APPENDICES

APPENDIX A: PLANNING CHARRETTE PARTICIPANTS

A full-day District-wide planning charrette was held on February 20, 2015. Faculty, classified professionals and students from both Chabot College and Las Positas College, along with classified professionals from the District and external stakeholders, assessed opportunities and challenges presented in the Environmental Scan and proposed strategies and specific actions. External stakeholders included local elected officials, representatives from local government, and area businesses and industry. Information about participants, separated by the issue they spoke about, is included below.

Issue 1: Serving the needs of a growing and diverse student population now and in the future

Name	Program/Organization	Location
Laurie Dockter	Chemistry/Fac. Sen. President	Chabot College
Donna Gibson	Chemistry	Chabot College
Karen Metcalf	Counseling	Chabot College
Patricia Molina	Counseling/EOPS	Chabot College
Sylvia Rodriguez	Dean, Admissions/Records	Las Positas College
Bella Witt	Office of VP Student Services	Chabot College
Karen Zeigler	DSPS	Las Positas College
Danielle V'Soske	Dublin Adult School	Community

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

Name	Program/Organization	Location
Jonathan Brickman	ESL/Sub Region Group	Las Positas College
Rajeev Chopra	Business	Las Positas College
Dr. Lisa Everett	Dean, STEMPS	Las Positas College
Mike Lai	Counseling	Chabot College
Michael Perrilliat	Student Senate	Chabot College
Patricia Shannon	School of the Arts	Chabot College
Rachael Tupper-Eoff	Learning Connection	Chabot College
Ken Frazer	Tri Valley ROP	Community
Lori Baptista	Tiburcio Vasquez Health Center	Community
Dr. Marcia Corcoran	Dean, Language Arts	Chabot College

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

Name	Program/Organization	Location
Deonne Kunkel	Language Arts/PRBC	Chabot College
Wayne Phillips	Applied Tech/Business	Chabot College
Ana Apodaca	Kaiser Permenente Com. Affairs Liaison	Community
Oscar Macias	Intern, Councilmember Sara Lamnin	Community
Sara Lamnin	Councilmember, City of Hayward	Community

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

Name	Program/Organization	Location
LaVaughn Hart	Computing	Las Positas College
Terry Johnson	Automotive	Las Positas College
Dr. Don Miller	Dean, Arts, Ltrs., & Soc. Sci.	Las Positas College
J. David Rodriguez	Institutional Research	Las Positas College
Dr. Barry Russell	President	Las Positas College
Paul Sapsford	Sports Medicine	Las Positas College
James Weston	Auto Tech/Auto Advisory	Las Positas College
Chris Faber	Valley Care Health System	Community
Isabel Urbano	Congressman Swalwell's Office	Community
Marti Sutton	LPC Foundation	Community

Issue 4: Finding ways to expand the range and scope of student services

Name	Program/Organization	Location
Laura Alarcon	Counseling	Chabot College
Rozen Bondoc	Veteran's Benefits	Chabot College
Frances Fon	Counseling	Chabot College
Dr. Jim Gioia	DSPS/TriValley Sub Region	Las Positas College
Jim Matthews	Library/Accreditation	Chabot College
Scott Miner	Welding/Director, Student Life	Las Positas College
Nadiyah Taylor	Early Childhood Development	Las Positas College
Paulina Reynoso	ASLPC Vice President	Las Positas College
Diana Rodriguez	V.P. Student Services	Las Positas College
Ciera Soliz	Inter Club Council Secretary	Las Positas College
Emily Duncan	Councilmember, City of Union City	Community

Issue 5: Strengthening professional development opportunities for faculty, classified professionals and administrators

Name	Program/Organization	Location
Katrin Field	Assessment/Classified Senate	Chabot College
Wyman Fong	V.C. Human Resources	Chabot College
Kim Morrison	Library	Chabot College
Tom Orf	Geology/Academ Sen. President	Las Positas College
Zina Rosen Simon	ECD/ECD Advisory	Las Positas College
Rachel Ugale	ITS	CLPCCD
Doris Yates	CSUEB - HRT	Community

Issue 6: Expanding sources of discretionary revenue

Name	Title	Location
Bob Buell	Fire Technology	Chabot College
Frances DeNisco	Community Ed/Tri Valley Sub Region	Las Positas College
William Hanson	Administration of Justice	Chabot College
Doug Horner	Director, Facilities	Chabot College
Lorenzo Legaspi	V.C. Business Services	Chabot College
Cindy Chin	Assemblymember Catherine Baker's office	Community
Pamela Ott	City of Pleasanton	Community
Tony Acosta	Int. City Manager, City of Union City	Community
Nadine Horner	Lawrence Livermore National Lab	Community
Helen Kennedy	New Haven Schools Foundation	Community
Dale Wagoner	Interim VP Academic Services	Chabot College
Yvonne Wu Craig	Grant Developer	Chabot College

Issue 7: Optimizing the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes

Name	Title	Location
Noell Adams	Admissions & Records	Chabot College
Antonio Aguilar	ASLPC Student Senator	Las Positas College
Dr. Hal Gin	Trustee	CLPCCD
Steve Gunderson	Instructional Technology	Las Positas College
Zarir Marawala	Biology/Tech. Committee	Chabot College
Jeannine Methe	Chief Technology Officer	CLPCCD
Katherine Tollefsen	ITS	CLPCCD
Scott Vigallon	Technology/Admin. Services	Las Positas College
Paulette Lino	Director, Admissions & Records	Chabot College
Chasity Whiteside	Science-Mathematics/Classified Senate	Chabot College
Mitch Sigman	School of Imagination	Community

Issue 8: Increasing public relations, communications and marketing efforts—looking for new ways to "tell our story" and celebrate our successes

Name	Title	Location
Corinna Calica	Director, Children's Center	Las Positas College
Julia Dozier	Ex. Director, Econ. Dev. & Cont. Ed.	Chabot College
Jeff Drouin	PE & Health/Fac. Senate	Chabot College
Dave Fouquet	Mathematics/CEMC	Chabot College
Mary Lauffer	Business/Business Advisory	Las Positas College
Titan Lish	Theater Arts	Las Positas College
Kirti Reddy	President's Office	Chabot College
Cheryl Sannebeck	Social Sciences	Chabot College
Carlo Vecchiarelli	Trustee	CLPCCD
Kristy Woods	Mathematics	Las Positas College
Julie Duncan	Superintendent, Tri Valley ROP	Community
María Ochoa	Executive Director, Office of Development and the Foundation	Chabot College

Issue 9: Setting performance measures that emphasize student success and achievement of the CLPCCD mission

Name	Title	Location
Isobel Dvorsky	Trustee	District
Carolyn Arnold	Coordinator, Institutional Research	Chabot College
Jeremy Wilson	Institutional Research	Chabot College
John Hogan		Las Positas College
Alexander Ivanov	ASLPC Parliamentarian	Las Positas College
Barbara Morrissey	Dean, Student Services	Las Positas College
Rajinder Samra	Director, Institutional Research & Planning	Las Positas College
Susan Houghton	Sunflower Hill	Community

APPENDIX B: STRATEGIC DIRECTION AND POTENTIAL FUTURE ACTIONS

The following sections include potential future actions proposed during the outreach process and the EMP's development. The college will use the approved goals and strategies, along with budget considerations, to determine what actions will be appropriate to pursue.

Goal A: Serving a Growing and Diverse Student Population

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

A1. Monitor the changing educational needs of an increasingly diverse student population as an integral part of an ongoing program review and update process.

A 1.1   Define how the population is growing and changing and how programming will react to specific changes.

A 1.2   Redesign program assessments to allow room for long-term and creative vision.

A 1.3   Improve alignment of programs with employment partners in industry, government, public sector and community-based organizations.

A 1.4   Track and evaluate successes and accomplishments at Chabot College and share the information with CLPCCD and the community at large.

A 1.5   Establish/develop an institutional advancement department.

A 1.6   Develop a social media marketing strategy.

A2. Modify existing programs and develop new programs to meet the needs of a more diverse student population.

A 2.1   Examine the current mid-20th century academic model (divisions, course structures, facilities, scheduling, etc.) and re-design it to better fit 21st century realities.

A 2.2   Conduct an inventory of all learning support programs and processes available to students.

A 2.3   Adjust student and academic support services to help students whose economic and social environments limit their access to basic human needs and their potential to succeed academically.

A.2.4 Provide faculty and classified professionals with training and first-hand experience to better understand and appreciate the challenging life circumstances facing many of their students.

A 2.5 Balance skill foundations and marketable skills within the curriculum.

A 2.6 Serve the development of the whole person by providing and restoring classes that value other outcomes (not just job development or basic skills), such as the arts program.

A 2.7 Increase integration between the technical programs and academic curriculum, such as fire technology with sociology or math.

A 2.8 Enhance English as a second language (ESL) curriculum.

A3. Align class schedules and student services to improve accessibility to all students.

A 3.1 Restore evening and weekend classes and services to provide additional opportunities for working students.

A 3.2 Adjust student and academic support services to help students whose economic and social environments limit their access to basic human needs and their potential to succeed academically.

A 3.3 Provide all entering students with information and support during their first weeks so they will have a firm understanding of how to access and navigate the resources available to help them succeed in college.

A 3.4 Engage mentors from the community to assist new college students.

A 3.5 Improve support and offerings for veterans.

A4. Align on-campus programs with online programs to meet the needs of a diverse student population.

A 4.1 Enhance online offerings and establish an online associates degree program.

A5. As a federally-designated Hispanic-Serving Institution, address the needs of local Latino students and their families

A 5.1   Provide support to first-generation Latino students that includes outreach to their families, who regard education as a family effort.

A 5.2   Provide academic pathways, support programs and learning resources that address the educational needs of Latino families.

A6. Close the equity gap for targeted populations identified in the Student Equity Plan.

A 6.1   Continue to monitor disproportionate impact on targeted populations of African Americans, Pacific Islanders, Native Americans, Latinos, Filipinos, Whites, veterans, foster youth, students with disabilities, low-income students, women, and men.

A 6.2   For each success indicator in the Student Equity Plan, provide funded activities that increase the success of the targeted population with disproportionate impact in that area.

Figure: County and Service Area Comparison: Percent of Local Households in Poverty
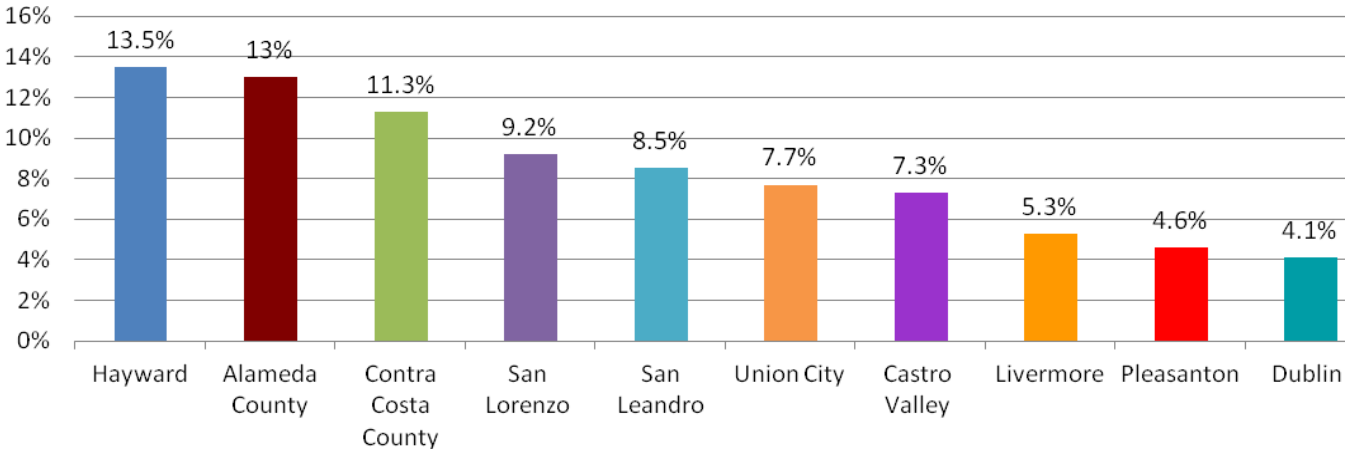
Source: United States Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

Address the needs of students who are not ready for college-level math and English.

B1. Address the broader needs of basic skills students.

B 1.1   Enhance the assessment process to better place students into appropriate ESL/English/math courses.

B 1.2   Identify and support students who struggle in critical basic skills English and Math courses [Chabot College BSC Strategic Plan: Vision for Basic Skills, Updated Fall 2014]

- Expand the range and scope of academic learning supports offered to students.
- Look for and intervene with students who appear to be struggling or are too shy to ask for assistance.

B 1.3   Provide supplemental instruction in math, English and other basic skill courses.

- Determine how to coordinate "common times" so students requiring supplemental instruction can work together.
- Provide shared spaces for study to facilitate personal relationships among students who need mentoring, in-depth tutoring and other forms of learning support.
- Ensure that there is consistent instruction across all sections in the same course to facilitate cross-section study groups.

B 1.4   Make it more comfortable for students to stay on campus to work and socialize.

- Develop comprehensive plan on space usage and facility upgrades to Student Center (Building 2300) as a hub for social space, programming space and student services.
- Upgrade/improve outdoor seating and social spaces to provide more comforting and useful environment.

B2. Design programs to move students from basic skills to college level courses.

B 2.1   Redesign curriculum in English, math and ESL to increase the percentage of basic skills students completing degree applicable courses.

B 2.2   Provide incentives that will encourage students to start and finish the required math and English sequence early in their academic careers.

- Increase the number of courses with math or English pre-requisites.
- Guarantee access to the next course in a sequence when a student succeeds in pre-requisites.
- Expand the "safe fail" model in order to allow students to set their own pace and prevent drop outs.
- Help students understand the relevance of basic skills to their academic and professional success.

B 2.3   Evaluate programs and class schedules regularly to ensure that courses are available in logical sequences.

- Provide more strategic course scheduling so students can have timely access to the courses they need in order to complete their academic programs within a reasonable time frame.
- Improve access to basic skills courses.

B 2.4   Align course offerings with student educational plans (SEPs).

B3. Support innovative pedagogy to help basic skills students learn more effectively.

B 3.1   Provide "contextualized instruction" that enables students to make meaningful connections to the substance of what they are being asked to learn (i.e., course content) because they see and understand how it is relevant to their lives.

B 3.2   Provide faculty with professional development in contextualized instruction and the opportunity to practice this alternative way of teaching.

- Provide professional development addressing how to infuse contextualized basic skills courses.
- Carry out consistent and ongoing collaboration with industry experts in contextualized instruction.

B4. Collaborate with K-12 to improve student preparedness.

B 4.1   Develop collaborative relationships with K-12 educators.

B 4.2   Collaborate with programs that already work with K-12 students.

B5. Develop more accurate assessment methods into English, ESL, and math.

B6. Provide more academic advising and counseling for basic skills students.

Educate transfer, career tech and basic skills student by fostering critical thinking, literacy, citizenship, skills, and by providing a liberal arts education

C1. Develop a process to align curriculum of career and technical programs with needs of local business, industry, government and other community partners.

C 1.1   Use economic forecasts to target potential new Chabot College programs and courses.

C 1.2   Work with business, industry, and other community partners to design and implement specific training programs.

- Expand technical programs to fill the need for skilled trades people and technicians.

C 1.3   Synchronize Chabot College curriculum and schedules to better align with local workforce needs.

C 1.4   Improve career-oriented internships and apprenticeship opportunities.

C 1.5   Expand certificates to improve knowledge in existing employment sectors.

C2. Create and support alignment of curriculum with local community partners to cultivate community service and provide learning opportunities.

C 2.1   Develop and expand communications and partnerships with employment partners in industry, government, public sector and community-based organizations.

C 2.2   Build on and expand internship partnerships with local employers.

C 2.3   Provide support services and other resources to facilitate economic and educational partnerships with local communities and businesses.

- Provide flexible meeting spaces in which to welcome the community for events such as Maker Days.

C3. Develop "whole person" graduates with the critical thinking, emotional intelligence, cultural competence and other abilities needed for the current and future workforce.

C 3.1 Embed basic skills, literacy and other "soft skills" into all CTE courses.

C 3.2 Emphasize to all CTE students the direct linkage between acquiring "soft skills" and their professional development and future success in the job market.

C 3.3 Provide training in cultural competence for a diverse workplace.

C4. Improve alignment of curriculum with trends in majors and bachelor's degrees in four-year institutions.

C 4.1 Use educational research and forecasts to identify majors and degree trends.

C 4.2 Determine trends in bachelor's degree curriculum that could enhance Chabot College transfer programs.

- Scale up First Year Experience Pathways and Homerooms to align basic skills with transfer and industry requirements.
- Link Homeroom class to core First Year Experience course.

Expand the range and scope of student services.

D1. Modify existing services and create new services to meet diverse student population needs.

D 1.1 Increase staff support for the learning resources center to prevent unscheduled closures due to staff shortages and to prevent tutoring service disruptions.

D 1.2 Increase staffing levels in financial aid services, academic counseling, health/mental health services, admissions/records, assessment, library and learning resource center to increase the availability of services provided to students.

D 1.3 Expand student support service hours to provide evening and weekend services for working students.

D 1.4 Expand counseling services by hiring more staff.

D.1.5 Enhance collaboration between academic counselors and divisions.

D 1.6 Expand online counseling services to ease of access.

D 1.7 Enhance student peer advisor program and increase the number of tutors.

- Hire a dedicated peer advisor supervisor/coordinator.

- Broaden peer advisor responsibilities to include: leading campus tours, presenting to service-area high schools, participating in focus groups designed to capture student input regarding new services/website features/technologies.

D 1.8 Improve career services and placement programs.

D2. Streamline and simplify existing processes.

D 2.1 Re-design existing processes with the goal of reducing the number of steps involved and the number of decision-makers required to reach resolution.

- Use People Admin as a model for how to streamline processes and required documentation.

D 2.2 Implement an online system for students to make counseling and financial aid appointments.

D 2.3 Alleviate inefficient data entry for counseling services by updating systems to allow counselors to focus on providing services.

D 2.4   Address Financial Aid backlog by updating technology and systems to efficiently expedite the processing of paperwork.

D 2.5   Eliminate inefficient data entry for Admissions and Records and reduce student wait times by updating technology and systems.

- Implement a fully automated, self-service online transcript request and delivery system.

- Update CLASS-Web payment feature to allow students to submit parking permit payment separately from tuition/enrollment fees payment.

D 2.6   Implement new, easy-to-use online orientation to increase student completion rates and improve student learning outcomes.

D 2.7   Improve response time and consistency by implementing an online question and answer information service with automated answers to student questions.

D3. Educate and inform students of available services on campus (including learning centers, library resources, dental hygiene clinic, student health, etc.).

Strengthen professional development opportunities for faculty, classified professionals and administrators.

E1. Expand innovative pedagogies and service delivery.

E 1.1   Provide professional development to determine how to infuse contextualized basic skills instruction into content areas.

- Model, expand, institutionalize and coordinate successful practices.

- Encourage faculty to share how they develop and incorporate basic skills materials in their classes.

E 1.2   Support, reward and implement effective innovations in teaching styles and service delivery.

E 1.3   Provide professional development opportunities for faculty and classified professionals to learn about new trends and approaches in education and services areas.

E 1.4   Develop a consistent teaching and learning environment to enable faculty and classified professionals to learn, implement, and assess effectiveness of new technology as it becomes available.

E 1.5   Encourage full and stable college funding of Faculty Inquiry Groups (FIGS).

E2. Provide financial support for professional development.

E 2.1   Provide tuition reimbursement for professional development.

- Expand tuition reimbursement funds for conferences and staff development.

E 2.2   Provide compensation and advancement opportunities for classified professionals who participate in professional development.

- Create higher-level classified professional positions to promote professional development.
- Offer pay increase to classified professionals who significantly increase skill level through professional development.
- Offer compensation to classified professionals who chair/co-chair committees.

E3. Adopt policies and practices that will facilitate professional development.

    E 3.1   Develop a planning and development process for replacing retirees and those who are resigning.

    E 3.2   Use technology to enhance opportunities for professional development.

    E 3.3   Make time and space available for professional development.

        • Provide paid professional development for adjuncts.

    E 3.4   Develop and implement a comprehensive internal marketing enhancement program that provides classified professionals and faculty with opportunities to improve their public communications skills.

E4. Encourage an open and healthy dialog about professional development.

    E 4.1   Offer an extensive and formal mentoring program to enhance cross-discipline and interdisciplinary learning.

        • Provide new hires with formal training and mentors for their first year.

    E 4.2   Create an environment promoting health and wellness with activities designed to unite the college.

    E 4.3   Support the development and continuation of learning communities across disciplines, departments, colleges and the district.

    E 4.4   Utilize expertise of existing faculty and classified professionals for in-house professional development.

    E 4.5   Build collegiality within the college through shared activities across divisions/areas.

    E 4.6   Allow time, space and funding for mentoring of part-time faculty by full-time faculty, and collaboration between the two faculty groups.

E5 Institutionalize professional development for all staff on the latest software and other job technologies.

Identify and develop alternative funding and revenue streams to decrease dependence on state revenue and increase overall financial support.

F1. Develop and leverage private and public sector partnerships.

F 1.1 Expand the Office of Institutional Advancement with staffing that includes a development manager, public information officer, communications strategist, alumni outreach coordinator, and special events planner—key to crafting, establishing and implementing a successful, vigorous and enduring advancement of the college to the general public.

F 1.2 Engage faculty, classified professionals and administrators in fostering current and cultivating new partnerships with regional and local employers to determine what is working and then scaling it up.

- Establish a process for initiating and developing new partnerships.

F 1.3 Partner with local cities to gain an understanding of workforce skills in demand by businesses.

F 1.4 Identify and recruit third parties who will speak on behalf of the district and the colleges.

F2. Strengthen the district initiatives for voter-approved funding measures to strengthen the financial stability of Chabot College

F 2.1 Develop community support for a parcel tax as a sustainable funding source.

F 2.2 Develop community support for a general obligation bond measure (which requires a lower threshold of support from the community).

F 2.3 Partner with cities before pursuing any new funding measures requiring community support.

F3. Evaluate and enhance our ability to expand educational programs that can be self-sufficient.

F 3.1 Evaluate and expand lifelong learning and other non-credit education programs for adults.

F 3.2 Evaluate and expand contract education programs by partnering with local businesses, industry and unions to provide customized training in high-demand areas for their employees (e.g., cost avoidance, energy efficiency, solar energy, batteries, LED lights, etc.).

F 3.3   Dedicate resources to expanding our ability to attract and recruit non-traditional students, including international students, continuing education students and recreational students.

F4.   Aggressively seek grants to develop innovative programs and projects.

F 4.1   Identify college needs and funding priorities and apply for grant opportunities from federal, state and foundation sources.

- Improve and expand prospect research for grants.

F 4.2   Support the development of faculty and classified professionals in applying for grants.

F 4.3   Clarify, strengthen, improve and communicate the Grant Approval Process, and how to initiate grants.

F 4.4   Fill the vacant permanent position for a full-time grant writer.

F 4.5   Improve the grants management infrastructure by establishing systems, clarifying processes and procedures, and centralizing services (e.g., Grants Management Manual, coordinating with District and college business offices and HR, grants database, central filing system, etc.).

