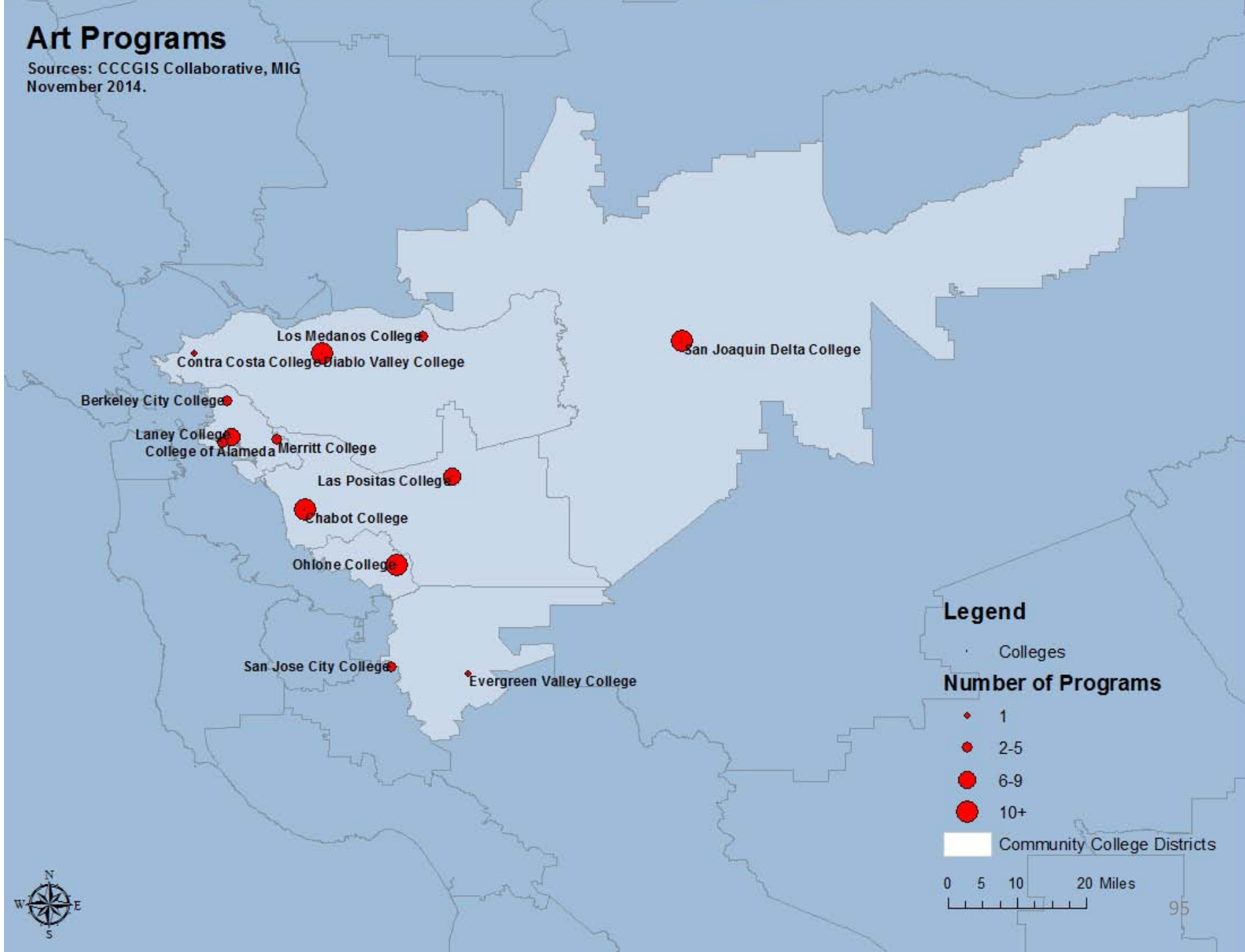
Evergreen Valley College
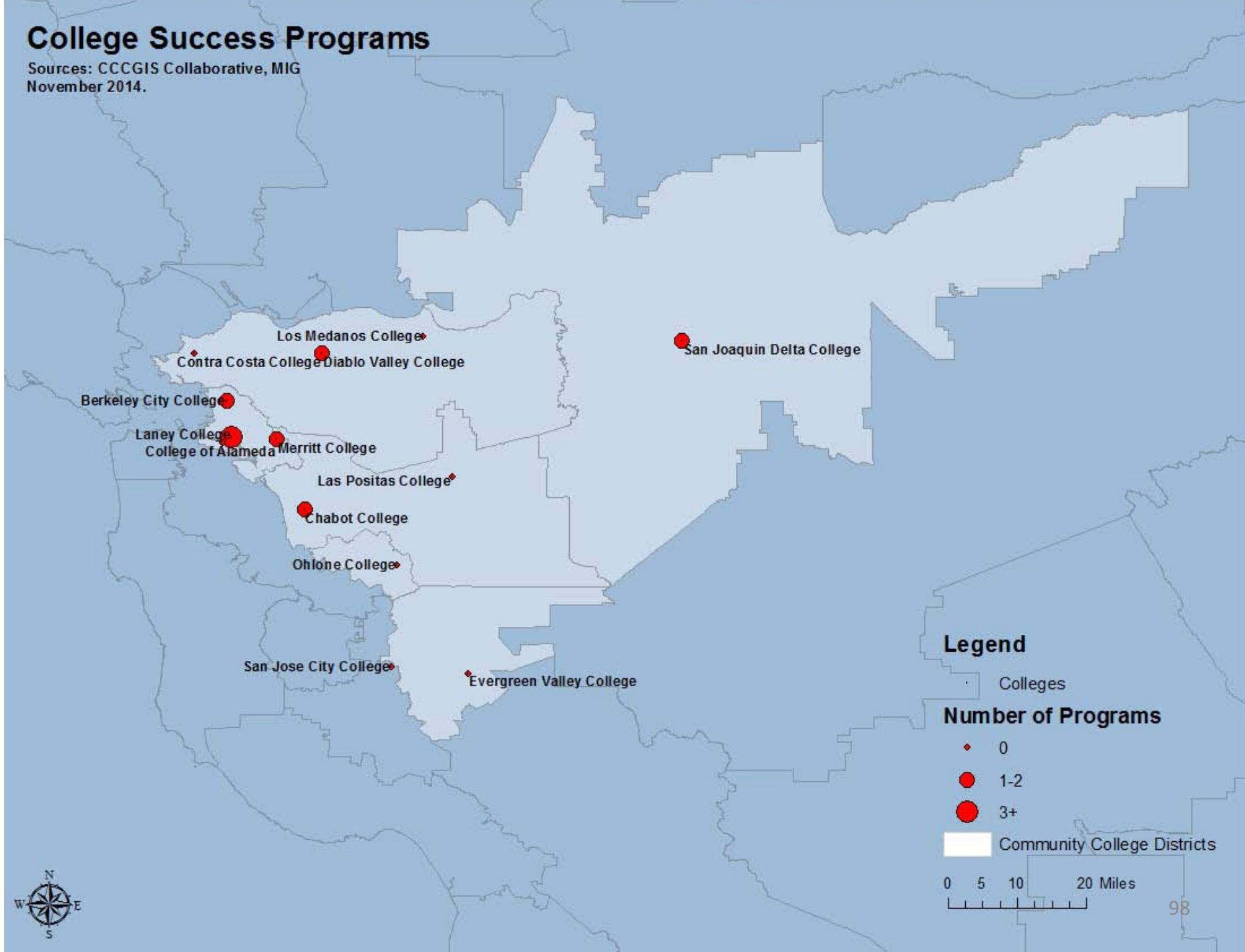
Legend

· Colleges

Number of Programs

♦ 0

● 1-2

● 3+

▭ Community College Districts

0 5 10 20 Miles

98

Computer Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

San Joaquin Delta College

Contra Costa College Diablo Valley College

Berkeley City College

Laney College
College of Alameda   Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

