



CHABOT
COLLEGE

Educational Master Plan 2021–2026



Message from the Chabot College President

Dr. Susan Sperling



I am pleased to introduce Chabot College's 2021 Educational Master Plan (EMP), with confidence that it will serve as a worthy guide for College planning during years to come. The Plan responds to the historical role of the College in educating diverse communities while meeting future challenges of shifting demographics, technologies, and changing labor markets. The excellent work you are reading was undertaken during a period of extraordinary challenges: the pandemic of 2019-2020 shifted the norms of higher education workplaces into unknown territories of shuttered classrooms and campuses as well as great economic uncertainty across the entire system. Many of the lingering social and economic consequences of the pandemic are still unknown, thus this Plan will allow us to be flexible and responsive as we weather the remaining and continued impacts. All the more admirable that those committed to Chabot's future created a most useful and thoughtful road map under these circumstances.

With all that is changing or uncertain during this time, there are themes in this document that are rooted in Chabot College's history and culture that will persist into its future. From the concept that community college education can, and should, equal the academic excellence of elite colleges (a proposal set forth at Chabot's creation by its founder, the University of Chicago educated President-Superintendent Reed Buffington), to Chabot's signature programs marrying excellence in academics to specialized student supports, the College has long been a venue of aspiration, innovation, and success.

This is my 32nd year at Chabot as a teacher, educational activist, and, more recently, Chabot College President. I expect this document will carry forward Chabot's commitment to excellence, inclusion, equity, and justice to a future well-beyond my tenure. I am confident that this EMP reflects our extraordinary heritage while meeting the many challenges of our collective future.

I want to express a collective gratitude to the Educational Master Plan Task Force, members of the Planning and Resource Allocation Committee, and our partners from Signature Solutions Corporate Results for their work on this Educational Master Plan!

A handwritten signature in grey ink that reads "Susan Sperling". The signature is fluid and cursive, with the first name "Susan" and last name "Sperling" clearly legible.

Dr. Susan Sperling, Ph.D.
President

Acknowledgements

College Leadership

Dr. Susan Sperling, College President

Dr. Stacy Thompson, Vice President
Academic Affairs

Dr. Matt Kritscher, Vice President
Student Services

Mr. Dale Wagoner, Vice President
Administrative Services

Ms. Ashanti Robinson, Student
Senate President

Ms. Noell Adams, Classified Senate
President

Mr. Miguel Colón, Academic Senate
President

Signature Solutions Corporate Results Consulting Partners

Dr. Rogéair Purnell, RDP Consulting

Ms. Nandi Peterson, Hatchuel
Tabernik & Associates

EMP Task Force Members

Ms. Samantha Kessler, Director of
Institutional Effectiveness, College
Lead

Mr. Javier Castro, Student
Representative

Ms. Salimah Shabazz (Mrs. Mak),
Student Representative

Mr. Tom deWit, English Faculty

Ms. Katrin Field, Assessment
Specialist, Counseling

Dr. Cynthia Gordon da Cruz,
Coordinator, Institutional Research

Dr. kim morrison, Information
Literacy & Outreach Librarian

Ms. Rachael Tupper-Eoff, Senior
Administrative Assistant, Learning
Connection

Dr. Jeanne Wilson, Dean of Special
Programs and Services

Planning and Resource Allocation Committee (PRAC) Members 2019-2020, 2020-2021

Ms. Heather Hernandez, Classified
Tri-Chair (19-20, 20-21)

Ms. Jennifer Lange, Faculty Tri-
Chair (19-20, 20-21)

Mr. Dale Wagoner, Administrative
Tri-Chair (19-20, 20-21)

Dr. Stacy Thompson, Administrative
Representative (19-20, 20-21)

Dr. Matt Kritscher, Administrative
Representative (19-20, 20-21)

Ms. Yvonne Wu-Craig,
Administrative Representative (19-
20, 20-21)

Ms. Samantha Kessler,
Administrative Representative (19-
20, 20-21)

Ms. Debbie Trigg, Administrative
Representative (19-20, 20-21)

Dr. Jeanne Wilson, Administrative
Representative (20-21)

Dr. Jamal Cooks, Administrative
Representative (20-21)

Ms. Deonne Kunkel Wu,
Administrative Representative (19-
20)

Arun Goyal, Administrative
Representative (19-20)

Mr. Pedro Reynoso, Faculty
Representative, Academic Pathways
and Student Success Division (19-20,
20-21)

Mr. Tim Harris, Faculty
Representative, Arts, Media and
Communication Division (19-20,
20-21)

Mr. Bob Buell, Faculty
Representative, Applied Technology
and Business Division (19-20, 20-21)

Mr. Dan Miller, Faculty
Representative, Health, Kinesiology,
and Athletics Division (20-21)

Mr. Kyle Ishibashi, Faculty
Representative, Science and Math
Division (19-20)

Mr. Zarir Marawala, Faculty
Representative, Science and Math
Division (20-21)

Mr. Andrew Pierson, Faculty
Representative, Social Sciences
Division (19-20, 20-21)

Mr. Aldrian Estepa, Faculty
Representative, Social Sciences
Division (20-21)

Ms. Sandra Genera, Faculty
Representative, Counseling (19-20)

Ms. Noell Adams, Classified Senate
Representative (19-20, 20-21)

Ms. Linda Buelna, Classified Senate
Representative (19-20)

Ms. Christine Herrera, Classified
Senate Representative (19-20, 20-21)

Mr. Blake Lewis, Classified Senate
Representative (19-20, 20-21)

Ms. Virginia Criswell, Classified
Senate Representative (19-20)

Ms. Rachael Tupper-Eoff, Classified
Senate Representative (19-20, 20-21)

Dr. Indra Liauw, Classified Senate
Representative (20-21)

Nicole Albrecht, Classified Senate
Representative (19-20)

Mr. Jeff Drouin, Faculty Association
Representative (19-20, 20-21)

Ms. Karen Metcalf, SEIU
Representative (19-20, 20-21)

Ms. Stacy Harris, Student
Representative (19-20, 20-21)

Mr. Michael Davis, Student
Representative (19-20, 20-21)

Ms. Stephenie Naicker, Student
Representative (19-20, 20-21)

La'Roy Fitch, Student Representative
(19-20)

Mr. Mark Stephens, Facilities and
Infrastructure Technology Tri-Chair
(19-20, 20-21)

Dr. Patricia Shannon, Program and
Area Review Co-Chair (19-20)

Dr. Cynthia Gordon da Cruz,
Coordinator Institutional Research
(19-20, 20-21)

Mr. Gabriel Chaparro, Professional
Development Tri-Chair (19-20,
20-21)

Dr. Robert Nakamoto, Student
Access, Success and Equity Tri-Chair
(19-20)



Table of Contents

Educational Master Plan Snapshot	1
About Chabot College	7
Mission, Vision, and Values	11
Overview of Educational Master Plan (EMP).	15
Overview of Educational Master Plan (EMP) Planning Approach	21
Context for Educational Planning (Environmental Scan Major Findings).	27
Plan Overview	79
Educational Master Plan (EMP), Assessment and Evaluation (Outline of Process)	91
Appendices	95





Educational Master Plan Snapshot





MISSION CRITICAL PRIORITY #1

Equity: Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees.
Each student and employee will receive the support, guidance, and/or education s/he/they need to achieve her/his/their goals and thrive in the Chabot College Community.

Relevant: Strategic Planning Cluster #1 and #2, and #3:

- Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems
- Innovate for Long-term Stability and Resiliency
- Institutional Support for Teaching and Learning

Populations of Focus	Objectives	Metrics
<ul style="list-style-type: none"> • Black, Latino/a/x, and other disproportionately impacted students and employees with intersecting needs because of lived experiences, disability, socioeconomic status, social, or cultural backgrounds 	<ul style="list-style-type: none"> • Ensure a welcoming and anti-racist campus and community that creates a sense of belonging for each student, faculty, and classified professional. • Offer proactive, integrated, and comprehensive student, faculty, and classified professional supports 	<ul style="list-style-type: none"> • Decreased equity gaps and DI • Increased student satisfaction • Improved campus climate • Increased employee diversity and satisfaction



CALIFORNIA GUIDED PATHWAYS PILLARS

CLARIFY	INTAKE	SUPPORT	LEARNING
Strategy			
		<ul style="list-style-type: none"> • Support and strengthen special programs • Offer support services and resources to address academic challenges and non-academic needs • Ensure safe, accessible/ADA compliant, and inviting campus spaces 	<ul style="list-style-type: none"> • Expand culturally relevant, responsive, and revitalizing curriculum and pedagogy • Increase diversity in hiring of faculty, classified professionals, and administrators • Support professional development and mentoring for students, faculty, classified professionals, and administrators
Activity			
<ul style="list-style-type: none"> • Communication and media • Proactive counseling • Integrated student supports with academic 	<ul style="list-style-type: none"> • Comprehensive financial resources (aid, food, technology, etc.) • Collaboration with Human Resources in employee recruitment 	<ul style="list-style-type: none"> • Learning communities • Integrated student supports with academics • Cultural and social affinity groups • Comprehensive financial resources • Ongoing equity training and career advancement support for faculty, classified professionals, and administrators • Campus climate surveys • Diverse hiring committees • Audit of physical space ADA compliance 	<ul style="list-style-type: none"> • Inclusive teaching and learning • Exploration of Universal Design for Learning (UDL)



MISSION CRITICAL PRIORITY #2

Access: Removing barriers, from application through enrollment, and expanding opportunities for a strong start at Chabot College.

Residents from the community will choose Chabot College as their pathway to higher education and viable career options.

Relevant: Strategic Planning Cluster #1 and #2:

- Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems
- Innovate for Long-term Stability and Resiliency

Populations of Focus	Objectives	Metrics
<ul style="list-style-type: none"> • Residents of the service area, feeder high school students, under and unemployed, low-wealth, underrepresented student populations 	<ul style="list-style-type: none"> • Establish a system for immediate outreach to all students who apply to Chabot College • Provide supportive onboarding experiences based on student interests, needs, and goals • Establish pathways for all matriculating students 	<ul style="list-style-type: none"> • Increased enrollment, access/enrollment rate, and persistence • Increased non-credit CDCP • Increased financial aid and basic aid recipients • Increased orientation and student educational plan completions



CALIFORNIA GUIDED PATHWAYS PILLARS

CLARIFY	INTAKE	SUPPORT	LEARNING
Strategy			
<ul style="list-style-type: none">• Develop interest and goal-oriented marketing• Improve navigation of the physical campus• Coordinate collaborative outreach, welcoming, and orientation activities between academics and student services• Integrate coursework, enrollment, and support services at feeder high schools and adult schools• Conduct incoming holistic needs assessment and educational planning• Establish learning and career pathways		<ul style="list-style-type: none">• Explore local industry and career training partnerships for employee training• Implement comprehensive mobile-friendly online services• Incorporate Universal Design (UD) across learning platforms and materials	
Activity			
<ul style="list-style-type: none">• Signage and campus maps• Website revisions• App-based service capabilities• GladiatorBot• Dual and concurrent enrollment CCAP agreements• Summer Bridge and accelerated preparation “boot camp” opportunities• Catalog revisions	<ul style="list-style-type: none">• Experiential and navigation program maps• Success teams for pathways and student populations	<ul style="list-style-type: none">• Comprehensive Welcome Center/concierge for current and future students: application, placement, enrollment, and financial aid• FAFSA workshops• SparkPoint (basic needs, financial guidance, non-academic needs support)• Expanded campus Wi-Fi and connectivity• Gathering and cultural learning spaces	<ul style="list-style-type: none">• Non-credit courses and certificates• MOU's with local employers and agencies



MISSION CRITICAL PRIORITY #3

Critical Pedagogy and Praxis: Engaging in teaching and learning aimed at developing content knowledge, critical thinking, and skills development.

Students gain the knowledge, skills, and abilities needed to thrive in continued education, the workforce, and in serving the community.

Relevant: Strategic Planning Cluster #1 and #2:

- Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems
- Innovate for Long-term Stability and Resiliency

Populations of Focus	Objectives	Metrics
<ul style="list-style-type: none">• Students, faculty, classified professionals, and administrators who support teaching and learning	<ul style="list-style-type: none">• Develop and embed culturally relevant, revitalizing, and sustaining pedagogy across the curriculum• Expand opportunities for experiential learning through internships, externships, community-based and project-based learning	<ul style="list-style-type: none">• Increased persistence, course success rates, certificates, degrees, transfers, job in field related to study, and wage gains• Campus climate for diversity (student satisfaction survey)• Student learning in the Institutional Learning Outcomes (ILOs)



CALIFORNIA GUIDED PATHWAYS PILLARS

CLARIFY	INTAKE	SUPPORT	LEARNING
Strategy			
<ul style="list-style-type: none">• Aligned course, program, and institutional learning outcomes		<ul style="list-style-type: none">• Improve equitable and effective evaluation and grading practices• Offer professional development and training: online and face-to-face teaching practices, grading, classroom practice, assessment, and praxis• Utilize or develop diverse/non-traditional teaching and learning environments, learning spaces, conceptualize spaces beyond classroom for learning• Contextualize math, English, and general education to field of study or pathway• Leverage partnerships with employers, local industry, and organizations for work-based learning and program development• Support for externally accredited programs	
Activity			
		<ul style="list-style-type: none">• Center for Teaching and Learning• Cultural learning centers• Sustainability center• Employee mentoring and inquiry groups	<ul style="list-style-type: none">• Participatory Action Research and developing students as researchers, creators, and producers of knowledge• Use of global and local data feeds to learn about climate sustainability, integrate environmental justice education, and teach using local community data• Integrating financial education• Integrating information literacy• Use of simulations, apps, and CANVAS features for teaching and learning• Employee mentoring and inquiry groups



MISSION CRITICAL PRIORITY #4

Academic and Career Success: Providing holistic and integrated support and services to ensure students reach their educational and career goals.

Systems and processes adequately support the campus community and are responsive to student needs, relevant to student academics, and ensure learning.

Relevant: Strategic Planning Cluster #1, #2, and #3:

- Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems
- Innovate for Long-term Stability and Resiliency
- Institutional Support for Teaching and Learning

Populations of Focus	Objectives	Metrics
<ul style="list-style-type: none">• Students, faculty, and classified professionals	<ul style="list-style-type: none">• Increase access to just-in-time, proactive and comprehensive academic and non-academic support services• Increase the number of students who reach progress milestones, complete certificates, degrees and/or transfer	<ul style="list-style-type: none">• Decreased excess units for first time associate's degree earners• Increased transfer English and math throughput, persistence, course success rates, progress milestone completion, certificate and/or degree completion, transfers, job in field related to study, and wage increases• Increased student satisfaction• Increased faculty and classified professional satisfaction



CALIFORNIA GUIDED PATHWAYS PILLARS

CLARIFY	INTAKE	SUPPORT	LEARNING
Strategy			
<ul style="list-style-type: none">• Reduce students' non-tuition program costs• Develop student-centered and student friendly class schedule		<ul style="list-style-type: none">• Support parent and caregiver students• Normalize mental health and basic needs support• Expand campus and service access to evening, weekend, and online• Establish Collaborative learning, social, and maker spaces• Designate Career and Transfer Center with job placement	<ul style="list-style-type: none">• Ensure comprehensive and robust email and technology systems• Integrate learning connections, embedded tutors, and library/research workshops in pathways or disciplines
Activity			
<ul style="list-style-type: none">• Strategic Enrollment Management Plan	<ul style="list-style-type: none">• Credit for prior learning, course waivers, prerequisite challenges	<ul style="list-style-type: none">• Grant, scholarship, and partnership opportunities for funding• Revised hold policies for non-payment• Embedded tutoring and student assistance• Outreach and support for students on probation• Peer-to-peer outreach• Enhanced Student Services Hub, tools, and resources in Canvas• Increase student usage of DegreeWorks• Implement CRM Recruit and CRM Advise• Expanded online service, text, and mobile capabilities	<ul style="list-style-type: none">• Faculty advising• Adopt, develop, and expand Open Educational Resources (OER)• Professional development and training for faculty, classified professionals, and tutors



MISSION CRITICAL PRIORITY #5

Community and Partnerships: Cultivating strategic relationships that support the needs and goals of the college community.

Chabot collaborates with internal and external partners to offer support and experiences students need for their education and beyond.

Relevant: Strategic Planning Cluster #1, #2, and #3:

- Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems
- Innovate for Long-term Stability and Resiliency
- Institutional Support for Teaching and Learning

Populations of Focus	Objectives	Metrics
<ul style="list-style-type: none"> • Students with non-academic needs; Career Education faculty, classified professionals, and students; transfer-bound students; faculty and classified professionals in transfer or general education programs; community members in the service area 	<ul style="list-style-type: none"> • Leverage internal and external stakeholders to enhance programs expand opportunities for student, faculty, and classified professional support • Expand opportunities for Chabot to connect to the external community to create referral network to address students' basic needs • Connect employers to programs and Career and Transfer Center to link students to jobs and work-based learning opportunities 	<ul style="list-style-type: none"> • Increased certificate and degree completions, transfers, and jobs in field of study



CALIFORNIA GUIDED PATHWAYS PILLARS

CLARIFY	INTAKE	SUPPORT	LEARNING
Strategy			
<ul style="list-style-type: none"> • Improve web/online presence for external stakeholders: high schools, community ed populations, adult populations • Increase dual and concurrent-enrollment at feeder high schools • Revise marketing materials, videos, media Workshops via Tri-Valley Career Center • Align transfer pathways 	<ul style="list-style-type: none"> • Increase open house events and community events on campus • Coordinate pathway leadership meetings 		<ul style="list-style-type: none"> • Increase industry partners participating in advisory groups and established advisory boards for non CE-programs • Pursue industry partnerships for work-based learning, experiential opportunities, and other student resources • Revisit Community Education Program
Activity			
<ul style="list-style-type: none"> • Revised marketing materials, videos, media Workshops via Tri-Valley Career Center • Workshops via Tri-Valley Career Center 	<ul style="list-style-type: none"> • Open house events and community events on campus • Pathway leadership meetings 		

About Chabot College



Land Acknowledgement

We would like to recognize that Chabot College is located on the ethnohistoric tribal territory of the Jalquin/Yrgin Chechenyo-speaking Ohlone tribal group, direct ancestors of the Muwekma Ohlone tribe, who were missionized into Missions Dolores, Santa Clara, and San Jose. The land on which Chabot College was established was and continues to be of significance to the Muwekma Ohlone Tribe. Our campus extends to surrounding areas that held a tuppentak (a traditional round-house), which was located at a historic rancheria known as “the Springs” and was a place of celebration and religious ceremony for the Muwekma Ohlone tribe. Nearby are ancestral heritage “shellmounds,” which served as their traditional cemetery sites and territorial markers. We recognize the importance of this land to the indigenous Ohlone People of this region and strive to be good stewards on behalf of the Muwekma Ohlone tribe, whose lands we occupy.

Chabot College became the first college in the Chabot-Las Positas Community College District (CLPCCD) in 1961 and, since its inception, has educated the extraordinarily diverse populations of Alameda County through a historic commitment to equity and excellence in academics. Currently, the College offers associate degrees, certificates, and credentials designed to prepare students commonly from Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City to succeed as they continue their education, enter the world of work, and engage in and support the civic and cultural life of the community. Three out of four students who begin or continue their postsecondary education at Chabot College are first-generation college goers. In the fall of 2019, 41 percent of the College’s student population identified as Latino/a/x, 33 percent were residents of Hayward, and 28 percent were 19 years old or younger. In recent years the Chabot College student population has also become increasingly diverse, with Latino/a/x students emerging as the largest and fastest-growing student group. In recognition of this trend, in 2008 Chabot College was designated a Hispanic-Serving Institution (HSI) by the U.S. Department of Education.



The most common majors and degrees completed at Chabot College over the last ten years include Liberal Arts (with emphasis in Social and Behavioral Science or emphasis in Math and Science), Business Administration, Biology (with emphasis in Allied Health), and Administration of Justice.



Chabot College had been a leader in creating community and offering specialized rigorous academic programs with high touch support to ensure the success of historically underrepresented college students. In 1981, the Puente Program was founded by two Chabot College faculty, Felix Galaviz, a counselor, and Patricia McGrath, an English professor. After reviewing 2,000 transcripts in an effort to understand the possible causes of high drop-out rates among Mexican Americans, Galaviz and McGrath found that (1) students were not utilizing academic counseling, (2) students were not enrolling in college-level writing courses, and (3) students were first-generation college students. The Puente project was then created to address these three factors. Through rigorous English language instruction, intensive academic counseling, and mentoring by members of the community, the program has been successful in improving students' academic outcomes.



Chabot College is also the birthplace of the Daraja Program, which was started in 1988 by Dr. Carolyn Greene and Dr. Ruth Self in response to two major factors: 1) lower than average achievement experienced by African American students, and, 2) lack of institutional strategies to address this problem. Using a similar model to the Puente Program, a cohort of students enroll in first year courses taught by Umoja faculty trained in offering culturally relevant curriculum and pedagogy. Umoja students also receive dedicated academic counseling and peer and faculty mentorship. Since 2006, Daraja, and Chabot College, have played a major role in informing and inspiring the growth of the statewide Umoja Community. In 2016, Daraja was changed to Umoja to show unity with colleges across the state. Both programs are now statewide and, in this sense, the College served as a cradle for some of California's key equity programs.

Both equity-driven programs were designed to encourage and support students who identify as Latino/a/x and as part of the African diaspora, respectively, to complete baccalaureate and graduate degrees and return to their community to lead and support needed change. Open to all students, both programs employ a learning community approach with dedicated counselors and faculty who have received professional





development in how to offer culturally responsive and engaging support, mentorship, pedagogy and curriculum with real world relevant and contextualized assignments, and who commit to espouse and model the programs' core values and philosophy.

In response to the racial uprisings that erupted after the murder of George Floyd under the knee of a police officer in May 2020, Chabot College has continued to be an innovator in specialized student support, launching its 10 X 10 Villages initiative on campus at the start of the Fall 2020 semester. Work that has become foundational to the 10 X 10 started in 2019, when the Student Access Success and Equity (SASE) Committee recognized the persistent equity gaps in student outcomes data for Chabot's Black students. SASE formed the Black Excellence Collective to increase the services, spaces, and structures needed for Black students to feel a sense of belonging at Chabot and receive the support needed to achieve her/his/their goals. In June 2020 when President Sperling called for a Presidential Task Force for Black Student Excellence, the Task Force developed a cohesive strategy to work towards scaling these and other successful learning community practices to reach all Black students on campus.



The 10 X 10 Villages, or learning communities (a nod to the African proverb, it takes a village to raise a child), expand upon this model. In Fall 2020, Chabot College's roughly 1,500 Black students were invited to join one of 10 communities, each supported by up to 10 volunteers—administrators, classified professionals, and faculty—who will collectively work to connect students to available and needed services and resources. This effort, as well as ongoing support from the SASE committee, will ensure equitable success outcomes for Black students, from the moment they enter the college to graduation and/or transfer, and promote a commitment to and understanding of equity and how it should be promoted and manifested inside and outside the classroom.