F 4.6   Improve communication to the campus about GDO activities and accomplishments (e.g., updating GDO website, newsletter, articles about Chabot grant programs).

Optimize the use of facilities and technology to improve program quality and delivery, and college-wide systems and processes.

G1. Update the comprehensive Facility Master Plan to prioritize facility improvements and developments.

G 1.1 Clarify the decision-making process concerning facility improvement requests.

- Ensure the decision-making process for investments in facilities is clear and equitable.

G 1.2 Address all facility needs and not just those specified by the Bond measure.

G 1.3 Balance community use and college use of facilities.

G 1.4 Revitalize and increase social, study, and programming spaces on campus such as Student Center (Building 2300), library and outdoor spaces.

G2. Identify specific facility needs on campus.

G 2.1 Ensure existing facilities are as well utilized as possible.

- Address underutilization and overutilization of facilities due to class scheduling facility availability.
- Expand course schedules in order to use facilities around the clock.

G 2.2 Improve or replace aging and/or intensely used facilities to ensure they meet seismic, infrastructure and other safety and usability standards.

- Prioritize the renovation of old buildings with unsafe and hazardous conditions (e.g. Building 1600).

G 2.3 Renovate outdated and ill-equipped buildings in order to meet demand, expand capacity and successfully provide services.

- Library
- Building 1600
- Mental Health
- Wellness offices
- Learning Resource Center
- Biology building
- Medical Assisting (Second floor, room 2200)

- Theater (PAC)

- Theater 700C

- ECD Lab Center

- Building 1100

- Student Center

G 2.5 Establish space for existing programs that do not have a designated place on campus, such as fire technology and the business program.

G 2.6 Ensure that all new and refurbished buildings meet the highest possible level of Americans with Disabilities Act (ADA) accessibility (e.g. Library).

G 2.7 Build bigger and better classrooms.

- Match facilities to the way faculty teach.

- Design flexible and versatile, non-territorial classrooms that can be shared by different programs because they can be configured to meet different needs.

G 2.8 Ensure that the capacity of new and renovated classrooms matches the current and projected demand and level of use.

- fire technology

- dental hygiene

- wielding

- architecture (Building 900, drafting tables)

- theater and green room

- Building 1100

- Early Childhood Lab

- ESL Lab

- Nursing Simulation Lab

- astronomy (rooftop observatory, dark space for night-time observation)

G 2.9 Establish a STEM building and invest in and expand the STEM program.

G 2.10 Provide gathering and communal space.

- Plan comprehensive upgrade and space usage plan for Student Center (Building 2300).

- For group study, prayer spaces, student groups and co-curriculum

- For casual hang out such as a café and other informal meeting spots

- To increase informal interaction between students and faculty

- In outdoor spaces that are currently being underutilized (such as the grand court)

G 2.11 Renovate the library to enhance study space, provide small group study work stations and integrate library and technology services.

G 2.12 Renovate faculty offices and provide a lounge/social interaction space.

G 2.13 Integrate TV and radio stations and Performance Arts Center into respective related educational classroom programs.

G3. Maintain the cleanliness and repair of all facilities.

G4. Develop a program review process for Maintenance and Operations.

Goal H: Building and Maintaining State-of-the-Art Technology

Automate manual processes to improve program and service delivery; maintain competiveness by staying up-to-date with the latest technology.

H1. Update the Information Technology Plan to prioritize technology improvements and development.

H 1.1   Clarify the decision-making process concerning technology improvement requests.

- Ensure the decision-making process for investments technology is clear and equitable.

H2. Meet current and future technology needs.

H 2.1   Define technology needs first, and then find the technology to meet those needs.

- Ensure new systems will be fully integrated and reduce duplication of effort.
- Rethink how information is organized and deployed to better utilize the capabilities of both existing and new technologies.

H 2.2   Leverage technology to automate all existing manual processes (e.g. requesting an official transcript) and improve efficiencies throughout the college.

- Use a digital document management system and digital signatures to replace paper records and submissions.

- Establish a campus-wide electronic system to announce, request, and reserve space for events .

- Utilize smart phones with scheduling software to accommodate classroom scheduling throughout the campus.

- Establish wider use of remote meetings and video conferencing that allow for an interactive experience.

H 2.3   Improve and expand Wi-Fi connection to the entire campus.

- Expand bandwidth throughout the campus.

H 2.4   Provide real-time IT support to allow staff to be efficient; include nights and weekends.

- Improve the help desk with an online tracking system for users to input and review status of requests.

- Hire additional IT staff with the skills to run current systems and innovate to improve them.
- Reinstate "The Hub."; provide IT assistance on a drop-in basis for staff with specific training needs (e.g., assistance with Banner, SARS, Outlook, MS and Adobe programs).

H3. Maintain and update technology for programmatic needs.

H 3.1   Update technology in the classrooms and redesign classrooms for better learning.

- dental hygiene (lasers)

- ESL (computers)

- world language (video/audio files) engineering (MATLAB software)

- digital media

H 3.2   Prioritize technological upgrades for programs where accreditation approval is dependent on certain technologies (e.g. HER system for dental hygiene).

H 3.3   Update student services data collection and online processes.

Continually evaluate programs and student services using consistent student success measures.

I1. Refine and maintain systems and methods to measure the extent to which the college is achieving success.

I1.1   Measure what matters by adopting performance measures that emphasize student success and the achievement of the Chabot College mission and vision.

I 1.2   Use existing data that is already being collected and is easily accessible to the college Institutional Research Offices.

I 1.3   Adopt measures that are consistent and reliable, which can be quickly communicated to the community as well as faculty, classified professionals, current and prospective students and alumni.

I 1.4   Identify the different audiences for performance measures and what is most important for each group.

I2. Analyze data collected to monitor and improve performance over time and assess how to improve it.

I 2.1   Establish benchmarks for program success and reevaluation or reform.

- Provide real time updates on success.

I 2.2   Mine the data to analyze the reasons underlying trends such as student success or a decline in positive outcomes.

- Determine what is working, why, and how it can be replicated in order to continue to create positive outcomes.

I 2.3   Use data outcomes to develop an annual "State of the College" report.

I 2.4   Incorporate findings from the data trends analysis into action plans.

APPENDIX C: PROGRAM REVIEW SUMMARIES

Program reviews are completed every three years, with updates completed during the intervening years. The summaries synthesize Fall 2013 and Fall 2014 program reviews and are meant to provide an overview of the disciplines, student services and administrative services offered at Chabot College.

Automotive and B&W	Applied Technology and Business	
Faculty Direction	*Rationale*
- Review and revise SLOs for all automotive and BMW classes. - Review and revise all tasks and instructional materials for automotive and BMW classes to ensure that they support learning required to meet NATEF and industry standards. - Acquire identified vehicles, tools, equipment, and instructional aides, pending budget approval, to provide sufficient learning experiences for students to meet NATEF and industry standards. - Explore the implementation of an applied learning approach to meeting general education course requirements. - Expand program professional memberships (ATRA, CAT, NACAT, other industry related). - Look to expand industry partnerships to benefit the program and students. - Investigate and implement outside certification opportunities for students to increase their employability.	Students in the automotive program are some of the most successful students in the college. In AY 2013-14 the success rate for automotive technology was 81% and the success rate for BMW was 90%. Retention rates and placement rates are also high (about 91% and 81%, respectively). A majority of the students participating in the automotive program are career-focused, focusing their education in preparation for a high-demand, well paying, and economically resistant career. As such, it is important to expand industry partnerships and increase professional memberships. The automotive discipline would like to begin discussions with the other CTE disciplines to improve the working relationships with general education areas, such as math and English, and explore ways to provide an applied learning approach to meeting general education course requirements. Students achieve greater success when learning takes place in an applied environment.

Business | Applied Technology and Business

Faculty Direction	*Rationale*
- Develop a Pathway program or House for business students. - Ensure that faculty, courses, and programs are up-to-date. - Build practical business skills, increase educational opportunities, and develop community business alliances through the DECA program. - Increase the number of certificates and degrees awarded. - Balance the mix of day, evening, on-campus, online and hybrid course offerings. - Improve success and retention rates in Bus 1A. - Improve success and retention rates of African-American and Latino students. - Develop a College Hour Speaker who will focus on business career opportunities. - Advocate for the college to prioritize and remodel facilities in Building 1600 and increase access to Building 300. - Pilot a synchronous online course modality to improve retention and to speed time to degree completion.	The overall success rate for Business between AY 2011-12 to AY 2013-14 is 62.3% compared to a college average of 69%. African Americans have a success rate in Business of 43.8% compared to 57% for the college overall. The overall trend for success in Business has been stable during the past three academic years. Additionally, the number of degrees and certificates in accounting and business are showing strong growth: • 79 in AY 2011-12 • 125 in AY 2012-13 • 115 in AY 2013-14 These figures represent 11%, 18%, and 14%, respectively, of all degrees awarded at Chabot. The number of certificates awarded grew from 92 in 2011-2012 to 126 in 2013-2014. Student skills in reading, writing and mathematics as demonstrated in coursework too often fall below that required for success, a possible explanation for the low success rates in accounting and other courses. More than half of the enrollment in business courses is online students. The program wants to enable students who want to take their requirements for a degree online

Computer Application System (CAS) | Applied Technology and Business

Faculty Direction	*Rationale*
- Increase department capacity and offer more classes in administrative and virtual office technologies as well as offer a program/certificate in virtual office technology. - Offer more day, evening, and hybrid classes. - Re-start Advisory Board and recruit local business community to understand future employment demands and match class offerings to skill needs. - Hire more instructors, particularly full-time staff to increase the number of students receiving CAS certificates and degrees and success rates. - Work with the business and technology community to place CAS students in internships and to stay up-to-date with changing hardware and software technology. - Collaborate with the business department, entrepreneurship, and ESYS to increase our understanding of skills that are needed for students working in these fields, or who are interested in transferring into these fields.	Success rates within Computer Application System program have decreased from 66% in AY 2012-13 to 60% in AY 2013-14 most likely due to the fact that instructors are taking larger classes in order to meet student demand. In 2014, CAS had over 1,000 students enroll in CAS with only one full-time instructor and seven adjunct instructors. According to the Bureau of Labor Statistics, employment of secretaries and administrative assistants is expected to grow 12% from 2010 to 2020, about as fast as the average for all occupations. CAS would like to offer more classes that meet the changing needs of employment in these fields. Students enrolled in the program seek to either attain a certificate or degree where they can develop employment skills or seek to transfer to another program where they can major in a technology or business-based degree. The program wants to establish partnerships with the business and entrepreneur departments in order for CAS students to develop the skills needed to operate their own business.

Electronic Systems Response	Applied Technology and Business	
Faculty Direction	*Rationale*
- Explore how to expand pathways with new certificates such as the Certificate of Achievement in Information and Communication Technology Support, based upon our existing A+ certification courses (ESYS 63A & B) and the Cisco CCNA courses. - Continue ongoing partnership with Las Positas Computer Networking Technology faculty on cooperative efforts to coordinate course offerings and link online courses at both colleges. - Refine our online course offerings. - Reduce administrative overhead burden placed on a single-person department. - Secure funding to develop the Cooperative Teaching and Scheduling for Chabot and Las Positas Computer Networking Technology Certificate Programs. - Restore release time for department heads so that they may focus on program development.	The Electronic Systems Response program has excellent success rates, with a success rate of 82% in AY 2012-13 and a success rate of 71% in AY 2013-14. The program's intro sections have the lowest success, and our advanced sections are typically in the 90-100% success range. Full-time to part-time faculty ratios are 67% to 33%, but will shift as the Cisco Networking courses are moved from CAS to ESYS, most likely resulting in an 81% to 19% ratio. Upon completion of our CLO assessments, the program has determined it should refine the online curriculum and, to a lesser extent, the in-class lab activities. Finally, the Cooperative Teaching and Scheduling Initiative will provide additional pathways for students seeking careers in the computer networking field. It will enhance student learning by leveraging the expertise of senior faculty at Chabot and Las Positas. The increase in student exposure to the advanced certificate and degree offerings at Chabot College and Las Positas College through the cooperative project may result in students pursuing additional certificates and/or degrees.

Entrepreneurship	Applied Technology and Business	
Faculty Direction	*Rationale*
- Streamline and continue to improve the curriculum. - Add a new 1-unit course, the Art of the Pitch, to enable students not in the Entrepreneurship program (including high school students and community members) to participate in the Business Pitch Competition. - Develop a new ENTR-5 course, The Entrepreneurial Mindset. - Hire a full-time entrepreneurship/business instructor.	The entrepreneurship program has had lower success rates than many other programs at Chabot, with a success rate of 39% in AY 2012-13 and 36% in AY 2013-2014. For a new program, entrepreneurship is remarkably productive, and productivity is likely to continue to improve as courses are improved with experience. All courses in the program are currently taught by adjunct faculty, which creates significant issues with completing required administrative work and fostering collaboration across the college. An instructor hired to teach Entrepreneurship and Business would help to institutionalize and continue to build this program. Additionally, the advisory board is urging the creation of a new course on "The Entrepreneurial Mindset" or "The Psychology of Success" that would meet CSU GE Breadth and possibly IGETC standards. The course requires a full-time instructor and it would be of great benefit to both entrepreneurship students and students across disciplines.

Fire Technology | Applied Technology and Business

Review not available

Machine Tool | Applied Technology and Business

Review not available

Online Learning | Applied Technology and Business

Faculty Direction	Rationale
- Clarify the information provided to online students by improving consistency in language used in CLASS-Web for section labeling, schedule notes, technical requirements, etc.). - Continue to work collaboratively with Las Positas College's online learning support staff, Distance Education Committee, the Committee on Online Learning (COOL), and ITS to meet the state regulations and accreditation requirements. - Collaborate with the Distance Education Coordinator as well as IT support staff to research and assess possible methods for providing online counseling within the allotted resources. - Continue to provide and improve access to Blackboard and other online resources through mobile-friendly platforms. - Clarify online and hybrid course information within the course schedule, along with providing clear definitions of an online and a hybrid course.	Online learning is essential to the academic progress of Chabot students. Online learning offers a way to meet the changing needs of the students in the community, by providing flexible learning options and access to education. The Online learning staff provides students, faculty, and staff support for online teaching and learning needs including Blackboard and related tools used for teaching online. We foster the development of quality online and hybrid courses, as well as encouraging the use of online learning technology in face-to-face classes. The Satisfaction Survey of Chabot Faculty/Staff found that 92% Satisfaction rate of those that used *Online Teaching/Blackboard Support*.

Real Estate | Applied Technology and Business

Faculty Direction	Rationale
- Continue ongoing collaboration with colleagues in CAS and business as complimentary fields of study. - Hire at least two adjuncts for business applied tech/real estate. - Attend the California Real Estate Educators conference.	Student success rates in the real estate program have stayed relatively constant over the last couple of years, with a 67% success rate in AY 2012-13 and a 73% success rate in AY 2013-14. Additional courses will be required to serve student demand that is increasing as the economy and real estate profession recovers from the economic downturn. The data actually shows a decrease in the total number of students enrolled (Fall 2011, 326 to Spring 2014, 287). The addition of one or two adjuncts will assist in this effort to serve student needs. Outside sources indicate a resurgence in demand for qualified employment candidates as the real estate industry continues to improve in the future. Additionally, the program seeks $1,750 in funds to attend the California Real Estate Educators conference necessary for the program to remain current with industry training techniques and topics.

Welding | Applied Technology and Business	
Faculty Direction	*Rationale*
- Build on this past year's success and continue to increase the number of students enrolled and degree and certificate completion rates. - Increase the results of the course learned outcomes. - Install a projector in the lab for ad-hoc lectures to support student learning in the laboratory. - Increase safety and laboratory efficiency by hiring a lab assistant. - Keep the program relevant by revising its curriculum to the latest industrial information, processes, and innovations, while adhering to Chabot policy. - Add additional advisory committees that have a vested interest in the welding program. - Increase laboratory capacity to provide more opportunity for students to enroll in program classes.	Success rates have steadily increased for the welding program from 79% in AY 2011-12 to 85% in AY 2013-14. During this past program cycle, the welding program received 100% of its funding from the Perkins Fund (meant to advance the program's technology) out of necessity due to zero funding support from the general fund. It is important that the program start receiving general funds to remain competitive and up-to-date with its technology. Additionally, hiring a laboratory technician will ease constraints on faculty time and create more one-on-one student faculty contact. In order to accommodate more students in the program, the program needs to expand laboratory capacity which currently only accommodates 24 students per class for a total of 144 students.

Administration of Justice | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Continue to improve success rate and transfer rate for our students. - Improve FTEF ratio by hiring additional full-time faculty members. - Convene a Faculty Inquiry Group (FIG) for the purpose of establishing an Advisory Board to help develop the Chabot Center for Civic and Community Engagement's (CCCCE) mission and vision statement and to engage in fund development to support the Center's operations and programs. - Open the CCCCE and Public Safety Center by Fall 2017. - Reconfigure our existing AA degree to focus on pre-law and develop a certificate program in security. - Develop a certificate program in home and corporate security. - Continue to develop and support the new Community College Pathways to Law School Initiative. - Work with the fire technology program to develop a public safety training center with space for classrooms, laboratories and other training spaces to support program expansion East Bay Career Pathways Project. - Establish a supplemental learning course for ADMJ 50. - Invest in professional development for faculty members.	The Administration of Justice program has had relatively constant success rates over the last couple of years with a 69% success rate in AY 2012-13 and a 65% success rate in AY 2013-14. This program is the fourth largest major at Chabot. Our classes are in great demand and the data supports the need for another full-time faculty member. When enrollments dropped across all disciplines, our average enrollment during the recent program cycle never dropped below 100%. Currently, enrollments are trending upward and the impact of our new initiatives like the Career Pathways Trust grant will support that trend. The full-time to part-time faculty ratio in Administration of Justice for the past three years is: 40:60, well-below the statutory mandate of 75:25. Data suggests that ADMJ 50, Introduction to Administration of Justice is a gateway course. Students who perform well in this class tend to perform well in other courses in the curriculum. In year one of this review cycle, the success rate in ADMJ 50 was 46%. In Spring 2012, the success rate was 60% for the first time since Spring 2008. Similarly, the success rate for African Americans in ADMJ 50 from Spring 2008 to Spring 2010 was 46%. The success rate in Spring 2012 was 53%. The success rate for Latinos during the same period increased from 55% to 59%. Despite these modest gains, we still need to create our academic discipline support class. This supplemental learning class would be designed to accelerate the learning for our students who need to work on college readiness issues.

Anthropology | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Hire a full-time tenure-track faculty member in anthropology and plan for an additional full-time faculty member within the next six years. - Preserve and augment the breadth and number of course offerings, and offer them in various delivery formats. - Acquire additional specimens and equipment for the anthropology lab. - Secure outdoor space to practice excavation and recovery methods. - Get a joint "social sciences" space in Building 100. - Inform students about the approved AA degree, the proposed AA-T degree in anthropology, and the approved AA degree in environmental studies through various methods including an update of the website.	Success rates and persistence rate for the anthropology program generally mirror Chabot's rates. In AY 2013-14 the average success rate was 69%, the same as the college as a whole. Between Fall 2011 and Spring 2014, the highest number of students in anthropology courses in order is 1) Latinos, 2) Whites, 3) Asians, and 4) African Americans. Success and persistence rates for Latinos vary widely from semester to semester. African Americans, while comparable or higher than that of the whole college, have the lowest success rates of the four ethnic groups. Anthropology 1 and 1L satisfy the life science requirement and have been identified as bottleneck courses. The program over-enrolls students in Anthropology 1 and 1L to support lower-enrolled courses and preserve breadth of curriculum.

Architecture and Interior Design | School of the Arts, Humanities and Social Sciences

Faculty Direction

- Continue to take students to school tours to meet with university admission officers, counselors, and professors to discuss transfer materials, financial aid and portfolio reviews to encourage students to transfer to four-year universities.
- Connect to AEC professionals by going on company tours, providing internships and connecting students to volunteer opportunities to provide students with the opportunity to apply classroom skills in a "real" world setting.
- Replace all old and not functional drafting tables in Building 900, #907 with affordable sturdy drafting/working tables to enhance student learning.
- Evaluate new hand drafting class's impact on student success rates in later courses.

Rationale

Overall success rates in the architecture program have declined from 76% to 64% from AY 2011-12 to AY 2013-14. As a CTE program, architecture provides students with the opportunity to pursue a career in the AEC field after they earn their certificate. The program's internship class is a great bridge for students to work with professional AEC firms and gain hands-on experience. Success rates in interior design have improved from AY 2011- 12 to AY 2013-14, increasing from an average of 59% to 74.5%.

The ARCH 12 course had an average capacity of 111% in the last three semesters it has been offered. In the interior design program, most classes continue to grow in terms of enrollment and learning outcomes.

By offering a hand drafting class, students will develop the necessary drafting skills to successfully complete any certification/degree offered by Chabot College. In addition, completion of this new course would greatly enhance each student's ability to meet the requirements of transfer to a four-year college as well as address a NKBA accreditation recommendation.

Art | School of the Arts, Humanities and Social Sciences

Faculty Direction

- Assist students in completing degrees and/or transfer in a reasonable amount of time.
- Work with the Institutional Research office to identify and track studio art majors to determine their academic success.
- Meet with students to identify their needs.
- Hire full-time faculty members.
- Advocate for evening classes.

Rationale

With a 78% and 80% success rate over between AY 2012-13 and AY 2013-14, the program has had high and stable success rates. However, given that success, the program has undergone a devastating 14% course reduction in the past five years, which is disproportionate to the rest of the college. The program is currently at 100% capacity for the four full-time instructors and one remaining adjunct instructor teaching Art 3. The reductions have made significant impacts on the program's ability to serve students, resulting in many bottlenecks. The program no longer offers any evening drawing, painting or sculpture classes. The art program has designed a transfer degree for studio art to comply with the new legislation from the state on transfer eligibility (SB1440). One of the program's primary goals is to hire full-time faculty to replace the instructors who have recently retired. This is necessary in order to institute the new Studio Transfer Degree.

Art History | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Secure assigned time for a gallery coordinator. - Secure ongoing operating budget for the art gallery. - Contribute to the cultural and student life of the campus through ongoing exhibits. - Contribute to revitalizing the School of the Arts through participation in the Ad Hoc Arts Committee. - Implement new minimum discipline standards for ARTH 1. - Create and schedule art history program orientations. - Offer ARTH 8, a non-Western art history survey, for the first time. - Continue to help students monitor their progress along their pathway.	Over the last two academic years, AY 2012-13 and AY 2013-14, the art history program has had a stable success rate of 77%. Success rates by gender, race and ethnicity are also high, and higher in every instance than the college average. Art history is a successful discipline.

Communication Studies | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Increase the Communication Lab's capacity through additional staff hires and increased funding. - Hire full-time faculty to improve the full-time to part-time faculty ratio. - Establish the "Great Debate" program to foster cross-discipline collaboration and provide students with an opportunity to learn about public speaking within government and policymaking. - Support student participation in tournaments through increased funding.	The communication studies program's success rate has remained at 72% from AY 2011-12 to AY 2013-14. The program has experienced only one additional hire in the last twenty years. The full-time faculty to part-time faculty ratio (1:3) is impacting the quality of student learning. Withdrawal rates have increased from Spring 2013 to 2014 (7% to 11%). The decrease in full-time faculty also limits the department's ability to effectively run the Communication Lab. Our research shows that students who go to the Communications Lab are dramatically better suited to pass communications classes. However, the lab is understaffed, underfunded, and under-resourced, and it needs a permanent funding stream. The program will continue to advocate for increased funding of the Communications Lab to better assist students and improve success rates.