Evergreen Valley College

Legend

· Colleges

Number of Programs

- ◆ 0-4
- ● 5-9
- ● 10+

☐ Community College Districts

0 5 10   20 Miles

99
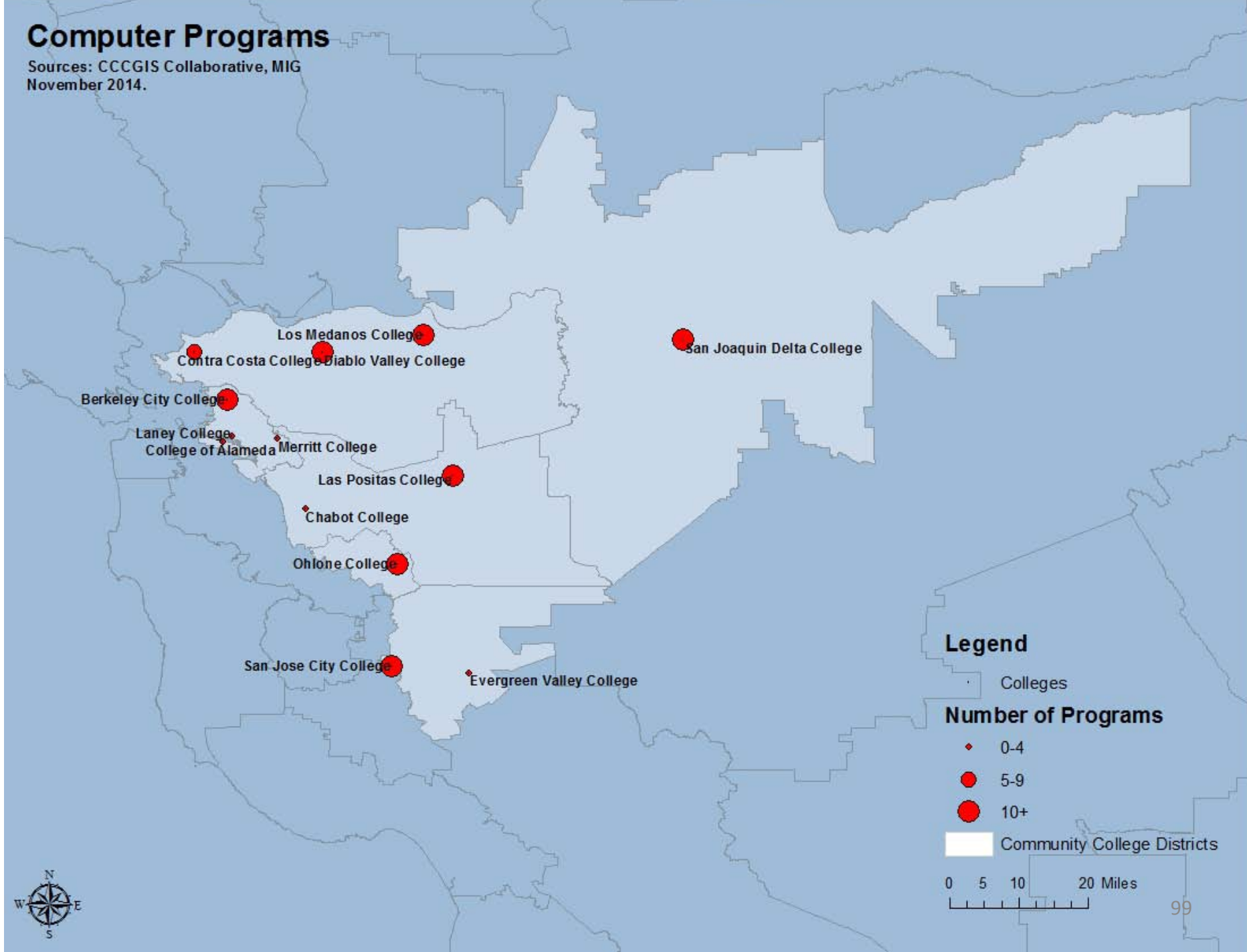
Education Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

San Joaquin Delta College

Contra Costa College Diablo Valley College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