This Educational Master Plan (EMP) builds on Chabot College's commitment to equity—identifying and leveraging each student's strengths and addressing their challenges and needs by providing she/he/them with the support, resources, and tools they need to realize their educational goals. This document outlines how over the next five years, 2021 through 2026, the College will continue to innovate and promote an inclusive climate and culture, and support the academic and personal success of a diverse campus community.

Mission, Vision, and Values





Chabot College began its year-long Educational Master Plan (EMP) planning process with a review of the College's Mission, Vision, and Values.

This review and revision process was integrated throughout the EMP planning process. In early Spring 2020, the Planning and Resource Allocation Committee (PRAC) initiated the review. These conversations informed a campus-wide presentation and activity in March 2020 at the spring Flex Day, where faculty, classified professionals, students, and administrators could participate in conversations about the Mission, Vision, and Values, and propose revisions. The EMP Task Force collected and synthesized input, and proposed revisions to the Mission and Values to the Senates and PRAC. At the end of spring, the Mission and Values were recommended to President Sperling and approved. In the Fall, once the EMP draft was composed, the EMP Task Force revisited the Vision Statement. The revised Vision Statement was proposed, reviewed, and approved along with the EMP draft at the end of Fall 2020.

Chabot College's Equity Mission

The Chabot College community recognizes that many of our students have not been afforded the opportunities to succeed academically due to the disparities in racial, cultural, and economic privileges. Our mission at Chabot College is to provide students furthest from opportunity with the equitable tools to develop their full academic, social, and human potential so that success is no longer predictable by race, social class, veteran status, gender identity, or citizenship. This includes developing the capacity and leadership of faculty, classified professionals, and administrators to transform our institutions by identifying and eliminating inequitable practices or policies and by cultivating the unique gifts, talents and interests of every student.

The final versions of these statements are as follows:

Mission

Chabot College is a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community. We provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.

Vision

Chabot College empowers students to reach their academic and career goals and to lead in sustainability, innovation, and equity in their communities and the world.

Values

1 Learning and Teaching

- ♦ Providing an environment that fosters intellectual curiosity, creativity, innovation, critical thinking, and equity.
- ♦ Supporting the development of the whole person with compassion and care.
- ♦ Providing quality and culturally responsive, revitalizing, and sustaining educational experiences that meet students where they are and help them achieve their goals.
- ♦ Providing opportunities for career exploration and career readiness based on self-knowledge, interests, values, and skills.
- ♦ Holistically supporting students and making learning accessible to all.

2 Community, Inclusion, and Equity

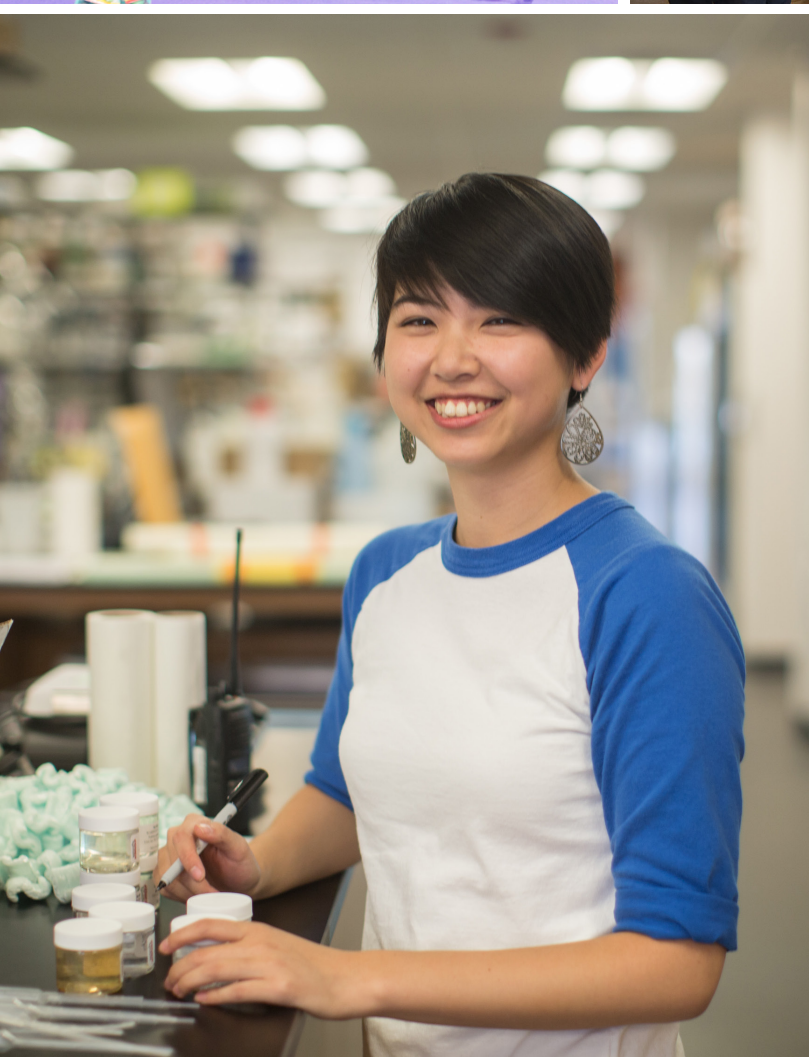
- ♦ Establishing equity and inclusivity in our campus culture, decision-making, policies, and practices.
- ♦ Treating one another with respect, dignity and integrity.
- ♦ Providing a safe, welcoming, and well-maintained learning and working environment, free from anti-blackness and racism, discrimination, intimidation, harassment, and bullying.
- ♦ Practicing our work in an ethical and reflective manner.
- ♦ Honoring, respecting, and celebrating diversity, and valuing, in particular, the perspectives of those most impacted by systemic inequality.

3 Integrity: Individual and Collective Responsibility

- ♦ Valuing broad participation and collaborating through open communication, professionalism, and commitment to working together.
- ♦ Developing responsible and compassionate community members with a sense of individual and social responsibility.
- ♦ Adhering to the highest standards of ethics and public stewardship.
- ♦ Providing resources to make it possible for students to achieve their goals.

4 Innovation, Growth, and Sustainability

- ♦ Fostering innovative instruction, student services, operations, and organizational culture.
- ♦ Advocating for change geared towards a just, equitable, and sustainable world.
- ♦ Providing professional development and continued learning opportunities for all employees.



Overview of Educational Master Plan (EMP)



What is an Educational Master Plan (EMP)?

- ✓ Long-range comprehensive planning document
- ✓ Identifies college priorities and future direction
- ✓ Guides decisions about growth, development, and resource allocation
- ✓ Informs the District-wide Strategic Plan (DSP)

Goal

The Chabot College Educational Master Plan (2021-2026) identifies mission critical priorities and related objectives and strategies to guide the College's efforts over the next five years.

Purpose

The purpose of the Educational Master Plan (EMP) is to provide a strategic direction informed by the alignment and integration of existing plans and initiatives. The goal is to outline a plan that will prepare the College to continue to transform into a student-ready, equity-driven, culturally responsive, and inclusive community that builds on the strengths and addresses the needs of our students and the larger community.

Timeline

The timeline for the Educational Master Plan (EMP) development and implementation, as presented in the following graphic, is marked by the following five phases:

2020

JAN

PHASE I: PREPARE

*Discover the best of what is
and what makes it that way.*

FEB

MAR

PHASE II: ENGAGE & EXPLORE

*Dream what could be the
vision for the future.*

APR

MAY

JUNE

PHASE III: SYNTHESIZE

*Design a plan to realize the
vision based on best practice.*

JULY

AUG

SEP

OCT

PHASE IV: VALIDATE

*Develop products that
reflect the strategic priorities.*

NOV

DEC

2021

JAN

PHASE V: IMPLEMENT

*Deliver on what will make
the plan sustainable.*

FEB

PHASE I: PREPARE

Discover the best of what is and what makes it that way.

The Chabot College EMP Task Force members reviewed the 2015 Chabot College EMP, other colleges' EMPs, and internal plans and reports to inform the structure, format, and content of Chabot's new EMP. An initial outline for the new EMP was created.

January (PREPARE)

- CLPCCD begins working with Signature Solutions Corporate Results (SSCR) to develop the Educational Master Plans (EMPs) for the two CLPCCD colleges, the CLPCCD Environmental Scan, and the CLPCCD District-wide Strategic Plan.
- College EMP Lead and SSCR Leads met with Strategic Planning Work Group to review Strategic Planning Clusters and planning work to bring forward into the Educational Master Plan (EMP).

PHASE II: ENGAGE & EXPLORE

Dream what could be the vision for the future.

During regular task force meetings, and in collaboration with the PRAC, the mission and values of the College were updated to reflect a renewed commitment to student success, equity, and sustainability, and to serve as a guiding star for the EMP development. Priorities for the next five years, informed by the information and data prepared by the Office of Institutional Research and summarized in the Environmental Scan report, were outlined by the EMP Lead, along with related objectives, strategies, and activities. These drafts were then vetted with key internal stakeholders to gather additional recommendations and insights.

February (PREPARE → ENGAGE & EXPLORE)

- The Chabot College Educational Master Plan (EMP) Task Force was established and started working with the Planning and Resource Allocation Committee (PRAC) as the Educational Master Plan Steering Committee
- College began review of Mission, Vision, and Values statements
- Environmental Scan data collection began

March (ENGAGE & EXPLORE)

- EMP presentation and Mission, Vision, Values reviewed with campus community at Flex Day
- EMP website established for broad communication
- Environmental Scan data gathering continued

April (ENGAGE & EXPLORE)

- Mission and Values revisions drafted, proposed, and reviewed in Shared Governance
- Environmental Scan data gathering continued

PHASE III: SYNTHESIZE

Design a plan to realize the vision based on best practice.

The suggestions and recommendations of the various internal stakeholders were summarized in order to update the initial drafts of the EMP priorities, objectives, and strategies and metrics were outlined. Based on this initial report, key parts of the EMP outline were drafted, with input from the EMP Task Force members, the Coordinator of Institutional Research, and the EMP Lead.

May (ENGAGE & EXPLORE → SYNTHESIZE)

- Revised Mission Statement and College values approved and recommended to College President
- Environmental Scan data gathering continued
- Outline for EMP report drafted

June (SYNTHESIZE)

- Environmental Scan data analysis initiated
- Key external stakeholder groups identified for outreach
- EMP structure drafted

July (SYNTHESIZE)

- Environmental Scan analysis continued
- Environmental Scan key findings and presentation developed, Environmental Scan forums planned
- Mission critical priorities, objectives, and strategies outlined

August (SYNTHESIZE)

- Fall 2020 work plan developed to include Environmental Scan forums, external stakeholder outreach, EMP drafting, EMP reviewing, and finalization
- Environmental Scan data analysis concluded
- Environmental Scan key findings presentation finalized

PHASE IV: VALIDATE

Develop products that reflect the strategic priorities.

The final draft of the complete plan, including a summary of key metrics and indicators to be used to monitor successful plan implementation, was reviewed by the college community, approved by Academic, Classified, and Student Senates, and recommended to the College President by the Planning and Resource Allocation Committee (PRAC).

September (SYNTHESIZE → VALIDATE)

- Environmental Scan Forums held at President's Town Hall, Academic Senate, Classified Senate, and Planning and Resource Allocation Committee (PRAC)
- Feedback gathered via discussion and survey to understand what data stood out to college stakeholders and how stakeholders believed the data should influence planning

October (VALIDATE)

- Draft Days held with PRAC members, Strategic Plan Workgroup members, and wider college community
- Mission Critical Priorities, Objectives, and Strategies drafted
- Mission Critical Priorities presented to PRAC and Student Senate, feedback gathered via discussions
- Vision Statement drafted
- Review and feedback schedule and online venue developed

November (VALIDATE)

- Draft Chabot College Mission Critical Priorities and Objectives presented at District Guidance and Coordinating Committee (DGCC)
- Draft EMP distributed to wider college community with online feedback form
- Draft EMP and Vision Statement reviewed by college community (Divisions, Senates, Shared Governance Committees)
- Flex Day session held with Classified Professionals
- Educational Master Plan is edited

December (VALIDATE)

- Final Educational Master Plan approved by Academic, Classified, and Student Senates

January 2021 (VALIDATE)

- Final design elements incorporated into the Educational Master Plan

PHASE V: IMPLEMENT

Deliver on what will make the plan sustainable.

As part of the shared governance process, the appropriate committees and task forces will be charged with outlining a realistic and appropriate plan of action to prioritize how, when, and which strategies highlighted within this plan will be launched between 2021 and 2026.

February 2021 (VALIDATE → IMPLEMENT)

- Final Educational Master Plan presented to the Planning and Resource Allocation Committee (PRAC) and recommended to the President

March 2021 (VALIDATE → IMPLEMENT)

- Board of Trustees complete first reading

April 2021 (VALIDATE → IMPLEMENT)

- Board of Trustees complete second reading and approve the Educational Master Plan

Overview of Educational Master Plan (EMP) Planning Approach



Programs, service areas, and shared governance committees will determine the specific initiatives and actions that link to the Mission Critical Priorities, objectives, and strategies in their program and area review. Programs and Areas will start a new cycle of comprehensive planning in Fall 2020, guided by and aligning to this Educational Master Plan (EMP).

The Mission Statement guides and drives all work and services to students at Chabot College. The Educational Master Plan serves as the primary vehicle for outlining how all institutional operations work collectively to achieve the College's mission. The Educational Master Plan (EMP) also guides subsequent planning efforts, such as the College's Strategic Plan, which is used to specify shorter term operational objectives and strategies derived from the EMP. It also serves to aggregate and integrate actions specified in planning documents related to facilities, technology, student equity and achievement plans. Other planning documents, like Career Education work plans, Guided Pathways action plans, and grant-related action plans are all guided by the EMP.

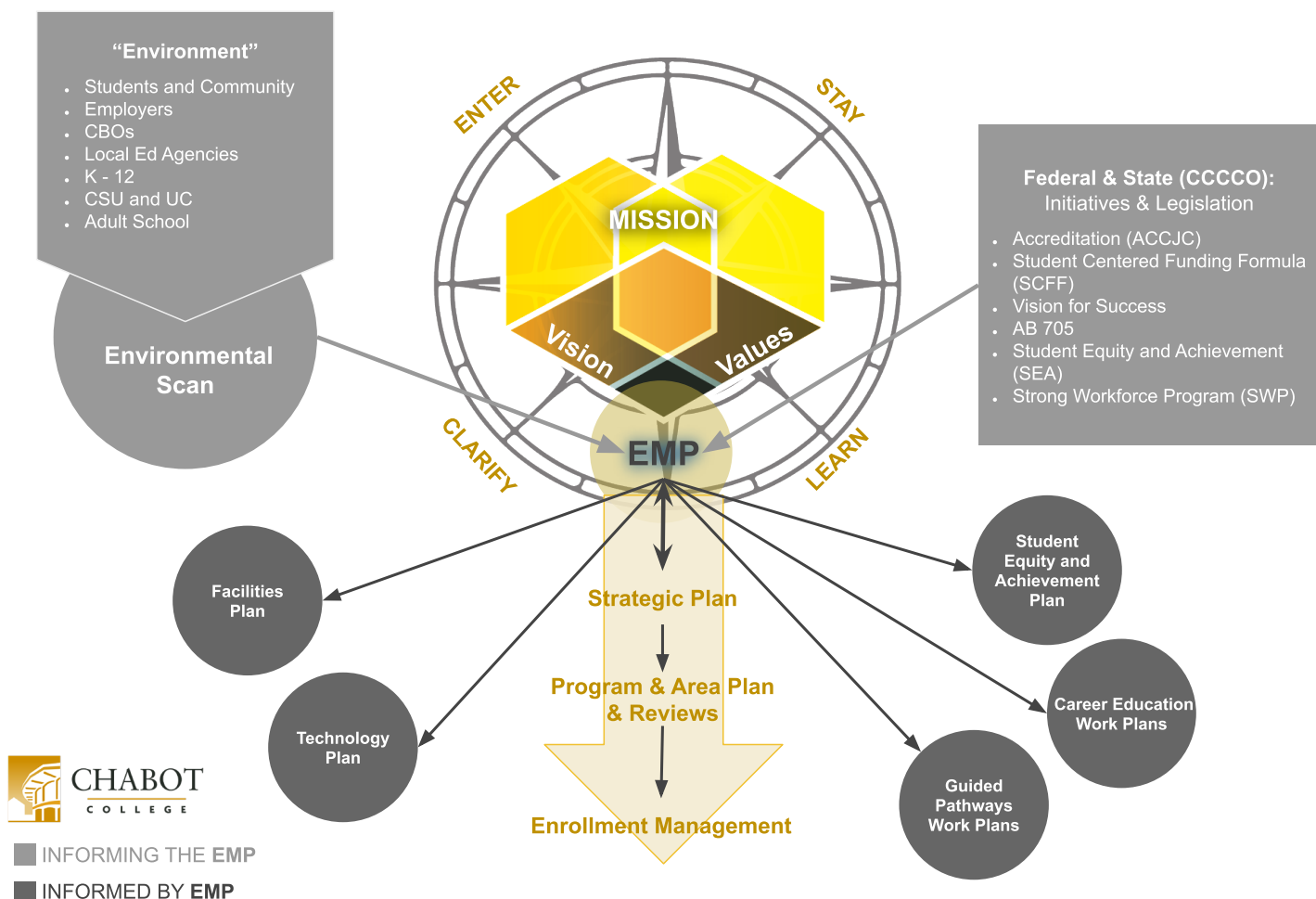
Programs, service areas, and shared governance committees demonstrate their aligned planning through program and area review on a three-year cycle. These units establish their own goals, objectives, and activities that align to the College's Educational Master Plan (EMP) and Strategic Plan. These program and area goals, objectives, and activities are operationalized in the day-to-day classroom teaching and services provided to students across the campus.



Educational Master Plan (EMP) Planning Framework



Campus Plan Crosswalk



The Educational Master Plan Task Force members worked in pairs to review key institutional plans, initiatives, and any materials that were relevant to the EMP development. Their reviews resulted in important observations about what informs this EMP and what subsequent plans and college work will be informed by this EMP.

The Mission, complemented by the College’s Values and Vision Statement, drove the Educational Master Plan (EMP). The state’s Guided Pathways framework also informed the update to the College’s Mission, Vision, and Values, and the development of this EMP.

The context that surrounds Chabot College and this planning work includes an aggregation of external factors, federal legislation, and state legislation and initiatives. Some of these factors were captured in the Environmental Scan, which compiled data reflective of Chabot’s external environment, community and stakeholders. The Accrediting Commission for Community and Junior Colleges (ACCJC), along with California state legislation and recent initiatives supported by the California Community Colleges Chancellor’s Office (CCCCO), also informed the future direction of Chabot outlined in this document. From a review of these various factors, the College was able to identify critical priorities and objectives, with relevant strategies and activities, and populations of focus, which were used to initiate the draft of the EMP. The Campus Plan Crosswalk Graphic provides an overview of the documents that were reviewed that informed the EMP and those the EMP will inform over the next five years.

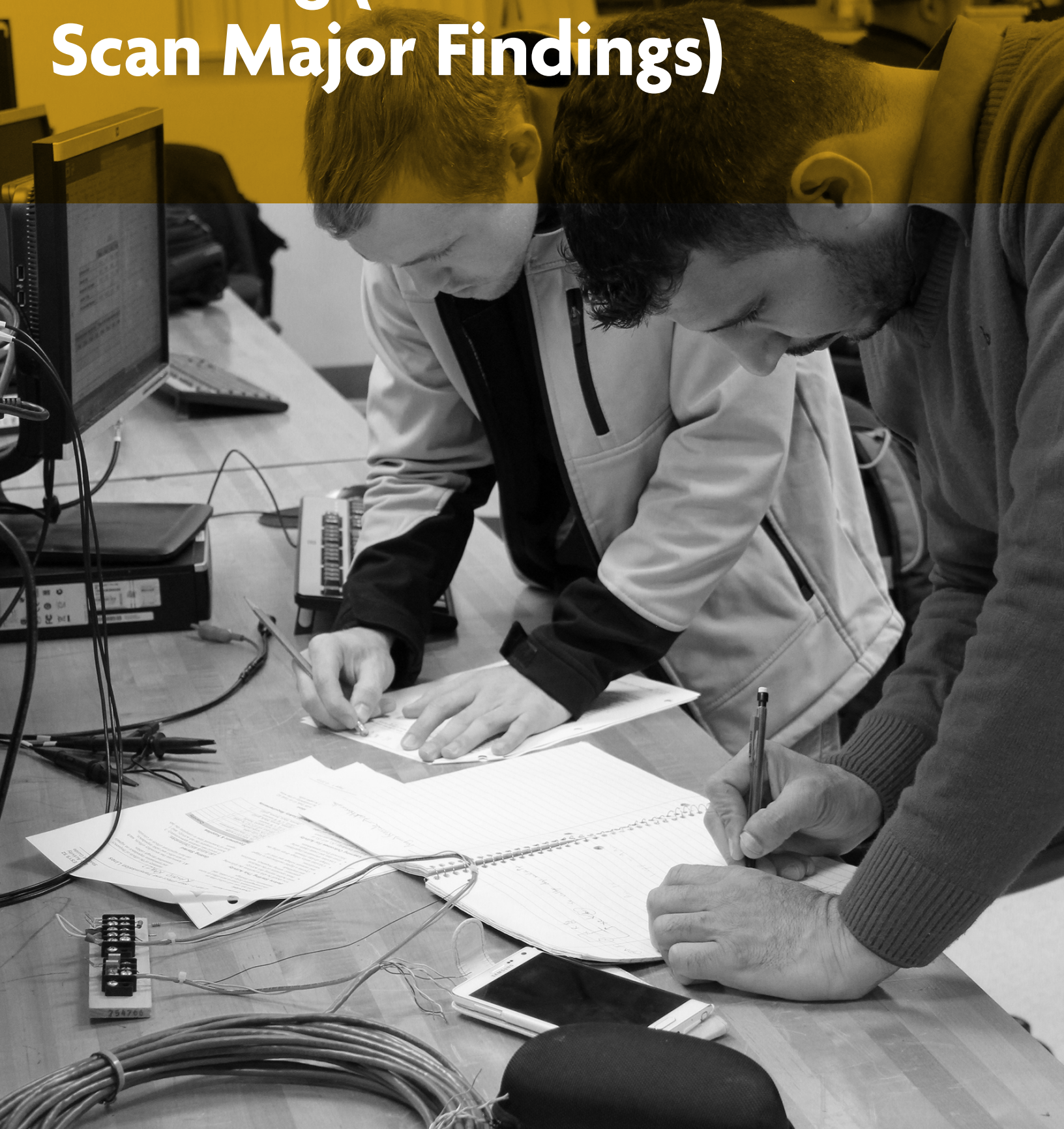
Internal Stakeholder Input

A series of town halls and forums were held to provide opportunities for the CLPCCD college presidents and the Education Master Plan (EMP) and research leads to share highlights of the Environmental Scan research and to collect feedback on the implications of these data findings and analyses for the work of each college. Interviews with CLPCCD Board Members, perceptions and insights from administrators, and existing surveys of and focus groups with students at both institutions generated additional insights to shape the priorities and strategies that will guide the work of the District and its colleges over the next five years. Additional insights were gathered from EMP Task Force members at each college during regularly scheduled meetings.