Digital Media | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Keep the digital media program current with changing technology. - Rebuild the graphic design curriculum. - Create and implement an AA-T degree in graphic design. - Secure funds to bring the new graphic design instructor to full-time. - Hire at least one additional FTEF to teach the courses needed for the AT-T degree. - Establish more computer lab space for classes. - Find funding to replace Measure B funds used to regularly update computers and software. - Provide training opportunities for faculty.	The success rates for the digital media program over AY 2012-13 and AY 2013-14 are 64% and 68% respectively. Careers in graphic arts and graphic design are part of the sector called ICT/Digital Media, which has been identified as an emergent sector in the East Bay by the California Community Colleges Chancellor's Office. The program recently established a new intro course, Graphic Design Concepts. The program will replace the outmoded graphic design AA degree currently on the books by rebuilding it in the form of a Transfer Model Curriculum (TMC) leading to an AA-T degree. The program can tap into funding sources such as the Career Pathways Trust grant, to help pay for the additional FTEF that will be needed to implement the TMC. As more classes are added, the program will need to expand classroom capacity. Currently, all of our digital media courses are taught in Room 908, a computer lab that seats only 24 students. Additionally, with the depletion of Measure B funds, the replacement of computers every four years will no longer be possible. Finally, because digital technology changes so rapidly, it's vital for digital media faculty to stay abreast of developments in the industry through training opportunities.

Early Childhood Development | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Increase the success of underserved students in the Early Childhood program by having a dedicated Professional Development Coordinator to coordinate Learning Communities, and advise and support students, especially ESL students. - Secure funds to replace grant money, due to expire, which currently funds the professional Development Coordinator position. - Establish an early childhood lab. - Increase student's success in achieving national early childhood skills and competencies, which are required for the workforce. - Establish a new career pathway for transitional kindergarten teacher for early childhood students. - Increase student success in meeting the CLOs for individual courses. - Increase the number of our male students in ECD courses because it is predominantly female as a practice and learning community	Success rates for the early childhood development program are 72% for AY 2012-13 and 70% for AY 2013-14, figures that are consistent with CLO data. The dropout rate for online courses is higher than classroom courses. The majority of course have high success rates above 60% though some have shown success rates below 60%. Our Hispanic students' success rate has improved, likely due to our Professional Development Coordinator who works specifically with that group. The program faces the continuing challenge of the early childhood lab (EC Lab) being considered a tertiary service of the college. It is vitally important for students to have a fully functioning EC Lab which meets the needs of our students. The program cannot meet employability standards without the college financially supporting the EC Lab.

Economics | School of the Arts, Humanities and Social Sciences	
Faculty Direction	**Rationale**
- Continue to form relationships with alumni at four-year colleges to provide mentorship and assistance to current students in the application process. - Review and change the curriculum and application of economic theory to improve its relevancy to current world problems. - Obtain a three year supply of Scantron tests necessary to analyze student learning. - Offer courses online so that they are accessible to a wider number of students.	The economics program has a success rate at or above the Chabot average. Rates have fluctuated from 70%, 63%, and 69% between AY 2011-12 and AY 2013-14. Success rates tend to be higher in the spring than in the fall and for Econ2 (68%-83%) vs. Econ 1 (58%-70%). Highest rates of success among ethnic groups are for Asian-Americans excluding Filipinos (71% to 82%) and among White students (65% to 78%). Having lower success rates on average, but showing considerable variability semester to semester, are Filipinos (54%-76%, Hispanic students (51%-68%) and multiracial students (54%-75%). African American students have struggled the most in economics classes, with success rates varying from 42% to 68%.

Ethnic Studies | School of the Arts, Humanities and Social Sciences	
Faculty Direction	**Rationale**
- Increase retention and persistence by cultivating a more multicultural and inclusive campus climate. - Explore the possibility of including additional teaching expertise in ethnic studies in combination with another discipline for a future fulltime hire. - Develop a cross-listed course where students can learn about the demographic changes and the social issues of Chicana/os and Latina/os in the United States. - Implement curricular changes to some ethnic studies applicable courses, possibly cross-listing some courses - Develop student outreach strategy in coordination with Daraja, Puente and CIN learning communities. - Develop curriculum for transfers to a four-year college.	The ethnic studies program has highly variable success rates ranging from 84%, 65% and 75% between AY 2011-12 and AY 2013-14. This program is an interdisciplinary program leading to an Associate in Arts Degree. The majority of the courses for the ethnic studies degree are offered by other disciplines. It is important to ensure that the courses and programs reflect the diversity of our students. A revitalized ethnic studies program and major would serve to raise the persistence, graduation and transfer rates for the targeted students.

Geography | School of the Arts, Humanities and Social Sciences

Faculty Direction	Rationale
- Reinstate paid Instructional Assistant staff position. - Continue to improve student learning of essential geographic concepts. - Continue to maintain high enrollment in Geography 1. - Plan for development of new geography water resource course. - Support transfer pathways for geography students with the goal to transfer. - Prioritize faculty hire.	Student success rates in geography have shown an upward trend over the last three academic years from 75% to 79%. Generally, success rates in GEOG 1 are lower by 5-10 percentage points than rates for the other geography courses. This is partly attributable to how the course challenges students' sets of analytical skills. Very large class sizes for GEOG 1 and inconsistent attendance by large proportions of students in these classes also contribute to lower success rates. Success rates in Physical Geography Laboratory (GEOG 1L) and Geographic Information Systems (GEOG 20) are consistently very high. In GEOG 1L particularly, success rates have exceed 90% every semester since Spring 2011. The program currently has only one full-time faculty member. The geography program at Chabot now encompasses six different courses that must be offered regularly in order to enable completion of an A.A. or A.A.-T. The approval of our new geography AA-T degree program likely is necessary to attain a balance of course offerings.

History | School of the Arts, Humanities and Social Sciences

Faculty Direction	Rationale
- Develop a plan for a history-led section for General Studies 115 to address demand of high enrollment of history students. - Encourage a greater number of students to seek tutoring with the objective of improving student writing, critical-thinking capabilities and overall success rates. - Restructure the course survey format.	Chabot's overall success rates show gains, but the history programs rates remain flat at 63% in AY 2013-14. African American students' success rates lags behind other ethnic groups. Almost all courses have shown an increase in the number of students demonstrating success and lowering the number of students withdrawing. According to enrollment management data, the WSCH/FTEF ratio (689.17) for the history discipline (Fall 2011–Spring 2014) is above capacity average. These numbers continue to be impressive and reflect the continued commitment of the history faculty to accommodate and teach as many students as is feasible. They also reveal the continuing enrollment trend of larger class sizes.

Humanities, Philosophy and Religion | School of the Arts, Humanities and Social Sciences

Faculty Direction	Rationale
- Develop a pathway/outreach program intended to support the over 300 students who have declared humanities, philosophy, or liberal arts studies as majors. - Apply for pathways, equity and SSSP funding to support various aspects of the development of the pathways. - Adjust course offerings to ensure that the majors have breadth and depth. - Evaluate the role of the "American Cultures" requirement to determine if the course is creating bottlenecks for students.	The success rates among the humanities, philosophy, and religious studies programs are very high. For AY 2013-14 they are 77%, 77%, and 82%, respectively. Students are generally successful in our classes, and tend to persist and succeed in greater numbers in other courses after taking courses in our disciplines. The program's fill-rate and wait-list data generally show high levels of enrollment with full wait lists. Enrollments of under-represented populations continue to grow.

Mass Communications | School of the Arts, Humanities and Social Sciences

Faculty Direction	Rationale
- Continuously monitor the resource and equipment needs of the different programs offered and refine the curriculum to provide students with the best possible training and knowledge in radio and TV broadcasting as well as journalism. - Seek opportunities to work with local school districts to create articulation agreements in order to allow high school students to gain college credit. - Provide workshops, and/or discussion in meetings or classes in regards to requirements needed to complete the mass communications program. - Advocate and support the RTVE AA-T transfer degree pending state approval that will allow students interested in broadcasting, film and electronic media a pathway to transfer to four-year schools that have matching programs and majors.	For the mass communications program, the success rate average for the six semesters between Fall 2011 and Spring 2014 is 76.8%, with a low of 74% in Fall 2012 and a high of 79% in Fall 2011. The program's success rate has remained consistent with only a 5% variation. The mass communications program's success rate for both Fall 2011 and Spring 2014 is approximately 8% above the college average of 69% (recorded from Fall 2010 to Spring 2013). Although the data comparison covers a slightly different six-semester period, the mass communications success rate is consistently above the college average. Changes in the industry have required attention to the resources available for students to learn the needed skills to successfully pursue careers and higher education in the field of mass communications. The department, working in conjunction with the television studio on campus has been able to update the instructional production environment available for student use. With upgrades to both the studio floor and control room equipment, the TV studio currently provides an environment that is well equipped to provide students with the necessary instruction to move forward with the skills needed for success.

Music | School of the Arts, Humanities and Social Sciences

Faculty Direction	Rationale
- Develop non-credit ensemble courses for lifelong learner students and returning students seeking additional job training skills. - Develop a basic skills program within the major to serve students entering at a pre-college level - Improve coordination with counseling. - Developing a strategy to deal with studio hours, SARS tracking, instrument checkout and inventory, applied lessons loads and lab monitoring. - Seek accreditation with the National Associate of Schools of Music (NASM) by working with the college to develop a multi-year process and to allocate funds to the process. - Advocate for the college to fix remodeling work for Building 1200 to prevent major sound bleeding issues. - Request and advocate for a Music Coordinator position starting the Spring 2015 semester at three units per semester	In AY 2013-14, the success rates for Music Applied, Literature, and Performance were at 77%, 75%, and 93%, respectively. The music area can serve as an example for the District, college and the Chabot community at-large as one of the most successful and recognized community college music programs in the state. The data clearly illustrates the importance and need of our applied music program and the strength of our performing ensembles. The program has aligned the curriculum to meet the new requirements of SB-1440, developed and AA-T degree, and remodeled building 1200 to reflect the trends and industry standards of the 21st Century music program/musician. The new repeatability guidelines may be a challenge to the program as many of our students enter the major at a pre-college level. A basic skills program could assist students who usually need a full year to gain the required skills. Better coordination with counseling is needed to ensure a counselor has a clear understanding of the courses, what is required of the major and our AA, AA-T and certificates, to better counsel and assist students.

Music Recording Technology | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Increase access to the studio and lab from 8 to 20 hours to provide more supervised access to facilities necessary to acquire music technology training. - Advocate for institutional support for equipment, software upgrades and professional development. - Continue to cultivate a strong relationship with Fantasy Studios, one of the most important audio recording facilities in the Bay Area. - Expand and develop strong industry partnerships with professional entities throughout the region. - Plan for long-term growth to expand the program's capacity to offer viable instruction in sound design and video game music. - Explore the possibility of for-profit booking of the recording studio to offer hands-on, supervised training with paying customers and profits to maintain the program, while still maintaining integrity and the prioritizing pedagogical needs of students.	For three semesters, Fall 2012 through Fall 2013, the music tecording technology (MURT) program was taught by two part-time faculty members, resulting in a decline in success rates. Overall student success went down from 63% to 50% in the first semester without a lead faculty and from 73% to 49% for Latino students. Rates remained low at 50% until Spring 2014, the first semester that the lead faculty was back full-time in the classroom, when rates resumed to 69%. For Latino students, success rates jumped dramatically back up from 53% up to 71%. A similar, but far less extreme trend happened with African-American students during that time. With the return of full-time faculty, the MURT program is currently in the best shape it has ever been in. Enrollment numbers were very strong this semester, despite a campus-wide downturn, and all of our lab courses were maxed out at census. Pedagogically, with the return of a full-time lead faculty, there is a great deal more cohesion and integration in what is being taught across the curriculum.

PACE| School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Obtain college funding for the PACE counselor. - Redefine and streamline the program; evaluate class offerings based on enrollment figures. - Keep up with state-mandated changes in student matriculation, progress, and transfer. - Lobby for services and academic support for program students. - Hire administrative/clerical help. - Advocate for academic and support services to expand to evening and Saturday hours . - Advocate for 15 hours of counseling per week for the PACE counselor to support students with academic counseling, study plans, etc.	PACE is an inter-disciplinary program for working adults, and one of three learning communities at Chabot College. The program offers all but one of the GE requirements (PE) for several AA degrees, and offers the required GE courses for transfer. According to Fall 2010 figures, about 61% of our students transfer to another institution, mostly to the PACE program at CSU East Bay, to major in either human Development or liberal studies. According to the IR data, there were 1,196 PACE-flagged students in Fall 2012. Since July 1, 2011, the program has not had adequate funding for the PACE counselor, who fulfills the necessary role of tracking students to ensure they are keeping on track with their educational plans and taking the necessary GE requirements.

Photography | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Staffing is a critical priority for the photography program. - Hire a full-time laboratory technician. - Increase FTEF's to hire additional adjunct instructors to offer more introductory PHOT 50 courses. - Secure reliable annual funding to provide the supplies and equipment essential for student success. - Increase student success rates. - Initiate community outreach to local high schools and art communities through service learning projects. - Update curriculum and all courses, course outlines, SLOs, CLOs, PLOs to deactivate irrelevant classes as well as explore new classes in digital technologies. - Develop the Worldwide Pinhole Day initiative to increase exposure of the program on campus.	The success rates of the photography program from AY 2011-12 to AY 2013-14 ranged from 66%, 75%, and 70%, respectively. This means that almost a third of all students in the program either failed to reach a minimum level of success or withdrew from the program. That is an unacceptable number for any program. Increasing the student success rate for the photography program will be one of the primary goals for the current program review cycle. Over the past three academic years, African American students have had a success rate of 40%, compared to the overall success rate of 69% throughout the program. To increase the success rate for all students, but especially for minority, disadvantaged, and non-traditional students it is important for the program to hire a laboratory technician. The presence of a laboratory technician will increase access to the darkroom and digital lab by providing additional lab hours outside of class time. Furthermore, the laboratory technician will support the strategic plan of the college by providing additional support and guidance to help students achieve their educational goals within a reasonable time. With the addition of new faculty along with an increased budget allotment the photography program will be able to focus on increasing student success rates.

Political Science | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Build on the successes of the law and democracy program over the last two years to expand its reach into the community and secure grant support of its various initiatives. - Grow the international studies major both in numbers of students, in opportunities available, and in classes that fulfill the mission of this course of study. - Continue to work on better integrating the Chabot student government into the political science program by improving the Leadership Lab course that was offered for the first time this semester. - Design and participate in innovative programs, experiment with a variety of pedagogical techniques, and collaborate with faculty and staff across campus in order to improve student success in political science courses. - Advocating for monetary support for part-time faculty to participate in the program review process would make an important difference. - Support for faculty to attend academic conferences within their disciplines by advocating for the college's financial support.	The success rates for the political science program have held very constant between AY 2011-12 and AY 2013-14, oscillating between 64%, 61%, and 64%. On average, this is 6% less than the Chabot average of 69%. Female and male students had virtually identically average success rates between Fall 2009 and Spring 2012 at 61% and 62% respectively. African American students have lower success rates than other racial groups (average of 45% from Fall 2010-Spring 2012). Latino students had an average success rate of 64%, Asian students 75% and White students 73%.

Psychology | School of the Arts, Humanities and Social Sciences	
Faculty Direction	***Rationale***
- Guide and support students through the Psychology AA-T pathway. - Develop materials and resources for outreach and support of the Psychology AA-T pathway. - Increase enrollment in courses leading to Psychology AA-T. - Develop a web page to inform and attract students to psychology offerings. - Continue to offer supplemental instruction and tutoring to support student success.	The success rate for the psychology program for AY 2013-14 was 69%, consistent with the average success rate at Chabot College. Based on the Spring 2014 data, students from groups that have been historically underrepresented in college succeed at the same levels (within 3%) in their psychology courses compared to the average success rates of their other courses. The psychology discipline serves an essential role in serving transfer students to CSU, UC and other colleges and universities. The program developed a specific psychology transfer major that complies with the recently legislated SB 1440 Psychology Associate Transfer Degree (AA-T). Many of the core courses in the AA-T count for the degree and other transfer requirements.

Sociology | School of the Arts, Humanities and Social Sciences	
Faculty Direction	***Rationale***
- Continue to encourage students who are interested in sociology to pursue the pathway of the AA-T degree. - Create more research opportunities for students in classrooms. - Provide students with the opportunity to experience sociology outside of the classroom. - Bring speakers to campus to talk about their new research projects, the process of research, and expose students to four-year degree programs in sociology. - Establish a sociology website. - Hire an additional full-time faculty member to address overcrowding and improve student success rates.	The sociology program had a 71% success rate in AY 2013-14, which increased from a 66% success rate in AY 2011-12. The program is engaged in several practices to improve our pedagogical practices and place student learning at the center of teaching discipline plans. Instructors have been actively participating in FIGs on campus. These FIGs have focused on improving our teaching methods to better reach students. In addition, the FIGs have focused on better understanding issues students may experience in persisting in our classes. The discipline of sociology also was actively involved in the CIN! learning community on campus. The program has only one full-time instructor. More than half of the classes in sociology are taught by adjunct instructors. Sociology classes cap at 44 students in each course, yet these classes are at overcapacity. SOCI 1 had a 124% capacity at census in Fall 2012. These classes have been filled over capacity at these high levels since the budget crisis began (Spring 2011: 117%; Spring 2012: 126%). The program needs an additional full-time faculty member to address overcrowding.

Theater | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Continue to investigate the cost, benefits and feasibility of becoming a vocational education program. - Continue to grow our enrollment and meet our mission of engaging each student in the art form of story-telling. - Use theater arts to better prepare students for the job market by exploring interview skills, inter-personal skills, collaboration skills and creative thinking skills that are demanded in most jobs and professions. - Accredit the theater program through NAST.	From AY 2011-12 to AY 2013-14, the average student success rate in the Theater Program is 84%, as compared to the Chabot College average of 69% over the same period. In comparing enrollment statistics from 2007 to 2010, we find that success rates in almost all of our courses have gone up. In THTR 2 success rates increased 30%, from 60% to 90%. During this same time period, Latino enrollment in Theater Arts courses is up by almost 100%, from 126 to 220 students. The program cultivates and practices creative work, while simultaneously demanding critical thinking. The program is at an important crossroad and is in the process of evaluating the costs and benefits of converting to a vocational educational program. Goals will depend on the direction the program decides to go in.

Reed L. Buffington Visual & Performing Arts Center | School of the Arts, Humanities and Social Sciences	
Faculty Direction	*Rationale*
- Link and integrate the PAC with educational programming in theater, music, and mass communications. - Continue on the path of accountability, transparency, client satisfaction, and positive growth. - Continue building on the center's strategic plan to increase use days and grow net profitability in the goal to remain an Self-Supporting Enterprise. - Purchase and install equipment that benefits not only the users but also students who may train in our facility and then go out to seek employment.	The mission of the Reed L. Buffington Visual & Performing Arts Center (PAC) is to support the college mission and strategic plan, as well as remain a viable revenue center (Self-Supporting Enterprise) for the College. Therefore the majority of the PAC's activities are community-based (local, regional, national, international) as 90% of its use is through rentals and "fee for service." The center creates enough revenue to support itself and it is a significant tool in community outreach. The usage of the facility mirrors the diverse socio-economic make-up of the surrounding community. Days of activity have grown from a little over 100 in January 2010 to nearly 200 days of annual activity in 2012. The center is in need of replacing the decade-old lighting console, as well as a digital mixer that will allow for the 48 channels of access now required by most touring groups. The changing over of our lighting instruments from standard to LED will save money in power usage and provide other cost-saving benefits.

TV Studio	School of the Arts, Humanities and Social Sciences	

Faculty Direction	*Rationale*
- Continue to provide coverage of community events and campus events. - Continue to assist cities with their training needs from their police departments to their libraries. - Continue to serve the business community by making commercials, public service announcements and studio rentals. - Hire additional staff with defined roles as Station Direct, Chief Engineer, Professional Specialist, Editor and Animator/Artists, and Student Assistants. - Staff events in ways that will enable a sustainable revenue stream. - Add more client based hourly on-calls to video editing and productions as needed until permanent positions are created using the P.E.G. funds. - Continue building on our strategic plan to increase use days and grow our net profitability in our goal to remain an SSE (Self-Supporting Enterprise). - Research and plan for the possibility of acquiring a television studio building with at least two large studios, editing suites, offices, green rooms, studios, and control rooms.	The TV Studio serves the entire community via three Comcast television channels to the entire East Bay, and the State of California and the world via AT&T U-Verse and live streaming. TV Studio is a self-supporting unit and receives funds from the City of Hayward for the D.I.V.C.A. (Digital Infrastructure Video Communications Act) and P.E.G. (Public Education and Government). With just one staff member, TV Studio is in need of more staff to handle the growing work load. The majority of the TV Studio's activities are community-based, with about 80% of TV studio usage by the outside community—mostly P.E.G. and rentals, or "fee for service" events. TV Studio is a significant tool in community outreach. By looking at the annual use report one can see that the usage of the facility mirrors the diverse socio-economic make-up of our surrounding community. TV Studio has also expanded our services to the Tri-Valley area to cover Las Positas College and other available areas.

Dental Hygiene | Health Kinesiology and Athletics

Faculty Direction	*Rationale*
- Hire a full-time faculty member. - Increase the number of courses we offer to the dental community. - Securing funding to purchase lasers needed to teach the laser certification course. - Advocate for reopening the Chabot College Foundation to establish a separate fund within the foundation for dental hygiene courses. - Establish continuing education courses in laser certification to train dental professionals in the dental community and as a source for generating revenue for the program. - Maintain compliance with accreditation standards by acquiring the DENTRIX Conversion to adhere to electronic storage of files and tracking information requirements.	The dental hygiene program continues to boast high success rates averaging 99% from AY 2011-12 to AY 2013-14. The dental hygiene faculty continues to focus on incorporating ethics into all courses in the dental hygiene program and to promote lifelong learning. There is an opportunity for the college to partner with UCSF to offer laser certification courses for the dental hygiene community. The average profit per course would be over $3,000, which could be used to offset program costs and is in line with the program's goal to provide continuing education for the dental community. A full-time instructor is needed for the laser certificate program and to meet other programmatic needs.

Emergency Medical Systems | Health Kinesiology and Athletics

Faculty Direction	*Rationale*
- Obtain appropriate funding and coordinator for the EMS director who is also the designated clinical coordinator - Improve and increase involvement in program review, curriculum development, integrating technology in the classroom, supporting students with special needs or documented accommodations, recruitment, retention, updating textbooks and other academic resources to meet the developing needs of the students, and basic instructor access through the newly funded EMS Director. - Increase the instructional assistant pool for weekly skills labs and the required skills testing mandated by the county (by a ratio of 1:10 of instructional assistant to student). - Increase the EMS coordinator office hours - Address safety by providing 1 P-100 masks, the minimum equipment needed.	The EMS Program is within the Health, Kinesiology and Athletics Department, and has historically worked most closely with the nursing program in the sharing of facilities, some resources, and some faculty members. There are four main classes that are offered with the goal of training students to become Emergency Medical Technicians: 1) first responder course, 2) emergency medical technician course, 3)patient stabilization, extrication and triage course, and 4) EMT refresher course. Classes are taught by part-time faculty who are in the industry full-time. The EMS pathway meets the minimum requirement for ambulance attendants and most entry level firefighter positions. This EMS sequence of classes is required for entry into a paramedic program.