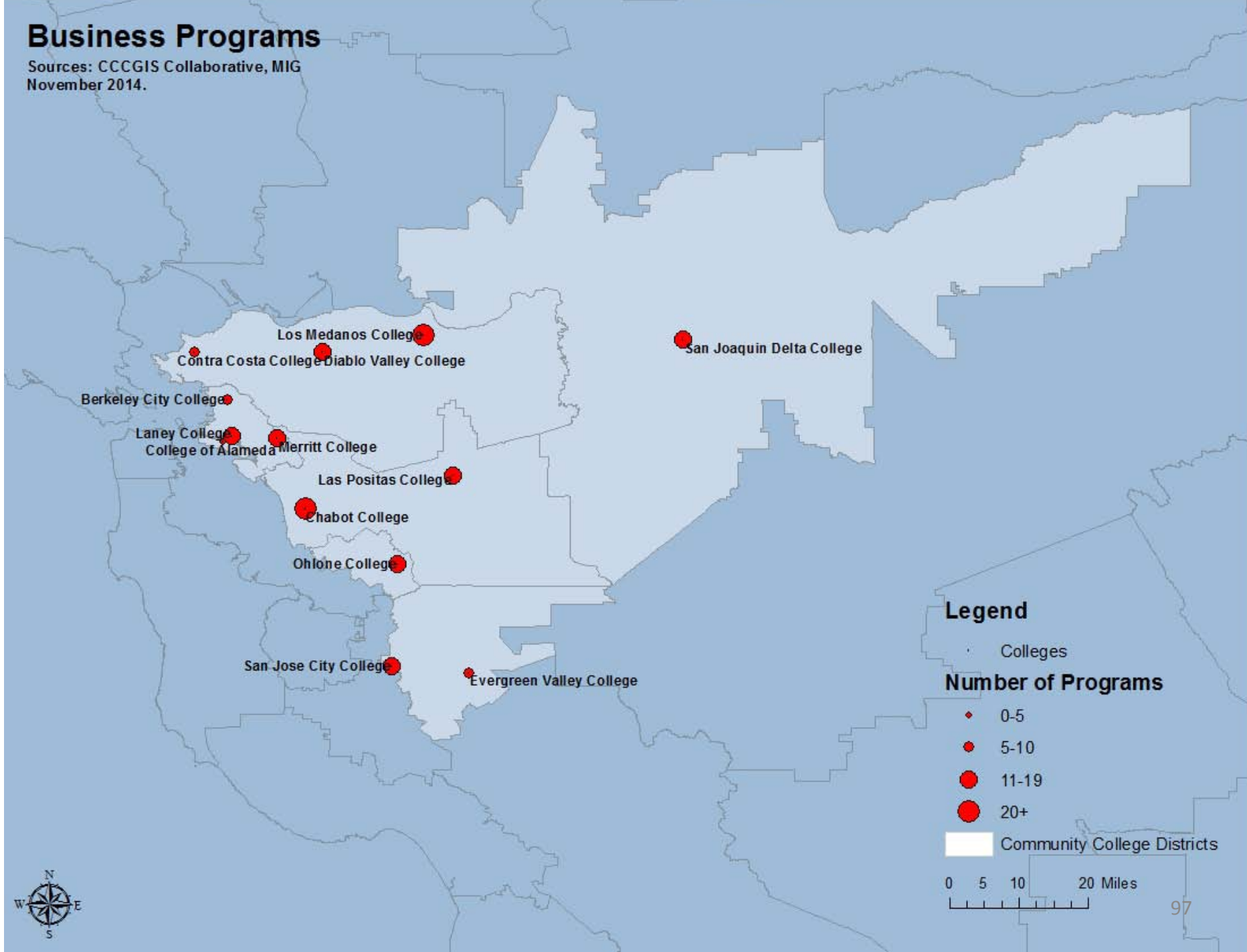Evergreen Valley College

Legend

Colleges

Number of Programs

◆ 0-2

● 3-5

● 6+

Community College Districts

0 5 10   20 Miles

100
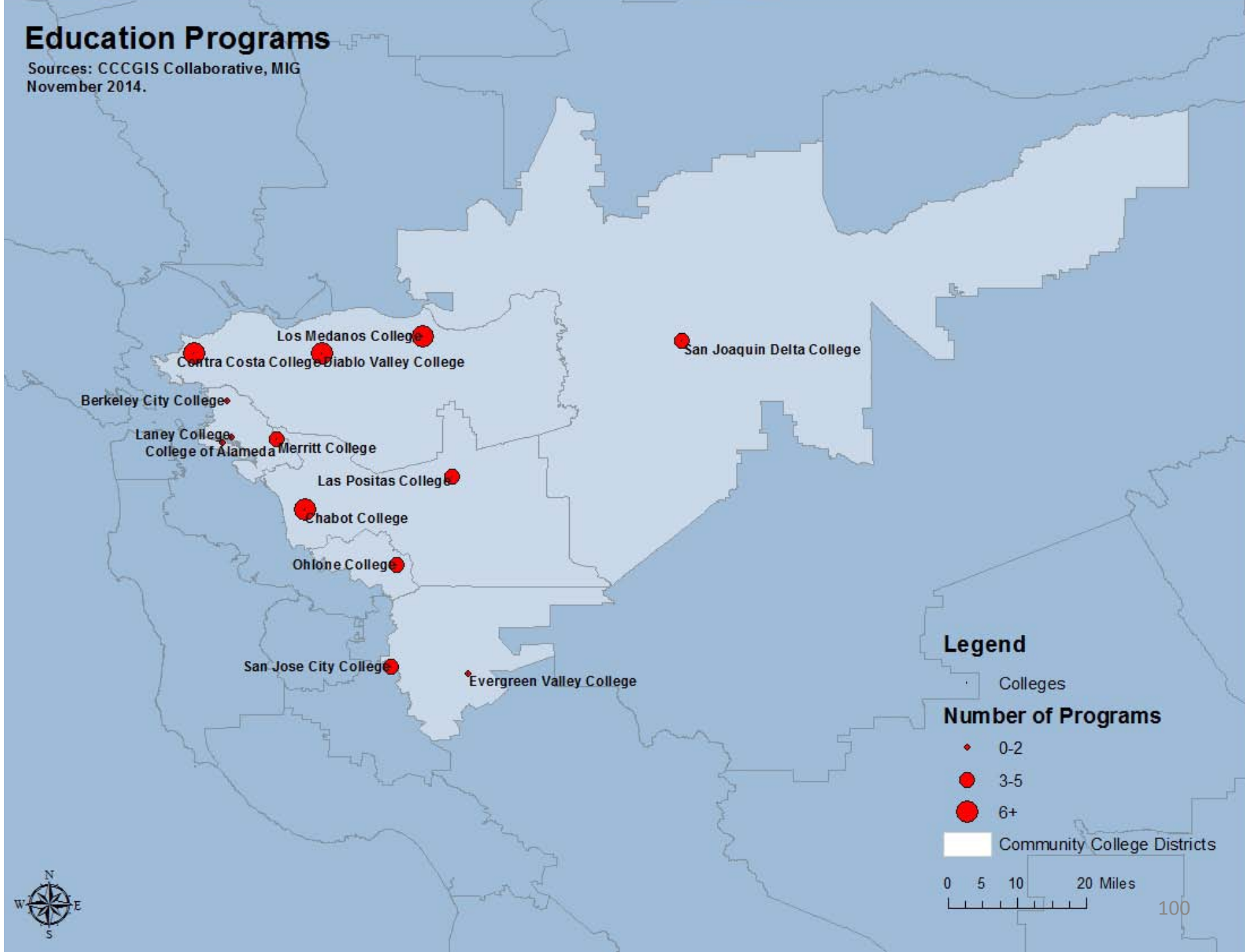
Engineering Programs

Sources: CCCGIS Collaborative, MIG
November 2014.
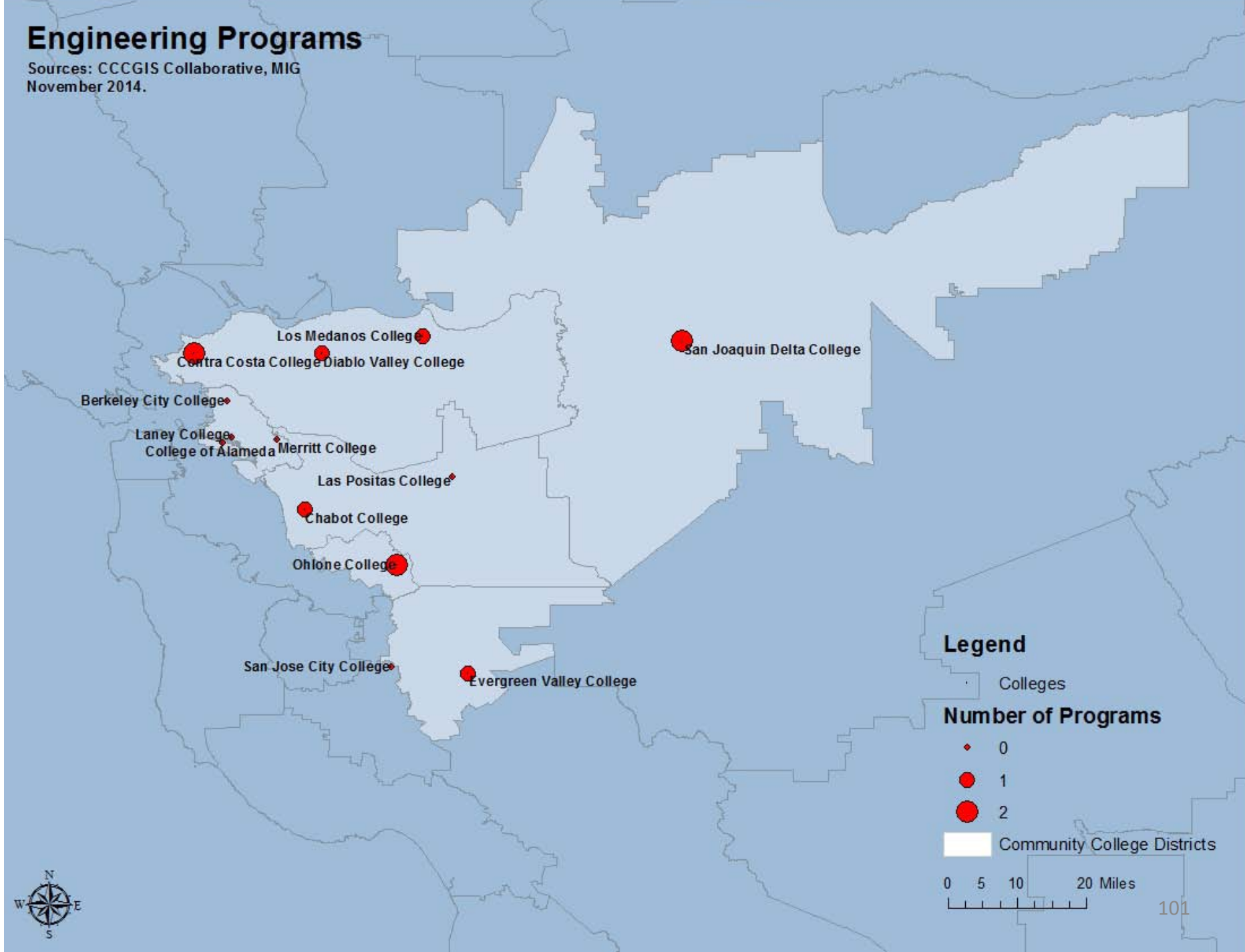
Los Medanos College