External Stakeholder Input

Input from surveys of employers, alumni, and residents in the District's service area were gathered by members of the consultant team, college administrators and the EMP Task Force members at each college. These survey findings, along with labor market and employment trend information, economic development and workforce development reports, and strategic plans from local and regional government and research agencies, were captured in the District Environmental Scan (ES) and used to inform the development of the EMPs and DSP.

Context for Educational Planning (Environmental Scan Major Findings)



Economic and Employment Trends (see pages 74–78 of the Data Highlights section)

Due to the COVID-19 pandemic, much of the economic and employment trend information and data collected for the Environmental Scan (ES), which was compiled prior to the pandemic, has since changed significantly and remains in flux. Due to pandemic precautions, during the course of the outreach phase it was necessary for the research team to adjust outreach plans to industry, government, and educational partners. As a result, some outreach will need to be revisited in the next year or two, once the region moves into a post-pandemic recovery phase and one can see more clearly the long-term impacts of the pandemic on the region.

The District Environmental Scan (ES) presents the contextual data which formed the basis for the Educational Master Plans (EMPs) for the two CLPCCD colleges. The overarching goal of the ES was to answer the following three questions:

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

The Offices of Institutional Research at Chabot College and Las Positas College provided the majority of data and information to address these three central questions. The Signature Solutions Corporate Results (SSCR) consulting team complemented the work of the researchers by reviewing, analyzing, and summarizing existing reports, surveys, and legislation impacting the District and its colleges.

Designed to be an ongoing resource for administrators, faculty, and classified professionals, the ES examines how best to serve CLPCCD students, the CLPCCD colleges, and the broader CLPCCD community. The scan addresses the three central questions, and also highlights information that is relevant to a series of research questions developed by the EMP and DSP planning teams. For each of the research questions, relevant data and information is provided, along with high-level descriptions of the important takeaways for each chart, graph, or table.

In terms of content, the scan starts with a section entitled What the Data Suggests, which provides a high-level analysis of what, collectively, the internal and external information means for the work for the District and its colleges, including Chabot College. The remainder of the report lists specific research questions, which are then explored through the various figures and analyses, as described above. The entire scan, along with a short PowerPoint slide deck that presents high-level findings, can be accessed through a link in the Appendix of this EMP, on the Office of Institutional Research's webpage, and on the dedicated Chabot College EMP webpage.

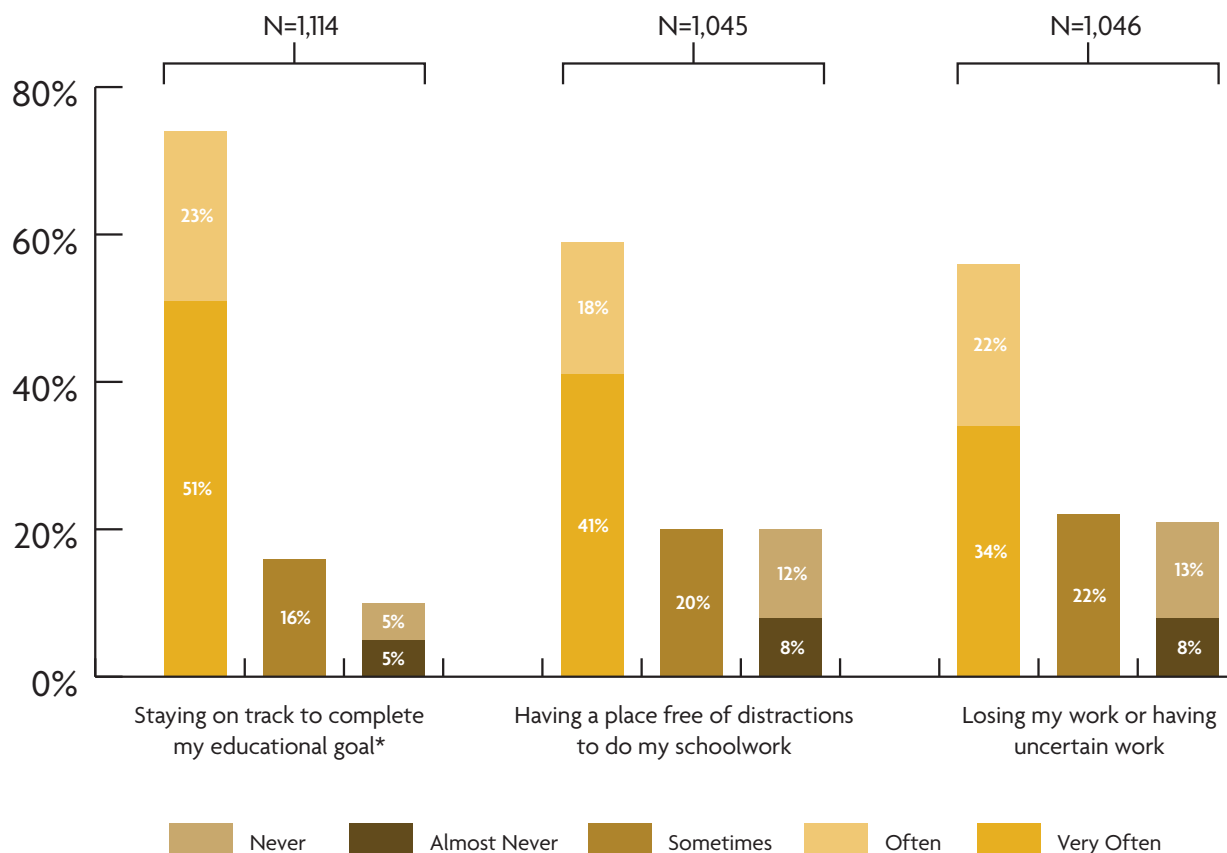
Data Highlights

The following figures, tables, and graphs summarize portions of the Environmental Scan and highlight the data and information that was presented by the Chabot College Coordinator of Institutional Research during various campus forums to gather feedback on what these findings suggest for the College's efforts and partnerships over the next five years.

Impact of COVID-19: Student Surveys

To understand the challenges facing students, classified professionals, and faculty after the county-wide COVID-19 shelter-in-place order, Chabot College fielded surveys in April and May 2020. The goal of this research was for each of the colleges to understand and identify the supports and resources that students might need to continue to focus on their education.

Figure 1: Chabot College Student Survey - Top Three Worries in Relation to the Covid-19 Pandemic

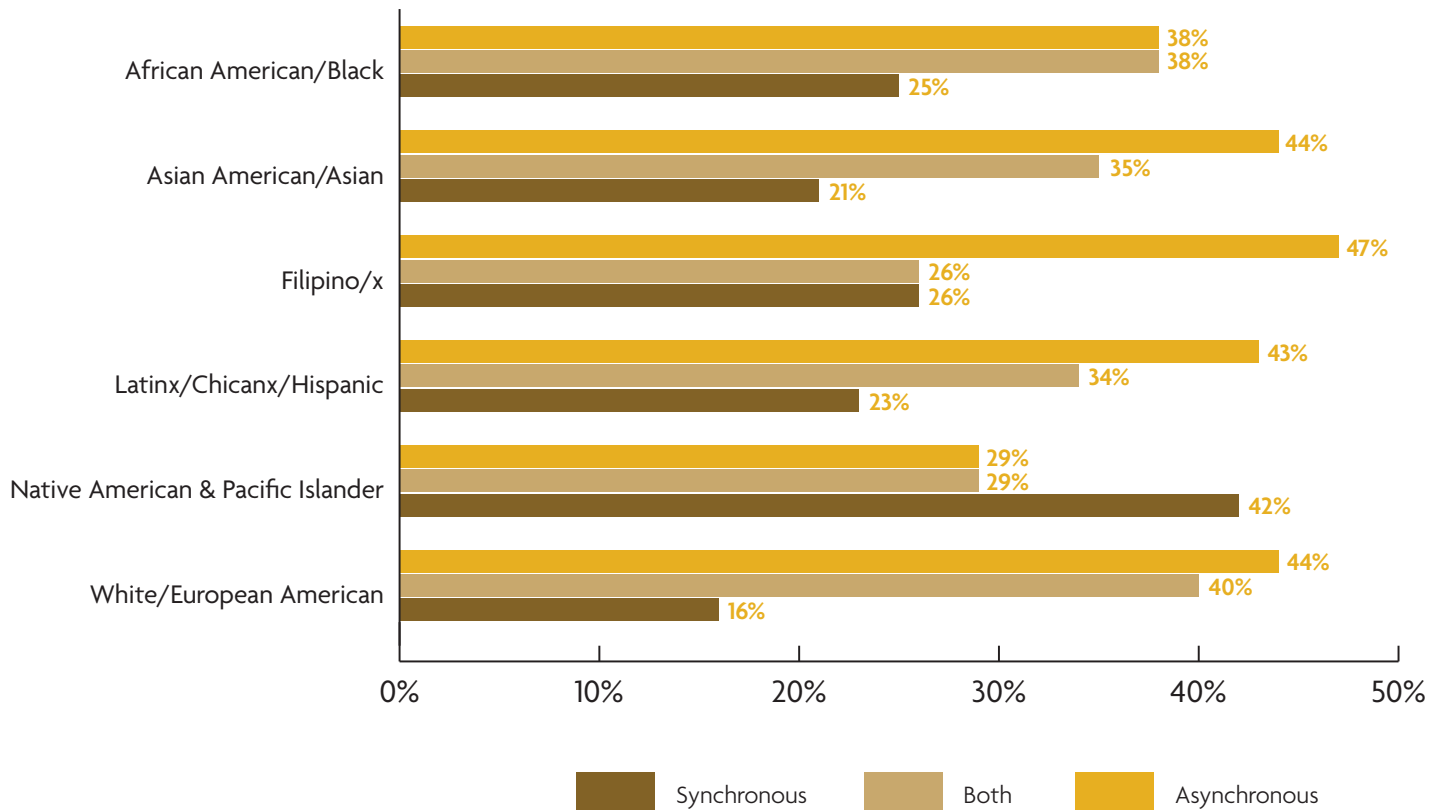


*Educational goal includes completing certificate, degree, transfer, or other goals.

Source: Chabot College COVID-19 Survey

For most of the 1,536 Chabot College student survey respondents, three out of four (74%) “very often” or “often” worried about staying on track to complete their educational goals. Almost two thirds (59%) were worried about having a place free of distractions to do their schoolwork during the pandemic, and more than half (56%) were worried about losing or having tenuous employment.

Figure 2: Chabot College Student Survey - Students' Preferences for Asynchronous Modalities by Race/Ethnicity



Source: Chabot College COVID-19 Survey

The Chabot College student survey also measured students' preferences regarding asynchronous vs. synchronous online learning modalities. Asynchronous essentially refers to self-paced learning, in which students can use learning elements, such as audio, video, and discussion forums, at a time and place of their choice. Synchronous refers to real-time learning, in which instructors and students from different locations meet online at the same time through webinar tools such as Zoom or through virtual classroom tools such as Adobe connect.

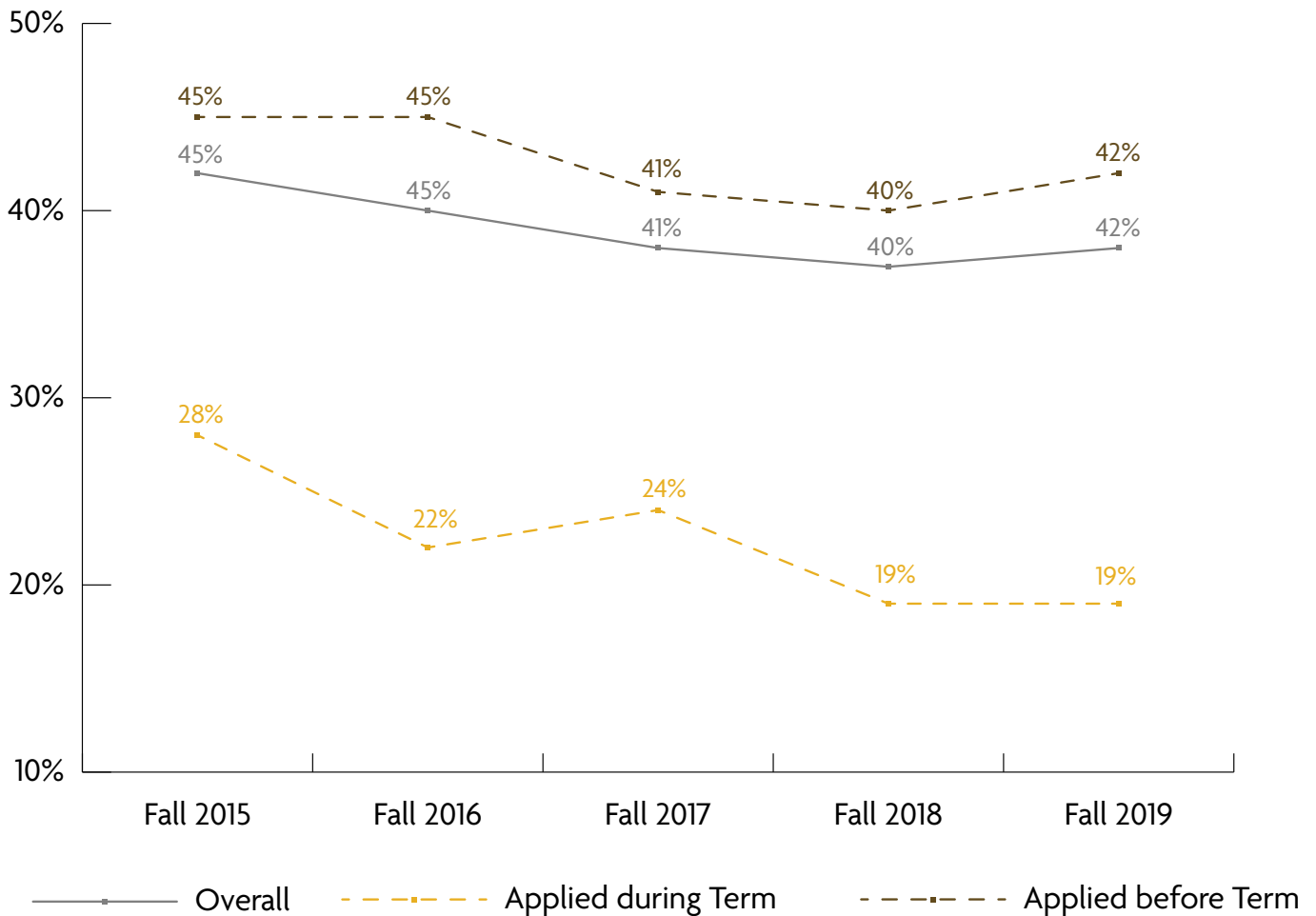
As the chart above indicates, students surveyed who identified as Asian American/Asian, Filipino/x, Latinx/Chicanx/Hispanic, or White/European American said that they prefer asynchronous modalities, whereas respondents who identified as Native American and Pacific Islander most commonly preferred synchronous teaching. African American/Black respondents were equally split on whether they preferred asynchronous (38%) or both synchronous and asynchronous teaching (38%).

Access

The following tables and graphs highlight data and information important to understanding student access and enrollment.

Figure 3A: Chabot College Access, Fall 2015 to Fall 2019					
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Applied before Term	45%	45%	41%	40%	42%
Applied during Term	28%	22%	24%	19%	19%
Overall	42%	40%	38%	37%	38%

Figure 3B: Chabot College - Access: Fall 2015 to Fall 2019



Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: Unknown racial/ethnic groups were not shown in this graph.

From Fall 2015 to Fall 2019, the percentage of students who applied to Chabot College before the start of the term and then went on to enroll in Chabot College has ranged between 40 and 45 percent, whereas the percentage of those who applied to Chabot College once the term had already started and then went on to enroll, has decreased from 28 percent to 19 percent.

Enrollment Rates

Figure 4: Chabot College Enrollment Rate by Race/Ethnicity, Fall 2015 to Fall 2019					
Race/Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	38%	35%	38%	37%	37%
Asian American	38%	34%	38%	40%	42%
Filipino	41%	43%	46%	41%	43%
Latino/a/x	44%	43%	47%	45%	44%
Native American and Alaska Native*	32%	39%	40%	27%	50%
Pacific Islander	36%	36%	29%	39%	38%
White	28%	36%	26%	33%	44%
Multiracial	40%	40%	42%	39%	40%
Unknown	26%	6%	9%	38%	36%
Overall Enrollment Rate	38%	37%	38%	40%	42%

Source: Chabot-Las Positas CCD Institutional Research Dataset

“Enrollment rates” (or the percentage of students who apply to a community college and then go on to enroll in that same community college) have increased for the following student groups at Chabot College over the last five years: Native American and Alaska Native (+18%), Asian American (+4%), Filipino (+2%), Pacific Islander (+2%), White (+16%), and Unknown (+10%). Enrollment rates remained level for Latino/a/x and Multiracial students and declined by one percentage point for African American students during this same period.

The following table offers data and information relevant to understanding areas of employment growth by sector.

Employment Sector Projections

Figure 5: Bay Area Employment by Sector, 2015 to 2030 Projections					
Sector	2015	2020	2025	2030	Growth (2015-2030)
Health & Educational Services	590,035	647,675	702,615	758,840	29%
Construction	214,970	223,660	234,985	253,405	18%
Professional & Managerial Services	892,265	920,790	962,260	1,005,650	13%
Arts, Recreation & Other Services	522,895	530,455	544,530	561,365	7%
Retail	356,555	364,515	372,655	380,975	7%
Government	469,690	482,970	491,245	490,830	5%
Transportation & Utilities	100,875	102,025	101,545	103,370	2%
Financial & Leasing	246,565	253,580	248,760	243,165	-1%
Manufacturing & Wholesale	423,600	421,295	420,630	417,655	-1%
Information	167,695	164,360	163,800	165,255	-1%
Agriculture & Natural Resources	24,990	24,865	24,740	24,620	-1%
Total Jobs	4,010,135	4,136,190	4,267,760	4,405,125	10%

Source: Association of Bay Area Governments. (November 2018). Plan Bay Area Projections 2040.

According to Association of Bay Area Governments, in the 15-year period between 2015 and 2030, the Bay Area may see a substantial percentage growth in employment in three key industries: 1) health and educational services (29%); 2) construction (18%); and, professional and managerial services (13%). During this same time period, negative growth in employment is anticipated in the following key industries: 1) financial leasing (-1%), 2) manufacturing and wholesale (-1%), 3) information (-1%), and 4) agriculture and natural resources (-1%).

The following table highlights employment rates in service area cities pre- and post-COVID-19.

Pre-COVID-19 Unemployment Rate by City and County, 2019

Figure 6: Unemployment Rate by City and County, 2019*	
District Service Area	Unemployment Rate
Hayward	3.2%
San Leandro	3.1%
Union City	3.0%
Dublin	2.5%
Livermore	2.5%
Pleasanton	2.5%
Counties	Unemployment Rate
Alameda County	2.9%

Source: United States Census Bureau of Labor Statistics

*This is annual data for year 2019 that was revised on April 17, 2020

Prior to the pandemic, in 2019, the annual average unemployment rate for Alameda County was 2.9 percent. For the nine communities in the CLPCCD service area, for example, the pre-COVID-19 unemployment rate ranged from 2.5 and 3.2 percent, depending on the city.

The next three tables offer information on income and wages for residents of the college's service area cities and Alameda County. The next three tables offer information on income and wages for residents of the college's service area cities and Alameda County.

Post-COVID-19 Unemployment Rates

Figure 7: Unemployment Rates in Chabot Service Area Counties/Cities Post-COVID-19												
Location		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	April 2020*
Alameda County, CA		10.9%	10.1%	8.7%	7.2%	5.8%	4.7%	4.3%	3.1%	2.9%	14.1%	
Chabot College	Castro Valley	10.0%	9.2%	7.9%	6.6%	5.3%	4.3%	3.9%	3.3%	2.8%	2.7%	12.9%
	Hayward	14.9%	13.8%	12.0%	10.0%	8.1%	6.6%	4.7%	4.0%	3.3%	3.2%	17.1%
	San Leandro	11.7%	10.8%	9.3%	7.8%	6.3%	5.1%	4.4%	3.8%	3.2%	3.2%	18.0%
	San Lorenzo	11.4%	10.5%	9.1%	7.5%	6.1%	5.0%	4.5%	3.8%	3.2%	3.1%	18.0%
	Union City	9.9%	9.2%	7.9%	6.5%	5.3%	4.3%	4.3%	3.7%	3.1%	3.0%	14.1%

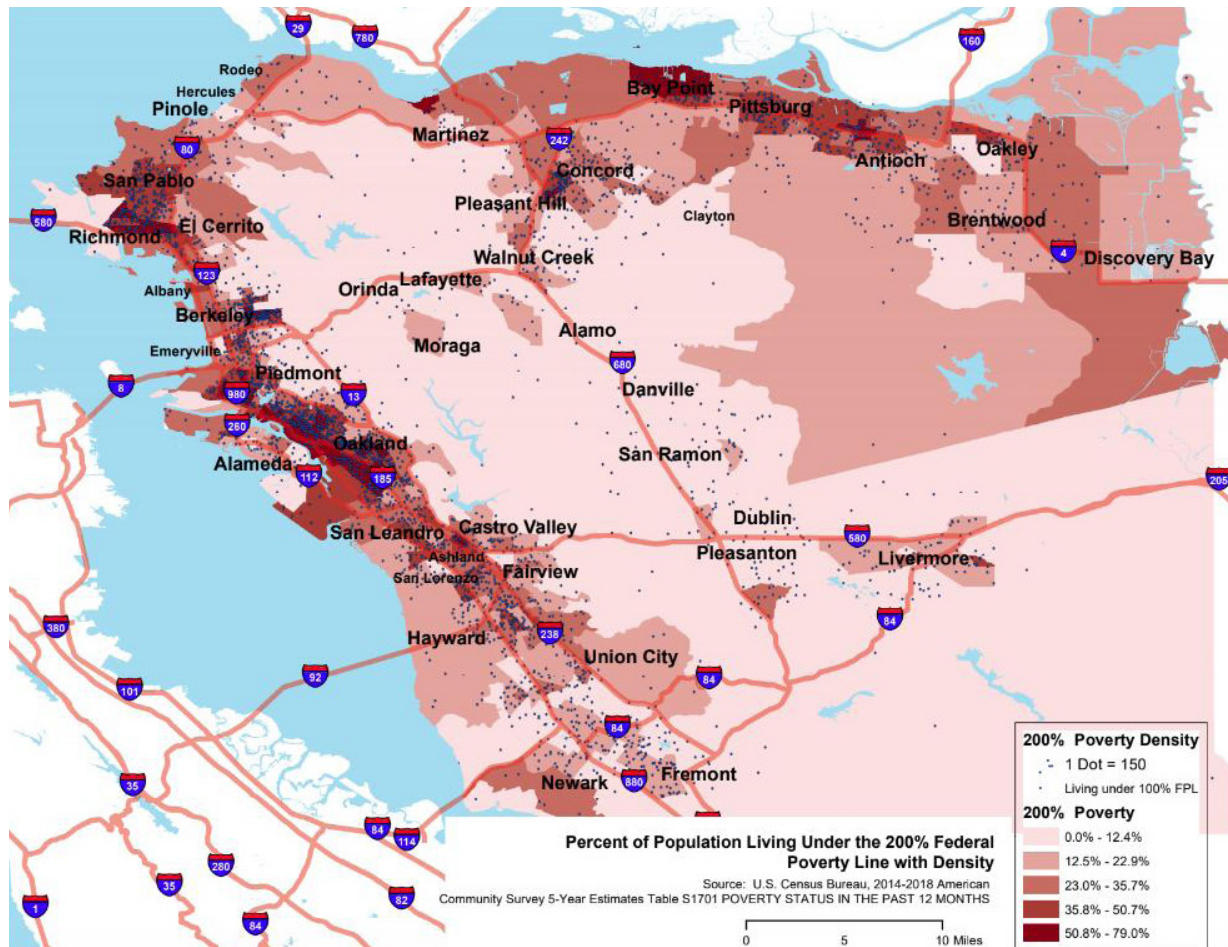
* This column is monthly data, while other columns are annual data.