Health	Health Kinesiology and Athletics	

Faculty Direction	*Rationale*
- Continue to ensure faculty and courses are up-to-date with constantly changing health and nutrition information. - Continue to increase success and retention rates of African-Americans, Pacific Islanders, Latinos, and Native Americans in our classes. - Educate academic counselors to better assist students with recommendations on preparedness classes prior to enrollment. - Decrease the number of withdrawal rates in our courses by emphasizing the importance of basic math skills as well as basic chemistry knowledge before enrolling in the course. - Bring success rates for Nutrition 1 back to what they used to be before Fall 2009. - Consider the possibility of offering weekend courses. - Increase summer sections, bring back some of the dropped non-Health 1 courses. - Advocate for increasing lecture capacity to provide students a library orientation class. - Provide student tutors for our classes, particularly Nutrition 1.	The Health Program had a student success rate of 65% in AY 2013-14. From 2012 to 2013, there were modest increases in the success rates in African American and Pacific Islander students (both increased 1%). Latino students had an increase success rate of 4% as compared to last year (now 5% above Chabot College average). Native American students had a success rate increase of 13% as compared to last year (now 15% above Chabot College's average for this ethnic group). Health and nutritional sciences are dynamic fields and new findings are constantly discovered. As a result, the program needs to stay current in order for students to learn the most current, reliable information on these fields. While online classes provide maximum access to classes, the tradeoff is lower retention and diminished offerings for students who prefer on-campus classes. Budget cuts continue to put a strain on the program. The program would like to restore part-time faculty to full-time and address other adjunct needs in order to keep up with daytime students and expand to weekend courses.

Kinesiology & Athletics	Health Kinesiology and Athletics	

Faculty Direction	*Rationale*
- Support the development of the whole person and the opportunity and concept of a healthy active community, building a safe and supportive campus community. - Continue to upgrade physical activity course curriculum to ensure all students are presented information on the prevention of Adult Type II Diabetes and Metabolic Syndrome through activity and nutritional lifestyle changes. - Bring baseball field and track stadium up to current NCAA safety regulations. - Acquire needed hires such as full-time athletic counselor and an event and facility coordinator. - Increase fund raising effort for athletics. - Update the coach athletic contract to accurately reflects classroom hours.	The AY 2013-14 success rate for students in the general, athletic, adaptive, and kinesiology were 77%, 98%, 96%, and 72%, respectively. The athletics program CLOs is exceeding targeted success rates of 50%, with nearly 100% success rates in some of its programs. Overall success rates in Fall 2013-Spring 2014 averaged at 71%, above the college's average. The program seeks to be at the forefront in the education and prevention of Adult Type II Diabetes and Metabolic Syndrome for the benefit of Chabot students, who will be disproportionally impacted, and for the benefit of the community at large. The program will continue to refine and re-evaluate all of its coursework. Additionally, the program will work with the college and seek support to prioritize safety.

Medical Assisting	Health Kinesiology and Athletics	
Faculty Direction	***Rationale***
- Increase adjunct hours to accommodate new courses recently added . - Update equipment and modernize classrooms to optimize learning environment for students. - Expand program support by obtaining administrative assistants. - Work with the college to develop a more formal support system for the allied health student such as academic and personal counseling, ESL tutoring relevant to the student's career goal as well as content tutoring. - Develop strategies to form an advisory committee representing all communities of concerned as required by CTE accreditation.	Student success rates in the medical assisting program have decreased in the last three academic years from 89% to 78% in AY 20111-12 to AY 2013-14. To improve success rates, the program would like to address student preparedness. Students who have passed ESL courses often continue to lack necessary oral skills and as a result often drop the course (approximately 25% of initial enrollment). ESL students need targeted, content tutoring relevant to the student's career goal. The Affordable Health Care Act requires graduate proficiency in the HER system. Chabot College Medical Assisting Program, in conjunction with the Bay Area Community College Consortium (BCCCC), is part of a pilot program working with CalHIPSO (The California Health Information Partnership and Services Organization) and will host the server and software (NextGen & eMDs). This pilot will require more medical assistants, and in expanded roles. Facilities and equipment do not meet current needs. The program would benefit from a new server for computer lab 2256 in order to improve computer speed connection and allow instructors to access the Electronic Health Record (HER) system. Renovation on the second floor (2200) is needed as well.

Nursing	Health Kinesiology and Athletics	
Faculty Direction	***Rationale***
- Hire a medical-surgical instructor and a nursing instructor. - Work with the college to secure and maintain funding for equipment maintenance of the simulation lab. - Increase work hours for the administrative assistant. - Address technical issues to improve delivery and teleconferencing for the theory courses in the Livermore extended campus site. - Strategize and secure funding to purchase electronic medical record system needed for students to practice computer chart documentation. - Improve communication between prerequisite course instructors and nursing faculty to discuss areas of improvement and other issues.	The nursing program would like to improve success rates that are slightly down from Fall 2013 (93%) to Spring 2014 (89%) and withdrawal rates of African American students (50% in Spring 2014). The program would like to increase coordination with prerequisite instructors and would like the college to organize an annual meeting where a representative from science, English and math come to a nursing faculty meeting to discuss best practices and student concerns. The program is in need of funding, and the grant money used to fund simulation lab ran out as of June 2014. The use of the simulation lab enhances student learning, critical thinking, improves student abilities to respond in emergency or critical situations, and provides safe competent nursing care in the clinical unit. The program seeks support from the college to assist in absorbing the cost due to decreased grant funds in order to maintain the appropriate level of safety and care for our clients in the community.

Change it Now! (CIN) | Language Arts

Faculty Direction	Rationale
- Hire a CIN coordinator and program assistant. - Recruit and support new CIN! Faculty. - Complete development of Social Justice, Advocacy, Leadership and Research Certificates. - Expand CIN! core-classes. - Develop consistent program assessment methods—quantitative and qualitative. - Seek funding from the following sources: Career Pathways Trust (CPT) Grant, Chabot Student Equity Funding, Chabot SSSP Funding, Student Senate of Chabot College, EB/TVC Community Collaborative (CTE) Grant. - Build partnerships, both internally and externally to increase the program's visibility on and off campus.	At this time, the CIN! program serves close to one hundred students within our core classes (Eng 102, COMM 1, Eng 7, Math 43). CIN has a high persistence rate in our courses with 79% of students successfully moved from Eng 102-1a between Fall 2011-Summer 2012, and only 21% being non-successful. In order to capitalize on the success of the English classes, coordination would be helpful in recruitment and retention strategies for the additional CIN classes. Often because recruitment happens later for our other classes, students are less prepared and subsequently have lower success rates. A CIN coordinator would allow us to focus on recruitment and increase our retention and persistence strategies. Having a coordinator and program assistant will allow the program to better track students.

English | Language Arts

Faculty Direction	Rationale
- Continue collaboration efforts with the Tennyson and Hayward High Schools, which are underway to address curricular alignment and effective strategies for applying multiple measures for assessment. - Address budget cuts with the college to expand course offerings. - Hire instructors to replace faculty that have retired and bring part-time staff back to full-time. - Seek funding from the college to invest in technical and material support work for the Learning Connections Initiative. - Reinstate stipends for adjunct faculty to attend trainings. - Continue to support and stay connected to learning service programs such as Puente, Daraja, and CIN as well as service learning programs. - Address the ESL tutor shortage. - Continue to address issues of equity to improve success rates of our African-American and Latino students.	Recent IR data shows that out of almost 6,000 students currently at Chabot who have earned over 48 units, about 3,000 have not yet completed English 1A. With the limits imposed by FTEF reductions over the years, the program has reduced the number of sections of 101A and 101B courses, as well as other electives. The program would like to continue to build on the momentum of overall improvements in the success rate in 2012 with 68% average student success rate across English (the highest in six semesters). Improvement among African-American students included an improvement from 57% to 68% success rate from Fall 2009 to Spring 2012. For Latino students the success rate rose from 63% in Fall 2009 to 67% in Spring 2012. The English department recognizes a continued need for more in-depth conversations among the ESL department; the program would also like to see more resources funneled to ESL. Currently only one ESL tutor is available to the entire college.

English as a Second Language (ESL)	Language Arts
Faculty Direction	*Rationale*
- Expand course offerings and decrease overcrowding. - Improve student ability to participate in classroom discussions. - Improve student computer literacy. - Incorporate workplace computing skills into our courses. - Continue to provide adequate resources and space for students taking ESL 127, 128, and the writing workshop course. - Create a space for ESL conversation and study groups. - Explore the revision of core classes to 5 units with 1 lab hour. - Offer support for ESL students after they leave the ESL program and enter their major/certificate program courses. - Advocate for an ESL lab with 50 computers.	Success rates have remained steady, averaging at 73% over the last six semesters. There is a great need for ESL collaboration with other programs and departments. With the renovation of Building 100 or the re-build (administrative decision pending) the program will advocate for a fully-functioning ESL language lab with 50 computers with necessary hardware and software. The ESL language lab will serve as a place for community building among ESL students and perhaps a place where we can facilitate student-to-student mentoring. The lab can be a one-stop-shop for students taking the ESL classes and for ESL students taking other courses. The computer lab initiative provides information and support to students as they move along their pathways, leverages peer mentoring, provides space and time for informal student advising, instructor office hours, and collaboration among students and faculty and fosters collaboration among programs.

Sign Language	Language Arts
Faculty Direction	*Rationale*
- Hire a second full-time faculty member to collaborate with the current full-time faculty member. Hire an additional adjunct position. - Research and create new AA-T degree in American Sign Language and create other deaf/ASL related classes such as Deaf Culture, Fingers spelling and Numbers and Introduction to Interpreting. - Improve success rates of African American students. - Created new ASL club on campus. - Increase the number of students in SL 66. - Create a one-unit lab for students to take in conjunction with ASL class. - Offer an AA degree in ASL for students to transfer to a university. - Continue to planning for the creation of ASL 67, a fourth-level class . - Give the full-time faculty members the opportunity to attend workshops and conferences that pertain to their discipline.	In 2012 the program set a goal to improve success rates from 50% to 70% of students receiving a 3 or 4 in SL 64. The overall success rate in Spring 2014 was 72%. The program would like to improve the success rate of among African American students (65%). The program has only one full-time faculty member and would like to hire an additional full-time faculty member the department in order to achieve this goal. The current full-time faculty member is teaching 5-6 classes a semester, totaling over 300 students each semester. Finally, the program seeks to support the current full-time faculty by creating opportunities to attend workshops and conferences. The American Sign Language Teachers Association has an annual conference and it is a great opportunity for the faculty to gain new knowledge about current teaching trends in ASL.

World Language	Language Arts
Faculty Direction	*Rationale*

Faculty Direction	Rationale
- Continue to work with and train adjunct faculty to adhere to the current course outlines and departmental teaching philosophy of using solely the target language in the classroom. - Updated course outlines for Chinese, French, Japanese and Spanish. - Develop strategies for low-performing students. - Increase opportunities for practice—group and conversation sessions and tutoring support in Learning Connection, additional World Language Lab hours, online tools and resources such as Wimba Voice. - Advocate for the college to improve technological support through new and updated software. - Create better alignments with Los Positas World Languages.	For Fall 2009 to Spring 2012, World Languages— composed of French, Japanese and Spanish programs—performed between 40%-100% overall success whereas the college fluctuated between 65%-68%. For the two larger programs (French and Spanish) the overall success has a wider range in varying degrees due to levels, the size of the courses and number of sections we offer each semester. Some of the variation may be attributed to the fact that some faculty members have not been following the department's pedagogical teaching methodology of using solely the target language in the classroom. The program would like to increase opportunities for practice. Data indicates that students that use the World Languages lab and tutoring services in the last few years usually had higher success rates and lower withdrawal rates than students in the same language course that did not use these services.

Astronomy | Science and Mathematics

Faculty Direction	Rationale
- Start astronomy PLO review. - Fundraising for the planetarium. - Evaluate textbook/online system. - Continue to look at the role of online tools and learning systems in the success of students. - Improve the lab experience by offering more opportunities for real-time data gathering and analysis, along the lines of the new SDO lab we developed. - Upgrade to the planetarium projector and control software. - Find a permanent location on campus for a small roof-top observatory. - Arrange for laboratory technician support (in concert with physics) to help organize and maintain the lab courses.	Success rates have decreased since Fall 2011 to Spring 2014 (65% to 55%) but withdrawal rates are lower from 20% to 18% during this same time period. In the past year (Fall 2013 to Spring 2014) student success numbers declined in both semesters. Astronomy success rates (55%) trail behind other science classes such as biology, chemistry, etc. (65% and 71%, respectively). The program will continue its efforts to use the planetarium as a lever within the campus, and across the community, by running more public shows, particularly for students K-12. In order to improve student success rates and remain competitive, the program seeks to address institutional barriers presented by a complex classroom and lab environment that must be maintained by faculty without additional support, and the lack of a rooftop observatory on a campus with shrinking dark space suitable for doing any night-time observation.

Biology | Science and Mathematics

Faculty Direction	Rationale
- Align Environmental Science program with community needs. - Provide safe, secure, and up-to-date facilities. - Identify and provide a variety of allied-health career options. - Increase student success through more personalized work outside of the formal class environment. - Advocate for an increase of the biology supply budget. - Provide adequate numbers of sections to meet the demand for our programs. - Provide adequate laboratory technician support for evening and weekend courses . - Begin the development of new CTE programs for our allied health students.	The average success rate for all biology classes is 69%, right on the campus average. In comparing classes however, the success rates for the entry points into our two programs are significantly lower than average— BIOL 31 average success rate is 56% and BIOL 4 average success rate is 62%. As a method to improve student success rates, starting Fall 2014, BIOL 4 will now require a prerequisite course of either BIOL 6 or CHEM 1A . Within each of the BIOL classes, the lowest performing ethnic groups are African Americans, Pacific Islanders, Filipinos and Hispanics. Physiology students have been holding their success rate consistently at 80%-90% or better over the last two years. The Facilities Committee granted the Biology program approval to design an annex that would be within the $20 million budget allocated with bond funds. This construction will provide the space desperately needed, such as new laboratory and lecture space, but it would not address any of the unmet health/safety and instructional needs in Building 2100.

Chemistry | Science and Mathematics

Faculty Direction	Rationale
- Continue to support and increase student success in STEM courses. - Modernize labs. - Investigate supplemental learning programs. - Determine discipline coordinator duties and establish a coordinator rotation schedule. - Increase the number of students from traditionally underrepresented ethnic groups in our classes. - Continue to modify laboratory curriculum, modifying experiments, and revising lab manuals. - Evaluate course sequencing section by section level to see how well students are prepared for the subsequent courses.	Faculty has successfully participated in division-wide STEM-related grants, namely the MESA program. From AY 2011-12 to AY 2013-14 overall success rates have slightly decreased. The MESA program has increased access to science and math courses for traditionally underrepresented ethnic groups and increased success rates of those students. Revisions and updates to the Chem 1A lab manual features new experiments that have been added over the last three years. These experiments are intended to be up-to-date and increase student interest in the hands-on portion of chemistry. A more thorough review of the data in the next program review cycle will address these effects. The program will continue to rewrite course level SLOs and develop new assessment methods to parallel the mathematics department.

Computer Science | Science and Mathematics

Faculty Direction	Rationale
- Increase the number of CSCI transfer students at all levels which in turn requires more course offerings. - Outreach to female students to major in the technical fields requiring computer programming skills. - Increasing Chabot's counseling staff's knowledge of the demands, prerequisites, and expectations for majoring in the technical fields to increase student success rates. - Outreach to minority demographic groups as to the employment opportunities of technical majors (i.e. engineering and computer science). - Increase FTEF. - Reduce sections of non-transferable sequence courses to increase transfer sequence success.	The primary emphasis and objective of the computer science program is transferring students to a four-year institution. Success rates in transfer sequence have improved due to new prerequisites for CSCI 14 (CSCI 7, Math 54/55). In AY 2013-14 student success increased to 56% from 51% in AY 2011-12. Semester courses for Fall 2014 are full, with an average of 114% fill rate. The primary goal is the expansion of course offerings to accommodate student demand. Success rates for classes are between 92% - 100% and exceed targeted success rates of 75%. Regardless, student preparedness skills in areas such as mathematics, problem solving, etc., remain a major barrier. Additional sections of the transfer sequence could be achieved through increased FTEF and reducing sections of non-transfer sequence courses (e.g. CSCI 6 and CSCI 10).

Engineering	Science and Mathematics	
Faculty Direction	*Rationale*
- Continue to develop a "culture of connection" between Chabot engineering and the broader technical and educational community. - Secure funding to improve student access to the MATLAB software used in ENGR25. This entails the purchase of additional seats for use in an OPEN Lab1. - Developed a "culture of continuity" between current and past engineering transfer students by inviting former students to guest lecture. - Diversify presentations to enhance student learning by shifting from a mostly PowerPoint-oriented presentation to incorporating multi-media for a more balanced approach. - Allow for more high school outreach. - Develop an action plan to improve articulation. - Hire additional full-time equivalent faculty members (4.3). - Establish the ENGR40 course to greatly enhance the engineering transfer pathway for students interested in transferring to UCB. - Improve student preparedness.	Engineering success rates are volatile year-to-year, with an average of 56.8%, and below Chabot's rate at 69%. The program endures higher withdrawal rates than Chabot as a whole, though over the last three years, engineering enrollments have risen by about 78%, from 300 to 389. Students generally perform below targeted success rate of 70% in the introductory course, likely due to under-preparedness. The gap between targeted success rates and achieved success rates reduces as the courses move up in difficulty, indicating students are entering better prepared. The program seeks to stay connected with successful alumni, particularly to motivate current students and to provide mentorship opportunities for students through alumni who transfer to four-year colleges. Engineering has a high priority focus on the engineering "Pathway" for the entire tenure of the current engineering instructor. Engineering transfers about 20 students per year to university colleges of engineering. To improve the program's competitive advantage, Engineering will seek to establish the lower division course ME40 that is now emphasized in recent years by UC Berkeley Mechanical Engineering. The program will be the first community college to offer the UCB ME40 course.

Mathematics	Science and Mathematics	
Faculty Direction	*Rationale*
- Help students meet their educational math requirements in an efficient manner. - Work with local high schools in designing program courses. - Increase the number of workshops offered. - Increase the size of the math lab and form cohorts. - Hire additional math instructors specializing in basic skills and statistics. - Advocate for the allocation of three counselors to dedicate nine hours each during orientation in order to develop Student Education Plans (SEPs) for students.	Student success has slightly increased in the mathematics program from AY 2011-12 to AY 2013-14 from 50% to 52%. The program seeks to improve success rates with students and under-performing populations. In Spring 2014 overall success rate was at 54% versus 41% for African American students. The program will continue to create pathways for students to move through their programs more efficiently through active coordination with other disciplines. The addition of several MTH 43 sections to accommodate students from other disciplines (such as applied health) will require additional faculty and tutors who are knowledgeable in statistics.

Physics | Science and Mathematics

Faculty Direction	*Rationale*
- Use our innovative building and facilities in the most efficient and productive manner. - Establish greater collaboration, partnership and idea exchange between program faculty and administration. - Rearrange the curriculum to better serve the greatest number of students to increase student learning, information retention and to facilitate efficient articulation. - Continue to lobby for and search for funding to help supplement funds for equipment and instructional aides. - Continue efforts to establish a center of Science and Engineering Excellence by recruiting multiple financial sponsors.	Course learning outcomes indicate that Spring 2012 courses are 75%, above the targeted goal of 55%. The program will continue to innovate the learning environment to increase student success. Physics education researchers determined that the traditional lecture-based physics course where students sit and passively absorb information is not an effective way for students to learn. As a result, faculty members are investigating how to use multi-media resources and online course tools to address program learning outcomes. Finally, the program will continue to investigate restoring physics as a major.

First Year Experience | Academic Services

Program Direction	*Rationale*
Space: - Passion and Purpose need permanent classrooms that will allow them to grow and provide a welcome mat for students, developing a sense of belief and belonging without crowding other areas. - Student center to house pilot programs related to community engagement and outreach programs: Law and Democracy, The Center for Civic Engagement, Change it Now!, Latinos with Purpose, Making Visible, Pathway Coaches, etc….all need centralized space to better align and reach students. As is, they remain dislocated in pockets. - Centralized tutoring space for study groups and Pathways programs. **Staffing**: - To scale up to support Pathways and the development of study groups, The Learning Connection needs staffing in the math and science lab. Math support is a tremendous area of student need that Pathways address in coordination with the LC and Math department. - The Dean of Pathways and Learning Resources, currently a position funded by grants, needs an administrative assistant who will be available to all faculty who are planning and running pathways out of their areas. - Equity Coordinator. **Faculty**: - Reassign time for Pathway leads not covered by grants.	First Year Experience (FYE) and Pathway development on campus works to organize, align, and scale Chabot's High-Impact Practices, bringing together student and academic support service to foster community and provide the support students need from the start of their time at Chabot to the end: high school outreach, assessment, orientation, early completion of basic skills, collaborative learning and community- or service-based learning, and career and transfer, etc. Students who participate in a Learning Community are more likely to transfer and persist. Students who avail themselves of academic support succeed at higher rates than those who do not. Initial data indicates that our current pilots support students in need. - 40% of FYE students are Latino. - 8% African American. - 5% of FYE students are Pacific Islanders (up from a 2% new student campus average). - 71% of FYE students are male versus a 52% college average. - Only 7% of FYE students are White (down from a 13% new student campus average). - 76% of FYE students are Basic Skills and none of them are Early Decision.

Learning Connection | Academic Services	
Program Direction	*Rationale*
- Expand our programs and services to reach more students (supplemental instruction, study groups), so that they can succeed in their courses in a reasonable amount of time. - Provide early academic intervention access to all students so that they can pass their classes on the first/second attempt. - Relocate to Building 100. - Secure/maintain stable funding. - Hire LC STEM Center staff. - Hire STEM Center Faculty coordinator. - Hire additional LC staff to scale up services. - Secure funds to "refresh" STEM center (RM 3906). - Improve learning assistant program. - Build infrastructure for study groups in Building 100 and STEM Center. - Pilot supplemental instruction workshop across disciplines. - Collapse four SLOs for tutor training courses to one and access this cycle. - Pilot online tutoring. - Reinstate "tutor report" forms. - Add additional section of TUTR 2 for math.	The Learning Connection focuses on academic learning support. Within this area are: - Tutoring: STEM Center, Writing and Reading Across the Curriculum (WRAC), Communications Lab, Language Lab (ESL), and peer tutoring in the Learning Center - Study Groups - Tutor Training Program(s) - Learning Assistants in Classrooms - World Language Lab Relative to Chabot's strategic plan, maintaining funding, and promoting Building 100 have been the program's highest priorities. There is a need for adequate centralized facilities, without which we are unable to design a scalable model of student support to ease bottlenecks and see students through completion in a reasonable amount of time. All monies received directly increase success rates across campus. All our data verifies that students who participate in our programs pass their courses at higher rates than those who don't. For instance, students who use the communications lab pass their communications courses at a rate of 94% while those who don't pass at a rate of 71%.