Contra Costa College Diablo Valley College

San Joaquin Delta College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

Evergreen Valley College

Legend

Colleges

Number of Programs

- 0
- 1
- 2

Community College Districts

0 5 10   20 Miles

N
W   E
S

101

Entertainment Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

Contra Costa College Diablo Valley College

San Joaquin Delta College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

Evergreen Valley College

Legend

· Colleges

Number of Programs

- ◆ 0-1
- ● 2-5
- ● 6-9
- ● 10+

▢ Community College Districts

0 5 10   20 Miles

N
W   E
S

Health Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

San Joaquin Delta College

Contra Costa College Diablo Valley College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

Evergreen Valley College

Legend

· Colleges

Number of Programs

· 0-1

● 2-5

● 6-9

● 10+

☐ Community College Districts

0   5   10   20 Miles

103

Language Programs

Sources: CCCGIS Collaborative, MIG
November 2014.
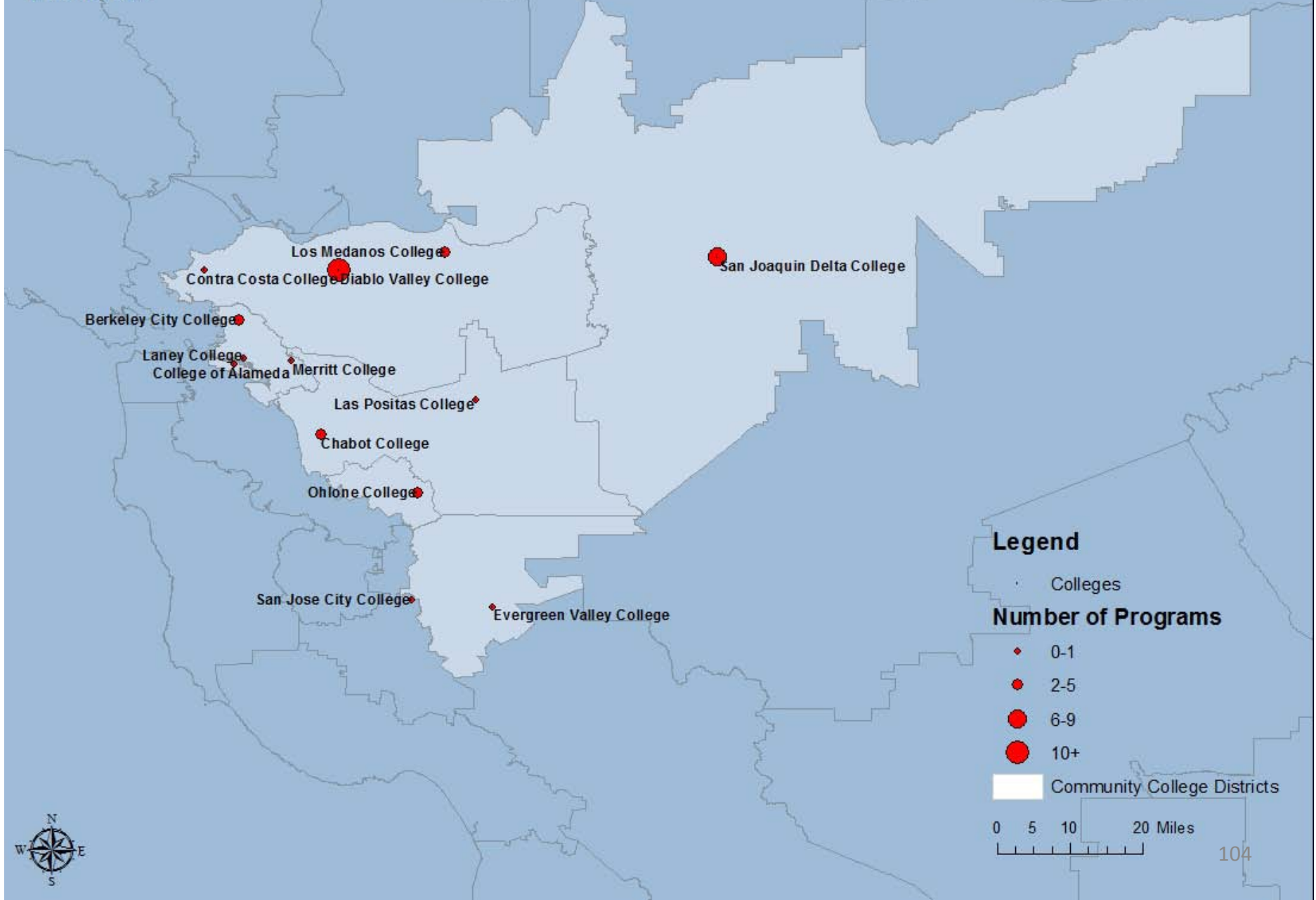
Los Medanos College
Contra Costa College Diablo Valley College
San Joaquin Delta College
Berkeley City College
Laney College
College of Alameda Merritt College
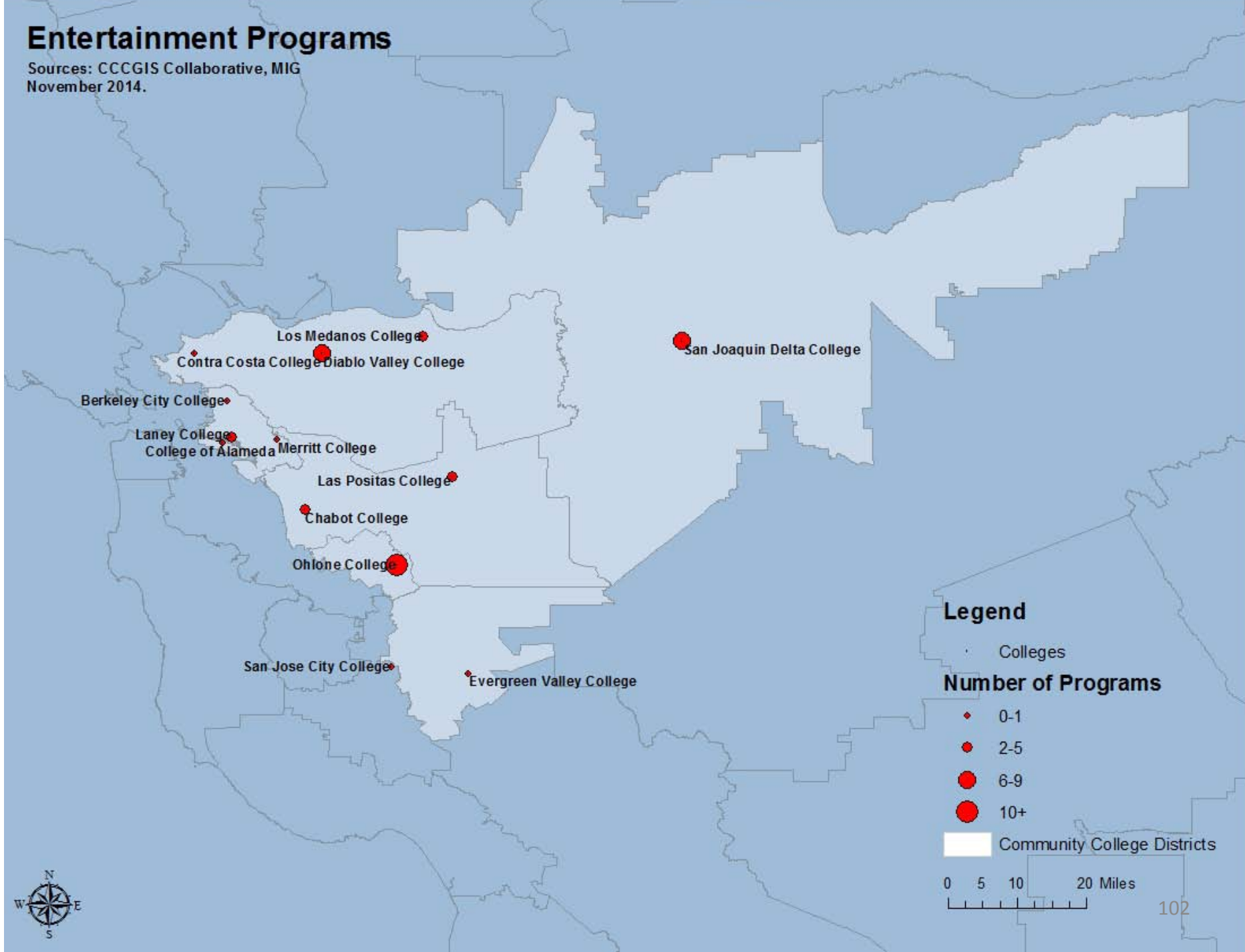Las Positas College
Chabot College
Ohlone College
San Jose City College
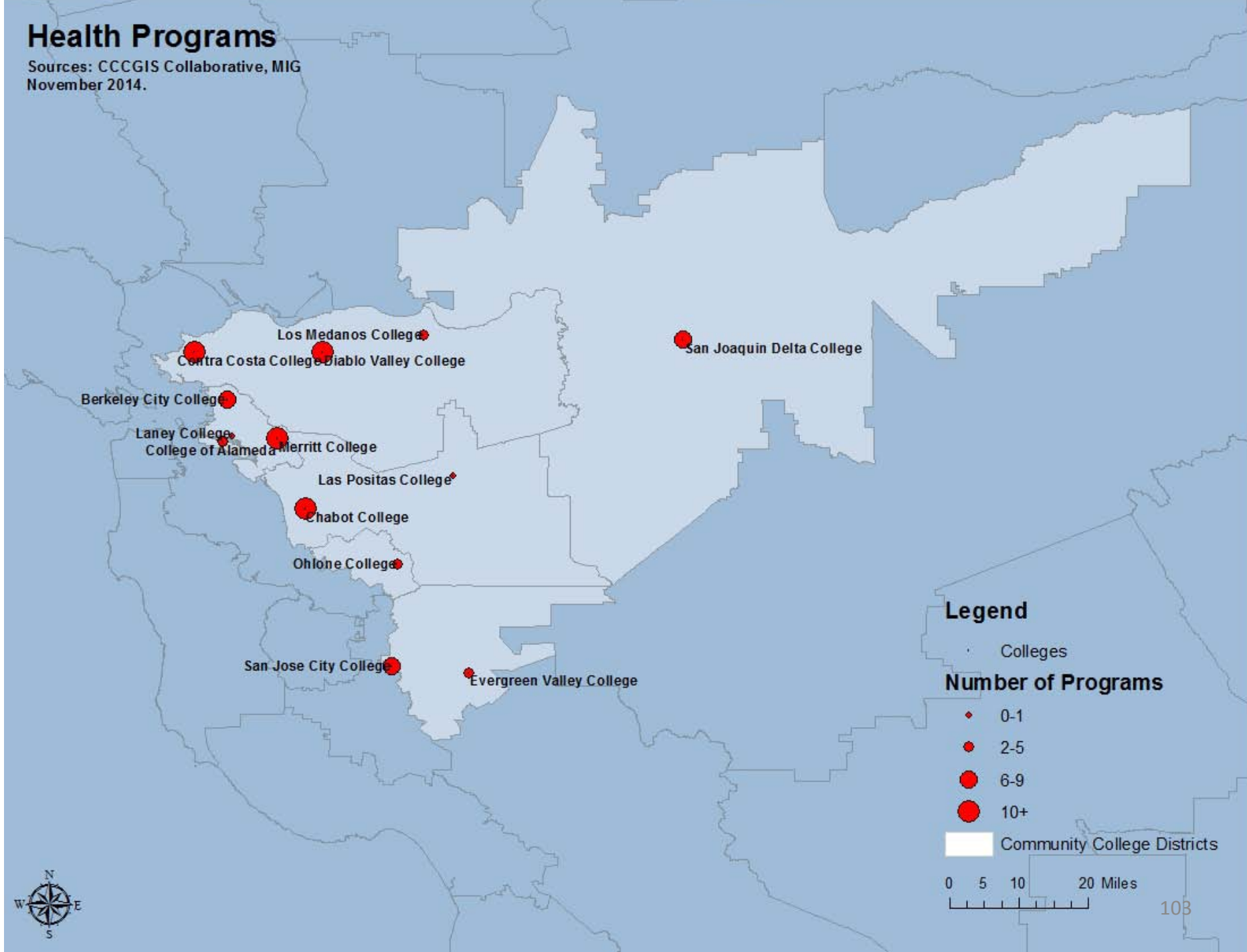Evergreen Valley College