Source: Employment Development Department. State of California

<https://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html>

The following figures and tables highlight the percentage of the service area population that is living in poverty, and their median income and county wage information.

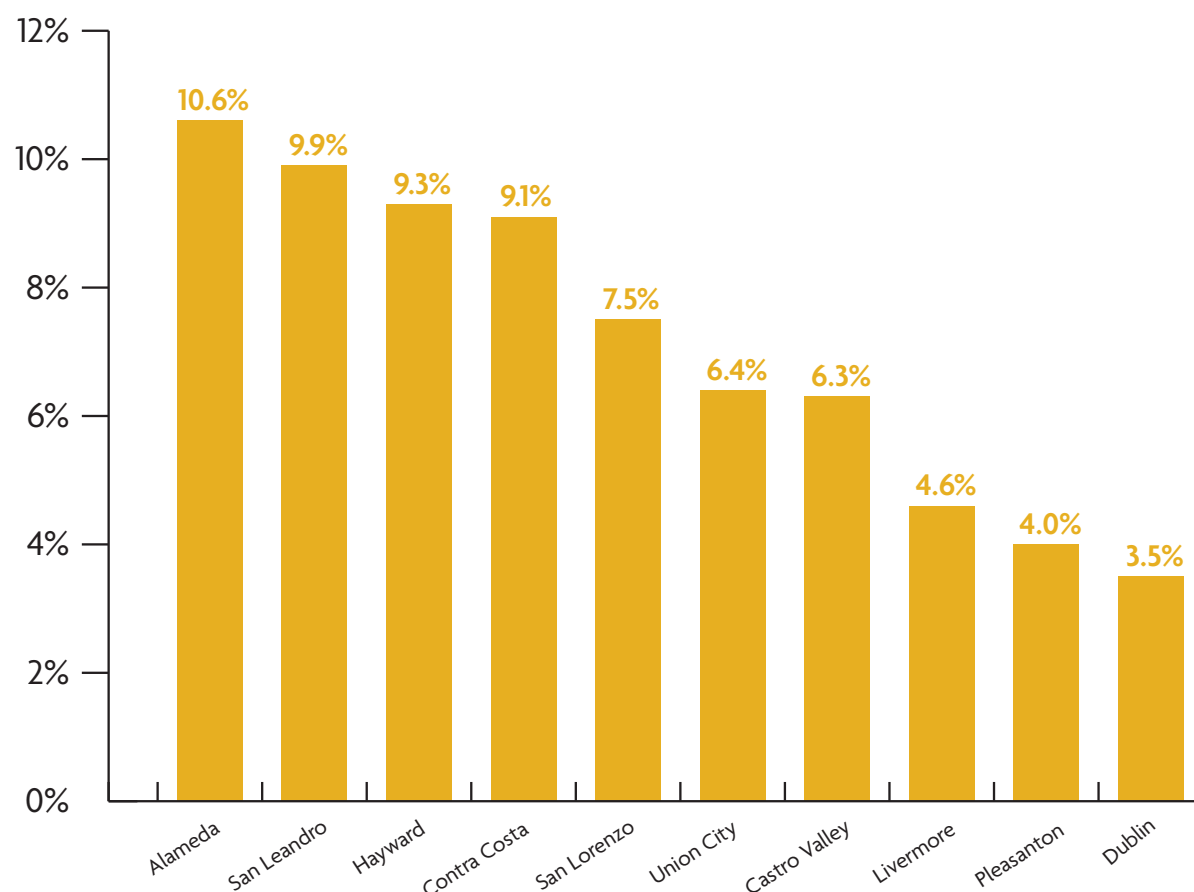
Figure 8: Percent of Population Living Under the 200% Federal Poverty Line with Density



Source: U.S. Census Bureau, 2014-2018 American

This U.S. Census Bureau 2014-2018 American Community Survey 5-Year Estimates Table reveals the density of the population who are living below 200 percent of the federal poverty line across Alameda County (and Contra Costa County). The map shows the percentage of people living in poverty at the census tract level throughout the cities that Chabot College and Las Positas College serve, including Dublin, Livermore, and Pleasanton (among the Las Positas College service area cities). Poverty is especially concentrated in Hayward, San Leandro, Union City, Castro Valley, and San Lorenzo (among the Chabot College service area cities). The map has an overlay of dots, each representing 150 individuals to provide a sense of density in those census tracts. When disaggregating the data by ethnicity, the largest concentrations of poverty are disproportionately among Black and Latinx people, who comprise a greater percentage of the population in cities served primarily by Chabot College.

Figure 9: County and Service Area Comparison - Percent of People Living Below Poverty Threshold



Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

Note: This is the Federal Poverty Threshold. Because the federal poverty guidelines are not adjusted for cost-of-living, these numbers underestimate the true percentage of people living in poverty.

According to the 2018 U.S. Federal Poverty threshold (i.e., \$12,140/year per individual plus an additional \$4,320 for each additional person in the household), around one in ten Alameda County residents live below the poverty line. For the cities in the CLPCCD service area, the percentage of individuals living below the poverty level ranges from 3.5 percent in Dublin to 9.3 percent in San Leandro. Hayward, the largest feeder city for Chabot College, has the second highest level of people living in poverty of all the CLPCCD service area cities (9.1%). (Please note: the federal poverty guidelines are not adjusted for cost-of-living, so these numbers likely underestimate the true percentage of people living in poverty in these areas.)

Median Income for Service Area Cities

Figure 10: Median Income for Chabot College's Service Area Cities	
City	Median Income
Hayward	\$80,093
San Leandro	\$70,723
San Lorenzo	\$94,578
Castro Valley	\$101,816
Union City	\$105,448

Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

Median income for residents in the Chabot College service area is as follows: San Leandro (\$70,723), Hayward (\$80,093), San Lorenzo (\$94,578), Castro Valley (\$101,816), and Union City (\$105,448). For Alameda county, median income was \$102,125.

Hourly Rate by Wage Standards, Alameda County

Figure 11: 2019 Hourly Rate by Wage Standard for Various Household Sizes-Alameda County

	1 Adult				2 Adults (1 Working)				2 Adults (Both Working)			
Number of Children	0	1	2	3	0	1	2	3	0	1	2	3
Living Wage	\$16.48	\$33.67	\$39.88	\$51.78	\$25.38	\$31.58	\$34.33	\$41.56	\$12.69	\$18.29	\$21.38	\$26.71
Poverty Wage	\$6.00	\$8.13	\$10.25	\$12.38	\$8.13	\$10.25	\$12.38	\$14.50	\$4.06	\$5.13	\$6.19	\$7.25
Minimum Wage	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00

Source: Living Wage for California - <https://livingwage.mit.edu/counties/06001>

These tables use an hourly rate that an individual living in Alameda County and working full-time (2,080 hours per year) must earn to support him/her/themselves and their family in 2019. Wages are also considered for households with one or two working adults which consider the state minimum wage per working adult, with and without children. The difference in the minimum wage and living wage ranges from \$4.48 an hour for one adult with no children to \$39.78 an hour for one adult with three children. In a household with two adults, where only one adult is working, this difference is \$13.38 per hour (no children) to \$29.56 per hour (three children). If both adults work, there is no wage gap if there are no children, but \$14.71 per hour if three children are part of the household.

Annual Living Expenses: Alameda County

Figure 12: Typical Annual Living Expenses for Alameda County (2019)

	1 Adult				2 Adults (1 Working)				2 Adults (Both Working)			
Number of Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children
Food	\$3,592	\$5,306	\$7,976	\$10,578	\$6,586	\$8,208	\$10,589	\$12,893	\$6,586	\$8,208	\$10,589	\$12,893
Child Care	\$0	\$8,448	\$14,228	\$20,007	\$0	\$0	\$0	\$0	\$0	\$8,448	\$14,228	\$20,007
Medical	\$2,211	\$7,364	\$7,076	\$7,196	\$5,455	\$7,076	\$7,196	\$7,097	\$5,455	\$7,076	\$7,196	\$7,097
Housing	\$16,908	\$25,512	\$25,512	\$35,100	\$20,472	\$25,512	\$25,512	\$35,100	\$20,472	\$25,512	\$25,512	\$35,100
Transportation	\$4,094	\$7,982	\$10,126	\$11,032	\$7,982	\$10,126	\$11,032	\$11,564	\$7,982	\$10,126	\$11,032	\$11,564
Other	\$2,734	\$4,558	\$4,732	\$5,953	\$4,558	\$4,732	\$5,953	\$5,955	\$4,558	\$4,732	\$5,953	\$5,955
Required annual income after taxes	\$29,540	\$59,170	\$69,650	\$89,865	\$45,053	\$55,654	\$60,282	\$72,610	\$45,053	\$64,102	\$74,510	\$92,617
Annual taxes	\$4,748	\$10,856	\$13,293	\$17,844	\$7,733	\$10,034	\$11,115	\$13,832	\$7,733	\$12,003	\$14,423	\$18,483
Required annual income before taxes	\$34,288	\$70,026	\$82,942	\$107,709	\$52,786	\$65,688	\$71,396	\$86,442	\$52,786	\$76,105	\$88,932	\$111,100

Source: Living Wage for California - <https://livingwage.mit.edu/counties/06001>

This table summarizes typical annual living expenses for Alameda County, taking into consideration family size (individuals versus households with one or two working adults and zero to three children), to calculate the annual income (before taxes) required to constitute a livable wage in Alameda County. At minimum, a single adult with no children would need to make \$34,288 a year. Two working adults with two children would need to make \$88,932 annually. Housing is the single greatest expense for residents of Alameda County.

The following tables present information related to job growth, regional economic trends, and employment projections by sector:

Figure 13: County Job and Population Growth 2015–2030

	Employment				Population			
	2015	2030	2015 - 2030		2015	2030	2015 - 2030	
			Total Growth	% Growth			Total Growth	% Growth
Alameda	878,975	959,745	80,770	9%	1,625,780	1,868,635	242,855	15%
Bay Area Region*	4,027,005	4,397,866	370,861	9%	7,591,485	8,689,440	1,097,955	14%

Source: Association of Bay Area Governments (ABAG) and San Joaquin County Forecast Summary

*Bay Area Region includes Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Sonoma, and Solano Counties

The percentage population growth of Alameda Counties and the Bay Area Region — an anticipated 14 percent to 15 percent for each between 2015 and 2030 — will increase faster than the counties' and region's forecasted employment growth which is expected to be around nine percent.

Figure 14: Bay Area Employment by Sector 2015-2030

Sector	2015	2020	2025	2030
Professional & Managerial Services	892,265	920,790	962,260	1,005,650
Health & Educational Services	590,035	647,675	702,615	758,840
Arts, Recreation & Other Services	522,895	530,455	544,530	561,365
Government	469,690	482,970	491,245	490,830
Manufacturing & Wholesale	423,600	421,295	420,630	417,655
Retail	356,555	364,515	372,655	380,975
Construction	214,970	223,660	234,985	253,405
Financial & Leasing	246,565	253,580	248,760	243,165
Information	167,695	164,360	163,800	165,255
Transportation & Utilities	100,875	102,025	101,545	103,370
Agriculture & Natural Resources	24,990	24,865	24,740	24,620

Source: Association of Bay Area Governments. (November 2018). Plan Bay Area Projections 2040. <http://projections.planbayarea.org/>

The Association of Bay Area Governments (ABAG) estimates that, between 2015 and 2030, the top three Bay Area employment sectors will continue to be following: 1) Professional and Managerial Services, 2) Health and Educational Services, and 3) Arts, Recreation and Other Services.

Figure 15: Bay Area Employment by Sector, 2015 to 2030 Projections

Sector	2015	2020	2025	2030	Growth (2015-2030)
Health & Educational Services	590,035	647,675	702,615	758,840	29%
Construction	214,970	223,660	234,985	253,405	18%
Professional & Managerial Services	892,265	920,790	962,260	1,005,650	13%
Arts, Recreation & Other Services	522,895	530,455	544,530	561,365	7%
Retail	356,555	364,515	372,655	380,975	7%
Government	469,690	482,970	491,245	490,830	5%
Transportation & Utilities	100,875	102,025	101,545	103,370	2%
Financial & Leasing	246,565	253,580	248,760	243,165	-1%
Manufacturing & Wholesale	423,600	421,295	420,630	417,655	-1%
Information	167,695	164,360	163,800	165,255	-1%
Agriculture & Natural Resources	24,990	24,865	24,740	24,620	-1%
Total Jobs	4,010,135	4,136,190	4,267,760	4,405,125	10%

Source: Association of Bay Area Governments. (November 2018). Plan Bay Area Projections 2040.

According to ABAG, in the 15-year period between 2015 and 2030, the Bay Area may see a substantial percentage growth in employment in three key industries: 1) health and educational services (29%); 2) construction (18%); and, professional and managerial services (13%).

The following tables and graphs provide information on the educational attainment of residents in the Chabot College service area and in Alameda County, and the academic preparedness in math, English, and science and college-going rates of students enrolled in the College's feeder high schools.

Educational Attainment

Figure 16: Educational Attainment by Service Area by City and County

Educational Attainment	Counties	Chabot Cities				
	Alameda County	Castro Valley	Hayward	Union City	San Leandro	San Lorenzo
Less than 9th grade	6%	4%	10%	4%	9%	8%
9th to 12th grade, no diploma	6%	4%	8%	6%	9%	8%
High school graduate (includes equivalency)	18%	18%	28%	27%	25%	28%
Some college, no degree	18%	23%	21%	20%	20%	21%
Associate degree	7%	8%	7%	6%	7%	8%
Bachelor's degree	26%	28%	20%	24%	21%	20%
Graduate or professional degree	20%	15%	7%	14%	10%	7%

Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

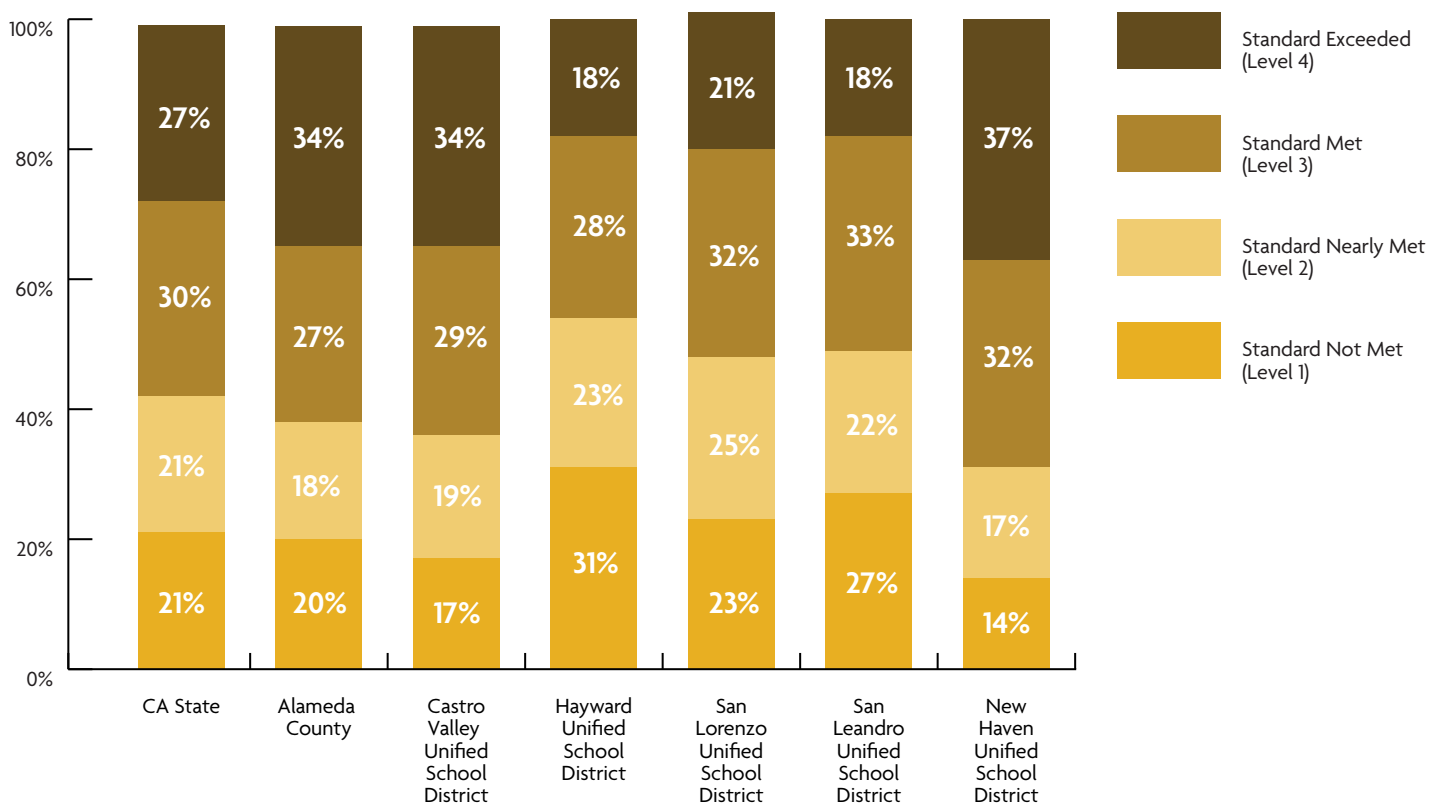
Preparation of Students from Feeder District High Schools

The following figures details the levels of academic preparedness of high school students in the service area for Chabot College as measured by student performance on three state-mandated standardized tests: the Smarter Balanced Summative Assessment for English Language Arts (ELA), the Smarter Balanced Summative Assessment for mathematics, and the California Science Test (CAST). A description of each test is provided below:

- The Smarter Balanced Summative Assessment for ELA is an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy. All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments, unless a student's active individualized education program (IEP) designates the California Alternate Assessments.
- The Smarter Balanced Summative Assessment for mathematics is an annual measure of what students know and can do using the Common Core State Standards for mathematics. All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.
- The California Science Test (CAST) measures what students know and can do using the California Next Generation Science Standards (CA NGSS). High schools have the option to test any or all students in grade ten or eleven as long as all students have been tested by the end of grade twelve.

English Language Arts Preparation of Feeder High School Students

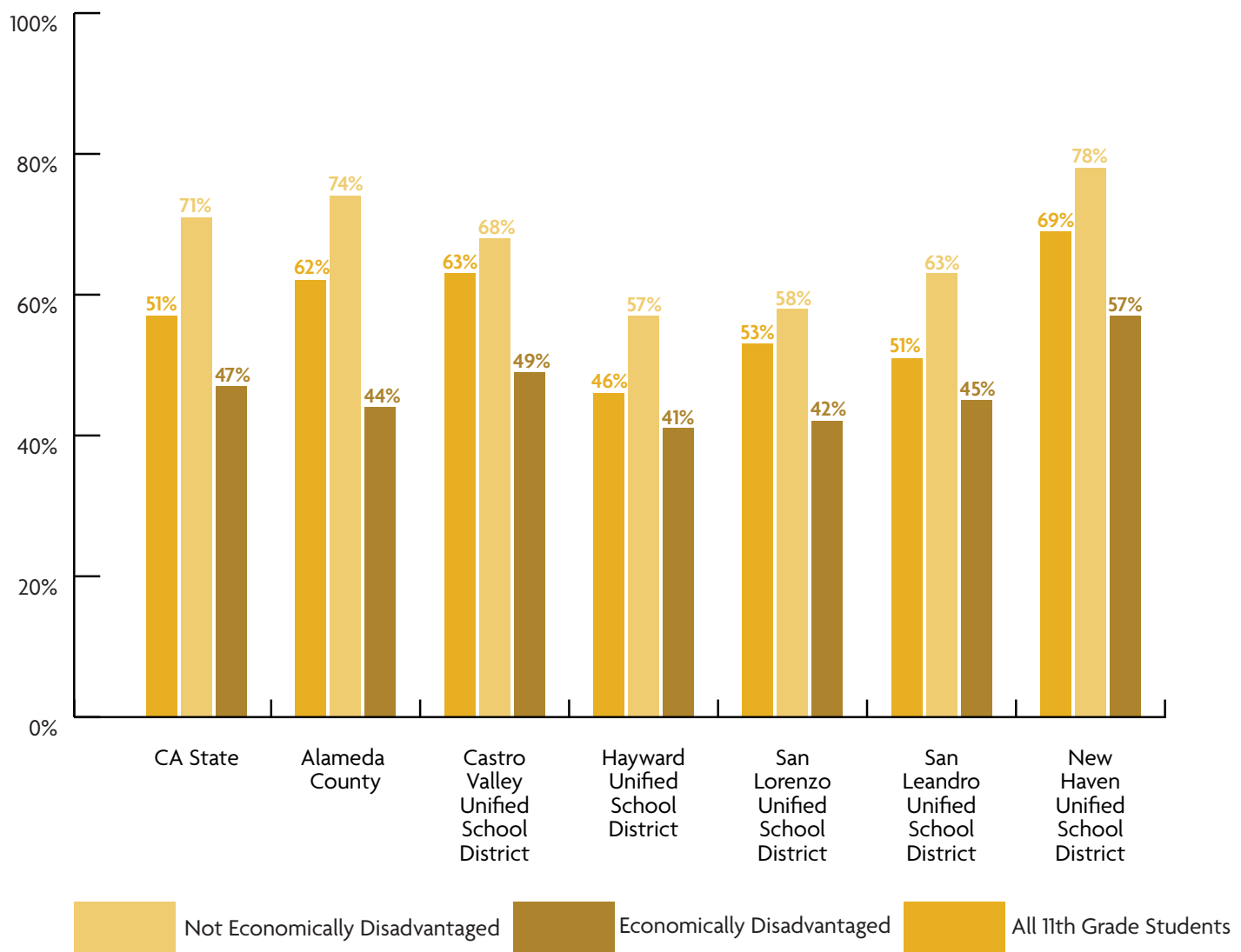
Figure 17: English Language Arts Assessment Achievement L



Source: 2018-19 Test Results - California Assessment and Student Performance and Progress (CAASPP) Reporting (CA Dept of Education) retrieved from <https://caaspp-elpac.cde.ca.gov/caaspp/>

This figure shows how all 11th grade students in California, in Alameda County, and in each of the five feeder districts for Chabot College performed on the 2018-19 English Language Arts (ELA) assessment. Across Chabot College's five feeder high school districts, between 31 percent and 54 percent of students did not meet or only nearly met the test's ELA standard, as compared to 38 percent countywide and 42 percent statewide. Among Chabot College's five feeder high school districts, Castro Valley and New Haven Unified School Districts had the highest percentage of students, 63 percent and 69 percent, respectively, who met or exceeded the ELA standard as determined by their test scores on the Smarter Balanced Summative Assessment. Over one-half (54%) of the students in the Hayward Unified School District (HUSD), Chabot College's largest feeder K-12 district, did not meet the ELA standard.