Library | Academic Services	
Program Direction	*Rationale*

- Increase recognition for the library within the college:
  ▪ Collect quality data to make informed decisions about programming, collection development, access services, outreach, reference and instruction.
  ▪ Share data and evidence-based decision making process with the campus community.
- Increase recognition for the library outside the college:
  ▪ Work closely with the Chabot College Foundation to engage the local community and key external stakeholders regarding a new bond measure (as current bond is set to expire in 2016) that includes a new library building.
- Invest in new library and information technologies.
- Create a 21st century library that supports student interaction, collaboration and learning.
- Implement a staffing plan that includes a dean position with a background in library and information science.
- Review the effectiveness of existing library instruction (i.e., reference services, library orientations, and library skills courses).
	The library's overarching goal in the coming years is to increase its presence and value among all campus stakeholders—student, faculty, and staff. The following college-wide initiatives will be developed to support this long-term vision. A major achievement is the upgrade of the Integrated Library System. The library migrated from SirsiDynix to WorldShare, a more efficient and user-friendly system. Another technology-related improvement is the implementation of wireless printing at the library. This has brought a much needed service to Chabot students. However, challenges still exist. Most prominent is the need to fill the Systems Librarian position, which was vacated Fall 2014. Another major challenge in the horizon is the expiration of bond monies, which have been supporting our collection development needs for the last nine years. Thus, after the 2015-16 academic year, the library will need to secure a new funding source to continue to expand our print collection. Lastly, the library is proud to report that the Building #100 Remodel Project is underway. This has been a long-awaited facilities project, and although it does not fully renovate the library, it does take us one step closer to a 21st century library—our eventual goal.

Office of Professional Development | Academic Services

Program Direction	*Rationale*
- Continue to coordinate with the Staff Development Committee to provide essential training and workshops on Flex Days. - Continue to survey participants and assess our PLOs to evaluate success in our endeavors, as part of our Comprehensive Evaluation Plan. - Continue to complement Flex Days with ongoing Flex opportunities, including Sabbatical reports, Brown Bag sessions, the Chabot Book Club, the SpeakEasy, and hosting a conference or two. - The Focused Inquiry Network will have a centralized hub and employees will have access to funding support. - All employees will have the opportunity to request conference/travel funds. The Staff Development Committee will evaluate these requests, received by the Faculty Coordinator and/or Chair - Provide a website that is a useful tool for employees to access information and to see their achievements. - Provide comprehensive new hire support for all roles on campus. - Provide classified professionals and administrators with comprehensive plans for achieving benchmarks and goals for their personal and professional success.	The Office of Professional Development is new to Chabot College. Over the last decade, staff development needs were supported in the Center for Teaching and Learning (CTL), part of the Learning Connection. The Office is housed in Academic Services and the Faculty Coordinator reports to the Vice President of Academic Services. There is a strong fit for Professional Development in Academic Services, but it may not be the most ideal location. It will be important for the program to remain cognizant of how the entire staff and faculty of Chabot is being served. Faculty and Classified Professionals need professional development in many areas, including software training, team building, emergency response/disaster preparedness, leadership, wellness, pedagogy, and other best practices. In fact, in the Spring 2014 accreditation survey, only 29% of faculty, staff, and administrators agreed that Staff Development/Flex activities have helped them improve their teaching or job skills. In the Spring 2014 accreditation survey, only 45% of respondents agreed that the college provides the support and resources to improve teaching and job skills. This number is down from 60% in 2008.

Office of Development | President's Office

Program Direction	*Rationale*
- Promote the college by establishing and growing government, philanthropic, civic, educational, cultural, and business partnerships throughout the service area and beyond. - Energetically promote and expand active membership in the Alumni Association's two affinity groups, "Went to Chabot" and Chabot G-O-L-D. - Initiate "Politics and Prose" Speakers Series on campus. - Become an engine that drives new resources to the campus and that leverages revenue for as many campus units as possible. - Create and sustain a series of communication and outreach platforms among the public for the purpose of developing relationships that result in mutually beneficial exchanges of resources. - Initiate a vigorous marketing program that brings an increase in student enrollment. - Broadcast a brand for the college that results in a more deeply understood public appreciation for the student successes and overall educational goals of the college.	The Office of Development and the Foundation (ODF) seeks to articulate to the general public and to the campus community a brand rooted in the experience of a community college education based on the mission, vision, and values of Chabot College, and increase funds available to students, faculty, and staff through revenue-generating activities. A full-time Executive Director staffs the Office of Development and the Foundation (ODF). The unit suffers from a lack of resources, which hampers its ability to grow the capital required by the campus.

Grant Development Office | President's Office	
Program Direction	*Rationale*

- Pre-award materials and processes that need to be updated and clarified include:
   ▪ Grants Workshop materials and workshops held
   ▪ Grant Approval Form with additional instructions about the vetting process, expectations and signatures required
   ▪ Grant Alerts disseminated on a regular basis
   ▪ Grants Year-End Newsletter with articles highlighting successes of grant programs
   ▪ Grants website
- Post-award tasks include developing new systems, processes and resources to support managers and faculty coordinators in implementing and managing grants:
   ▪ Develop a Grants Management Manual
   ▪ Seek timely Board approvals on new and amended grants, contracts, and MOUs
   ▪ Support for managing grant budgets and expenditures
   ▪ Work with Marketing/Public Information departments to publicize grant-funded program accomplishments
   ▪ Establish a grants database and centralized filing system
   ▪ Develop processes, systems and/or procedures to better coordinate with district HR and Business offices
   ▪ Establish a federally-negotiated indirect cost rate, working with the District Business Office
	The long-term vision for the Grant Development Office (GDO) is to serve as the central clearinghouse for all college pre-award grant-seeking functions and all grant start-up/post-award grant technical assistance. Pre-award functions focus on increasing the grant-seeking capacity of the college and its faculty, staff and administrators while ensuring that all grants pursued support the Chabot Educational Master Plan and Strategic Plans.
	
	As more grants are awarded, additional systems for managing the pre- and post-award workloads is necessary to maintain and expand Chabot's current grant awards. In addition, collaboration with college and district offices is necessary for clarifying roles, coordinating functions and processes, and setting up new systems. These efforts will lead to building a greater capacity for Chabot to seek and lead grants.

Office of Institutional Research | President's Office	
Program Direction	*Rationale*

- Obtain state-of-the-art Institutional Research programming software that also provides dashboards and other data displays for other college users. - Create dashboard reports so college community and public can easily see our progress on achieving our strategic plan goals and other college outcomes. - Obtain and produce transfer data from the national database for Chabot students by program in an expedited, routine way. - Make IR research more visible and used by the college community. - Produce and maintain up-to-date environmental scans on labor force trends that inform divisions and disciplines about which programs to add, maintain, or discontinue. - Provide more detailed narrative reports that provide in-depth analysis of issues or programs of interest, that contribute to important college discussions, outreach, accessibility, and use of services.	The Institutional Research office provides a high level of accessibility to research, promotes deeper understanding of data, and continues to maintain a high level of satisfaction with our services for all members of our campus community. The office assists the college community in having more accessibility to and more participation in research so that they can evaluate and modify their own programs in order to meet the strategic plan goals of the college. The office envisions an Institutional Research Office that uses the latest software to provide on-demand, relevant data and analysis to the campus community. These analyses support data-driven decision-making at all levels of the college, from program-level development and evaluation to institutional-level goals and outcomes. The IR staff is actively involved in the asking of research questions and analysis of data with the faculty, staff, and administrators who request it.

Administrative Services Program	Administrative Services

Program Direction	Rationale
- Obtain accounting software that creates financials statement and bank reconciliation for ASCC and Co-Curricular. - Obtain software or module that can run or print checks through copier/printer. - Prioritize staff safety by acquiring a video camera in the front of Business Office to record who comes in and out, and install a panic button alarm. - Convert to a paperless office by using online process of Requisitions, Disbursement Request, timesheets etc. - Reduce the amount of signatures required on the documents to address bottlenecks. - Train all Faculty and Staff on the proper procedures to process the documents in Business Office. - Increase coordination and communication with Department Deans and Supervisors in regards to budget submittal. - Obtain software or module to balance the cash taken in at campus copiers. - Coordinate with the District Office to establish a strong internal control in sending large amount of checks for deposit. - Develop a plan to increase the number of faculty, student and staff enrolled in direct deposit to ease administrative burdens and reduce time spend on administrative tasks.	The Administrative Services Program includes the Business Office and Accounting and seeks to provide fast and accurate services. The program would like to improve in the speed and delivery of services. The program is in the process of finalizing the hiring of a fiscal specialist. The program has achieved good internal and budgetary control to protect the finances and the assets of the College. The offices maintain good financial records and an accurate reporting of revenue and expenditure. Additionally, the program ensures that the college is in compliance with the Budget and Accounting Manual, Board Policies, CA Education Code and Generally Accepted Accounting Procedures. Services can be improved through improved technology, better training for staff, and converting to paperless documents.

Business Service Office	Administrative Services	
Program Direction	***Rationale***
- Train all Admin Assistants to process requisitions using the Banner system. Create a new procedure to limit the signing-off of all the documents submitted to the District. - Activate check-writing machine. - Develop and schedule trainings on budget monitoring and printing reports (revenues and expenses, operating cost, and salaries). - Research software needed to balance copy machine cash. - Obtain software to do bank reconciliations and Financial statements for ASCC and Co-curricular. - Develop on-line processing of disbursements request to expedite the process, and to help increase efficiency and productivity. - Increase .5 (FTE) Fiscal and Administrative Services Technician increase to 2 FTE.	Business Office/Accounting mission is to make sure that the college remains financially stable. The goal of our office is to provide accurate, comprehensive, and useable financial information to all of Chabot College. Business Office/Accounting wants to provide fast and accurate services. In order to improve speed, the Business Office would like to hire additional staff to support office functions. Additionally, the Business Office will work with the college to streamline other processes for speedier delivery. Currently a Disbursement Request takes too long to process due the requirement of too many signatures. In addition, the department deans and supervisors should strictly monitor their budgets due to the major deficits of the campus-wide budget. All faculty and staff should be familiar with the proper procedures for business processes. The mailroom clerk's mission is to continue providing excellent service to staff, administrators, instructors and students by delivering the mail to its final destination, helping out with questions regarding mail processing, rates, regulations, overnight packages, placing final projects, exams, homework in instructors' mailboxes, and efficient and prompt exchange of books and materials between the campuses' libraries, to name a few examples.

Campus Safety	Administrative Services	
Program Direction	***Rationale***
- Maintain annual campus-wide earthquake/evacuation drill on the third Thursday of each October. - Establish a requirement for all campus instructors with classes on campus to view an emergency preparedness PowerPoint presentation on the first day of class every semester. - Update administrators/building monitors lists three weeks after the beginning of the Fall term. - Conduct building monitor training by the fourth week of September. - Replenish building monitor kits annually, the week after Spring Break. Purchase thirteen evacuation chairs (one for each two-story building). - Purchase additional radios so all administrators have a radio for communication. - Purchase a public address system with capabilities to alert all parts of campus. - Familiarize the Hayward Police Department with Active Shooter Protocols at Chabot College. - Coordinate a joint training effort with the Hayward Police Department and Chabot College Campus Safety to ensure a rapid efficient response.	Chabot College Department of Campus Safety and Security provides a number of services for the college community. Among those are: crime prevention, emergency assistance, safety escort services, general information and assistance, as well as the general responsibility for the safety and well-being of the college community and its guests. In addition, the department is responsible for fire and life safety management, access control/intrusion control/key control, administering the Hazardous Materials Business Plan, and developing and updating the Disaster/Emergency Preparedness Plan. Campus Safety seeks to strengthen and expand campus emergency preparedness through Campus Safety employees' departmental training, scheduled annual assessment of college-maintained resources and equipment necessary to respond to various emergencies, and campus-wide annual drills.

Computer Support and Audio Visual	Administrative Services
Program Direction	*Rationale*
-None listed	The office of Chabot Computer Support and Audio Visual is a District ITS function that provides support for all technology issues or products utilized on the campus by all departments and students. The program provides computer, server, software, hardware, printer, audio visual and future technology support. The department includes two audio visual specialists, three Network Support Specialists II and one Senior Instructional Computer Support Specialist (classified supervisor). The program manages and maintains 128 smart classrooms, 2,000 computers, 26 servers, network, and networking printing.

Reprographics Center | Administrative Services	
Program Direction	*Rationale*
- Hire a second full-time Reprographics Technician II. - Increase our use of shrink wrapping. - Purchase a new shrink wrap machine. - Replace our comb binding process with coil binding. - Continue providing a high level of service. - Ensure the quality of the printed identity of Chabot. - Adapt the program's capabilities to the changing demands of Chabot.	The Reprographics Center supports Chabot College by providing professional print media services including design, layout, printing, finishing and quality binding. The center produces and reproduces printed instructional materials, institutional materials and paper work, marketing media and ease of use materials for the campus such as signs and maps. While the center meets its primary goals, non-production related responsibilities including clerical work and administrative work are slow to be completed. The center can help make a difference in student learning by incorporating hands-on student learning in the Reprographics Center by collaborating with the School of the Arts. This would not require any new equipment or resources but would require us to budget time.

Admissions and Records	Student Services
Program Direction	***Rationale***
- Restore two classified staff to avoid early office closures and offer extended hours in the evening. - Work with the college to develop a plan to identify sources of funding address the loss of SSSP funds. - Increase speediness of services and reduce wait time for processing. - Continue to work on a soft launch for the Degree Works, a degree audit system.	The Admissions and Records office establishes and maintains academic enrollment records of the college. The program strives to provide accurate, responsive and respectful services to faculty, staff and students. Admissions and Records is committed to the development of staff, policies, procedures and technology to enhance students' success. The program promotes open communication and mutual support that acknowledges the time and effort necessary to assure information integrity. Admissions and Records can no longer be funded by Student Success and Support Program (SSSP), resulting in the program's loss of $55,000 of operational budget. In addition, the loss of classified staff in 2011 due to budget cuts has impacted the program's ability to quickly respond to requests.

International Students	Student Services
Program Direction	***Rationale***
- Restore classified professional staff in order to improve recruitment and marketing efforts to increase the number of international students attending Chabot. - Work towards acquiring a dedicated international students counselor to assist students in achieving their academic goals.	The International Students Program provides a broad range of services to ensure a successful educational and personal experience among the college's international students, as well as to promote cross-cultural understanding. Services include application processing, orientation, immigration information, campus employment and housing referrals. Historically, there were two classified professionals staffed at the International Students Program. Due to budget constraints and staff reduction in 2011, one classified professional was laid off, and marketing and recruitment funds have been cut 100%. These cuts have tremendously affected the program—as our number of international students has tremendously decreased. International students comprise less than 0.5% of the total student body. Increasing their numbers by even 100 through restored staffing and marketing and recruitment funds would bring an additional $700,000 to the college's general fund. These are non-restricted funds that could be applied to other disciplines of the college. In order for the program to accomplish its goals, additional classified staff is needed in addition to marketing and recruitment funds.

Veterans Services | Student Services

Program Direction	*Rationale*
- Hire a classified professional who will be responsible for daily activities and operation of the Veterans Resource Center (VRC). - Extend hours and services through the VRC. - Reclassify Veterans Specialist to Veterans Coordinator to foster the creation of a veterans program structure by performing outreach to various veterans service organizations, organize veteran-specific events, improve awareness training to faculty, staff, and students about specific veteran issues and organize programs such as a book loan program, laptop loan program, etc. - Advocate for an academic counselor to dedicate five hours a week to assist in specific veterans academic matters.	The Veterans Services Office (VSO) is primarily responsible for administration of veterans' education benefit programs through the Department of Veterans Affairs. The office connects student veterans to the appropriate college and community resources that will enable them to successfully transition from military to college life. Additionally, the VSO provides other resources, such as academic planning, financial aid information, and mental health counseling referrals. With the implementation of the VA work study program from the Department of Veterans Affairs, the Veterans Services Office hired three veteran students. With their assistance, the Veterans Services Office provides efficient and timely customer service in assisting student veterans navigating through the college.

General Counseling | Counseling

Program Direction	*Rationale*
- Continue the development of online counseling. - Improve Student Online Services (Room 709) by extending hours and staffing to meet student demand. - Expand early decision, a program that has consistently produced students who have higher success, persistence, and retention rates than the general student population. - Expand the promotion of registration awareness. - Establish a full-time mental health counselor to oversee mental health services at Chabot. - Develop an online counseling program to meet Chabot's online student demand. - Develop efficient staffing to assist the Chabot community in scheduling counseling appointments and to act as an information resource. - Provide counseling for special student support services (e.g. veteran services). - Establish full-time Assessment Coordinator/Counselor to oversee Assessment Services at Chabot.	The department experienced a severe loss of counselors due to retirement and the voluntary separation of one counselor. At the moment, counseling is severely impacted by both the Student Success and Support Program and its reworking of matriculation, as well as changes to financial aid eligibility. If current funding and staffing levels remain the same, counseling will be hard-pressed to accommodate the new mandates. The inability to hire more counselors in the summer negatively impacted the department's ability to be involved in campus-wide initiatives such as FYE and creation of pathways. It also negatively impacted our ability to offer more PSCN classes and the delivery of online counseling. Early Decision has strongly continued and the program was modified to maximize the delivery of math and English assessments on campus instead of at the high schools. By allowing students to come to campus for assessment, orientation and registration, classified professionals can efficiently deliver services to students who were committed to attending Chabot.

Career/Transfer Center | Counseling

Program Direction	*Rationale*
- Plan for anticipated office needs such as an office for a Career Transfer Specialist, to host a second university representative and for a counselor to provide drop-in advising in the CTC. - Acquire a space to host Career and Transfer resources. - Hire full-time counselors to better serve Chabot students. - Hire a full-time classified professional, career transfer specialist, to maintain student resources such as handouts and updating Facebook, the webpage and other electronic venues. - Promote transfer culture through internal and external collaborations.	With a dedicated faculty member overseeing the Transfer Center, the counselor/coordinator can begin to examine how Chabot students are supported in university transfer, conduct a needs assessment in light of Title V Section 51027 Transfer Centers Minimum Program Standards as well as the California Community College Transfer Center: Recommended Guidelines Spring 2014, to build upon existing programs and services to better meet student needs. Notable efforts have been made to collaborate with faculty from other disciplines. The Spring 2014 Transfer Basics workshops provide students with information regarding the process of a university transfer. At present, the Transfer Counselor/Coordinator has 15 hours dedicated to coordination. Without a Career Transfer Specialist, it will be difficult to offer essential transfer services consistently and make progress to offer comprehensive services that Transfer Centers are designed and mandated to offer.

Community Education	Counseling

Program Direction	**Rationale**
None listed	

General Studies	Counseling

Program Direction	**Rationale**
- Continue to enhance the GNST offerings by the cross-listing of GNST courses with PSCN courses in order to explore students' passions and areas of interests. - Explore the option of placing GNST courses under specific divisions or creating a new interdisciplinary rubric that includes at least three disciplines including GNST/PSCN discipline. - Work with the college to support the creation of GNST classes that support the Pathway and FYE initiatives in order to help undecided students define a goal and get students onto their career path quickly. - Advocate for and hire more psychology/counseling faculty and classified staff to support GNST Instruction and related services. - Research multiple ways to increase the effectiveness of PSCN courses. - Solidify and increase collaboration of GNST courses with learning communities, pathways and other college-wide initiatives such as the Passion Project and CIN. - Increase student engagement on campus through innovative programs and projects that allow students to explore themselves and the community at large.	General Studies (GNST) was originated by Carey Harbin in General Counseling in 1989. Prior to 2008 GNST was not housed under a specific discipline. In 2013 General Studies was placed in the discipline under the auspices of the Dean of Counseling. General Studies 20, "Introduction to the College Environment," was the first course offered under the rubric of GNST. GNST was cross-listed with Psychology-Counseling (PSCN) 20. It was designed as a multi-disciplinary course based on a mentor/teacher relationship that would enable faculty from other disciplines to teach PSCN 20. General Studies courses are designed to contribute to the capacity for students to succeed in college. Courses include orientation, leadership, personal dynamics, study skills and topics that contribute to the success of the students in college.

PSCN Instruction | Counseling

Program Direction

- Continue to enhance our PSCN courses in order to explore students' passion and areas of interests.
- Propose the creation of a First Year Experience (FYE) Program for 2014-15 to foster students' goal clarification and attainment while deepening their connection to Chabot.
- Assist in the goal of refining the registration process to help students gain more clarity on student goals by enhancing the Early Decision Program (EDP) and PSCN 25 offerings.
- Increase the offerings of PSCN 10, PSCN 15 PSCN 18 and PSCN 23 in order to assist students with completing their educational goal in a reasonable time.
- Offer PSCN classes every semester for the Human Services major so students do not have to wait one or two semesters to take the classes (ex. PSCN 80) needed to complete the major.
- Hire additional counselors.
- Continue to identify where PSCN online and/or hybrid courses can assist our students to complete programs more quickly.
- Continue to work closely with learning communities in order to foster new transfer-oriented pathways for students.

Rationale

The academic discipline, PSCN Curriculum (PSCN) of the Psychology-Counseling Division, continuously aims to make an impact in the following three ways: enhance its counseling academic pedagogy, implement its pedagogy to achieve goals of the College Strategic Plan and analyze its implementation of process and tools used. In the last three years, PSCN maintained its degree and certificate programs while navigating significant course and faculty reductions. Within this context of limited resources, PSCN has made a positive impact in all three ways, while learning how the discipline, in the future, can increase the reach, quality and effectiveness of its impact.

From 2009-2012 students in PSCN courses have had greater success in the fall as opposed to the spring semester. The average non-success (No Credit, Not Pass, D, F, Incomplete) rate is 12% in PSCN classes compared to the 16% for the entire college. The average withdrawal rate is 9% for PSCN courses compared to 17% for the entire college. Withdrawal rates are lower for minority students in PSCN than campus-wide. The program is seeing greater student demand. The majority of classes are at 97% to 105% enrollment to capacity ratio.

Student Success and Support Program (SSSP) | Counseling

Program Direction

- Continue Early Decision participation.
- Expand retention and follow-up services to include all students on academic probation/progress probation/dismissal status.
- Increase the number of students completing the mandated SSSP services of Assessment, Orientation, and Counseling.
- Develop a plan where all new college students (never attended college before) can be afforded access to PSCN 25.
- Increase the availability of one-to-one counseling services to students on probation with focused case management for identified faculty.
- Acquire permanent staffing to coordinate SSSP at Chabot College.
- Acquire permanent counselors and professional classified staff dedicated to supporting probation students.
- Develop a plan where all Chabot College students could be accommodated for Assessment.
- Continue to update the Online Orientation to make it more user friendly, including video and animation.
- Provide Student Educational Planning appointments to all Chabot College students who make such a request.

Rationale

The Student Success and Support Program (SSSP) program began as the state-mandated Matriculation program. Matriculation has now been re-legislated as the Student Success Act of 2012. This new law requires a series of enhanced services including mandatory assessment and student education plans. Limited funding has been provided to implement these services as of this date. Enrollment growth and the increase of students with basic skill needs, coupled with budget reduction efforts, further complicate and stress the ability of the program to address the mandates of the Student Success and Support Program.

Our mission is to provide a full complement of support services that help students succeed, while addressing the mandates of the Student Success and Support Program (SSSP). In the last few years SSSP has been cut over 62%-67%. In spite of the budget cuts the program has maintained the Early Decision Program. We have lost 50% of our counselors over the past few years. Cuts to counseling have affected the number of student appointments available and how the program provides the core services. Currently the program can only accommodate appointments for about one third of the student population in a given semester.