Legend

. Colleges

Number of Programs

◆ 0-1

● 2-5

● 6-9

● 10+

☐ Community College Districts

0 5 10   20 Miles

104

Mathematics Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

San Joaquin Delta College

Contra Costa College Diablo Valley College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

Evergreen Valley College

Legend

· Colleges

Number of Programs

· 0

● 1

● 2
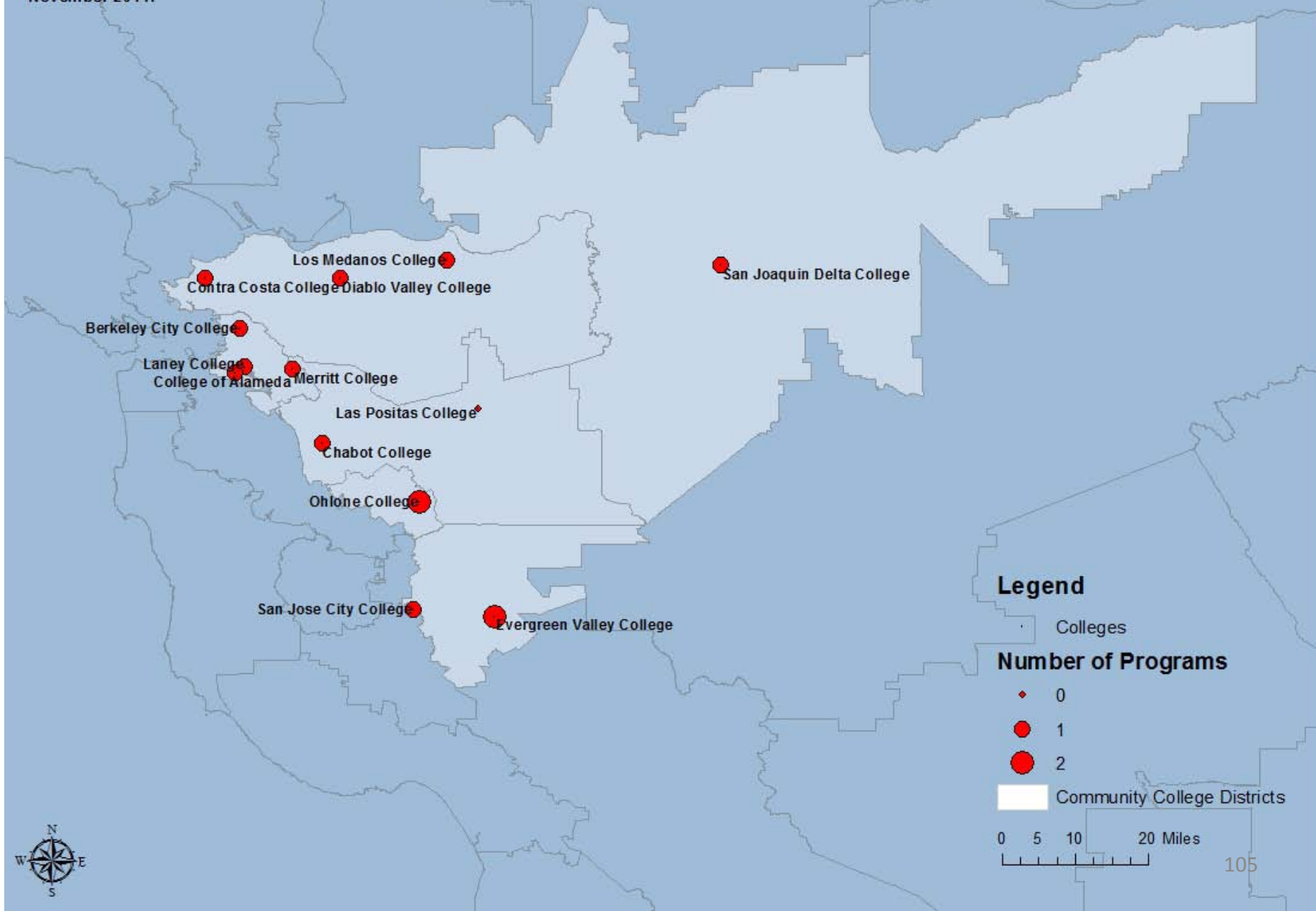
☐ Community College Districts

0 5 10   20 Miles

Science Programs
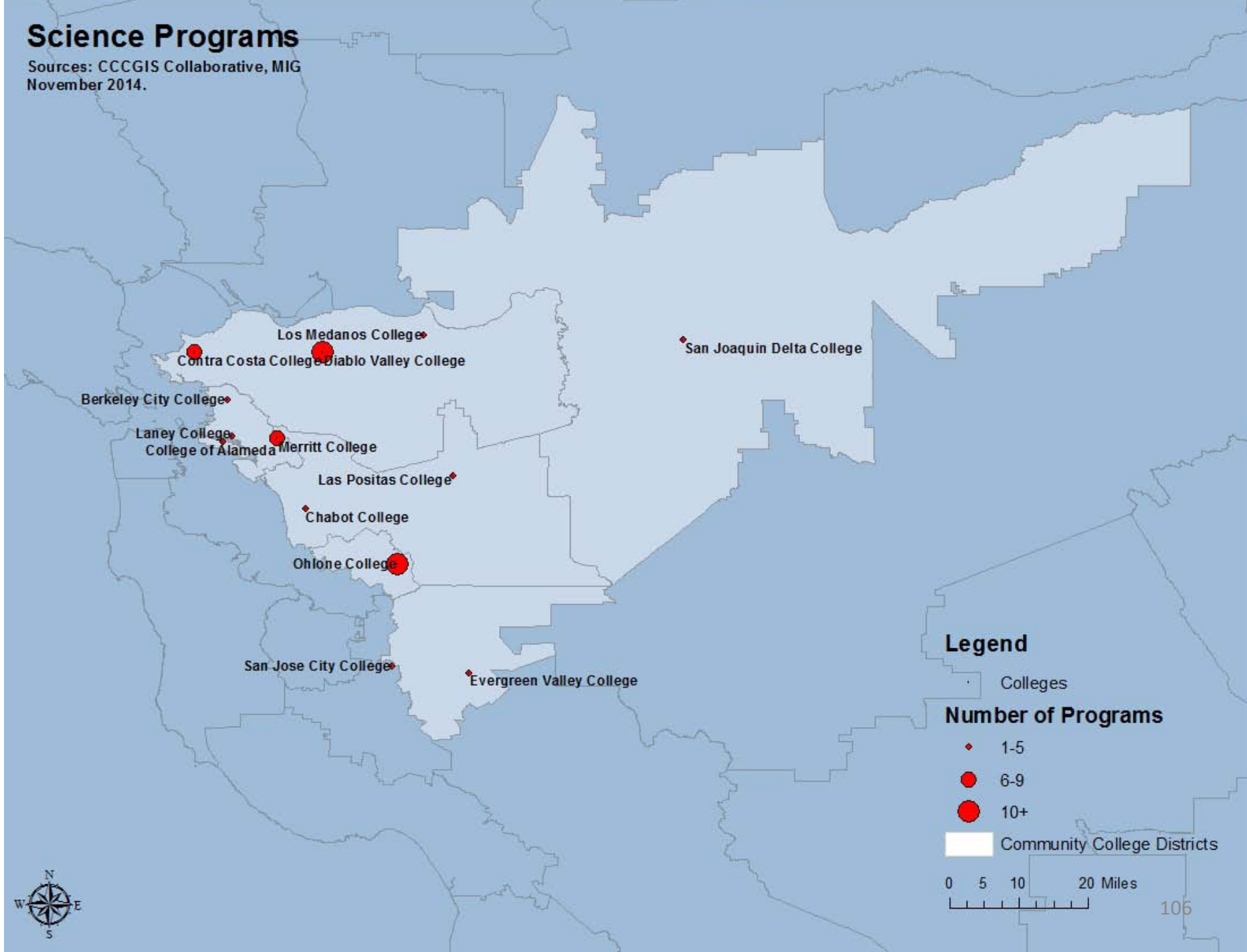
Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College
San Joaquin Delta College
Contra Costa College Diablo Valley College
Berkeley City College
Laney College
College of Alameda Merritt College
Las Positas College
Chabot College
Ohlone College
San Jose City College
Evergreen Valley College