Figure 18: English Language Arts Assessment Achievement Level by Economic Status

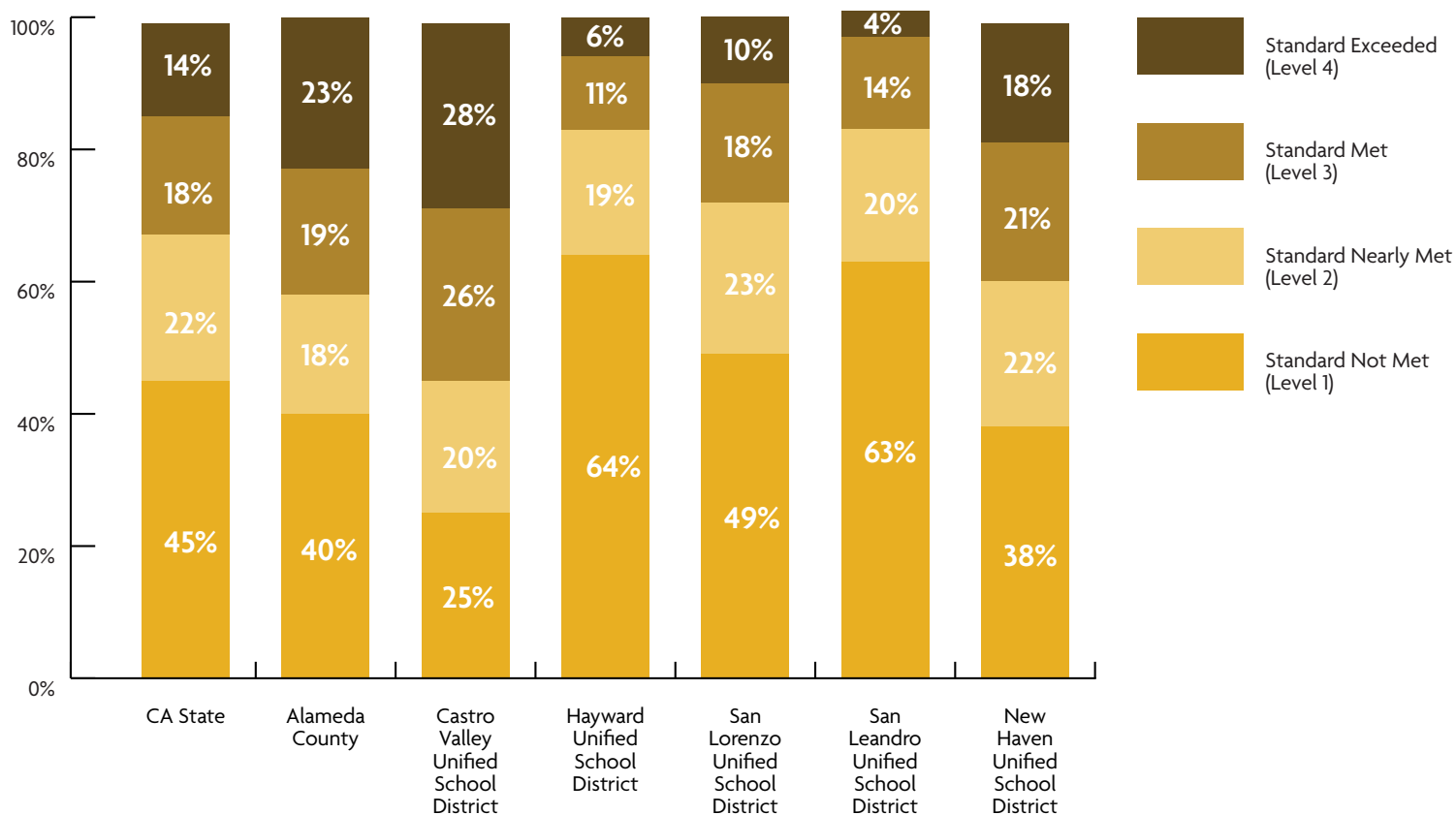


Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from <https://caaspp-elpac.cde.ca.gov/caaspp/>

This figure shows the combined percentage of 11th grade students in California, in Alameda County, and in the five feeder high school districts for Chabot College who Met or Exceeded the Standard on the 2018-19 ELA assessment for all 11th grade students and disaggregated by economic status (Economically Disadvantaged and Not Economically Disadvantaged). Across Chabot College's five feeder high school districts, 11th grade test takers who were not economically disadvantaged met or exceeded the ELA standards at percentages that were 6 percent to 21 percent higher than those who were identified as lower income. The differences in percentage of economically disadvantaged vs. non-economically disadvantaged students who met or exceeded the ELA standard at the state level and the county level were 24 percent and 30 percent, respectively.

Math Preparation of Feeder High School Students

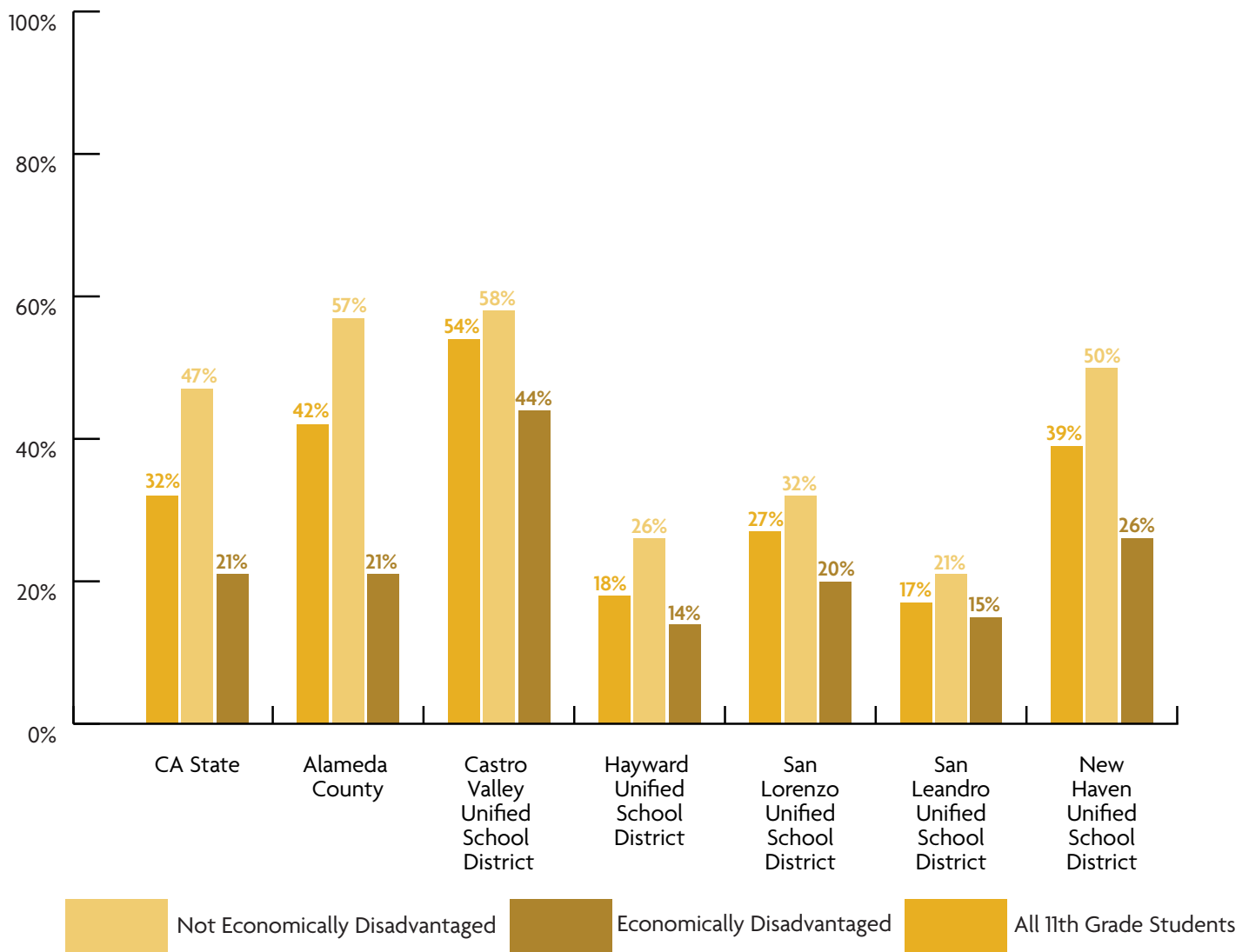
Figure 19: Math Assessment Achievement Level



Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from <https://caaspp-elpac.cde.ca.gov/caaspp/>

This figure shows how all 11th grade students in California, in Alameda County, and in each of the five feeder high school districts for Chabot College performed on the 2018-19 mathematics assessment. The percentages of students who met or exceeded the math standards in three of the five feeder districts for Chabot College were small and well below the overall percentages for the state (32%) and county (42%): San Lorenzo (28%), Hayward (17%), and San Leandro (18%).

Figure 20: Math Assessment Achievement Level by Economic Status

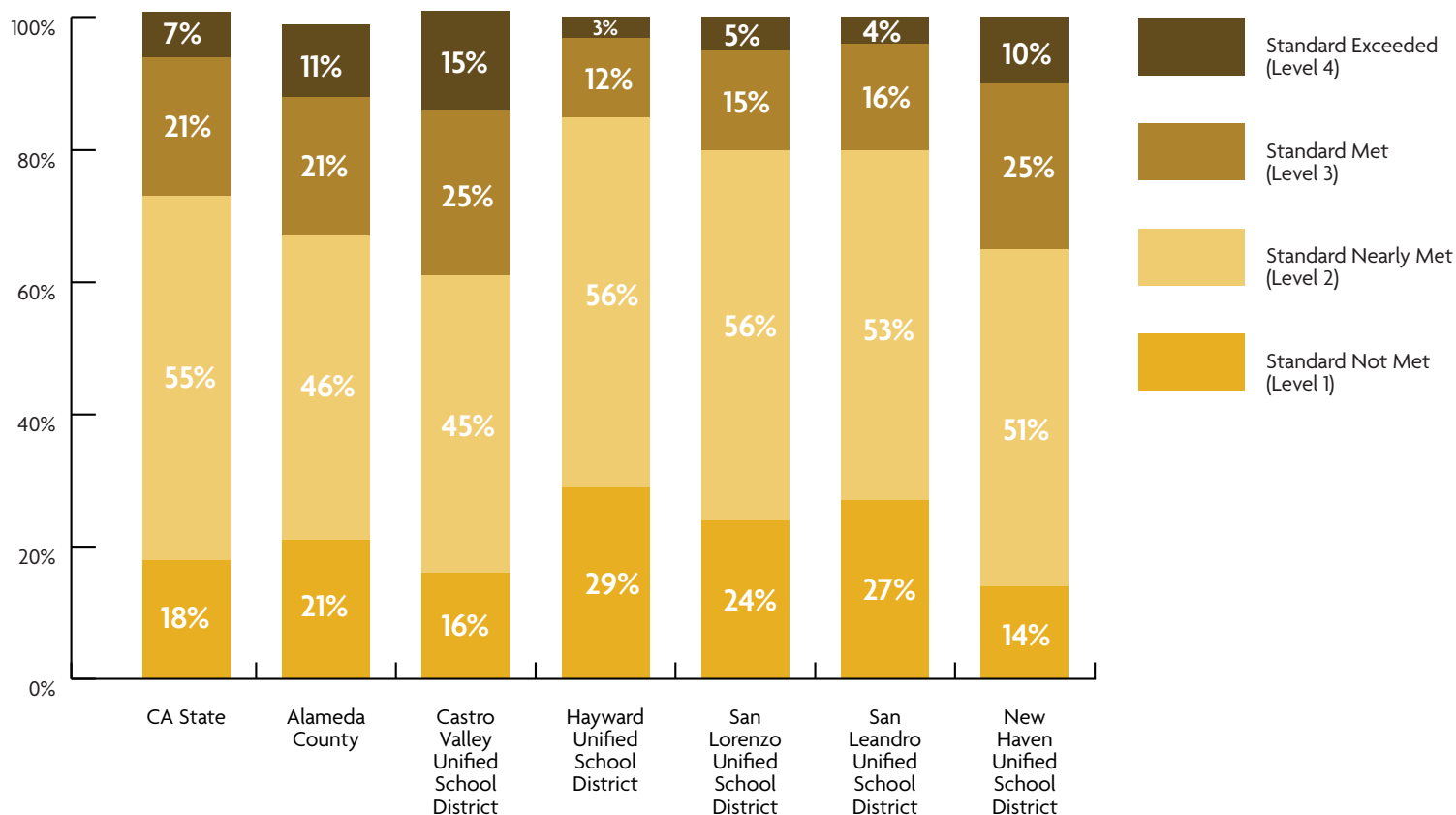


Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from <https://caaspp-elpac.cde.ca.gov/caaspp/>

The figure shows that the combined percentage of 11th grade students in California, in Alameda County, and in Chabot College's five feeder districts who Met or Exceeded the Standard on the 2018-19 mathematics assessment for all 11th grade students, disaggregated by economic status (Economically Disadvantaged and Not Economically Disadvantaged). Across Chabot College's five feeder high school districts, 11th grade test takers who were not economically disadvantaged met or exceeded the science standards at percentages that were 6 percent to 24 percent higher than those who were identified as lower income. The differences in percentage of economically disadvantaged vs. non-economically disadvantaged students who met or exceeded the math standard at the state level and county level were 26 percent and 36 percent, respectively.

Science Preparation of Feeder High School Students

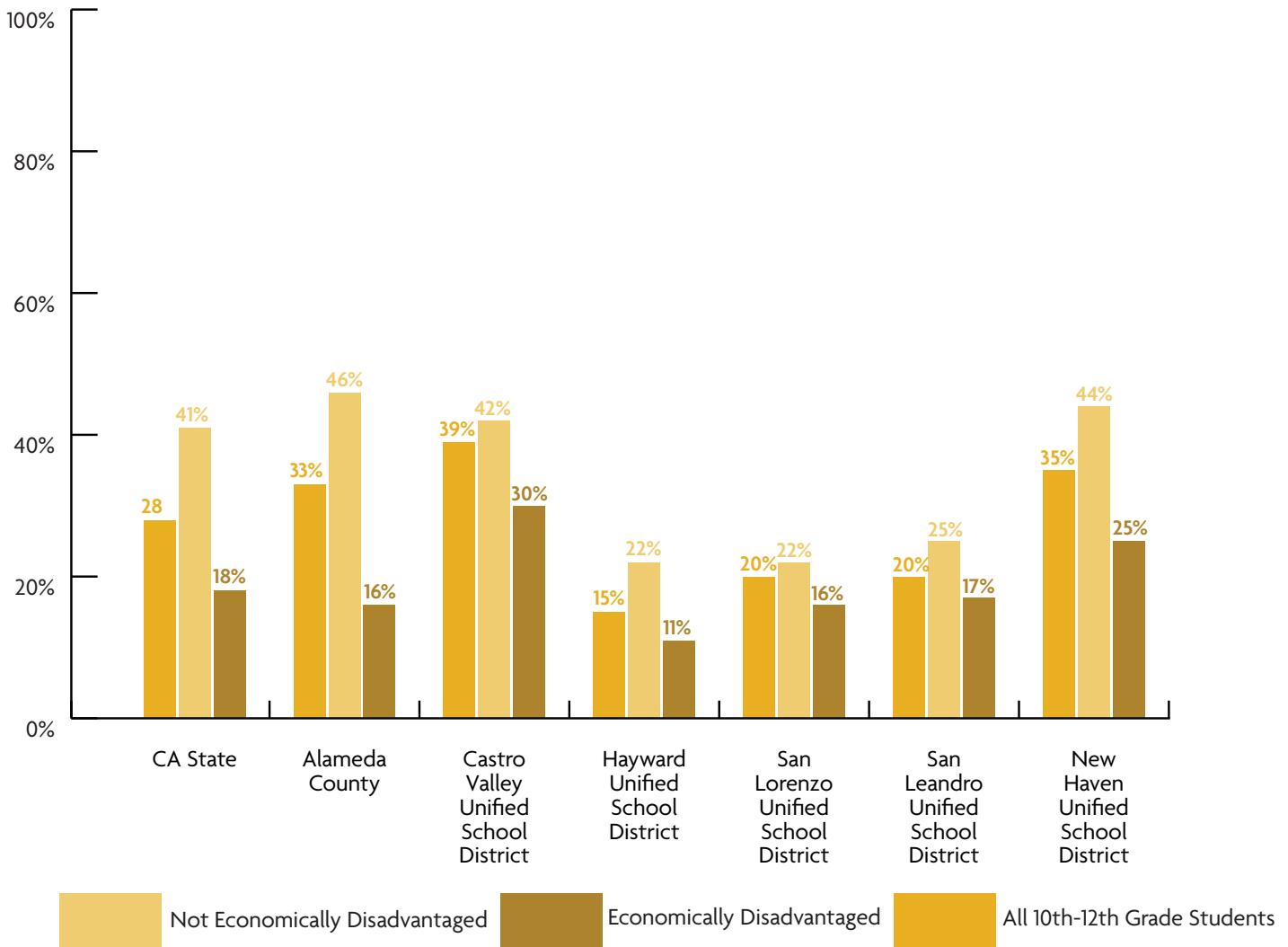
Figure 21: Science Test Achievement



Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from <https://caaspp-elpac.cde.ca.gov/caaspp/>

This figure shows how all high school students in California, in Alameda County, and in each of the five feeder high school districts for Chabot College performed on the 2018-19 CAST assessment. Again, smaller percentages of students in public school districts in Hayward (15%), San Leandro (20%), and San Lorenzo (20%) met or exceeded the standard, as compared to their peers in public school districts in New Haven (35%) or Castro Valley (40%). For reference, 28 percent of the test takers statewide and 32 percent of the test takers countywide met or exceeded these same standards.

Figure 22: Science Test Achievement by Economic Status



Source: 2018-19 Test Results - CAASPP Reporting (CA Dept of Education) retrieved from <https://caaspp-elpac.cde.ca.gov/caaspp/>

This figure shows the combined percentage of high school students in California, in Alameda County, and in each of the five feeder high school districts for Chabot College who Met or Exceeded the Standard on the 2018-19 CAST assessment for all high school students, disaggregated by economic status (Economically Disadvantaged and Not Economically Disadvantaged). As with the ELA and math assessment tests, economically disadvantaged students performed significantly lower on the CAST when compared to economically advantaged students and 10th through 12th grade students overall. Across Chabot College's five feeder high school districts, 11th grade test takers who were not economically disadvantaged met or exceeded the math standards at percentages that were 6 to 19 percentage points higher than those who were identified as lower income. For reference, the differences in percentage of economically disadvantaged vs. non-economically disadvantaged students who met or exceeded the science standard at the state level and county level were 26 percent and 30 percent, respectively.

College Going Rates for Students by Postsecondary Institution Type Attending the Largest Feeder High School

Figure 23: Hayward Unified School District Report Totals									
Name	High School Graduates & Completers	Enrolled In College (All Institutions)	College-Going Rate	University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
Hayward Unified	1,425	863	60.60%	115	283	427	17	19	*
Alameda	15,841	11,230	70.90%	2,017	2,215	4,904	618	1,422	54
State	439,211	282,740	64.40%	31,023	52,988	155,852	13,914	26,952	2,011

Source: California Department of Education, DataQuest
* Indicates fewer than 10 students

In 2017-18, the percentage of Hayward Unified School District (HUSD) graduates who continued their education after high school was lower (61%) than the statewide (64%) and county (71%) percentages. About one-half (50%) of HUSD completers who enrolled in college attended a CCC, and another nearly one in three (33%) attended a CSU. The two HUSD schools with the highest percentage of graduates who continued to college—Leadership Public Schools-Hayward (88%) and Impact Academy of Arts & Technology (82%)—had a larger percentage of college-going graduates who attended CSUs (53% and 61%, respectively).

The following tables highlight student headcount and relevant data disaggregated by various student demographics and characteristics—age, race/ethnicity, first-generation status, AB 540 status and enrollment level, and course load.

Student Headcount

Figure 24: Student Headcount by Age, Fall 2019		
Age	Number	Percent
19 or younger	3,957	28%
20-21	2,399	17%
22-24	2,146	15%
25-29	2,091	15%
30-39	2,030	14%
40-49	802	6%
50 or older	795	6%
Total	14,220	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

In the fall of 2019, more than half of Chabot College's students were traditional college-age students, with the largest category being students age 19 years old or younger (28%), followed by students age 20 to 21 (17%) and students age 22 to 24 years old (15%).

Student Headcount by Race/Ethnicity

Figure 25: Student Headcount by Race/Ethnicity, Fall 2019		
Race/Ethnicity	Students	Percent
African American	1,412	10%
Asian American	2,328	16%
Filipino	1,095	8%
Latino/a/x	5,774	41%
Native American	34	<1%
Pacific Islander	224	2%
White	2,012	14%
Multiracial	884	6%
Unknown	457	3%
Total	14,220	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

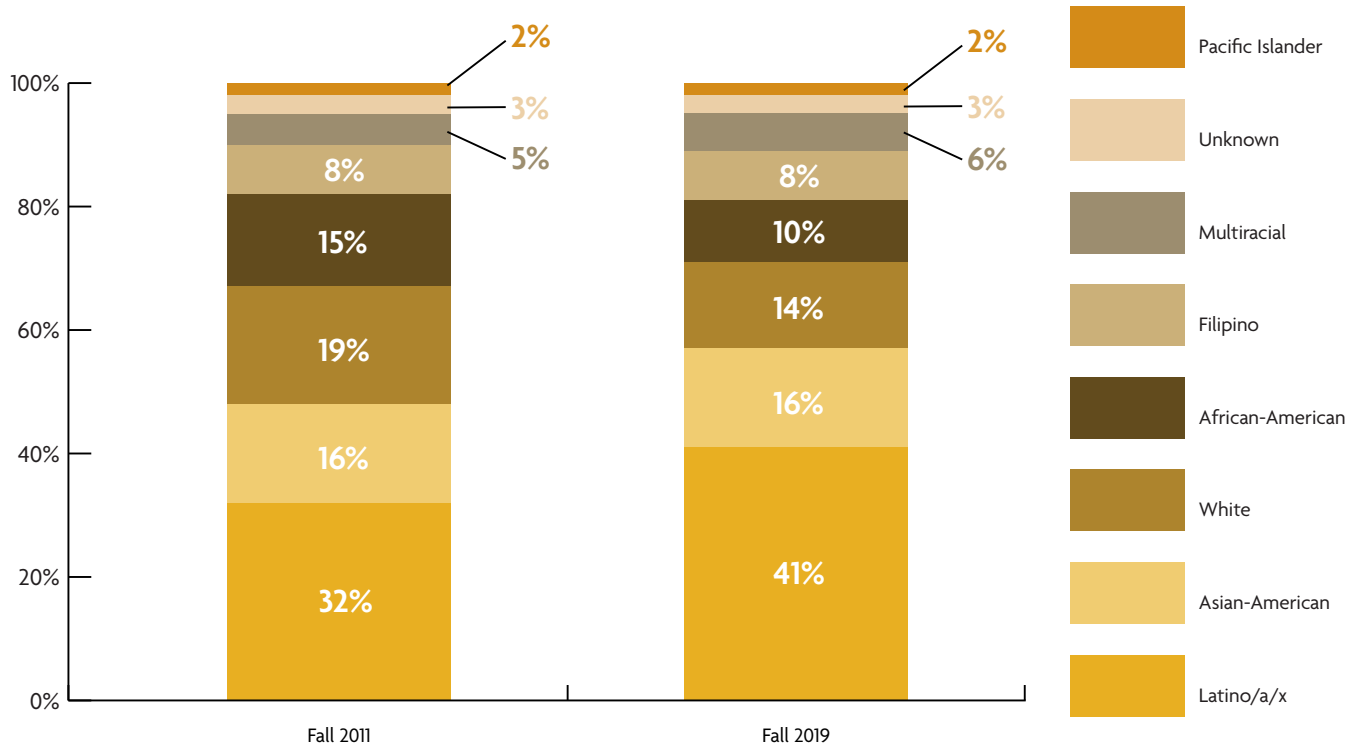
Latino/a/x students represent the largest percentage (41%) of students attending Chabot College, followed by Asian American (16%), White (14%), and African American (10%) students.