Mental Health and Wellness	Counseling	

Program Direction	**Rationale**
- Be included in New Faculty Orientations annually. - Be included in the "FLEX DAY" programs. - Be included in the Convocation program plans annually. - Increase group counseling opportunities by hiring more Mental Health Interns. - Develop the Kognito Suicide Prevention Gatekeeper Training for faculty, staff, veterans and peers/students. - Develop bi-monthly speakers forum with related subjects. - Assist in forming the Active Minds club and attract a faculty advisor. - Design and develop a computer-based anger management program available to all students and as an intervention required for students who are referred for probation due to relevant behavioral and conduct issues. - Identify and provide additional stress reduction workshops.	The program's mission is to provide mental health services that promote the mental, emotional, and developmental well-being of the student campus community. The primary components of the program are: individual counseling, crisis intervention and emergency response, as well as consultation and training for faculty and staff. Psychosocial stressors create insurmountable barriers for students. Removing barriers to learning would improve student academic outcomes and retention. The health and mental health services provided in the Student Health Center offices assist in removing barriers to student well-being and academic success in college. Students cannot learn effectively if they are struggling with mental health problems, such as depression, grief, stress, PTSD, and/or feeling overwhelmed by academic, social, or family pressures. Presently there are approximately 14,000 students. Given the huge ratio of students who need mental health counseling service, the 21 hours per week for direct student contact between the two part-time counselors is prohibitive and restrictive. The program cannot increase mental health counseling services without an additional office and more counselor Interns.

Student Health and Wellness Center	Counseling	

Program Direction	**Rationale**
- Continue holding a monthly outreach program and annual wellness event that will promote healthier lifestyle for Chabot students. - Identify the top three "high risk" health behaviors that create barriers to student academic success. - Continue meeting the state and federal mandate requirements for clinical compliance and documentation. - Advocate for a new facility and the possible relocation to Building 2300 to offer students a full service clinic space. - Identify funding to implement and purchase an electronic medical record system. - Hire a wellness coordinator to encourage students in healthy living and to coordinate with the team of health care providers on campus. - Advocate for a budget adjustment to accommodate educational materials and hire student assistants in order to keep the front desk organized.	The mission of the Student Health and Wellness Center (SHWC) is to assist Chabot College in fostering a safe learning environment and to keep students as healthy as possible so they can achieve their academic goals. The SHWC is committed to enhancing the educational process by monitoring, modifying or removing health related barriers to learning. In reviewing the SHWC progress within the last few years, the health center strives toward high visibility at the Chabot College campus. Outreach efforts through health promotional events and the continued collaboration between the Dean of Counseling, the office of V.P of Student Services, the student body and other members of the campus disciplinary team, has improved student use of the Health Center. With over 12,000 students utilizing the Student Health Center last year and the upcoming renovation plan for Building 100, relocating the clinic is a top priority. The previous goal of proposing to relocate the Student Health Center facility to Building 2300 is still a demand if funding is available for renovation and furnishing. However, considering the cost and limited funds available from Measure B Bond, the proposal of relocating the Student Health Center in Building 700 South is the most cost-effective solution at this time.

Student Life	Counseling

Program Direction	Rationale
- Improve awareness of and access to resources provided by the Student Life office. - Provide special activities that encourage leadership, scholarship, service, community engagement among students. - Support student success programs and initiatives through experiential learning and co-curricular activities. - Initiate and expand partnerships among the college, businesses and community organizations to collaboration opportunities for students. - Promote faculty and staff involvement in a variety of college and community activities. - Develop a staffing model and technology plan that will allow students and other constituents to maximize their access to and utilization of the resources of the Student Life office. - Hire additional professional and student staff as needed to fulfill operational needs of Student Life office in accordance with staffing plan. - Develop resources for Student Life office and other campus entities to publicize co-curricular programs and activities. - Create a comprehensive Student Organization document that details all resources, policies, procedures, etc. that relate to student organizations.	Student Life educates students by providing opportunities to learn about and experience organizational leadership, civic engagement, and campus and community advocacy at Chabot College. The department collaborates with student organizations, academic departments, programs, student services and other organizations to develop, plan, and deliver college activities for a diverse student population. The vision of the Student Life Office is to educate students through their experiences and involvement in campus life, support students to contribute to their educational mission, leadership strengths, personal growth, and community contributions. In our recent history, the Student Life office has been an underutilized source of programming resources, leadership education, etc. As we reestablish this office under new leadership, our focus is to better promote and streamline resources available to students. Doing so will require a combination of additional staffing and technology along with a comprehensive review of internal policies and procedures.

Financial Aid	
Program Direction	*Rationale*
- Advocate for restoration of staff laid off during the 2011 budget cuts in order to fulfill goals and address backlog. - Prioritize the hiring and creation of the Financial Aid Outreach and Communications position (1 FTE). - Hire additional needed classified staff including two FTE Student Services Specialist II, one FTE Student Services Specialist I, and one FTE Student Services Specialist III. - Pending additional hires, work to expand self-service options to students. - Prioritize technological improvements to address increase workloads and operate with efficiency - Increase the number of students completing their applications early and correctly, and providing follow up documents in a timely manner. - Reduce the office's processing time of 7-12 weeks to an ideal 2-4 week period during most parts of the academic year.	In Spring of 2011, both technical positions (FA Systems Coordinator and FA Outreach Liaison) were laid off. For the following 18 months, with the loss of those 80 combined hours of manpower, the office has had to forego the initiatives and plans we had developed and concentrate instead on maintaining minimum services to provide financial aid awards and disbursements to our students, in compliance with increasing federal and state regulations and program changes. The department was unable to pursue an expansion of self-service options for students that would have allowed for successful completion of students' financial aid application and verification processes electronically, automate the awarding process, and reduce the need for manual intervention and lengthy student lines. Additionally, the department could not pursue the implementation of the BDMS document manage software. The office will review options again once new staff has been provided training. The college must prioritize technology improvement to combat the increased workload, and to allow staff to spend more time advising students and less time performing administrative duties manually.

CalWORKs	Special Programs	
Department Direction	*Rationale*
- Hire one full-time counselor/coordinator and one part-time employment specialist. - Support and advocate for requests made by tutorial center and/or library requesting funds for technology, facilities and equipment that is necessary and beneficial for all students including CalWORKS students. - Develop a presence via social media (Facebook, LinkedIn) or email to encourage students to check in regularly with the program to receive updates about program events and offerings. - Ensure CalWorks students have completed the three core services mandated by Student Success and Support Program.	The CalWORKs and EOPS/CARE programs collaboratively provide services to students who are participants in both programs and work closely with the DSPS counselors to discuss accommodations and other needs of students with learning and physical disabilities. In previous years the CalWORKs staff was comprised of two full-time counselors, one of whom had 50% coordination time, and two full-time classified staff. Budget cuts in the '90s and the retirement in 2009 of the full-time coordinator has resulted in a part-time coordinator of eight hours per week, two part-time counselors and one full-time classified staff. The program is requesting the hire of one full-time Counselor/Coordinator and one part-time employment specialist for 2014-15 in order to provide a comprehensive work study program for the students.

Daraja | Special Programs	
Program Direction	*Rationale*
- Provide greater "engaged access" to the cohort of students, faculty, and community who participate in and collaborate with the Daraja Project or Daraja-affiliated events. - Recruit by doing in-reach and outreach to students and faculty to participate in an expanded expression of the Daraja Project. - Host professional development forums to increase culturally conscious practices and awareness of Daraja students and their learning experiences. - Collaborate with Puente/Mecha/API/CIN/MESA/ Passion, Law and Democracy, Athletics, and Pathways to Law School students in order to encourage intercultural identity building, alliances and pathways. - Host a regional African American Achievement Summit. - Provide professional development to at least 75 Chabot faculty and staff. - Increase overall course completion and Basic Skills course completion in math and English for Daraja and other African American students. - Improve Degree/Certificate completion for Daraja and other African American students.	Daraja promotes self-confidence, and pride in each student's cultural heritage, critical thinking, reading, and writing skills, and occupational research skills that are needed for college and future success. To maintain the integrity of our program and continue to effectively support our students, the Daraja team engaged in purposeful discussions throughout the year to more intentionally celebrate the program's strengths and to identify areas in need of more support or positive change. Our primary goals centered on ways to encourage our students and challenge ourselves to make a significant difference on the Chabot campus, in our individual communities, and across the state. The program would like to expand the size of the cohort and the curriculum, as well as exponentially expand our impact on African American students outside of Daraja. This greater impact will come from two strategies: 1) more intentional collaboration with classes, programs, groups and other Equity initiatives around campus, and 2) instituting the "100 Black Student Leaders" strategy.

Disabled Students Programs & Services (DSPS) | Special Programs

Program Direction	Rationale
- Hire a 75% Counselor Assistant I and fill vacant positions to adequately deliver services. - Continue to increase the number of counseling appointments for academic counseling, disability-related counseling, registration, SEPs, etc. - Continue to build a strong relationship and collaboration between the DSPS staff, the Vice President of Student Services and the President of Chabot College to benefit students with disabilities on the campus. - Advocate for a testing area that can accommodate 15-20 work stations equipped with computer software and hardware installed with assistive technology to meet student demand . - Reinstate English 116 E72 in the Spring semester to insure that all evening students with learning disabilities have the opportunity to be assessed. - Offer English 117 in the evening to assist DSPS students in completing English 101A/B and 102 who take classes in the evening.	Disabled Student Programs and Services (DSPS) includes a student service component, the Disabled student Resource Center (DSRC) and four academic components; Adaptive Physical Education, Computer Application Systems, Learning Skills and Psychology Counseling. The faculty and staff work closely to ensure that each student with a disability understands their strengths and weaknesses, compensatory strategies that will benefit their learning process and the reasonable accommodations they are eligible for. Through the expertise of each staff member, working together as a team, students with disabilities are successful in achieving their educational goals. At the end of this academic year DSPS will lose one Learning Disability Specialist due to retirement, in addition to the Assistive Technology Instructor position lost in 2009. In 2016 another DSPS Counselor will retire. The program will advocate for these positions to be filled so they do not have a negative impact on the success of students with disabilities. Currently DSPS is serving more students with complex needs and issues, which requires the expertise of faculty trained to work with students with disabilities. Our new temporary Alternative Testing area is working out well but it is not meeting the DSRC long-term needs, and not meeting the use of assistive technology requests while testing. Student requests for mandated reasonable accommodations have increased. Students are also requesting the use of assistive technology during their exams. The program proctors over 2,000 alternate tests at the DSRC each academic year.

Extended Opportunity Program and Services (EOPS) and The Cooperative Agencies Resources for Education (CARE) | Special Programs

Program Direction	Rationale
- Hire an EOPS counselor. - Collaborate with other student services programs such as Daraja/Puente, Aspire, and Transfer, Employment, Career Services in offering workshops and campus tours to four-year colleges and universities. - Confirm students have completed the full matriculation process at Chabot as indicated by assessment scores, previous college transcripts and/or banner screens. - Support and advocate for requests made by tutorial center and/or library requesting funds for technology, facilities and equipment that is necessary and beneficial for all students including EOPS students.	Chabot College offers Extended Opportunity Program and Services (EOPS) to assist students with meeting the social, financial, and academic requirements of completing a college education. The CARE program was created to expand services for EOPS students who are welfare-dependent single heads of household enrolled full-time in community college. According to the mandate of the state, students participating in EOPS must receive support services that are "above and beyond" regular student support services available at Chabot College.

Puente	Special Programs	
Program Direction	***Rationale***
- Investigate how to serve more students either in Puente directly or by suggesting suggested best practices to new learning communities. - Partner with Puente High School Programs and the Promise Neighborhood Grant. - Increase the number of students completing their educational goal. - Clean up our data both at Chabot and as reported to the Puente Statewide Office. - Recruit new mentors in the math and science field. - Analyze the benefits of a Phase III English class (i.e. English 4 or 7). - Seek grant funding to supplement activities and attract community speakers such as Dolores Huerta, Sonia Sotomayor. - Hire an adjunct counselor to work with a caseload of approximately 150 Phase III students. - Hire an Counselor Assistant I to work for Puente 20 hours per week to maintain files and program needs.	The mission of the Puente Project is not only to increase the number of educationally underserved and under-represented students who enroll and earn degrees in four-year colleges and universities, but to also increase the number of those who return to the community as leaders and mentors in service of succeeding generations. Puente continues to meet its primary goals of access, retention, transfer and four-year degree completion for educationally underserved students. Of the Puente students who transferred to a UC in 2005, 85% graduated within four years. According to the UC Office of the President Corporate Student System Data Warehouse, Chabot Puente students persist in college coursework at higher rates than Latino students who are not in a learning community, earning more transferable units.

TRIO Aspire	Special Programs	
Program Direction	***Rationale***
- 62% of all students served by the Student Support Services (SSS) project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a two-year to a four-year institution during the academic year. - 85% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution. - 15% of new participants served each year will graduate with an associate's degree or certificate within four years. - 9% of new participants served each year will transfer with an associate's degree or certificate within four years.	The TRIO Aspire program is a federally granted program designed to assist low-income, first-generation Chabot students in transferring to a four-year institution. The TRIO program does an amazing job in addressing student needs by offering comprehensive counseling and endless student support. The program's vision is to make sure that every student in the program transfers to a four-year institution within four years. TRIO also places an emphasis on students receiving an associate's degree while they are in the process of obtaining transfer credits. Students with degrees will be more marketable to employers should they have to work while in a 4-year college. TRIO supports student services by offering counseling, workshops, priority registration, tutoring, etc. to students who qualify for TRIO.

TRIO Educational Talent Search (ETS)	Special Programs	
Department Direction	***Rationale***
- Continue to partner with the Hayward Unified School District and San Lorenzo Unified School District to develop and create academic support to assist Hayward students increase their math and English skills. - 93% non-senior secondary school participants served during each project period will be promoted to the next grade level at the end of each academic school year. - 93% of high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency during each project period. - 99% of "college ready" project participants will apply for financial aid during each project period. - 99% of "college ready" participants will apply for postsecondary school admission during each project period. - 93% "college ready" participants will enroll in a program of postsecondary education during each project period (or during the next fall term).	The mission of Educational Talent Search is to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The students are identified from four targeted middle schools and four high schools. The educational talent search program provides a wide array of support services that are responsive to the needs of the program's diverse student population. The program provides academic, career, self-growth and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice.

TRIO EXCEL	Special Programs	
Program Direction	***Rationale***
- 66% of all students served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a two-year to a four-year institution during the academic year. - 90% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution. - 20% of new participants served each year will graduate with an associate's degree or certificate within four years. - 8% of new participants served each year will transfer with an associate's degree or certificate within four years.	The TRIO EXCEL program is a federally granted program designed to help low-income and first-generation ESL students complete their college degree at Chabot College or transfer to a four-year institution. The program provides serves 140 students and provides ESL support. TRIO EXCEL's vision is to ensure every student in the program transfers to a four-year institution within four years or completes their college degree at Chabot College. The program offers very specific courses and ESL support. The current course we support is ESL128, ESL 149. The program also designed specific support assistance such as the ESL Group conversation club, computer programs and language support workshops which help students to learn English.

WIA—Youth Employment and Training | Special Programs

Program Direction	*Rationale*
- Provide pre- and post-assessment in language arts and math. - Adult education and concurrent enrollment options. - Deliver intrusive counseling and interventions. - Consistently monitor student progress and follow-up. - Deliver academic support services such as tutoring. - Provide GED testing. - Continue to provide summer and year-round employment opportunities. - Implement the Summer Bridge Program to improve college readiness and job skills. - Collaborate with local employers and industry to place trained workers. - Refer students to critical social services.	The Tri-Cities region, Tri-CED Community Recycling and Chabot College are creating a partnership to increase educational and employment opportunities by streamlining educational programs and services that lead to sustainable careers for high-risk youth. This became the Chabot College WIA Grant or Youth Employment and Training. The overall goal is to create stronger career pathways by providing skill and job training, secondary and post-secondary education, wraparound support services, and jobs within the sectors that are willing to employ this population. Another impact of this collaboration is safer communities for all in the Tri-Cities region of Union City, Fremont and Newark. This is a three-year grant awarded to Chabot College by the Workforce investment Board of Alameda County. The grant provides unique services to 57 youth from the Tri-Cities area.

APPENDIX D: DEAN SUMMARIES, 2015-2016

OFFICE OF THE DEAN OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

In 2014, Chabot College formed the Arts, Humanities, and Social Sciences Division (referred to from now on as "AHSS"), by merging what had historically been two distinct and separate divisions for financial and synergistic reasons. To fully realize those ends, the college hired a new Dean by Board approval on the 20th of August 2014 to lead the newly created division.

As an integral part of the process of effectively merging and growing the AHSS division, in late August 2014 the first steps of strategic planning within the division were taken. At the first division meeting held at the end of August 2014, the division was tagged as The Great AHSS, and with this naming the desire to foster cohesion and cooperation was articulated and agreed upon. AHSS includes all of the social sciences disciplines; the humanities; all of the fine, performing, architectural, digital, and art historical arts; the television and radio stations and communications; the Performing Arts Center and Stage One; ECD and its laboratory school; and PACE. The student enrollment exceeds 4,000.

During the October 2014 division meeting, the process of developing a value statement was begun. Due to consideration for people's time, more discussion will to take place in lieu of a strategic planning retreat throughout the remainder of 2014, to develop a set of values, and an agreed upon mission statement.

Yet, the need to move forward with seeing AHSS as the Bay Area's most attractive community college for diversity in the School of the Arts, humanities, and social sciences, with a strong and growing ECD laboratory, exquisite performing arts facilities, and integrated media communications is the general direction in which the division is headed. Embedded within this vision, attracting students is central; recruiting, supporting, and developing faculty and staff who can both continue to lead existing areas as well as new areas is paramount to manifesting this vision. However, in today's environment it is also essential and expected that the systems and programs be supported by technology.

By way of summary, the division's combined allocation is approximately 75 FTEF, with approximately 35 full time faculty. The division operates with 5 full-time classified staff, all of who should be reclassified, while three of these positions should be reverted to general fund salary stability; several professional experts and specialists on recurring contracts that need to be converted into permanent positions; and several student workers. These personnel are not enough to effectively and efficiently handle the demands in either a merged or separate organizational structure. Details about the individual academic programs are provided separately by the respective disciplines and units program reviews at the same time this document is being submitted. Therefore, specific needs and a comprehensive program review will be covered in the Dean's AHSS Program Review Summary provided in early November 2014.

With that said, the purpose of this document is to highlight the needs of the AHSS division in funding areas that would not necessarily be included in those program reviews that originate with faculty and staff focused on their disciplines and areas of responsibilities. There has not been a similar program review provided that proceeds in this manner, and as such, this preliminary program review will support

what will be defined and submitted as a "year 1" Dean's AHSS program review proposal. In it requests for priority funding will include the following:

- Two additional FTEF for adjuncts (Acct. Category 1000) to teach for faculty coordinators approved for reassign time.
- Placement of all current classified staff on general fund salary support (Acct. Category 2000).
- An AHSS grants writer, funded with general fund monies, $65,000 annually plus benefits (Acct. Category 2000).
- Funding for a campus-wide event ticketing system, $12,000 one time to be shared among the various divisions and departments utilizing campus events with ticketing, plus $1,000 annually for the AHSS division (Acct. Category 5000).
- One full time classified management position to manage marketing for the School of the Arts, $65,000 annually plus benefits funded with general fund monies (Acct. Category 2000).
- One full time classified management position to coordinate the television, radio, and performing arts complex and events, $65,000 annually plus benefits funded through general fund monies and supported by PEG grant funds (Acct. Category 2000).
- Outsourcing/in-house website development and ongoing management, $4,000 annually, to be funded with either co-curricular or general fund monies.
- Programs accreditation funding across the School of the Arts, and the ECD programs, $15,000 one time, plus $4,000 annually for the AHSS division to be funded with general fund monies or other categories to be determined.
- $5,000 professional development funding for faculty exploring administrative career paths and classified staff seeking to develop their skills in leadership, grant writing, or other relevant educational purpose (Acct. Category 5000).
- Capital improvement project funding for improving the performing arts complex integration, correcting defects in existing buildings recently renovated, and renewal/renovation/remodeling buildings 1000 and 1100, the amount to be determined but will range upwards of $20 million for design, construction, and ongoing operations, through capital campaigns, bonds, and/or existing and non-spent/encumbered construction monies.
- Prioritized and relevant requests from the units and disciplines within AHSS with program review needs.

Funding for these requests constitute bringing the division units and programs to their sustainable operation and does not include any unnecessary positions, contracts or funding. These requests moreover are warranted for a functional, thriving and healthy organizational configuration. Details about these particular needs are provided in the full Dean's Program Review Summary for 2015-2016.

Chabot College Counseling Division directly contributes as a key institutional player in the student success and equity mission of the college.

Student Services and Support

Counseling Services are designed to support student learning and success overall, as well as specific student learning outcomes. The Counseling Division at Chabot College is organized according to the following units:

Psychology-Counseling (PSCN)
- Curriculum
  - Associate Degree in Human Services
  - Certificate of Completion in Multicultural Awareness
  - Certificate of Completion in Case Management
- Academic, Career/Employment and Personal Counseling
- International Students Counseling Services
- Veteran Counseling Services
- Student Success and Support Services and Counseling - SSSP enhanced—(includes Assessment, Orientation, New Student Counseling/Advisement and Student Follow-Up/Student Education Plan, Probation/Dismissal)
- Articulation, Transfer, Employment and Career Services

Academic Counseling
Academic counseling begins with educational goal-setting, exploring educational options and opportunities, evaluating educational background, and providing the student with clear, concise and up-to-date educational information of all types.

- Course Selection and Planning: Counselors are available to assist in helping students select courses that will meet specific areas of interest or goals.
- Transfer Planning: Transfer counseling provides students with valuable information on admissions requirements and procedures. Counselors assist students in appropriately sequencing their classes and provide support in making informed decisions about their transfer options. Chabot offers counseling assistance with Transfer Degrees (AA-Ts and AS-Ts) and Transfer Admission Agreements (TAA-guaranteed admission to participating universities). We also have a Career/Transfer Center to support students in researching potential careers; the Transfer Counselor provides transfer counseling, information, and transfer planning services to various institutions as well as organizes an annual Transfer Day event.
- Student Educational Plans (SEP): Educational plans are developed with students that include specific courses that will be taken by the student for each subsequent term until their degree or objective is obtained. Students must have a major or goal selected and Mathematics and English Assessment Tests completed before making a Comprehensive Student Educational Plan (SEP). An initial SEP is developed for a semester in the initial PSCN 25 course.

- Previous Course Evaluation: Students with course work taken at other institutions of higher learning can have this previous work unofficially evaluated regarding degree, certificate, transfer, or prerequisite requirements.
- Academic Probation (Two Levels): Students who have attempted at least 12 units at Chabot College and who have less than a 2.0 Grade Point Average (GPA) are placed on Academic Probation. Students on Academic Probation (level two) must meet with a Counselor and complete an "Academic Success Contract" before registering for the next term. In order to serve the numbers of students, with so few counselors, a procedure was created to serve students more quickly, allowing students who are on Academic Probation (level one) to read, fill out a Probation 1 contract that essentially certifies that they understand what, probation is and how they got on probation and understand the written strategies to improve without having to meet with a counselor. This has been and expedient and effective process which we will continue to utilize.
- Academic Difficulty: Counselors are available to help students having academic difficulties find support service/assistance that will help them improve their academic performance. Problems may stem from a variety of areas including personal or psycho-social. Crisis Counseling is generally referred to trained and licensed mental health counselors/clinicians, and off-campus referrals are provided as needed.
- Choosing a Major: Students who are "undecided" and have not chosen a major or career field or those who are considering a change of major or career receive the required inquiry and information, and learn strategies for making an informed decision; the counselor assists with the Student Education Plan revision.