Legend

Colleges

Number of Programs

1-5
6-9
10+
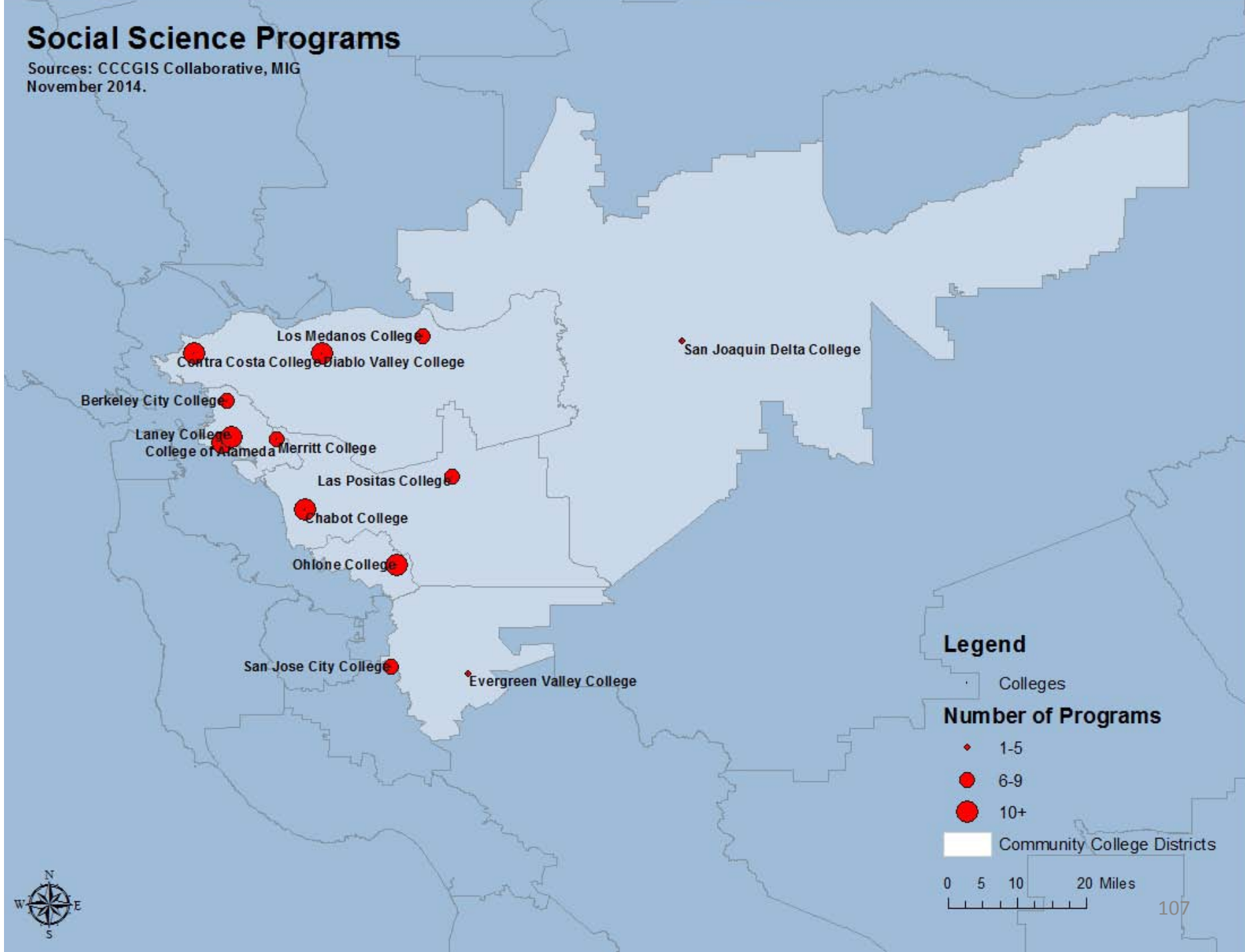
Community College Districts

N
W E
S

0 5 10   20 Miles

106

Social Science Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

San Joaquin Delta College

Contra Costa College Diablo Valley College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