Figure 26A: Chabot Student Headcount by Race/Ethnicity, Fall 2011 vs. Fall 2019		
Race/Ethnicity	Fall 2011	Fall 2019
Latino/a/x	32%	41%
Asian American	16%	16%
White	19%	14%
African American	15%	10%
Filipino	8%	8%
Multiracial	5%	6%
Unknown	3%	3%
Pacific Islander	2%	2%
Native American	<1%	<1%
Total	14,203	14,220

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: The percentages for Native Americans are too small to show on the graph.

Figure 26B: Chabot College Student Headcount by Race/Ethnicity, Fall 2011 vs. Fall 2019



The largest student group at Chabot College, Latino/a/x students, as of Fall 2019, comprised 41 percent of the student body. Between Fall 2011 and Fall 2019, the percentage of White students and African American students at Chabot College decreased by five percentage points from 19 percent to 14 percent, and 15 percent to 10 percent, respectively, whereas the percentage of Latino/a/x students increased by nine percentage points, from 32 percent to 41 percent.

Student Headcount by First-Generation Status

Figure 27: Student Headcount by First-Generation College Student Status, Fall 2019

	Students	Percent
First-Generation	9,466	73%
Not First-Generation	3,434	27%
All Reported	12,900	100%
Unknown	1,320	
Total	14,220	

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: First generation college students are those individuals who reported both parents' education level as less than a baccalaureate degree.

In Fall 2019, 73 percent of students enrolled at Chabot College were first-generation college students.

First-Generation College Students by Race/Ethnicity

Figure 28: Headcount of First-Generation College Students by Race/Ethnicity, Fall 2019

Race/Ethnicity	Students	Percent
African American	907	70%
Asian American	1,397	69%
Filipino	472	46%
Latino/a/x	4,640	88%
Native American	24	73%
Pacific Islander	181	86%
White	1,107	59%
Multiracial	512	61%
Other/Unknown	226	76%

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: First generation college students are those individuals who reported both parents' education level as less than a baccalaureate degree

Latino/a/x students in Chabot College have the highest percentage of first-generation college students.

First-Generation College Students by Income Status

Figure 29: Economic Status of First-Time College Students, Fall 19

Low Income		Not Low Income		Total	
Num	Pct	Num	Pct	Num	Pct
1,449	58%	1,057	42%	2,506	100%

Source: Chabot – Las Positas CCD Institutional Research Dataset and Chabot Admissions and Records Offices

The majority of first-time students have an economic status of low-income.

Figure 30: AB 540 Student Headcount 2017-18 to 2018-19

	2017-18	2018-19
Chabot College	522	536

Assembly Bill 540 exempts non-resident students (including undocumented students) who have attended high school in California for three or more years and who have graduated from a California high school from paying non-resident tuition. Chabot College has seen a slight increase (<5%) in AB 540 students in 2018-19, compared to 2017-18.

Figure 31: Students with Disability

	Num	Pct
Any Disability	1,021	7%
No Disability	13,199	93%

Source: Chabot-Las Positas Admissions and Records Offices

The majority of students indicated that they did not have a disability.

Student Headcount by Education Level

Figure 32: Student Headcount by Education Level, Fall 2019		
Education Level	Number	Percent
In High School	644	5%
Freshman (< 30 units)	7,517	53%
Sophomore (30-59 un.)	2,530	18%
Other undergraduate	1,661	12%
AA/AS degree	641	5%
BA/BS or higher deg.	1,227	9%
Total	14,220	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

A large portion (53%) of the students attending Chabot College in the fall of 2019 were considered freshman (having completed less than 30 units), followed by those who would be considered sophomores (completed 30 to 59 units), at 18 percent.

Student Headcount by Credit Load

Figure 33: Student Headcount by Credit Load (Part-Time/Full-Time Status), Fall 2019		
Credit Load	Students	Percent
Full-Time		
15 or more units	1,462	10%
12 to 14.5 units	2,781	20%
Part-Time		
6 to 11.5 units	5,676	40%
0.5 to 5.5 units	4,000	28%
Non-Credit		
Non-credit only	301	2%
Total	14,220	100%

Source: Chabot-Las Positas CCD Institutional Research Dataset

Nearly one-third of Chabot College students attend full-time and approximately two-thirds enroll part-time.

Student Average Unit Load by Age Group

Figure 34: Student Average Unit Load by Age Group, Fall 2010 - Fall 2019					
Fall Terms	Average Units by Age				
	Overall	21 or younger	22-29	30-39	40 or older
F 2010	8.0	9.8	7.5	6.3	5.0
F 2011	8.0	9.4	7.7	6.6	5.6
F 2012	8.1	10.0	7.4	6.4	5.2
F 2013	8.0	9.8	7.4	6.2	5.2
F 2014	8.1	10.0	7.4	6.2	5.0
F 2015	8.0	9.7	7.3	6.0	5.2
F 2016	8.1	9.9	7.3	6.2	5.4
F 2017	8.1	9.9	7.3	6.2	5.4
F 2018	7.9	9.7	7.2	5.8	5.1
F 2019	8.1	9.8	7.3	6.3	5.4

Source: Chabot-Las Positas CCD Institutional Research Dataset

Overall, students' average unit load over the past ten years has remained fairly stable. Younger students—those 21 or younger—tend to take a larger unit load than those who are older.

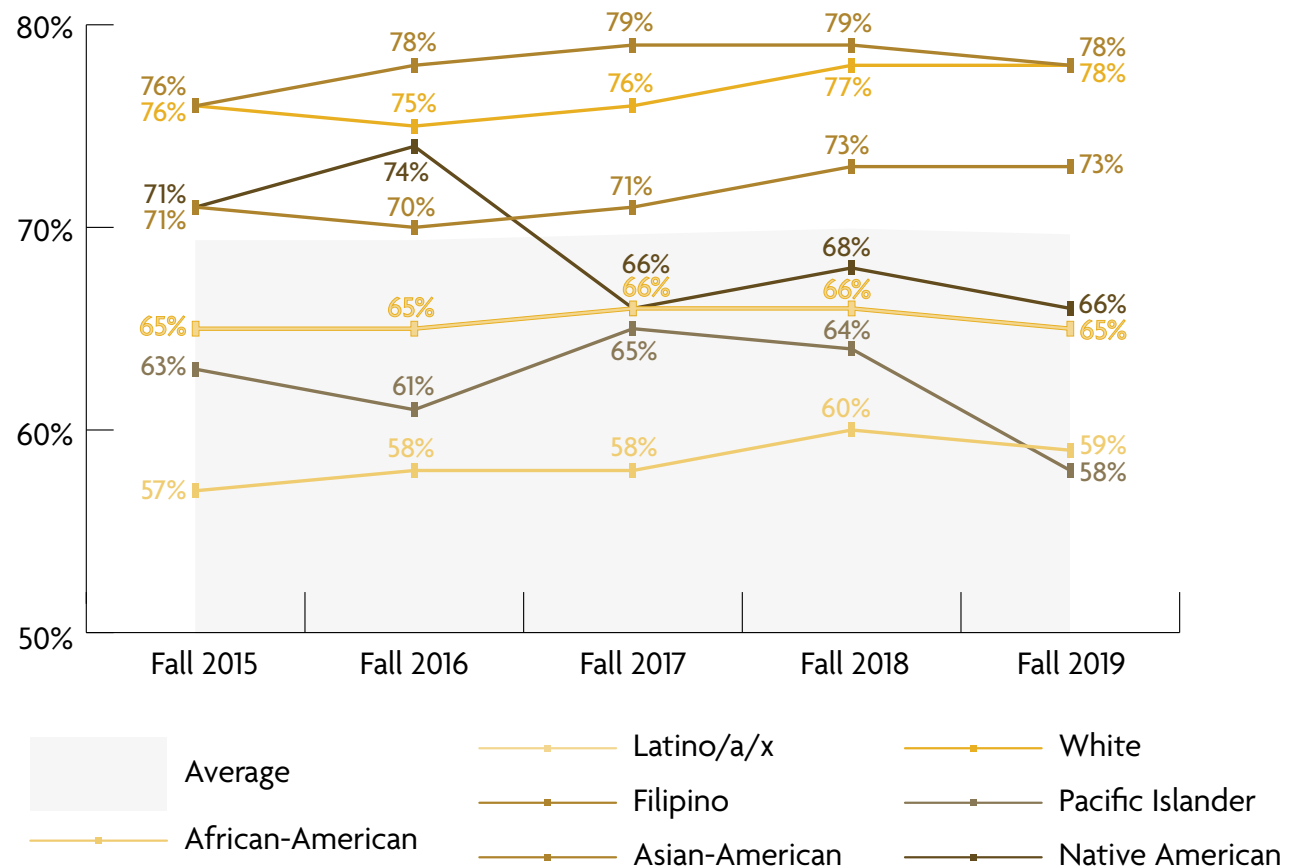
Course Success Rates

Figure 35A: Chabot College Course Success Rates by Race/Ethnicity, Fall 2015 - Fall 2019					
Race/Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	57%	58%	58%	60%	59%
Asian American	76%	78%	79%	79%	78%
Filipino	71%	70%	71%	73%	73%
Latino/a/x	65%	65%	66%	66%	65%
Native American	72%	74%	66%	68%	66%
Pacific Islander	63%	61%	65%	64%	58%
White	76%	75%	76%	78%	78%
Average	68%	68%	69%	70%	69%

Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: The cohort size for Native Americans is significantly smaller than the sample sizes for other racial and ethnic groups. In general, one can expect metrics for larger group sizes to be more stable and metrics for smaller group sizes to jump around.

Figure 35B: Chabot College Course Success Rates by Race/Ethnicity, Fall 2015 - Fall 2019



Source: Chabot-Las Positas CCD Institutional Research Dataset

Note: The cohort size for Native Americans is significantly smaller than the sample sizes for other racial and ethnic groups. In general, one can expect metrics for larger group sizes to be more stable and metrics for smaller group sizes to jump around.

At Chabot College, the course success rates have been steady from Fall 2015 - Fall 2019 for most race/ethnicity groups. White and Asian American groups have had the highest course success rates, with success rates ranging between 75 percent and 78 percent. The course success rates for African American students (57-60%), though improved over the past five years, remain the lowest of any student group, followed by the course success rates for Latino/a/x students (65-66%).

AB 705: College-level Math and English Completion in First Year

Beginning in Fall 2019, Assembly Bill (AB) 705 mandated the use of one or more of the following multiple measures for placement into math and English: high school coursework, high school grades, and high school grade point average (GPA). The purpose of AB 705 is to maximize the likelihood that students with an educational goal of degree or transfer will complete transfer-level English and math in their first year of enrollment.

One-Year Throughput Rate of Transfer Math and English By First-Time College Students

Figure 36: One-Year Throughput Rate* of Transfer Math and English by First-Time College Students, Fall 2018 Cohort	
	Transfer/Degree Educational Goal
Math	18%
English	37%
Both Math and English	15%

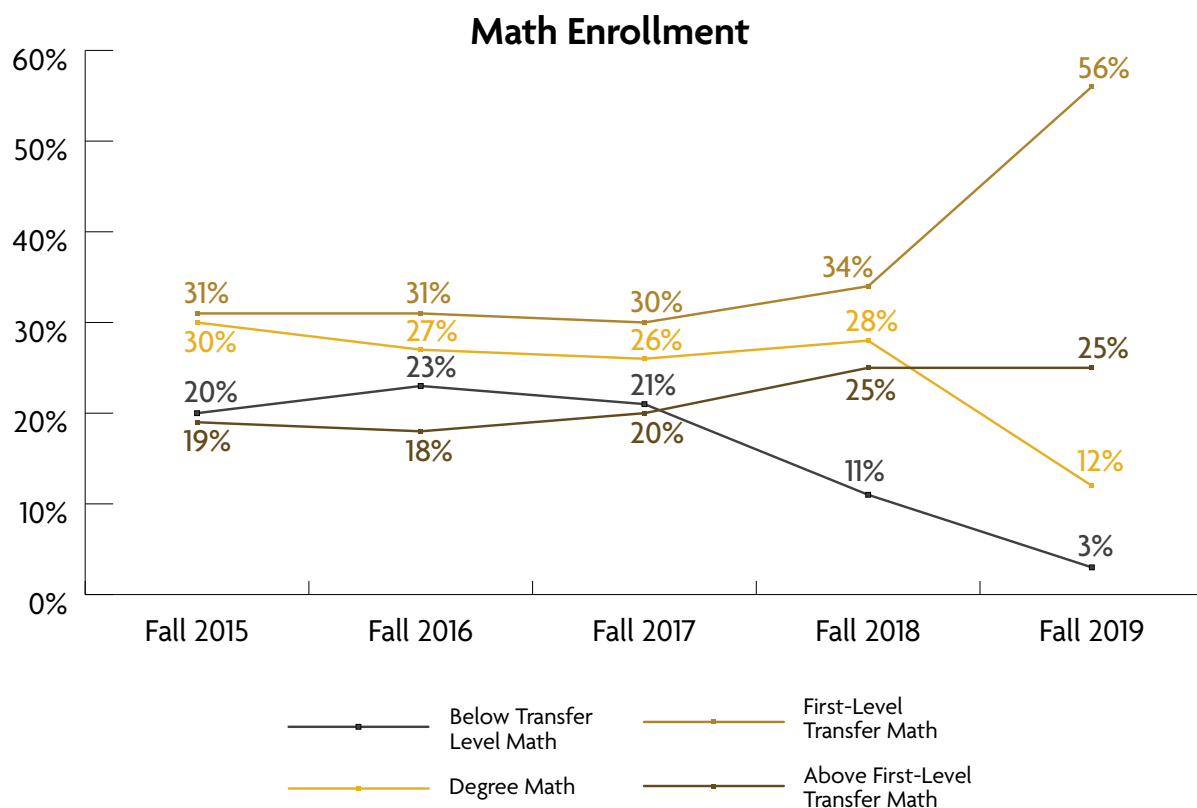
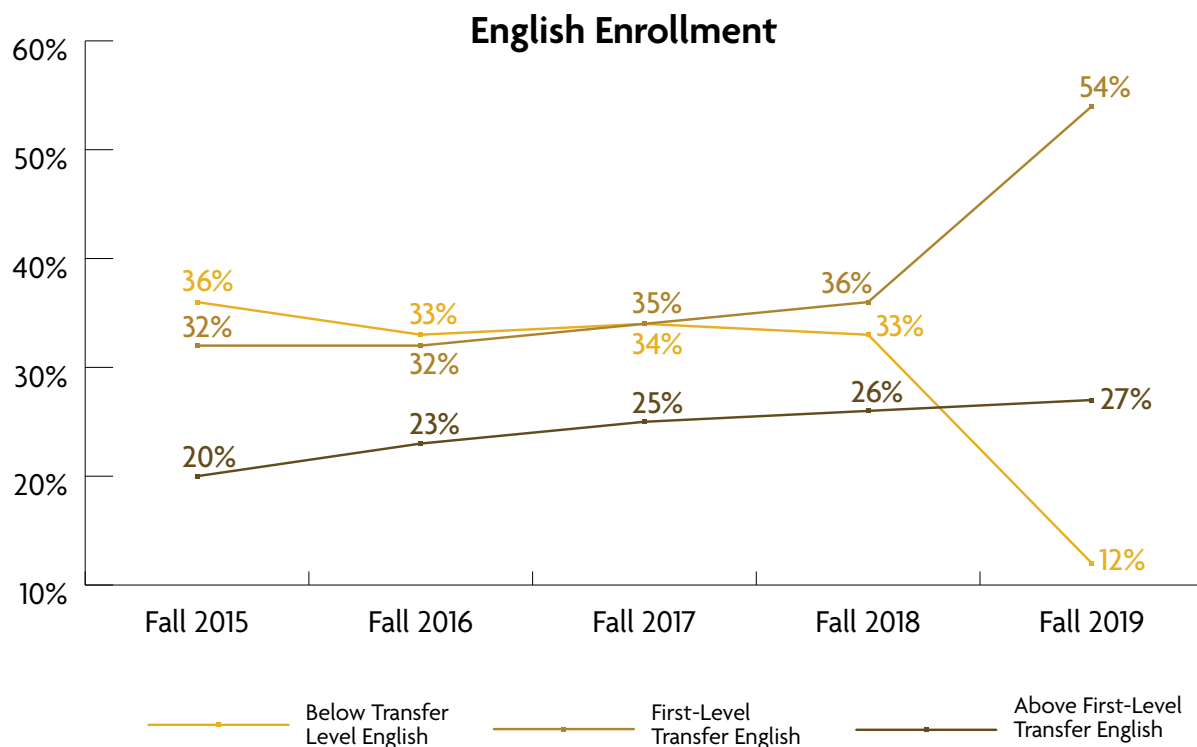
Source: Chabot-Las Positas CCD Institutional Research Dataset

*One-Year Throughput Rate refers to completion of Transfer Math and English within one year (Summer 2018, Fall 2018, and Spring 2019).

Among the first-time college students in Fall 2018, 15 percent at Chabot College completed transfer-level English and math courses in a year. Eighteen percent of first-time students completed transfer-level math and the rate for transfer-level English is more than double the rate for math, at 37 percent.

Student Access to Transfer-Level English And Math

Figure 37: ENROLLMENTS - AB 705 Associated with Increased Access to Transfer-Level English and Math at Chabot College



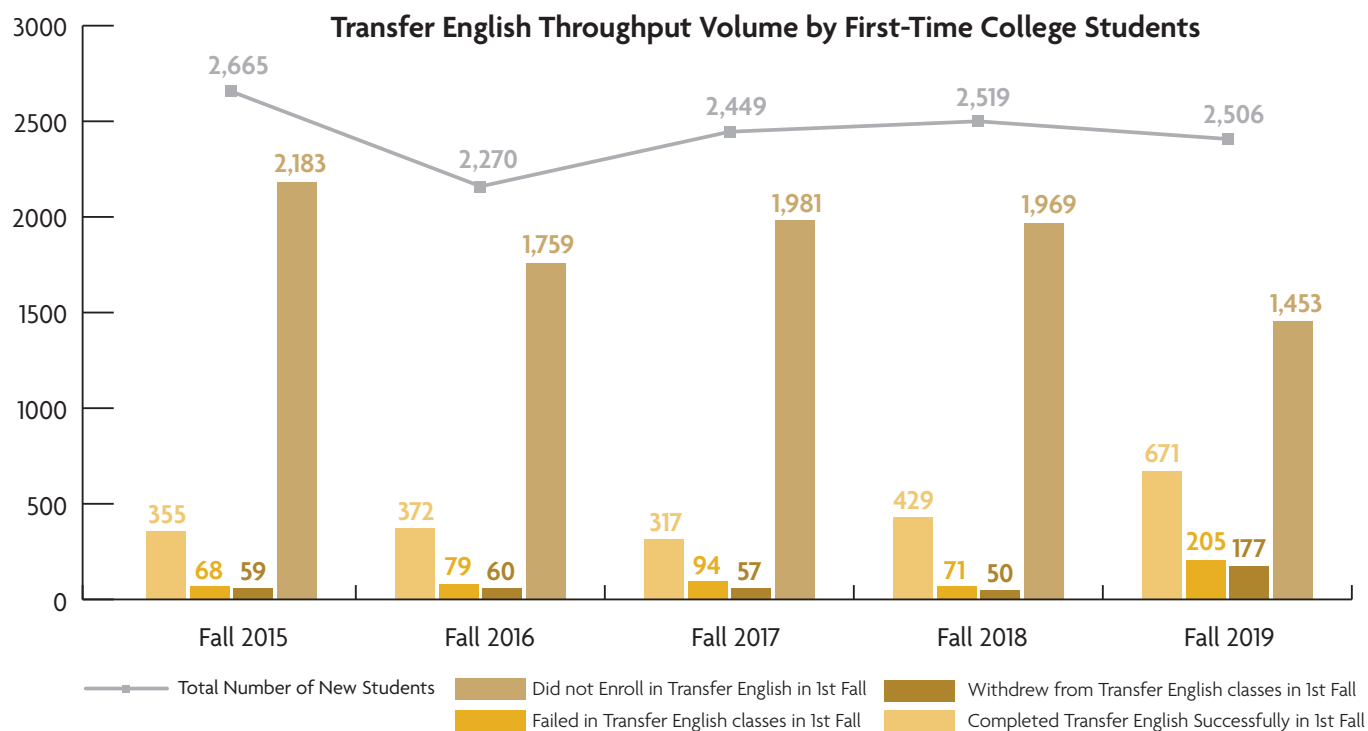
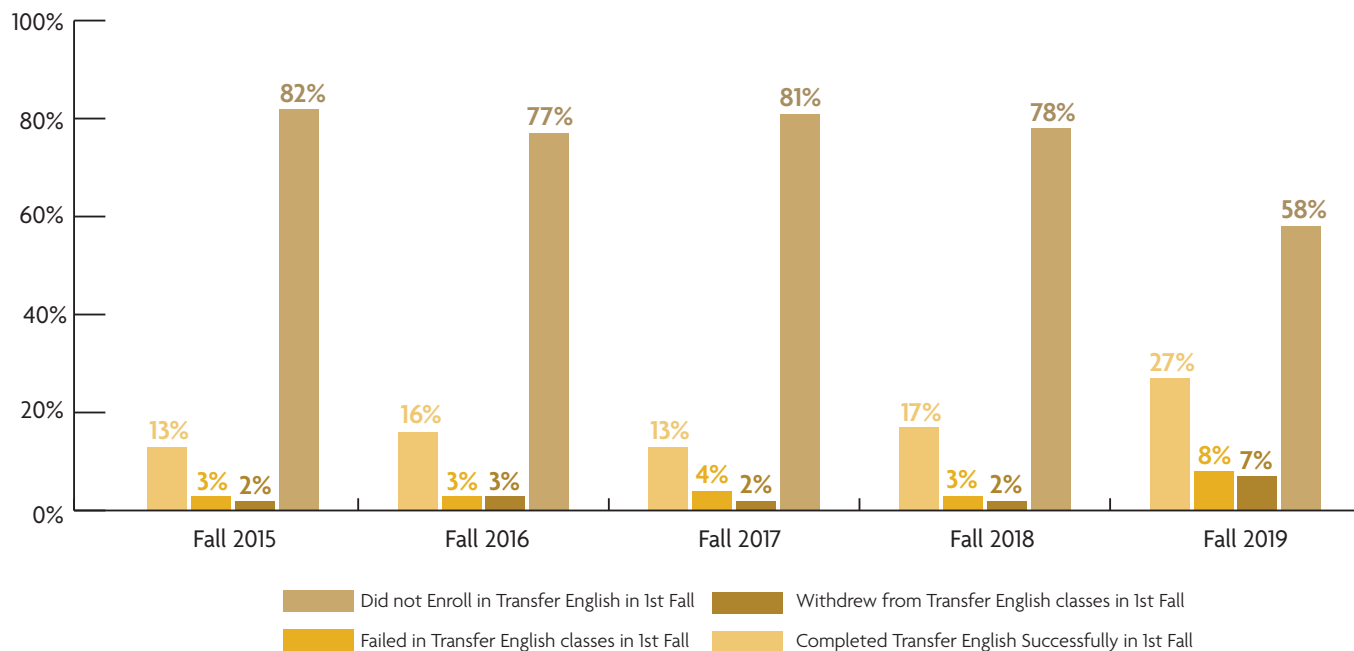
Source: Chabot-Las Positas CCD Institutional Research Dataset

AB 705 is associated with increased access to transfer-level English and math. Whereas the percentage of enrollments at Chabot College in first-level transfer English ranged from 32 percent to 36 percent of all English enrollments from Fall 2015 to Fall 2018, in Fall 2019, enrollments in first-level transfer English jumped to 54 percent. Similarly, for math, whereas the percentage of enrollments in first-level transfer math ranged from 31 percent to 34 percent of all math enrollments from Fall 2015 to Fall 2019, in Fall 2019, enrollments in first-level transfer math jumped to 56 percent.