Career Counseling
Career counseling provides the student with an opportunity for clarification and integration of career and educational goals, study of careers and lifestyles, vocational and career testing, and presentation of resource speakers. Counselors also provide workshops such as resume writing, career exploration, Eureka, and transfer basics courses, for example. One-to-one career counseling is provided by appointment.

Curriculum and Instruction

Counselors are teaching faculty also. Counselors teach important certificate, associate degree and transfer curriculum, and these instructional programs include transfer and basic study skills courses for matriculating students that promote increased graduation/certification rates. These PSCN courses deserve recognition and support by the CEMC as academic course offerings. (Please refer to the Counseling Division Program Reviews.)

Student Success

The Psychology-Counseling discipline and division continue to make leadership contributions in the effort to better meet our college mission, values, goals and objectives.

Areas rarely discussed nor identified where Counselor's interaction with a student during the Counseling appointment has added value to students' creative, critical and analytical thinking. For example, Counselors:

- Encourage involvement in the campus community and society
- Encourage exploration of activities that provide opportunities for growth in individual and group settings
- Encourage exploration of various cultures and experiences, ideas and issues, including art and musical forms, or styles of life, for example
- Assist with developing leadership, decision-making and related skills
- Inform students regarding college policies and procedures or activities and how these relate to their lives...all while completing that written comprehensive Student Education Plan (SEP) with a student during the one-to-one appointments.

Additional components and services include:

- Transformative counseling services to accommodate continually changing federal and state regulations as well as new technologies
- Continued commitment to service area high school constituencies by preserving Early Decision and counselor liaison activities
- Responding to acute needs of the student body and community including:
    - increasing need for mental health services
    - employment and re-training services for dislocated/unemployed workers
    - veteran students returning from active duty
- Continued basic online services, e-advising (the online advising service) and other student services
- Participating in an increasing college-wide role in institutional planning of class schedule, meetings, FTES, enrollment targets, student success initiatives
- Additionally, the Division
- includes the Health Center and Mental Health and Wellness programs and service, serving student needs beyond the academics
- requires institutional support for Degree Works (scribing up to current catalog and transfer general education detail required)

Initiatives

Broad initiatives requiring Counseling Division leadership and intervention:

- Title IX Sexual Assault and Violence Prevention training mandates and requirements related to sexual harassment and sexual violence and the college's obligation to respond.

- Student Success and Support Program (SSSP)(formerly Matriculation) is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The program appropriately incentivizes successful positive student behaviors in lieu of "priority registration" status entitlements. When a student completes the required components, on-line orientation, assessment, and student education planning course, their registration priority status is maintained; if they do not complete the core components, they lose their registration status and register at a later date. The general goals of SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives

through the assistance of the student-direct components of student success and support: admissions, orientation, assessment and testing, counseling, and student follow-up.

Human Resources

Areas of Need

- Restore general counseling faculty after multiple retirements (six) and classified professional positions lost in last four years
- Restore Transfer Counselor—coordinates the Transfer Center services, including the transfer fair; provides counseling services to students
- Increase mental health clinicians (counselors) and services. (Note: presently the .75 FTE Counselor-Coordinator/Licensed Clinical Supervisor is the Interim Dean of Counseling.) The Mental Health and Wellness Program has a .50 Licensed Clinician (paid from the Student Health Fees budget) providing mental health counseling to students. In Spring 2015, 10 additional hours will be assigned split between two part-time counselors who are Mental Health Interns certified by the state; each will require clinical supervision from the Licensed Dean of Counseling. This is a workaround situation; a full-time licensed clinician or two more .50 licensed LMFTs would begin to enhance the level and breadth of services and to provide crises intervention coverage for the ever-increasing needs our students present.
- Replace Articulation Officer (1.0 FTE) position who retired.
- Staffing Priorities: Prioritize the most urgent and immediate staffing requests that need to be fulfilled.
  - Full-time Licensed Mental Health Counselor/Coordinator—currently getting by with .50 FTE Licensed Counselor paid from Student Health Fees
  - Full-time Student Success and Support Programs (Student Success Act) Counselor/Coordinator (Requested through FPC process from General Fund assigned to SSSP)
  - Full-time Counselor/Instructor to replace retiring Counselor/Instructor from General Fund
  - Half-time Counselor Assistant II for "Student Follow-up"—paid from SSSP
  - Half-time Counselor Assistant II for Assessment—paid from SSSP
  - Half-time Student Counseling Assistant I for Evening Support—paid from
  - SSSP

Challenges going forward

- Lack of support staff, counseling faculty and technological support for website and e-advising (online counseling services)
- Increasing number of students underprepared for college and seeking counseling services
- Increasing number of students seeking mental health counseling services; this includes veterans who require specialized mental health counseling services and, therefore, staff development and training
- Lack of common course numbering between colleges causing unnecessarily burden on counseling resources to determine "equivalencies" between college discipline courses
- Lack of consistent Academic Policy Council to efficiently deal with policy issues

- Increased regulatory requirements for Financial Aid, Athletes, Veterans and other special populations that impact the significantly reduced counseling resources
- Lack of staff to scribe Degree Works data
- (NEW) Title IX Harassment and Sexual Harassment mandated and formalized Policies and Procedures. It requires a full-time Title IX Coordinator, a Deputy Title IX Coordinator, unlimited access to legal counsel, and a team of trained (confidential) investigators to handle students' reported incidents (faculty and staff) in order to appropriately serve our campus community. Presently, the Interim Dean is also serving as the Title IX Sexual Assault and Harassment Coordinator and is leading the effort to begin efforts to meet the federal mandates. However, we are severely understaffed and a complete overhaul of our policies and procedures must be a priority, based on information received at a recent Title IX Compliance conference.
- Title IX Sexual Assault and Harassment ongoing training requirements for faculty, staff, employees, administration, and students.
- Student Success Act legislation that requires more counseling services and interventions
- Integration of the Title IX (on-line) training requirement into the new student orientation, Fall 2014. Students receive the on-line education and it inevitably increases the need for policy manuals, support information, reporting and documentation policies, counseling, investigation, legal consultations, resolution plans, and especially trained staff
- Increase in PSCN FTEF for First Year/Semester Experience Courses in partnership with variety of discipline faculty
- Restore/increase PSCN FTEF course offerings based on student need and human services degree reflecting students' interests. This PSCN discipline was reduced by 40% FTEF and the allocation is down from a 5.0 FTEF a few years prior
- Information Technology support for registration priority changes, mandatory matriculation
- Registration hold for new, non-exempt students, and Degree Works maintenance

Fiscal Resources (Refer to Program Review Plans) Physical Resources (Facilities)

The Student Health Center and the Mental Health and Wellness program were relocated because of the construction in progress on Building 100 lower level. The health center staff/center relocated to the "president's old office location" in Building 200. However, per Doug Horner, it would be exorbitantly expensive to build office walls (for required confidential offices) in the space. Therefore, mental health counseling could not be moved into the same area and was temporarily moved to Building 700. It was unfortunate that the "crisis intervention" triage, which is a critical part of the services provided, is no longer logistically located in a way that preserves safety for students and staff. We hope to rectify this problem as soon as possible.

Our students' needs for services drive the requirement for an expansion of the health center facility. An additional examination room to accommodate student examination visits has been in the Program review for years. Additionally, the request for an additional office to expand mental health counseling services confidential appointments has also been in each Program review over the past 3+years. Therefore, we respectfully request that the Student Health Center and Mental Health and Wellness Program be reunited in the expanded location in Building 2300, upstairs, in an area that accommodates the entire support service (paid by student health fees) once programs presently located upstairs move to Building 100, their new location. Our understanding is it will be in approximately 18 months.

Technology Resources

Eighteen (18) computers and a color HP printer with (dual drawer) to be installed in Building 700, Room 751, to be utilized for students during the PSCN 25 course; students will learn about student education planning and will register for classes on-line as part of the lesson plan before leaving the class. (This technology equipment can be paid for by SSSP budget/funds however, the tables required to house the computers will have to be paid from Counseling budget.) Presently, students develop the education plan with pencil/paper, then leave the course to register from home or elsewhere on campus. However, if they have questions or issues, they would then be required to come back to Counseling. With computers in place, students can student can print their class schedule and initial plan and receive immediate support and confirmation of their registration status before leaving the class.

Outreach and Articulation

Outreach activities such as Early Decision continues to be the annual high school outreach, assessment and orientation event. Yearly Counselor participations in High School College Night events for parents and communities, various high school campus college academic/career fairs, and The Hayward Street Fairs are also events covered by Counselors and peer advisors on an annual basis.

"Articulation" is generally a term used to refer to the means by which schools, colleges and universities coordinate their programs and services to facilitate the movement of students through the educational system, while guaranteeing the students' continuous advancement in learning.

The Chabot position of "Articulation Officer" was held by a Counselor who retired in May after many, many years in the position. Presently, a Counselor has .75 FTE reassign time to perform the articulation duties.

Counseling Division Priorities

The priorities of the Counseling Division are to:

- Maintain student access through the acceptable counselor-to-student ratios (no more than 1 to 1,000); we are at approximately 1 to 1,930 students ratio as of November, 2014
- Maintain the courses needed for students to complete the Human Services career-technical programs (certificates and associates degree)
- Assess student learning and service area outcomes in ongoing continuous improvement cycle
- Leverage federal and state grants (EQUITY, CPT, HPN) to increase the retention, persistence and success of under-represented students in higher education; meet grant outcomes
- Increase collaboration with instruction through collaborations, research and student equity initiatives
  - Provide quality academic, career, personal compassion counseling services
  - Increase mental health counseling services through campus-based Health Fee
  - Reactivate development and implementation of Critical Incident Response Team
- Continue to provide to our diverse communities college-going cultural awareness and access events and programs

Over the next six years what are your longer term visions and goals? Innovations in Student Services collaborating across disciplines. Presently, I am the Interim Dean of Counseling. Therefore, my long-range planning approach is conservative, yet thoughtful. The trends, combined with my vision for future innovations, include the following:

In the next six years we should see innovations in Student Services/Counseling aligned with campus-wide continuing efforts to promote student success. "Let's find the illusive factor that helps our students succeed and thrive, not merely persist and meet their educational goal." This extremely important vision or plan cannot be developed in silos, but must be done in collaboration with cross-disciplines and programs in order to promote the development of creative activities and initiatives that will enhance students' "sense of self," build resilience, and promote their vision of success. This may include numerous pilot projects; the introduction of new strategies and the need for assessment of the effectiveness of new strategies. (FYE is a perfect example of an innovative program in its infancy.) Professional consultants with expertise, and proven success with Community College communities and underrepresented students; who address those specific issues, should be hired to study our community, to provide staff development and/or expertise to do targeted research. Those professionals should present formalized outcomes to assist our future "innovation" planning.

Recommendations for a college-wide focus include supporting innovative strategies designed to close the opportunity gap between low-income African American and Chicano/Latino students and their Asian and/or Pacific Islanders. The opportunity gap is most obvious in the retention, persistence and certificate/degree/transfer attainment of Chabot College students. While recent data suggests an increase in the access and degree attainment of the Chicano/Latino student population, the degree and transfer attainment gap for African American students is still unacceptably low. Supporting the Counseling Division Priorities above will directly contribute to this epidemic of inequity through increased support for student success curriculum programs and services.

Every area requires innovation: outreach, marketing, orientations, career and transfer center services, counseling services platforms/approaches and psychology-counseling course curriculum offerings, as well as our colleagues in Math—we REQUIRE innovative methods for conquering the math issue. It is NOT the students! I am aware of students, over the years, who have failed Chabot's math courses, are forced to go to another college to take yet another intermediate algebra course, and they succeed— including statistics classes. Elsewhere! How does that happen? What are we missing? Is it Math Anxiety? Anxiety can definitely serve as the barrier to learning. Should we offer "Overcoming Math Anxiety" as a PSCN course?

In terms of outreach and marketing, an innovative and creative approach for impacting prospective students' opinions about Chabot:

Why isn't Chabot amongst the chosen colleges vs. a "fallback" college for high school graduates?

We need to examine innovative introductions to Chabot College. Idea: Produce a set of high impact videos about our facilities and course offerings infused with student testimonies. We are attempting to attract the visual generation and they need to be reached through social media and through different media sources than did their predecessors. Technological "glitz" is used to capture student's attention even in the high school classroom setting, for example. This type of project's intent is to provide Student Recruitment with a set of program specific visual presentations that can impact the opinions of students

and assist in promoting enrollment for specific programs. Peer Advisors can be a vital part of the planning and video productions. These videos could be used in many venues, including, providing the video links to high school counselors and encouraging them to include the Chabot videos within the higher education options they provide which usually only includes CSUs, UCs, and private universities. Additionally, these video clips could be played on monitors throughout the campus to expose our students to various disciplines and programs as they sit in the common areas awaiting services or doing homework.

I will close by mentioning my strong belief that our Chabot alumni are not recognized enough nor utilized as the ambassadors to tell the story of Chabot and student success.

Curriculum

Is it arrogance or ignorance? Many students, some even mainly face-to-face, could achieve their goals in a more timely manner if more General Education required courses were offered in an online format, math especially. Working people, single with kids people, commute-challenged people all have limited choices—we can be the last bay area college to offer an online degree.

CTE Division programs have to keep pace with the changing world; all faculty are busy with curriculum upgrades.

Instruction and Student Success

Division faculty assist with designing schedules that maintain an access balance and they build student success triage such as clubs, study groups, and interactive lab environments. The natural cohorts of a skill pathway have positioned this division's programs as leaders in the "new" trendy discussions of common cohorts and pathways; their historic success rates prove the point.

One of the largest impacts on student success would be to get more students channeled into more appropriate "pathways" as they start their college……very difficult, but would make a vast difference with each student and the college's report card. Intake drives output.

Initiatives

Business continues to innovate with seminars designed to enhance student success, Applied Technology programs continue to reach out to industry to provide on-going support to their offerings as well as solidify graduate placement paths.

Human Resources (Needs, Note: Faculty Requests and Priority Process Separate)

All disciplines could use budget for student assistants.
- Online Learning Support: Decimated by the lean years; they have a modest rebuild plan
- Automotive: Lab Technician (Could be funded through Perkins for three years)
- Business Computer Application Systems
- Entrepreneurship
- Electronic SYS: Lab Technician (Could be funded through Perkins for three years)
- Fire: Lab Technician, paraprofessionals
- Machine Technology: Lab Technician (Could be funded through Perkins for three years)
- Real Estate
- Welding: Lab Technician (Could be funded through Perkins for three years)

Fiscal Resources

All programs need support in 2000—6000 categories. The Perkins support needs to be phased out of on-going needs and used exclusively for expansion and innovation

Physical Resources

Fire needs a home, Business, CAS, Machine, ESYS, and Automotive need renovations to B-1600, B-1500 key classrooms need renovation, B-1400 has unfinished remodeling issues

Technical Resources

Programs need support of a webmaster. Full implementation of DegreeWorks, all degrees and certificates, will be a game changer for college stats.

The college needs to study the impact of building a robust Wifi system and requiring all students to purchase a cheap but effective internet capable laptop/tablet. This, in conjunction with faculty embracing e-textbooks could actually drive total costs down for students, reduce computer support demands, and ease long term budget concerns…..and make nearly any space into a computer lab.

Outreach and Articulation

Faculty do all they can to build articulation to high schools and universities but the college needs more dedicated staff in this growing "pathway" from secondary to college.

The college needs a strategic marketing plan and staff.

Student Learning Outcomes

- CLO: 100%
- PLO: Nearly 96%; remaining ones are in stages of completion
- Number of courses w/ outcomes 100%
- Number of courses with assessments 100%

Program Outcomes

yes, except one program

Student Services and Support

In response to the unique community needs of the college's "feeder areas" Chabot has thoughtfully developed a service area which is known today as "Special Programs and Services." While each of the college's special program units have unique guidelines governing their focus and the utilization of resources, at the same time, they all share the fundamental goal of advancing the college's ongoing commitment to student access, student equity and s t u d e n t success. These programs support students in achieving their educational objectives and goals; including but not limited to, obtaining job skills, vocational certificates, associate degrees, and/or transferring to four-year colleges and universities. The special programs and services units are comprised of the following:

- Athletics Counseling Services
- California Work Opportunities and Responsibilities to Kids (CalWORKs)
- Cooperative Agencies Resources for Education (CARE)
- DARAJA Project
- DisabledStudents Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Hayward Promise Neighborhood (HPN)
- PACE
- PUENTE Project
- Temporary Assistance for Needy Families (TANF)
- TRIO/ASPIRE
- TRIO/ETS
- TRIO/Excel

Curriculum and Instruction

Special Programs that include curriculum and instruction must complete both Instructional and Student Services Program Reviews. To eliminate duplication of reporting this report includes a summary of the "programs and services" and will refer to the appropriate discipline for curriculum and instruction summaries.
- Daraja Program—See Language Arts Deans Summary
- DSPS-—See Language Arts, PE & Athletics and Counseling Deans Summaries
- PACE—See Social Science Deans Summary
- Puente Program—See Language Arts Deans Summary

Student Success

All of the programs within the Special Programs and Services division are in alignment with the college's strategic plan of "Increasing the number of students who achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support."

2010-2013 Institutional Research (IR) data shows that Chabot students who participated in the EOPS/CARE and TRIO ASPIRE/TRIO EXCEL programs had significantly higher overall success, persistence,

degrees/certificates attained, and higher transfer readiness compared to non-program participants. These students also had higher GPAs when compared to non-program participants.

IR data for the same time period also revealed that students in the learning communities Daraja and Puente complete English 102 and English 1A courses with significantly higher success rates as compared to course success rates for non-learning community students.

Athletes at Chabot are only 2% of the student population yet they are 7% of the AA/AS degree graduates and are most likely to persist each semester when compared to students of the same gender or race-ethnicity who are not athletes.

Disabled Students IR data from Fall 2008-Fall 2012 reveals that persistent rates from Fall to Spring were higher than non-disabled students.

Wrap-around support services and intrusive counseling has been the key to student success in special programs. Our counseling faculty and classified professionals conduct thorough intakes for students interested in the programs to determine eligibility. Once that is determined, they help students navigate systems such as financial aid, SSSP assessment, orientation and student educational planning. Mid-Term progress reports and follow up with instructors throughout the semester ensure students are making progress in a reasonable time. They also help connect students to additional support services on campus and in the community to encourage a sense of connectedness and belonging.

Human Resources

Special Programs provides services to high-risk students with multiple barriers to educational success who are affected by language, social and economic hardships and/or disabilities and require restored critical staffing in order to provide quality service. The following is a synopsis of staffing needs.

- *Full-time Learning Disability Specialist (DSPS/Language Arts)
- Full-time Counselor/Coordinator (Daraja) 75% SSSP 25% Equity
- Full-time Counselor/Coordinator (CalWORKs) Request to use categorical funds to fill.
- Two Part-Time Counselor Assistant II positions (Daraja& Puente) 100% SSSP funds. Requested August 2014. Pending district approval.
- Half Time Student Employment Specialist (CalWORKs) Requested July 2013 still pending district approval. Request to use 100% categorical funds to fill.
- Counselor Assistant I (DSPS) request to use 100% DSPS categorical funds to fill.
- *Instructional Assistant II—DSPS Learning Skills Program request for general funded position that will count toward SSSP match requirement.
- *Only two HR requests above would require general funds.

Fiscal Resources

All of the "Special Programs" are categorically funded, except Daraja and Puente, which are supported by the college's general funds. During the 2014/15 academic year many of the programs received increases to their allocations, and thus are able to adequately provide services to students but still have a mandatory district-required college effort, "match" to ensure institutional support. Please refer to the

Special Program 2015/16 College Resources Request attached for a detailed summary of all programs fiscal request.

Physical Resources

1. A center for cultural diversity was reiterated throughout many of the programs as the need for quiet "study group" areas, as well as "social" outlet areas, is apparent even with the addition of the new Student Services 700 building.

2. DSPS needs more testing space and student computer work stations in order to adequately serve over 1,000 students each year. The temporary space located in Building 2300 (the old Rock Room) works well with the proximity to Disabled Student Resource Center (DSRC) and is ADA accessible. Ideally the area would receive a cosmetic make over to include new carpet, (approx. $10,000), paint (approx. $5,000) and 15-20 desktop computers for this alternate testing area. (See Resource Request.)

Initiatives

Student Success and Support Program (SSSP)
The California Community College of Board of Governors approved policy changes to establish system-wide registration priorities in an effort to improve student success. Under the new regulations, new students who have completed college assessment, orientation and developed education plans, as well as continuing students in good academic standing who have not exceeded 100 units (not including units in basic English, math, or English as a Second Language), will now have enrollment priority over students who do not meet these criteria. Students will now register for courses according to an enrollment priority system as defined by the Title 5 regulations and the Chabot-Las Positas Community College District (CLPCCD).

In preparation of unintended adverse outcomes that may affect the persistence of our most vulnerable students, many of the Special Programs have created new SAOs to measure our ability to know if students fully comprehend the new requirements. Students are counseled on how to access Class-Web to confirm that they have completed the three core services of: Assessment Online Orientation Student Education Plan (SEP) and understand the implications that any type of probation will have on their priority registration due to the new state mandates.

Outreach and Marketing

- Marketing to advise community of Student Support Services Program (SSSP)
- Students are informed of the SSSP mandates by orientations, mailers, phone calls emails and social media
- New Special Programs "Portraits of Success Magazine" highlights students and programs
- New Welcome to Special Programs Video highlights programs and services offered
- Social Media: You may "like" many of the Special Programs on Facebook or Instagram
- New Photo Directory allows students and fellow employees to know who to contact to support a student in need
- 5 Star Service Awards and Recognition

- Once a webmaster is hired for the college, all Special Programs will refresh our web presences and increase the ease and frequency of updating websites

Deans Request for Resources

It has been very difficult leading a department with no fiscal resources for supplies, conferences, travel, staff trainings, student assistants, etc. If granted, the new funds would help strengthen the quality and depth of our services and provide valuable development and training opportunities. Please see attached Special Programs and Services 2015/16 College resources request for a detailed summary of the Dean of Special Programs office fiscal request.

Educational Master Plan Goals/Support Services

Staff Development Opportunities
There is often talk of "scaling up" a program or service that has proven success, but in order for these efforts to begin there needs to be time to have structured and deliberate conversations, beyond Staff Development and Flex Days, around baseline pedagogy and alignment possibilities.

Recently the learning communities Change It Now (CIN), Puente and Daraja tried to collaborate in creating a "We are Family" atmosphere where programs held events around a shared theme both in class and in extracurricular activities. Math 53 (accelerated algebra/intermediate algebra) is another example of trying to build collaboration between Puente and Daraja students' success in math, but with no Learning Assistant, faculty release time, or study group/tutoring supervision, both efforts have not been sustainable.