Evergreen Valley College

Legend

· Colleges

Number of Programs

◆ 1-5

● 6-9

● 10+

☐ Community College Districts

0 5 10   20 Miles

N
W   E
S

107

Sports Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

Contra Costa College Diablo Valley College

San Joaquin Delta College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

Evergreen Valley College
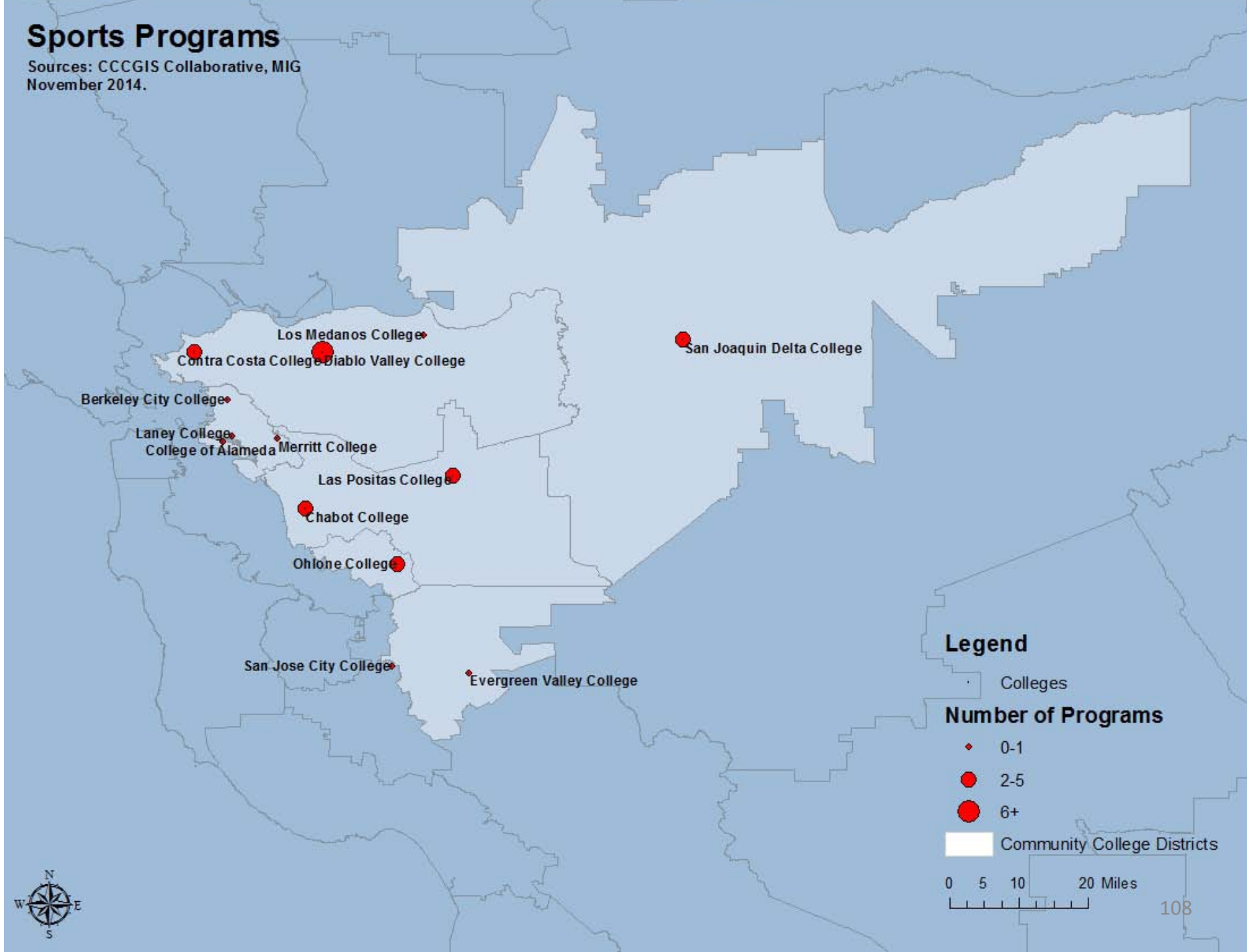
Legend

· Colleges

Number of Programs

♦ 0-1

● 2-5

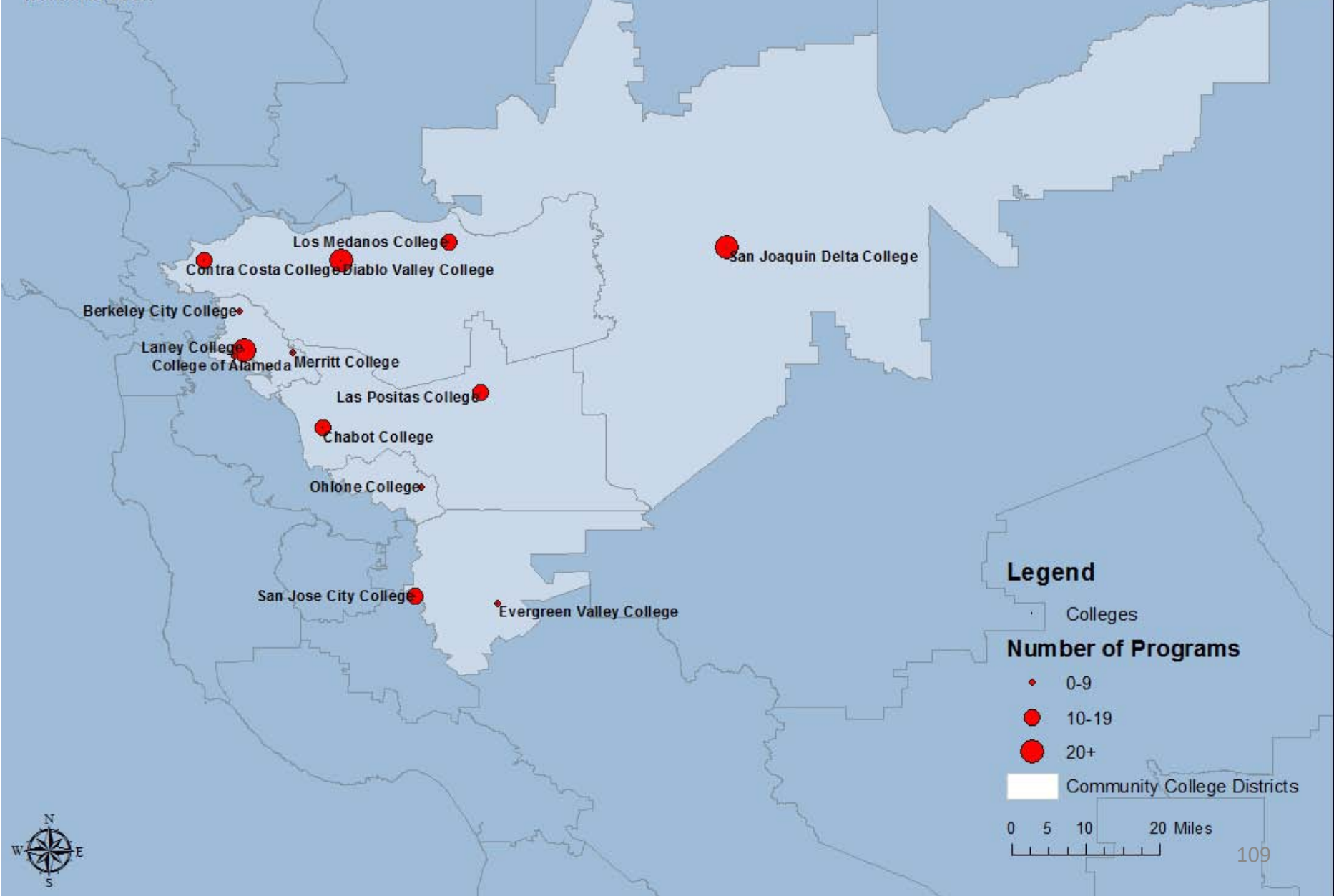● 6+

☐ Community College Districts

0 5 10   20 Miles

108

Tech / Trades Programs

Note: Computer and Automotive programs are separate categories
Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

Contra Costa College Diablo Valley College

San Joaquin Delta College

Berkeley City College

Laney College
College of Alameda   Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College

Evergreen Valley College

Legend

· Colleges
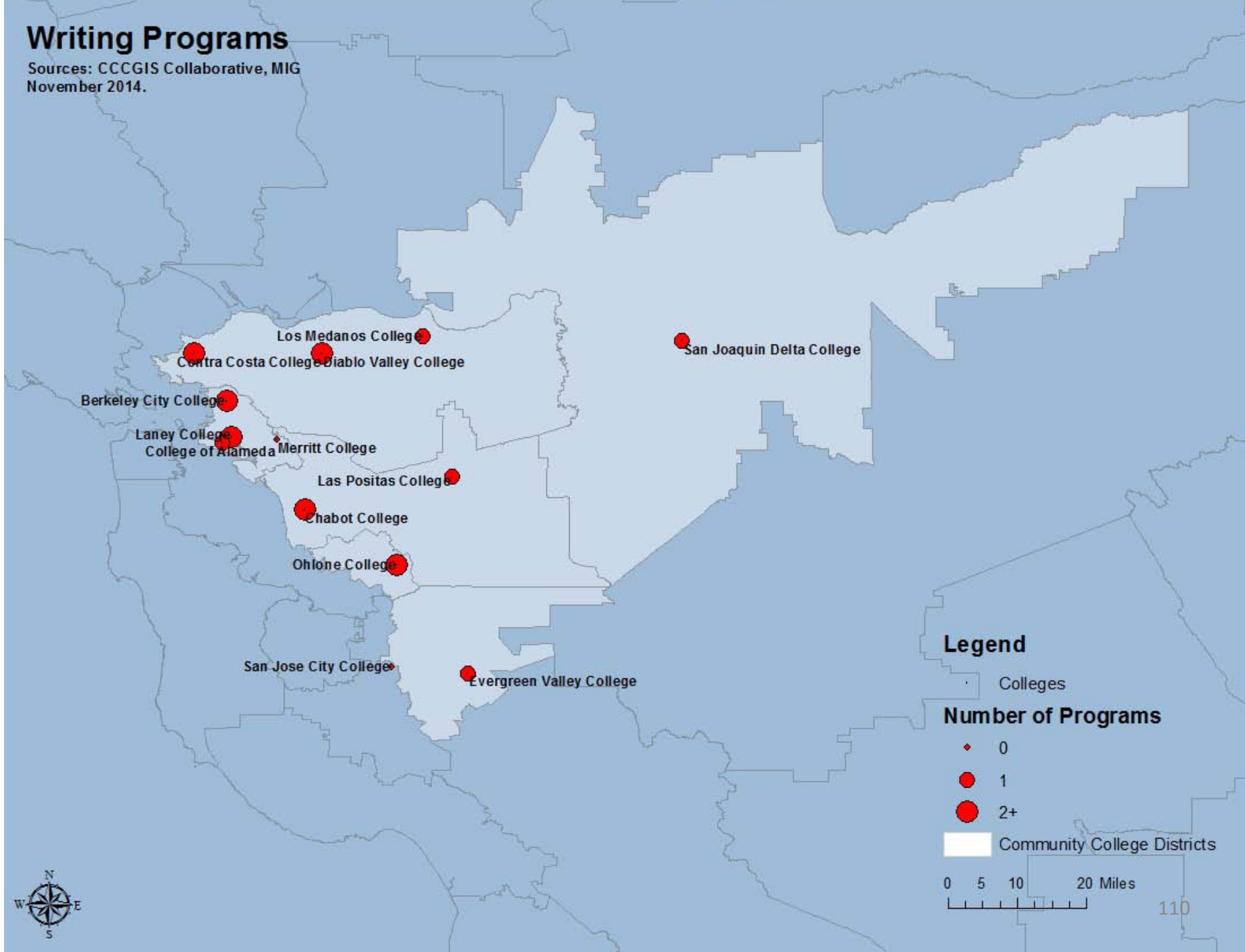
Number of Programs

♦ 0-9

● 10-19

● 20+

☐ Community College Districts

0   5   10   20 Miles

Writing Programs

Sources: CCCGIS Collaborative, MIG
November 2014.

Los Medanos College

Contra Costa College Diablo Valley College

San Joaquin Delta College

Berkeley City College

Laney College
College of Alameda Merritt College

Las Positas College

Chabot College

Ohlone College

San Jose City College
Evergreen Valley College

Legend

· Colleges

Number of Programs

· 0

● 1

● 2+