Student One-Term Throughput in English

Figure 38: ENGLISH THROUGHPUT: AB 705 Associated with Increased One-Term Throughput at Chabot College

Transfer English Throughput Rate by First-Time College Students

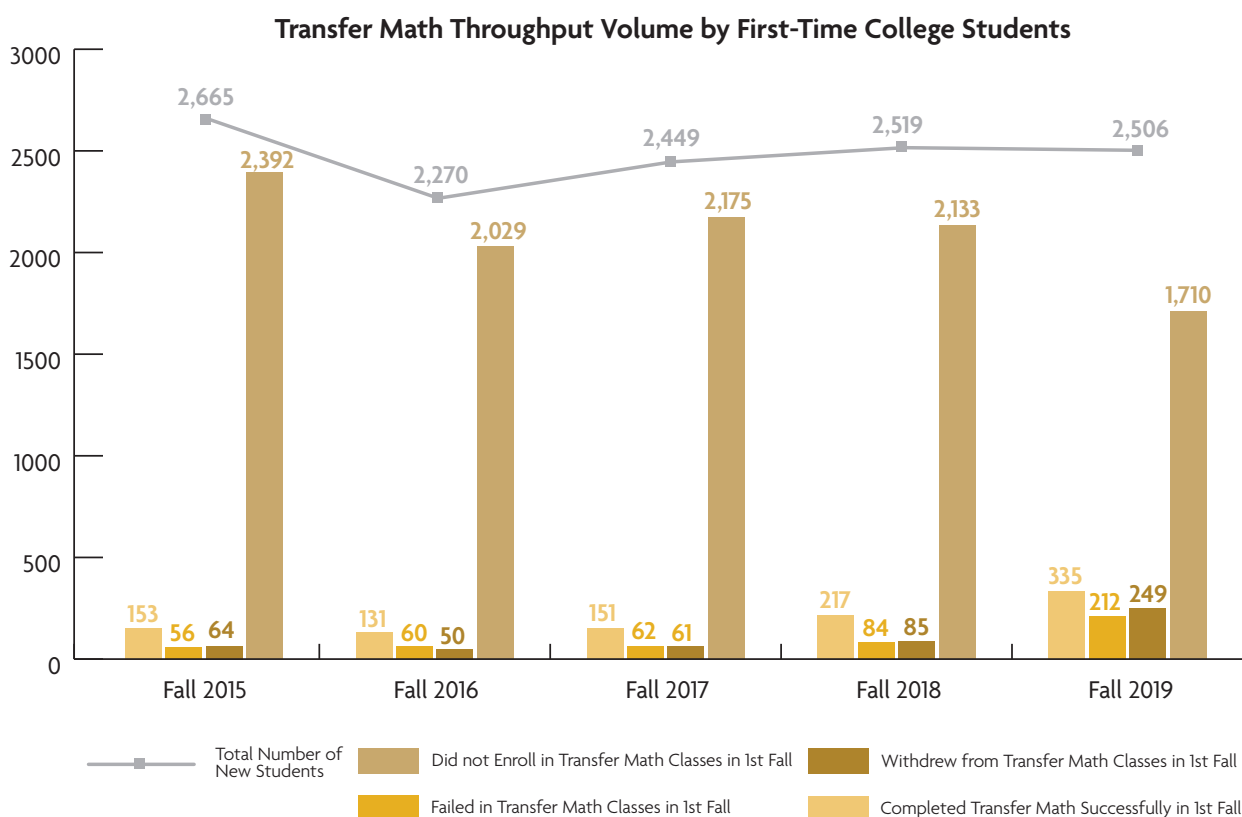
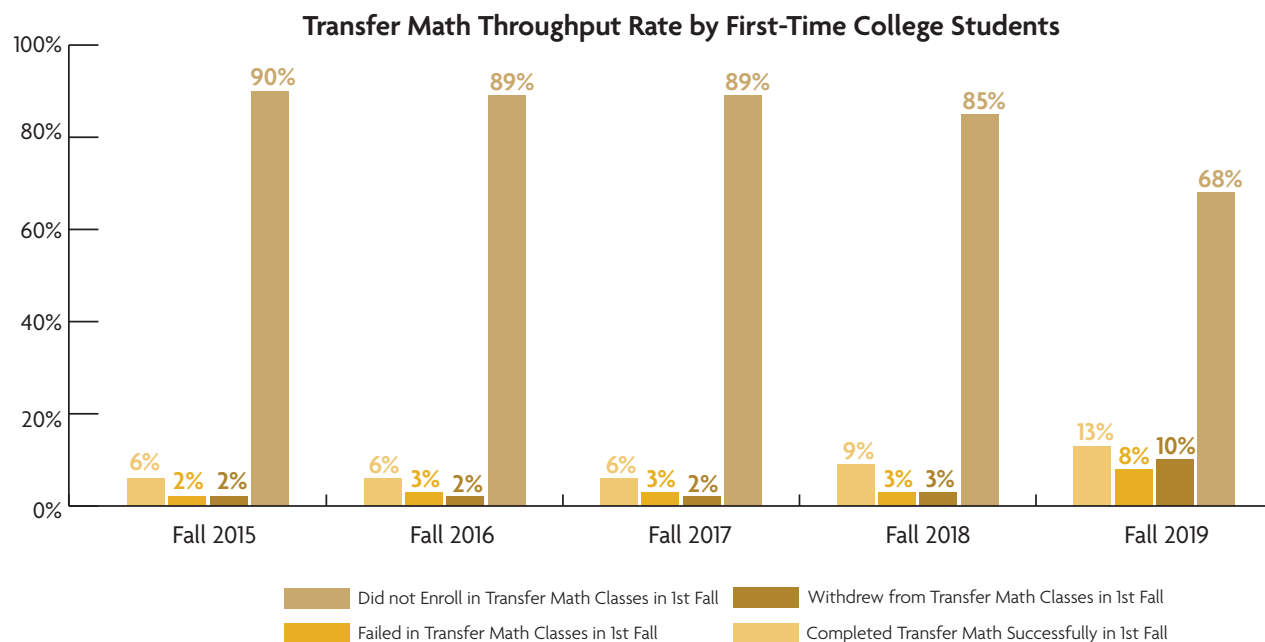


Source: Chabot-Las Positas CCD Institutional Research Dataset

AB 705 clearly has had a positive impact on one-term throughput at Chabot College in transfer-level English and math. “Throughput” refers to the rate (percentage) or volume (number) of students from a specified group who successfully complete a course in a given time frame (e.g., the percentage of first-time college students who complete transfer-level English in one term). Pre-AB 705, one-term throughput in transfer-level English ranged from 13 percent-17 percent. In the first fall of AB 705, one-term throughput jumped to 27 percent. In terms of the throughput volume, in the four falls pre-AB 705, only 317 to 429 students made it through transfer English. In Fall 19, 671 students completed transfer English – that is 242 more students who completed the course than ever before. However, the percentage of students who failed or withdrew from transfer-level English also increased. Pre-AB 705, only five percent to six percent (of all new students) withdrew or failed transfer-level English. In the first fall of AB 705, this number jumped to 15 percent.

Student One-Term Throughput in Math

Figure 39: MATH THROUGHPUT: AB 705 Associated with Increased One-Term Throughput at Chabot College

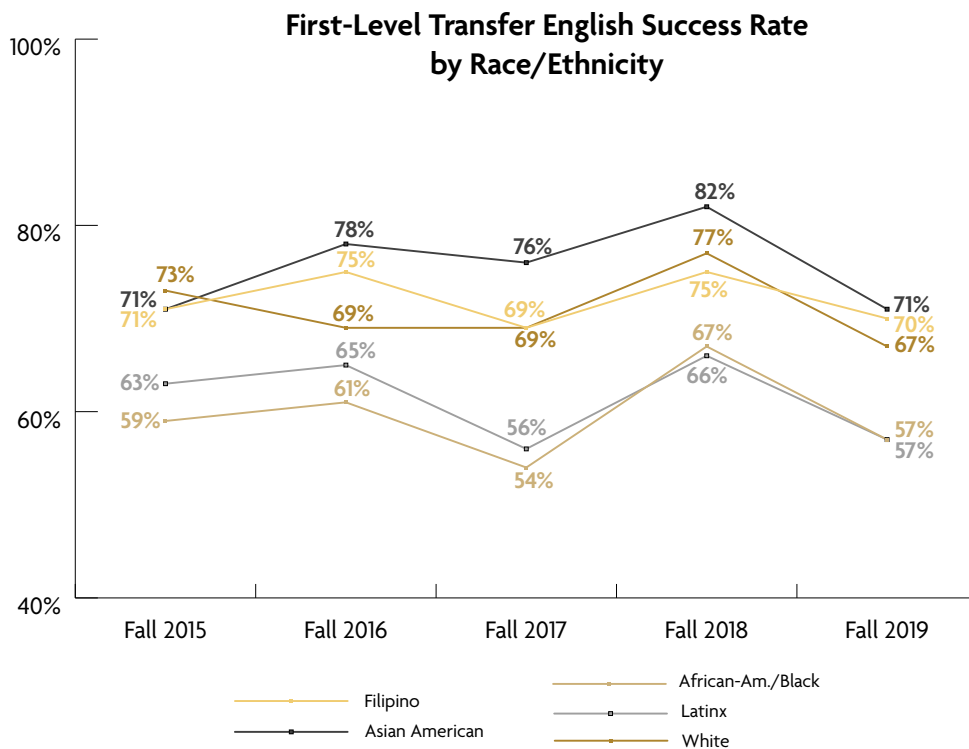
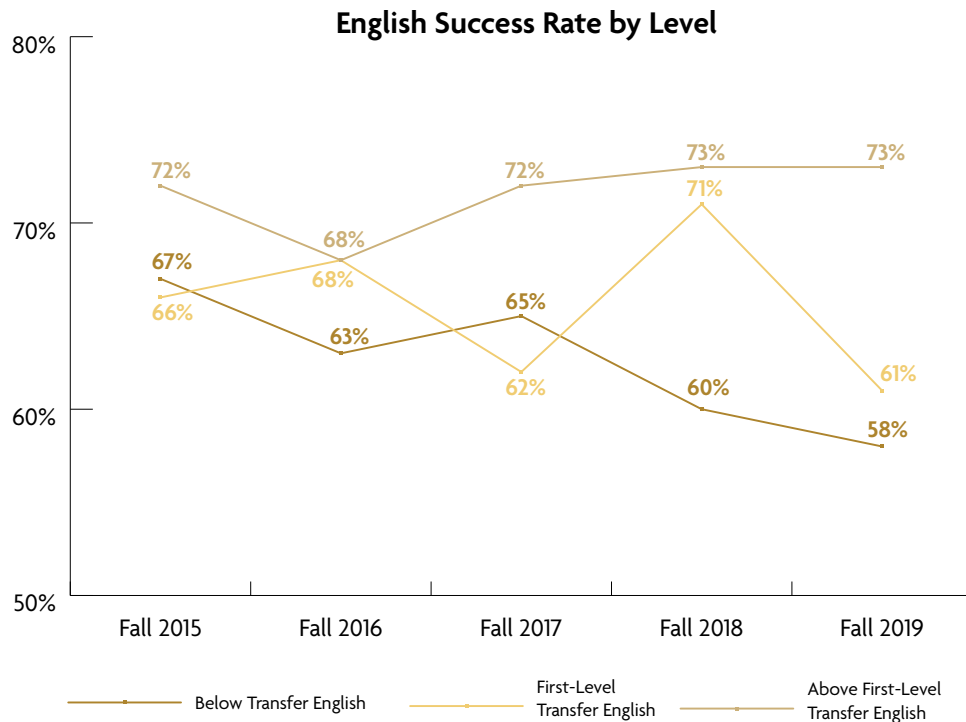


Source: Chabot-Las Positas CCD Institutional Research Dataset

The results for math are parallel. Pre-AB 705 one-term throughput in transfer-level math ranged from 6 percent to 9 percent. In the first fall of AB 705, one-term throughput jumped to 13 percent. With regard to throughput volume, in the four falls pre-AB 705, between 131 and 217 students completed transfer math. In Fall 2019, 335 students completed transfer math – that is 118 more students than ever before. However, the percentage of students who failed or withdrew from transfer-level math also increased. Pre-AB 705, only four percent to six percent (of all new students) failed or withdrew from transfer-level math. In the first fall of AB 705, this number jumped to 18 percent.

English Success Rates

Figure 40: ENGLISH SUCCESS RATES: AB 705 Not Yet Associated with Increased Success Rates at Chabot College



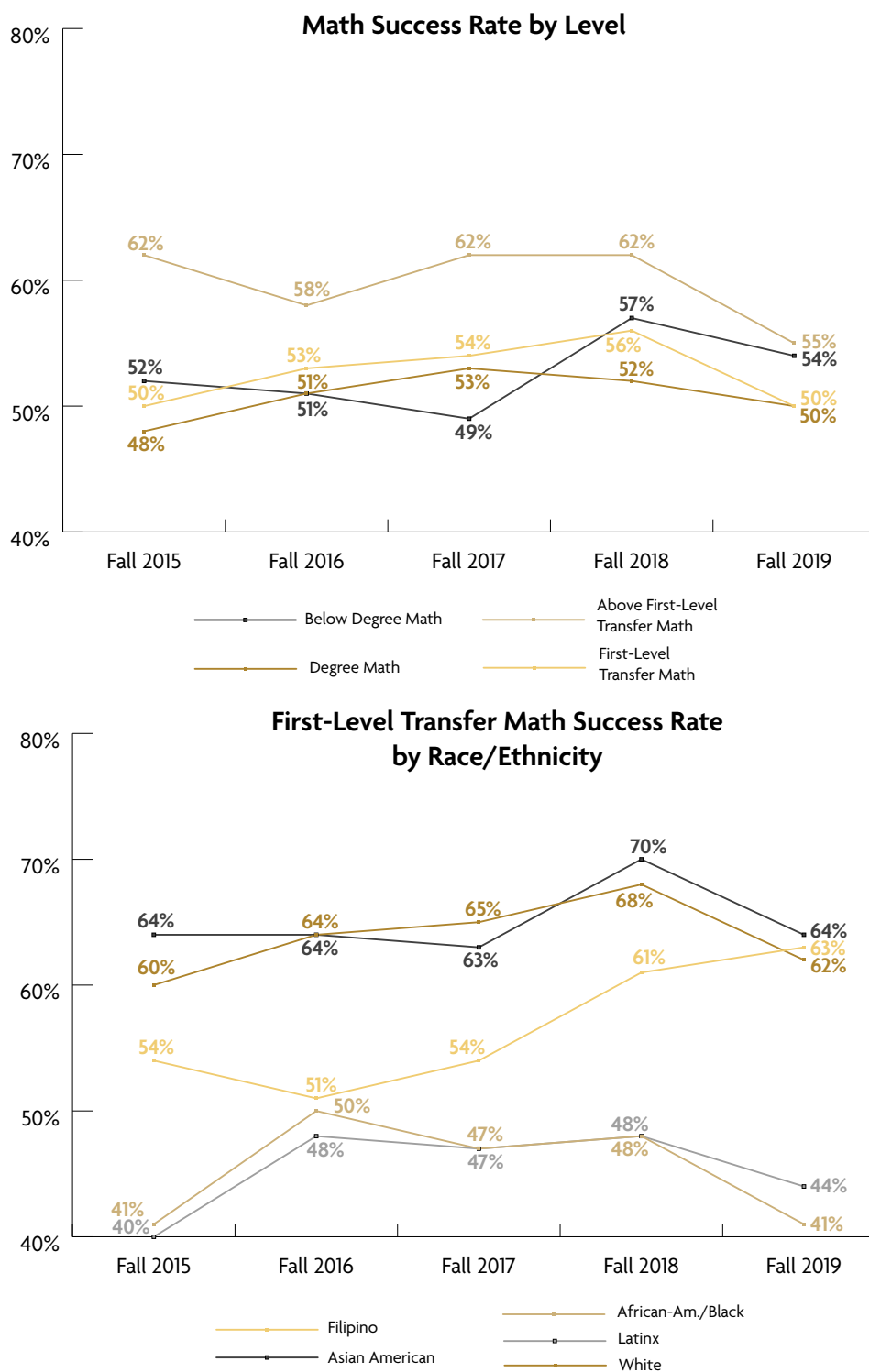
Source: Chabot-Las Positas CCD Institutional Research Dataset

It is important to look at throughput in conjunction with student success rates. While throughput has gone up since Fall 2015, it is still too early to say with certainty how AB 705 will impact future success rates. However, it is safe to say that so far AB 705 is not associated with increased success rates for either English or math.

In the graph on the top, the light yellow line illustrates that success rates at Chabot College for first-level transfer English have fluctuated quite a bit from Fall 2015 to Fall 2019 (i.e., from 66% to 68% to 62% to 71% to 61%). Fall 2019's success rate is the lowest in five falls, but only one percent lower than in Fall 2017. Similar to overall success rates, it's too early to say how AB 705 may impact future success rates for students from various racial and ethnic backgrounds. The difference between success rates for the lowest and highest performing racial/ethnic group has ranged from a 12 percent gap (in Fall 15 and Fall 19) to a 22 percent gap (in Fall 17). Unfortunately, there are disproportionate impacts by race/ethnicity. AB 705 has not yet rectified the inequity.

Math Success Rates

Figure 41: MATH SUCCESS RATES: AB 705 Not Yet Associated with Increased Success Rates at Chabot College



Source: Chabot-Las Positas CCD Institutional Research Dataset

As with English, it is too early to say with certainty how AB 705 will impact success rates for math, but, so far, it is not associated with an increase. In the graph on the top, the line in light yellow illustrates that success rates for first-level transfer math have fluctuated quite a bit from Fall 2015 to Fall 2019 (i.e., from 50% to 53% to 54% to 56%, and back to 50%). Fall 2019's success rate is one of the lowest in the past five falls. As with the overall success rates, it is too early to say how AB 705 may impact future success rates in math for students from various racial and ethnic backgrounds. The difference between success rates for the lowest and highest performing racial/ethnic groups has ranged from a 16 percent gap (in Fall 16) to a more than 20 percent gap (in Falls 15, 18 and 19). There are clear disproportionate impacts by race/ethnicity. AB 705 has not yet rectified the inequity.

The next two tables present information on students' persistence and retention:

Persistence

Figure 42: Units Attempted or Completed by First-Time College Students, Fall 2018 Cohort	
Units Attempted or Completed	Transfer/Degree Educational Goal
Attempted >=15 Units by Fall 2018	25%
Completed >=15 Units by Fall 2018	13%
Attempted >=30 Units by Spring 2019	17%
Completed >=30 Units by Spring 2019	8%

Source: Chabot-Las Positas CCD Institutional Research Dataset

The Guided Pathways framework is designed to ensure that more students reach key “momentum points” (including unit accumulation) in order to complete their educational goals within the California Community Colleges Chancellor’s Office’s (CCCCO’s) definition of a “reasonable” timeframe. It should be noted that what is “reasonable” for a community college student who is living at home with their parents with limited expenses to pay versus a timeframe that is “reasonable” for a working adult caring for a multigenerational family is not fully accounted for in the CCCCCO’s definition of “reasonable” (personal communication, Coordinator of Institutional Research Chabot College). By Fall 2018, among a cohort of first time Chabot College students with “Transfer/Degree” as an educational goal, 25 percent attempted 15 credit units or more, and 17 percent of the same cohort attempted 30 credit units or more, and 8 percent had completed these units by Spring 2019.