In order to successfully foster collaborations with the programs listed above, as well as with our new First Year Experience (FYE) pathways and other campus cohorts such as MESA, CTE, Foster Care etc., institutional support in the form of professional development, paid summer trainings, retreats, conferences, release time and/or hiring of new faculty and classified professionals, will need to be addressed to successfully build a cohesive integrated support system between Academic Instruction and Student Support Services.

Center for Cultural Diversity
It would be ideal for a Center for Cultural Diversity to be an outreach and welcome hub that houses marketing materials and provides opportunities for on campus tours for perspective students and community members. The center would also connect students to counseling services, learning communities and special programs to meet their educational needs.

The Center for Cultural Diversity would also provide services for African American, Latino and Pacific Islander students, as well as foster youth, as Chabot's disproportionate impact study, conducted by Institutional Research, has identified these groups for the Student Equity proposal as needing the most support.

Disabled Students Alternative Testing Center
The DSRC serves over 1,000 students each academic year and proctors over 2,000 alternate tests. As a result of their facilities request in last year's program review, we have now located a new, temporary Alternative Testing area in the 2300 building. In the future, renovations/additions to the existing DSRC

building to include a new High Tech Lab with more private areas to proctor exams, and more Alternative Testing areas, including 15-20 computer stations would provide the DSRC staff with the resources needed to ensure that students will achieve their educational goals within a reasonable time.

It is our goal in Special Programs and Services to provide our students with valuable support as well as practical experience that will contribute to their education and guide their pursuits long after they have left Chabot.

Information for the Facilities Assessment portion of the Educational Master Plan was gathered from a variety of sources, and is intended to provide some general considerations to link the EMP to the next generation of the Facilities Master Plan. Our resources included:

- Meetings and conversations with District leadership
- Campus tours
- FUSION—Space Inventory and Project Planning Modules
- 2017-2021 5 YR Capital Outlay Plan (2017-2018 First Funding Year)—Chabot-Las Positas Community College District
- The 2012 Chabot College Facilities Master Plan (Steinberg Architects)
- Information Technology Measure B Bond Activities—Accomplishments and Future Plans 2005-2017
- Information Technology Update—Period: June 30, 2013 to June 30, 2015

OVERVIEW

Chabot College is the larger of the two colleges in the Chabot-Las Positas Community College District, with approximately 58% of the total student population, reflecting its more urban location and its proximity to public transportation. Built in 1965-1966, the Chabot College campus is also the older, and it retains many of its original buildings. These are organized in concentric rings around a green central quad—the Grand Court. Programs are generally grouped in wedge-shaped precincts around this central space. The continuous arcade that rings the Grand Court is slated for removal due to structural concerns, opening opportunities for a new conversation about campus access.

The 2012 Chabot College Facilities Master Plan (FMP) characterizes the master planning effort at Chabot as one of "renewal." However, the introduction of a new Library/Learning Connection on the short axis of the Grand Court and new axial pathways to mark main campus entrances also re-orient the campus. By placing the Library/Learning Connection so prominently, the FMP makes an important statement about the values and mission of the college.

New buildings and renovations accomplished through Measure B have moved the college forward by adding a series of new, state-of-the-art buildings. The Bond also funded the renovation of a large number of original structures, improving the quality and performance of the instructional spaces and deploying instructional technology across the campus. Deficiencies certainly remain, but the campus environment appears to be thriving and there is a high level of constructive engagement on the part of the Chabot College community to define both major

planned projects, and more focused improvements that will have positive impacts on programs and on the quality of life on campus.

The statewide Community College facilities database, FUSION, provides a consistently-presented resource to evaluate and compare community college facilities and to assess their adequacy. The 2017-2021 Five-Year Capital Outlay Plan shows the capacity of each campus in terms of various categories of instructional space. The Space Inventory provides critical information about the entire portfolio of space on campus, including non-instructional support spaces essential to the successful operation of the college. The following commentary is generally organized to parallel these categories, but also includes critical infrastructure.

FACILITIES ASSESSMENT

Classrooms and Lecture Halls

Based on overall assignable square footage, general classroom capacity at Chabot College is calculated to be at approximately 150% per state guidelines based on five days a week from 7AM to 7PM—80% utilization. State assessment of capacity for Chabot College is that conventional classroom capacity is adequate for the five-year time horizon. However, this calculated capacity does not reflect peak-hour demand: Student schedules (often school + work + family) and faculty schedules create high demand for courses in peak hours. The District sees an overall need to optimize space to maximize flexibility.

It should be noted that all but three of the existing buildings at Chabot were part of the original campus construction in 1965-66. With the exception of Chemistry, Building 3900 (1999), the new buildings have all been special-purpose structures (such as Student Services, faculty offices, and Strength/Fitness) and have not added to the inventory of classroom space. Buildings 300, 500, 800, 900, 1200, 1400, 1700, 1800, and 1900 are classroom buildings that have been renovated through Measure B. The basic configuration of the classrooms and the departmental assignment of the buildings have not been significantly affected. The renovated classrooms are all provided with instructional technology, including overhead projectors, ceiling mounted screens, and lighting with zoned control for the presentation wall. In addition, the rooms are fitted with writing and tack surfaces and have new interior finishes including room darkening shades.

Forty-five students per class is the ideal classroom size based on negotiated contracts with faculty and instructors. Certain programs prefer smaller class sizes for pedagogical reasons, but somewhat larger "non-territorial" classrooms with a typical capacity of 45 students will maximize flexibility.

The November 2014 Outreach process identified some specific needs:
- Computers for the English as a Second Language program
- Enhancing audiovisual capabilities for World Languages

Class Labs

FUSION places computer labs in the same category as science and vocational labs, art studio and music performance spaces, categorizing all as "Class Labs." This reflects a period in the very recent past when instructional computer labs were relatively specialized. Now, virtually every program uses computers extensively; and server-based instructional software enhances the ability to use instructional computer labs across multiple programs. Ongoing developments in instructional technology will continue to increase the ability to offer diverse instructional programs in shared computer lab facilities.

For many programs, contextual learning is appropriate (e.g., classroom and computer lab adjoining vocational technology spaces). Due to the overall organization of the campus, and the number of smaller, program-specific buildings, the legacy facilities at Chabot College lend themselves to clusters of classrooms, labs, faculty offices, and instructional support with specific program identification.

Based on the Five-Year Capital Plan, laboratory space is anticipated to be at around 95%. Construction of the new Bio-Sciences Building, scheduled for occupancy in 2017-2018, will increase capacity to just over 100%, adding 7,600 ASF, and providing a modern instructional setting with greatly enhanced health and safety provisions for the Bio-Science programs.

Sciences and Engineering

The Five-Year Plan identifies several lab projects for sciences and engineering:
- A NEW Bio-Sciences Building—Building 2100—planned for occupancy in 2017/2018, is currently in design
- 2017-2018 will also see a renovation of Engineering Building 1600 that will modernize but not increase capacity
- The FMP lists a future project to renovate Chemistry—Building 3900. Constructed in 1999, this building was designed and built before computer technology became deeply integrated with science instruction. The college has expressed a desire to convert the first floor classrooms and open labs to computer labs for science

The November 2014 Outreach process identified some specific needs:
- Updated technology for the architecture program
- MATLAB computers

- Rooftop space for an astronomy observatory

Arts, Vocational Training and Special Programs

In addition to sciences and engineering, purpose-built classrooms for the arts, vocational training and a variety of specialized programs are generally considered as Class Labs. The college makes an ongoing effort to align with the economic needs of the community by providing needed skills, training, and certification. At the same time, there is strong support for a diversity of programs in the arts and humanities that develop the whole person.

Arts

- Replacement of Building 1100 is planned for 2017/2018 and will house School of the Arts (SOTA) faculty offices. In addition, this proposed project includes a 200-person performance space.
- Renovation of Building 1000 is proposed for 2019/2020. This much needed project will modernize but not increase instructional space for ceramics and sculpture.
- An addition to the Theater (Building 1300), planned for occupancy in 2020/2021, will address accessibility and pre-function needs while minimizing impacts on the operations of the main auditorium. (See below under Community Facilities.)
- Construction of a new mid-sized theater adjoining Building 1300 is identified in the FMP but is not currently included in the Five-Year Plan. (See below under Community Facilities.)

Medical, Dental, Emergency Medicine

Renovation projects for Building 2200 Medical/Dental, and for Building 3100 Emergency Medical will provide needed technology updates.

The November 2014 Outreach process identified some specific needs:
- Address limitations in the capacity and scheduling of program areas for Nursing Simulation, Dental Hygiene, and Medical Assisting
- Provide technology and equipment upgrades on an ongoing basis (e.g., laser equipment for Dental Hygiene)

Fire Technology

Fire Tech has not been slated for any specific renovation projects. However, this program utilizes facilities across several divisions. On site, the program uses engineering classrooms in Building 1500 for general education; classrooms and training rooms in Building 2900; and physical fitness facilities in Building 4000 for strength and endurance training. Access to a training tower is provided off-site in San Leandro. The program has identified a need for access for roof training (possibly roof of Building 3000).

The November 2014 Outreach process identified some specific needs:

- Address limitations in the capacity and scheduling of program areas for Fire Tech

Auto Tech and Machine Shop

Existing Auto Tech and Machine shops have not been identified for renovation or expansion in the Five-Year Plan. The existing facilities appear to be in good condition, with adequate equipment for their programs.

The November 2014 Outreach process identified some specific needs:

- Address limitations in the capacity and scheduling of program areas for Welding

In addition to a general auto repair lab, Chabot College houses the BMW Training program in Building 3400 (formerly the print shop). This program is a strong example of a successful partnership between industry/business and the college. The BMW training program allows students to obtain a certificate as an authorized BMW service technician, concurrent with an Associate of Arts degree. Future expansion of storage for the BMW training facility will add about 2000 ASF in lab space—scheduled for 2019/2020. The added secure warehouse capacity will allow the existing metal storage building behind the Theater to be demolished to make way for future construction of the mid-size theater proposed in the FMP.

Manufacturing Technology

Chabot offers a strong program in manufacturing technology. Its CNC Lab, located in Building 1600, offers a diversity of computer numerical control equipment to train technicians and machine operators for a range of manufacturing operations. The lab is supported by a computer classroom with viewing windows. This is a good example of contextual learning, with the instructional space immediately adjacent to the machine area. The Five-Year Plan includes a renovation of Building 1600 in 2017/2018. Expansion of the manufacturing lab is strongly recommended to improve working clearances and safety and to provide for the introduction of additional machines.

Library

FUSION indicates that current Library space at Chabot College (Building 100) is at about 85% of needed capacity. The quality of library space is very deficient, with inadequate lighting levels and poor access. The FMP suggests a central and highly visible location for the Library which will make it the focus of a reoriented Grand Court. Replacement of the current Library with a new and larger Library/Learning Connection is planned for occupancy in 2021/2022. The new building will provide added area to bring the college to a projected 111% of needed capacity.

In the meantime, an interim renovation is ongoing to address immediate critical needs and improve access. Admissions and Records has moved to new Building 700, freeing up some space in the lower level of Building 100 for other purposes.

Collaboration Space

As planned projects are constructed, certain smaller classrooms might be repurposed as collaborative spaces for instructional support. Depending on the direction of planning conversations with the college as the FMP is updated, Chabot's approach to instructional support may be more clearly articulated. Should instructional support spaces may be part of the Library/Learning Connection—or fully integrated with classrooms and faculty offices?

Through the November 2014 Outreach process, the college identified the need to
- Support a diverse range of learning styles
- Promote collaborative learning
- Advance the needs of under-prepared students
- Provide professional development to faculty and staff

Professional Development

Training for faculty and staff combines elements of library, audio/visual, and instructional technology and the physical location of space for professional development may vary accordingly. As higher learning institutions increase their use of distance and distributed learning, there will be an ongoing need for faculty training. The need for IT- supported space for digital recording with full multi-media capability will be needed.

AV/TV

Audio Visual/Television is a FUSION category that may contain a variety of media-enabled or media-supporting activities. Based on the Five-Year Capital Plan, AV/TV is currently at about 80% of needed capacity. However, construction of the future Building 200 replacement is projected to bring the college to about 134%, attributable to the addition of the Civic Engagement Center and its media support facilities. (See below under Community Connections.)

Television Broadcast

The Digital Television program is currently housed in the lower level of Building 100, Library/Learning Connection. The program puts programming on cable TV networks 24 hours a day in the Hayward and Fremont area through an agreement with Comcast. The facilities and equipment are current and professional, offering an extraordinary opportunity to students enrolled in this program.

Through the FMP process, options have been considered to retain the program's historic association with the Library—or to relocate its studio and production facilities to the building proposed to house a future mid-sized theater (B 3600). To minimize disruption of the academic program, the future location of the program will likely depend on the detailed sequence of projects, with the new Library/Learning Connection planned for occupancy in 2021/2022, probably prior to completion of the proposed new theater.

FACULTY, STAFF AND ADMINISTRATIVE OFFICES

Faculty Offices

At Chabot, the original campus plan included separate faculty office buildings adjacent to classroom buildings. Three of these original faculty office buildings remain. According to the FMP, centralized and departmentalized faculty offices are preferred at Chabot. The Five-Year Plan indicates adequate faculty office capacity, about 115%. While the FMP and Five-Year Plan do identify several planned or completed office projects, the overall assignable square footage appears to maintain this ratio while replacing outdated facilities.

- NEW Instructional Offices Building 400, constructed in 2010—houses faculty offices
- Replacement of Building 2000 is planned for 2020/2021, adding 5400 ASF of faculty office space
- Replacement of Building 1100, SOTA offices, is projected for occupancy in 2021/2022

Student Support Services

Student Services, previously housed in the lower level of Building 100, have been moved to a new building with a more accessible location:

- New Student Services Building 700, constructed in 2010—provides counselling, transfers, job placement, disabled students services, Admissions and Records, Financial Aid, and associated services in a single location

The college places great emphasis on the importance of accessible and coordinated student services. The November 2014 Outreach process surfaced some specific ideas that include:

- Expanded hours for student services (evenings and weekends)
- Digitizing records, particularly for counseling and financial aid

Disabled Students Programs

Located in Building 2400, the DSP building was renovated in 1998. Its proximity to the gym and PE complex is convenient, but its standalone building suggests a certain lack of integration with the campus as a whole. Offices providing support for the program are located in Building 700.

Through future planning, a more central location may be found that improves access to the full range of college activities.

RECREATION AND SPORTS

Chabot College enjoys a full complement of facilities for sports and aquatics. However, its fields are aging and improvements for accessibility and improvements to site drainage are planned.

- The Gym and Physical Education facilities, including the Olympic-sized pool, were renovated in 2013, improving and updating activity spaces and removing access barriers.
- Tennis courts have been resurfaced and refenced.
- Upcoming projects will include fields and pool deck renovations.
- The press box and bleachers are not accessible and are indicated to be replaced in the FMP.

STUDENT LIFE

Every college finds itself in competition for students. The availability of quality programs is the foremost consideration for students selecting a college. However, support services, access, convenience and the overall quality of campus life play a role in helping students stay in college and accomplish their goals.

Student Union
Building 2300, the new Student Union, is planned for occupancy in 2020/2021. The existing Student Union is very dated and inefficient. The building has undergone some limited renovations. Food service is provided by an outside vendor. Overall, this facility falls short of the level of comfort and service that would be provided by a new facility. High costs to maintain and operate this building also mark it as a high priority project.

Student government and clubs have their designated area on the mezzanine level, and access to this upper level is not code compliant. Replacement of Building 2300 has to be sequenced in conjunction with the existing Library, since they share vertical circulation.

Child Development Center
The CDC is a good example of an academic program that also supports student success. Chabot's CDC trains students in Early Childhood Education, and also provides convenient and affordable childcare. Funding for the CDC is partially provided by the Head Start program, and approximately 50% of participants are children of students. The CDC was built in 1995, and

could now benefit from renovation in order to refresh the facility after 20 years of use. Its capacity is more than adequate, currently serving 72 children, but licensed for 120. The CDC has a small commercial kitchen and provides meal service.

TRANSIT AND PARKING

Public Transportation
Chabot College enjoys truly excellent connections to public transportation. Alameda County Transit reports that the Chabot transit center is the most heavily used stop in the entire countywide system, with frequent service to BART.

Parking
Parking is dispersed in a number of lots at the perimeter of campus, keeping the central precinct virtually vehicle-free. With occasional exceptions, available parking appears adequate to serve current and projected needs. As use of public transit increases, the college may be able to increase its population without adding parking. If parking does need to increase, a multi-level parking structure may become necessary in the future.

OUTDOOR AND LANDSCAPE

Usable outdoor space is an essential component of college life, as students gather, socialize, and study outdoors. No new building projects have taken place at Chabot College without the improvement of adjoining outdoor space. New Buildings 400 and 700 have been constructed on the edge of the campus that is most visible from Hesperian Boulevard. These structures create a new street presence, giving the college a strong identity that is enhanced by access to the thoroughfare, as well as accessible drop-off and parking.

A landscape master plan was developed as part of the 2012 Facility Master Plan and provides a framework for future outdoor improvements. Removal of the existing arcade around the Grand Court is necessary due to seismic safety considerations. Its removal will have a major impact, as will the development of well-defined gateways and pedestrian axes.

When the college considered options for the Grand Court as part of the FMP process, the role of this grand central quad received thoughtful consideration. The Grand Court is frequently used for community events, and rental fees are a major revenue source. As a result, the new design illustrated in the FMP continues to provide an outdoor space that can be used for community events.

With space at a premium on campus, the trend is toward concentration and toward more actively used spaces. Spaces that are perceived as too big—like the Grand Court—will be less used. The college has implemented several successful landscape projects to create more intimately scaled outdoor classrooms, sheltered by the academic buildings. These landscaped courts have distinctive qualities that help identify them with the programs that surround them. Outdoor places increase opportunities for collaborative learning, an important goal for the college.

The campus has many mature trees that have been well-maintained. The size and variety of tree specimens adds character to the outdoor spaces and helps identify the academic precincts.

Chabot College has a very successful program of art on campus. Unique ceramic tile wall elements have been installed both indoors and outdoors across campus. These features help identify the academic precincts and have been successfully incorporated in both new and renovated buildings.

COMMUNITY CONNECTIONS

Chabot College has deep connections to the community. The fact that the campus provides many opportunities for public events and activities such as summer camps and sports clubs has benefits that are both social and financial. Revenues from facilities rentals are a major source of discretionary revenue.

Community and Student Services Center
The college has recently completed Building 700, the new Community and Student Services Center. Prominently located facing Hesperian Boulevard, Building 700 includes a standalone community space with catering kitchen that can be used when other campus facilities are closed. The community space is flexibly planned to provide several sizes and configurations for a variety of uses.

Civic Engagement Center
In the future, the FMP and Five-Year Plan propose replacement of Building 200, Administration, with a new structure at a campus "front door" location. Through the FMP process, the project is planned to include a tiered lecture hall identified as the Civic Engagement Center. This event space will be used both by the college and the community, and can generate facility rental revenue. There is great potential for synergy with the Television Broadcast program which can

provide network quality coverage through its partnership with local channels and with Comcast.

Sports Facilities

Chabot College has a long history of partnerships with the community for the use of its sports facilities. Income from community use of the fields, pool, and tennis courts by local teams, clubs, and summer programs supplements college revenue. Police and sheriff's departments use the "confidence course" for ongoing training.

The recently completed Strength/Fitness Building 4000 also has potential for use by the community. Currently, users must be enrolled in a class at the college. In the future, the college might consider a different fee structure, permitting more flexible use by the community at large.

Performing Arts

Like the Grand Court, Performing Arts spaces are a major asset both for the programs and activities of the college and for the community at large. Chabot has a very large theater, currently the largest in the city of Hayward. The facility is old, and bears the signs of 50 years of use. Needed ADA and other code compliance upgrades will be costly and will affect operations—including public uses which generate significant revenues. The Five-Year Plan includes a proposed renovation and addition for 2020/21 that will expand the lobby and public areas and provide additional accessible facilities, including elevator access to the balcony.

The need for smaller performance spaces is also identified in the FMP. The existing theater is too large for many of the types of events that the college must accommodate. The need for a smaller venue places demands on the recital space in Building 1200 that must be coordinated with class schedules. A future 500–700 seat theater, identified in FMP, will provide space for performances and events that will complement existing facilities and potentially increase revenue generation.

INFRASTRUCTURE

Instructional Technology

The District Data Center is located in Building 1900 at Las Positas College. Through the construction of new buildings and the implementation of extensive renovation projects at Chabot College, classroom technology has been updated throughout the campus. In addition, the renovation projects include IDF rooms and server racks in each building.

Over the next five to seven years the District's plans for major projects include:
- Server virtualization
- Completion of any remaining classrooms that lack instructional technology
- Disaster recovery planning and provisioning (UPS and generator systems)
- Power Over Ethernet (POE)
- Expansion of bandwidth

The State of California is also beginning to require a distributed antenna system to support emergency response. This type of system may eventually be required.

At Chabot, underground conduit is in place for future provision of a more robust telecommunications backbone, but cabling is still lacking. Wireless access remains a challenge. In new buildings, wireless access has been provided throughout, allowing students opportunities to connect and collaborate readily. Within existing buildings, available pathways impose limitations on the deployment of wireless technology. Providing greater speed and bandwidth are goals that will be met incrementally through renovation projects and the construction of new buildings. Wireless access for outdoor areas is less consistent, as these areas are considered to be of lower priority than the building common areas and classrooms. The college has requested provision of wireless connectivity for the athletic fields, and planning for this project is underway.

Distance Learning has become common practice. "Distributed Learning" is a newer concept that is now being defined. Site infrastructure requires a robust fiber backbone dedicated to A/V. Chabot College currently has a small prototype system that connects Buildings 1700 and 1800. The video distribution system allows streaming, recording of class sessions, and real-time video distribution through lecture capture. Through this pilot program, faculty and District IT are defining what such a system needs to deliver. In the future, the program may be deployed more broadly on both campuses.

The November 2014 Outreach process surfaced some specific ideas that need technical support for implementation and training, and may require space and infrastructure:
- Room registration and class scheduling—mobile interface
- Increased access to remote meeting and video conferencing
- Realtime IT support
- Helpdesk
- Webmaster

Utilities

Through the Measure B program, the District made significant investments in infrastructure. These investments are crucial to preserve assets, reduce operating costs, and provide a reliable and safe setting for all activities on the campus.

Under Measure B, a new Central Utility plant and distribution system were put in place. Parking lots were improved and photovoltaics added for a significant reduction in the college's energy costs.

Facilities Maintenance and Operations

The maintenance of grounds and facilities requires staff, vehicles, storage and shop facilities. At Chabot, maintenance shops are located at the north end of campus, but maintenance operations also occupy Building 3600, a large metal building located immediately south of the theater. The District plans to demolish this building in order to construct a new mid-sized theater in the future. With the planned construction of a new Building 3000, projected for occupancy in 2021/2022, Maintenance and Operations functions, including warehouse and vehicle maintenance, will be consolidated.

FACILITIES REVIEW REFERENCES

- FUSION—Space Inventory and Project Planning Modules
- 2017-2021 5 YR Capital Outlay Plan (2017-2018 First Funding Year)—Chabot-Las Positas Community College District
- The 2012 Chabot College Facilities Master Plan (Steinberg Architects)
- Information Technology Measure B Bond Activities—Accomplishments and Future Plans 2005-2017
- Information Technology Update—Period: June 30, 2013 to June 30, 2015