☐ Community College Districts

0 5 10   20 Miles

110

III. Overview of the Small Group Discussion Process

Part 1: **Discuss the District's Mission, Vision and Values**

Part 2: **Discuss Assigned Topic**

Part 3: **Discuss Second Topic Selected By Your Group**

Small Group Discussion Topics

Issue 1: Serving the needs of **growing and diverse student populations** now and in the future

Issue 2: Addressing the needs of students **under-prepared** for college-level Math and English

Issue 3: Serve the local economy by **educating transfer, career technical and basic skills students,** and increase opportunities through industry partnerships (Chabot Group and Las Positas Group))

Small Group Discussion Topics

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**

Small Group Discussion Topics

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.

Ready, Set, Go!

V.   Small Group Reports and Large Group Discussion

VI. Summary and Next Steps

Next Steps . . .

February – April	Prepare Preliminary Draft Plans
April - May	Conduct Outreach Meetings at Each College to Review Preliminary Draft Plans
	Post comments On-Line
June	Conduct Board of Trustees Study Session
June – August	Prepare Draft Plans
September	Review Draft Plans
	Post Comments On-Line
October	Plan Finalization and Board Approval

Thank You!

Chabot-Las Positas Community College District

Educational Master Plans and District-Wide Strategic Plan

District-Wide Planning Charrette – February 20, 2015