Retention

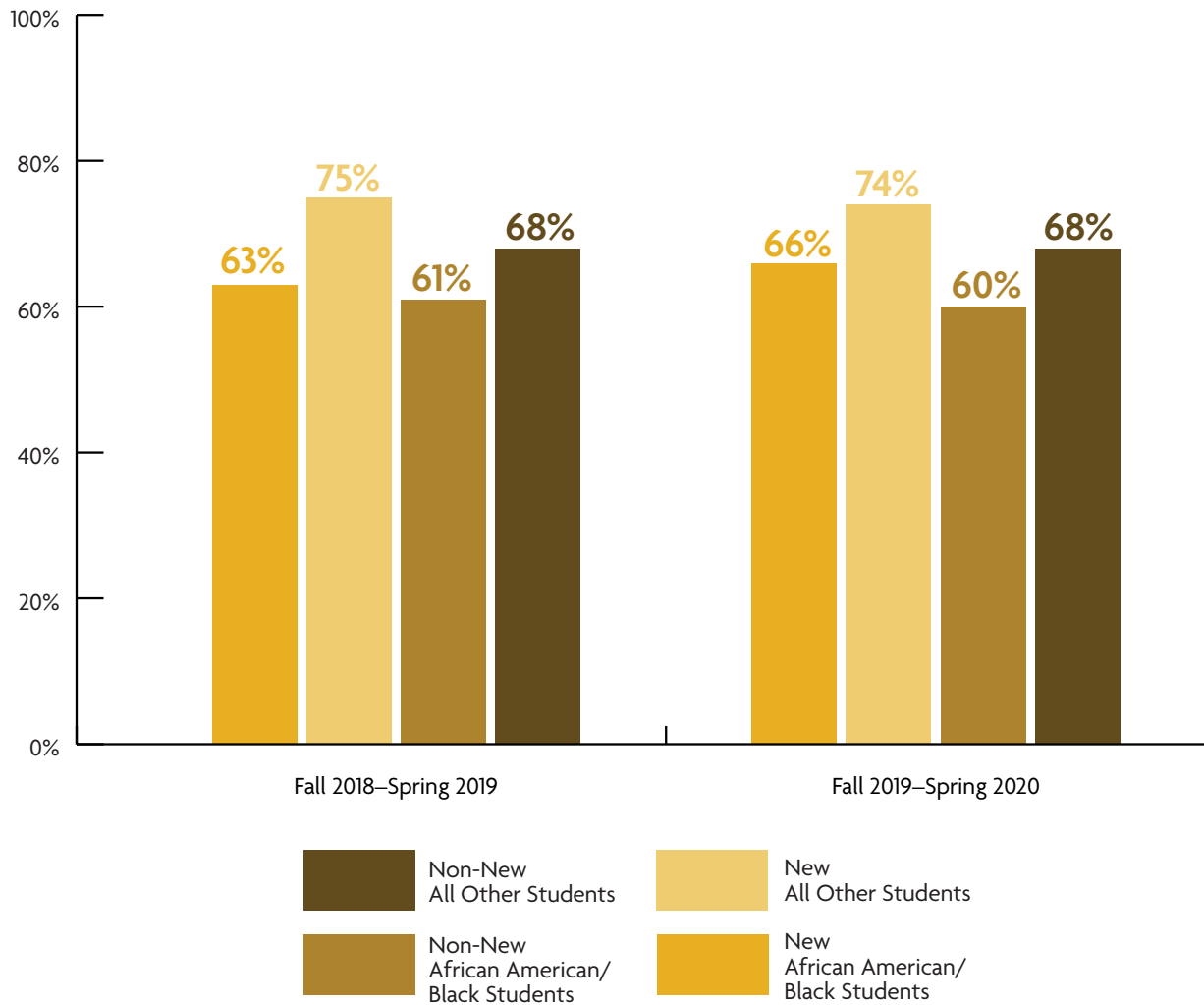
Figure 43: Retention Rates of First-Time College Students, Fall 2018 Cohort		
Educational Goal	Retention Rates	Chabot College
Transfer/Degree	Fall 2018 to Spring 2019	76%
	Fall 2018 to Fall 2019	66%
Certificate	Fall 2018 to Spring 2019	66%

Source: Chabot-Las Positas CCD Institutional Research Dataset

For the Fall 2018 cohort of first-time college students, fall to spring retention rates were higher than year-to-year retention rates at Chabot Colleges. This is typical, at least in part due to the fact that some students choose to transfer after their first year. The retention rate for students in certificate programs was the same as the first-year retention rate.

The next section highlights information student success as measured by degrees and certificate attainment including degree type and major.

Figure 44: Retention of African American Students



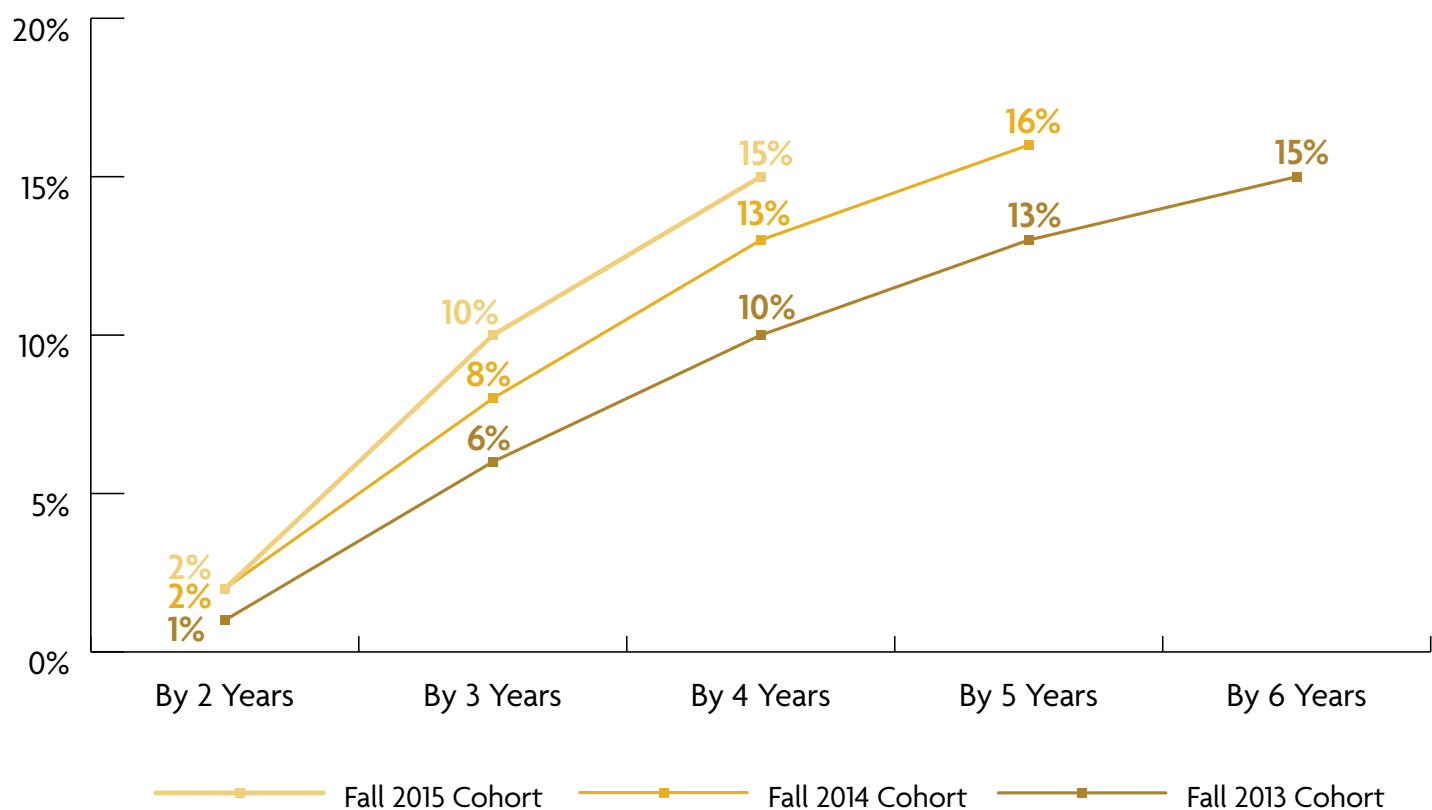
Source: Chabot – Las Positas CCD Institutional Research Dataset

Degrees and Certificates Awarded

Figure 45A: Chabot College Degree Completion Rates of First-Time College Students with Transfer/Degree Educational Goal, Fall 2013-2015 Cohorts						
Cohort	Students in Cohort	By 2 Years	By 3 Years	By 4 Years	By 5 Years	By 6 Years
Fall 2013 Cohort	1,557	1%	6%	10%	13%	15%
Fall 2014 Cohort	1,554	2%	8%	13%	16%	
Fall 2015 Cohort	1,821	2%	10%	15%		

Source: Chabot-Las Positas CCD Institutional Research Dataset

Figure 45B: Chabot College Degree Completion Rates of First-Time College Students with Transfer/Degree Educational Goal, Fall 2013-2015 Cohorts



Source: Chabot-Las Positas CCD Institutional Research Dataset

After four years, the percentage of first-time college students with a transfer/degree educational goal who completed degrees ranges from 10% to 15%. The most recent cohort, Fall 2015, has the highest degree completion rate at 4 years of the three cohorts (15%). Completions may start to level off around 5 or 6 years.”

Certificate Completion Rates for First-Time Students

Figure 46: Chabot College Certificate Completion Rates of First-Time College Students with Certificate Educational Goal, Fall 2013 - 2015 Cohorts				
Cohort	Students in Cohort	By 2 Years	By 3 Years	By 4 Years
Fall 2013 Cohort	68	1%	3%	3%
Fall 2014 Cohort	36	0%	0%	6%
Fall 2015 Cohort	120	2%	4%	5%

Source: Chabot-Las Positas CCD Institutional Research Dataset

Many students who earn certificates do not declare certificates as their educational goal, so these percentages do not include certificate earners who declare a goal such as degree or professional training and then earn a certificate. However, for students who declare certificates as their educational goal, 3% - 6% receive certificates within 4 years. Please note that the cohort sizes for students who declare an educational goal of certificate is quite small, so changes in percentages should be interpreted with caution.

College Degrees Earned by Type

Figure 47: Chabot College Degrees by Type 2009-10 to 2018-19

Degree Type	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ADT				69	129	175	242	297	396	477
AA/AS	669	659	710	643	709	690	606	694	750	831
Total	669	659	710	712	838	865	848	991	1,146	1,308

Source: Chabot-Las Positas CCD Institutional Research Dataset

Certificates Awarded by Unit Count

Figure 48: Chabot College Certificates by Unit Count 2009-10 to 2018-19

Certificate Units	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019
Chancellor Approved Certificates (\geq 16 Units)	122	209	212	290	226	269	236	236	407	689
Non-Chancellor Approved Certificates**	54	162	84	94	109	173	76	177	138	151
Total	176	371	296	384	335	442	312	414	545	840

Source: Chabot-Las Positas CCD Institutional Research Dataset

*In 2016-17, there were less than 10 Chancellor Approved Certificates (<16 units) awarded.

** At Chabot College, these are sometimes referred to as Certificates of Proficiency.

The number of associate degrees awarded by Chabot College has steadily increased and has almost doubled since ten years ago. This growth is mostly due to the introduction of Associate for Transfer (ADTs) degrees and increase in the number of ADTs, which constituted one-third of all degrees in 2018-2019. The number of certificates awarded at Chabot College has had particularly fast growth, almost tripling in the last three years.

Degrees Awarded by Major

Figure 49: Chabot College Degrees Awarded by Major (Top 30), 2009-10 to 2018-19

Major	Degree	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Liberal Arts: Emphasis in Social & Behavioral Sciences	AA	66	159	161	172	205	181	184	225	223	220	1,796
Liberal Arts: Emphasis in Math & Science	AA	27	70	68	63	79	93	75	106	130	150	861
Business Administration	AA	36	34	47	32	7	2	0	0	0	0	158
	ADT	0	0	0	54	77	91	86	99	130	129	666
	Total	36	34	47	86	84	93	86	99	130	129	824
Biology: Emphasis in Allied Health	AA	60	57	66	49	75	53	31	33	59	70	553
Administration of Justice	AA/AS	26	16	40	24	23	16	12	*	*	*	178
	ADT	0	0	0	0	10	18	38	39	48	51	204
	Total	26	16	40	24	33	34	50	46	56	57	382
Nursing	AA	37	44	50	42	42	46	30	28	32	29	380
Liberal Arts: Emphasis in Arts & Humanities	AA	16	27	47	38	41	43	35	35	42	39	363
Liberal Arts: Selected Studies	AA	210	62	24	*	11	*	0	*	0	0	316
Early Childhood Development	AA/AS	26	31	27	26	16	28	29	19	25	27	254
Psychology	ADT	0	0	0	0	*	16	31	50	71	68	239
Sociology	ADT	0	0	0	*	15	14	33	37	44	61	208
Mathematics	AS/AA	*	*	*	11	12	17	*	14	27	38	144
	ADT	0	0	0	*	*	*	*	*	14	28	64
	Total	*	*	*	13	14	22	14	22	41	66	208
Accounting	AS/AA	16	13	21	26	22	26	13	23	13	12	185
Dental Hygiene	AA	19	16	19	13	21	20	16	18	19	15	176
Behavioral Science	AA	14	*	15	*	15	10	10	10	14	19	123
Fire Technology	AS/AA	16	13	17	*	*	12	10	*	*	11	105
Communication Studies	ADT	0	0	0	*	10	10	12	18	16	27	98
Liberal Arts: Kinesiology and Wellness	AA	0	0	*	*	*	15	13	14	12	17	80

Medical Assisting	AA	*	*	*	*	*	12	12	10	*	*	76
Business: Emphasis in Management	AS/AA	*	12	*	*	*	11	*	*	*	*	73
Political Science	AA	0	0	0	*	*	0	0	0	0	0	*
	ADT	0	0	0	*	*	10	12	*	13	21	70
	Total	0	0	0	*	*	10	12	*	13	21	72
Biology	AA	*	*	*	*	*	*	*	*	*	*	49
	ADT	0	0	0	0	0	0	0	*	*	*	14
	Total	*	*	*	*	*	*	*	12	11	12	63
Radio and TV Broadcast	AA	*	*	*	*	*	*	*	*	*	*	59
Economics	ADT	0	0	0	0	0	0	*	*	15	32	58
Chemistry	AS	*	*	*	*	11	*	*	*	10	*	56
English: Emphasis in Literature	AA	*	*	*	*	*	*	*	*	*	10	52
Business	AS	*	*	*	*	*	*	*	*	*	*	48
Auto Tech: Emphasis in BMW Manufacture Training	AS	0	0	*	*	*	*	*	*	12	*	44
Computer Science	AS/AA	0	0	0	0	*	*	*	*	13	15	40
Kinesiology	ADT	0	0	0	0	0	*	*	10	*	*	37

Source: Chabot-Las Positas CCD Institutional Research Dataset

* Indicates fewer than 10 students

Among the associate degrees offered at Chabot College, “Liberal Arts: Social and Behavioral Sciences” has the highest number of awards granted – 1,796 degrees – in the past ten years. This is almost twice as many as the next two highest awards granting majors: “Liberal Arts: Math and Science” and “Business Administration.” Over the past 10 years, the overall increases in associate degrees for several majors (e.g., Administration of Justice, Business Administration, Psychology, and Sociology) have resulted from the increases in the number of Associate Degrees for Transfer (ADTs) awarded. Trends suggest that among the top 30 majors, beside the two liberal arts majors noted above, Business Administration and Biology: Emphasis in Allied Health have seen increases in awards.

The following table provides a summary of the average number of units completed by Chabot College associate degree earners.

Figure 50: Average Number of Units Accumulated by Associate Degree Earners

Academic Year	First-Time Single Degree Earners	All Degree Earners
2014-15	86	89
2015-16	85	88
2016-17	84	88
2017-18	82	87
2018-19	84	86

Source: Chabot-Las Positas CCD Institutional Research Dataset

On average, over the last five years, for associate degree earners at Chabot College there was a decrease in the number of units earned with first-time single degree earners having lower unit accumulation than all degree earners. A minimum of 60 semester units are required for associate degrees and associate degrees for transfer. Degrees in nursing and dental hygiene, and several STEM programs require well over 60 semester units. The system-wide Vision for Success goal is to graduate students with an average of 79 units.

The following information highlights supportive services and resources that Chabot College offers to students:

Student-focused Services and Resources Offered

The college president, other institutional representatives, and institutional research findings, as well as formal reports, reveal many student-focused services and resources available at Chabot College. These include admissions, counseling, financial aid, library services, tutoring, transfer center, special services, veteran services, bookstore services, health services (including emotional support services), transfer centers, student clubs, and cultural and socially-connected support communities.

Depending on the college, these core programs and support resources are complemented by student health care services, free food distribution on campus, grants, and technology resources to equip students for success in specific transfer education, general academic, and career education degree and certificate programs. The following bulleted notes highlight a few examples of high-demand student support services that are essential resources for students:

- Special programs, including ASPIRE TRiO, CalWORKs, DSPS, EOPS and CARE, Educational Talent Search TRiO, Excel TRiO, Guardian Scholars Program, Hayward Promise Neighborhood, MySister-sKeeper, PACE, Puente, Striving Black Brothers Coalition, Umoja community, Change It Now, Asian Pacific Islander Education Association, Black Excellence Collective, C.A.R.N.A.L., Chicano Latino Education Association
- Associate Degree for Transfer (ADT) offerings with guaranteed admissions to California State Universities-CSUs
- Check-out system for technologies – laptops, Wi-Fi in parking lots, the laptop and internet hotspot loan program
- Promise program grant from the state for qualified students
- Strong veterans' program, well supported by the community, connecting vets throughout the Bay Area to work, in partnership with businesses
- Health services are provided leveraging high-quality resources, including mental health care, and community health Tiburcio Vasquez Health Center
- Market – free food distribution to the community, families, monthly
- The Sparkpoint and food bank services for low-income populations to support the health and economic mobility of the community.
- El Centro One-Stop Bilingual Resource Center (<https://www.chabotcollege.edu/student-services/el-centro/>), and the Dream Center to support equity work for immigrant and Latinx students.
- The Disabled Student Programs and Services provide a high-tech lab, learning skills program, equipment, and support services including adapted physical education and scholars for students with disabilities.

The tables presented here focus on reverse transfer, transfer rates, and top transfer destinations.

Reverse Transfer

Figure 51: Students Who Reverse Transferred from CSU East Bay to Chabot College, Fall 2011-Fall 2019

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
All Reverse Transfers	94	119	119	98	126	108	153	159	188
Student Type									
First time transfer	65	60	63	55	58	67	96	99	108
Returning transfer	29	59	56	43	68	41	57	60	80
Race/Ethnicity									
African-American	15	24	18	16	23	19	21	21	21
Asian-American	15	17	25	11	19	17	21	23	32
Filipino	7	15	17	10	13	13	19	11	15
Latino/a/x	31	28	31	39	35	35	61	66	69
White	16	18	21	11	18	14	10	22	21
Multiracial	7	13	5	8	10	8	17	13	16
Pacific Islander/ Native American/ Unknown	*	*	*	*	*	*	*	*	14

Source: Chabot-Las Positas CCD Institutional Research Dataset

* Indicates fewer than 10 students

On average, from Fall 2011 to Fall 2019, 129 students transferred annually from CSU East Bay to Chabot College. In Fall 2019, the largest portion of students who reverse transferred identified as Latino/a/x (37%) followed by Asian American (17%).

Transfer

Students transfer to 4-year degree granting institutions within and outside of California. However, the majority of students stay in California to attend the public institutions of the University of California and California State University systems, and a much smaller number choose in-state private colleges and universities. Overall, the student transfer pattern reveals that most remain within Northern California to pursue transfer goals.

Figure 52: Transfers to 4-Year Institutions

Academic Year	To UC	To CSU	To ISP*	To OOS*	Total
2014-15	147	558	84	133	922
2015-16	149	600	48	124	921
2016-17	162	551	43	101	857
2017-18	171	653	42	93	959
2018-19	194	622	39	100	955

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

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

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

Figure 53: Six-Year Transfer Rates by Race/Ethnicity, 2008-09 to 2012-13 Starting Cohorts

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Statewide Average	38.6%	38.1%	39.4%	39.2%	39.7%
College Average	37.2%	35.0%	36.8%	35.7%	38.4%
African-American	28.0%	25.2%	21.8%	26.0%	30.8%
Asian American	54.9%	43.1%	55.8%	51.5%	54.5%
Filipino	37.2%	36.8%	40.2%	36.0%	39.0%
Latino/a/x	27.8%	30.7%	27.9%	27.0%	32.0%
White	38.2%	33.9%	41.5%	36.9%	39.2%

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

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

Chabot College's transfer rate in a six-year window is close to the statewide average (38.4% for Chabot College vs. 39.7% statewide for the 2013 cohort). Asian American students by far have the highest six-year transfer rates, and the rates for White students are about the same as the college's average. At Chabot College, two groups were below the College's average transfer rate in 2013: African American students (30.8%) and Latino/a/x students (32%).

Figure 54: Chabot College Transfers to CA Public Four-Year Universities, 2009-10 to 2018-19

Four-Year Institution	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	Total
CSU East Bay	277	282	315	293	322	341	383	332	428	385	3,358
San Francisco State Univ.	37	99	87	68	95	80	93	79	75	84	797
San José State Univ.	29	48	48	42	57	69	66	71	78	75	583
UC Berkeley	63	47	46	42	41	41	38	47	53	53	471
UC Davis	41	50	44	37	38	43	34	52	53	53	445
CSU Sacramento	11	16	18	12	12	22	12	20	16	15	154
UCLA	6	15	7	15	12	12	14	10	15	14	120
UC San Diego	11	12	9	8	17	26	27	17	14	20	161
UC Santa Cruz	7	11	8	15	7	8	12	9	9	20	106
UC Santa Barbara	6	0	0	6	7	4	8	16	11	11	69
CSU Chico	2	1	5	1	3	4	4	5	10	12	47
UC Irvine	4	5	7	6	5	4	7	7	5	8	58
CSU Stanislaus	0	12	4	0	3	8	7	5	4	6	49
San Diego State Univ.	1	2	1	2	2	0	1	2	1	2	14
UC Riverside	6	5	0	4	5	8	7	4	6	13	58
Humboldt State Univ.	1	6	5	3	1	5	5	3	7	1	37
CSU Long Beach	2	1	4	5	4	5	2	5	7	6	41
CSU Northridge	3	4	3	3	5	5	5	1	0	2	31
CA Polytechnic, San Luis Obispo	0	1	2	4	3	4	3	0	6	3	26
CSU Fresno	2	5	1	2	4	2	2	0	1	1	20
CSU Los Angeles	3	3	0	1	2	2	5	2	2	7	27
Sonoma State Univ.	3	2	2	1	3	0	2	4	4	3	24
CSU Monterey Bay	0	1	3	2	3	5	4	6	2	8	34
CA Polytechnic, Pomona	1	3	2	3	1	1	2	6	2	3	24
UC Merced	0	0	0	0	0	0	0	0	5	0	5
CSU Fullerton	0	1	2	4	2	2	2	3	2	5	23
CSU Dominguez Hills	5	2	4	2	2	2	1	4	5	1	28
CSU Bakersfield	2	1	2	1	0	0	0	1	1	2	10
CSU San Bernardino	0	2	0	0	0	0	0	1	0	0	3
California Maritime Academy	0	0	1	0	0	0	1	0	0	0	2
CSU San Marcos	0	0	1	0	0	0	0	0	1	0	2
CSU Channel Islands	0	0	1	0	1	1	0	1	0	1	5
Total*	523	637	632	582	657	704	747	713	823	814	6,832

Sources: Institutional Research & Academic Planning, University of California: <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>
 Institutional Research & Analyses, California State University: <http://asd.calstate.edu/ccct/2018-2019/SummaryYear.asp>. Note: *Total transfers may not reflect all transfers reported for 4-year institutions for this table. University of California does not display data when there are less than 3 enrollees

Among Chabot College students who transferred to a California public university over the past ten years, the main transfer destination was CSU East Bay. In 2018-19, the largest percentage of students transferred to CSU East Bay (49%) followed by San Francisco State University (12%), San José State University (9%), UC Berkeley (7%), and UC Davis (7%).

The following section highlights information about the College's key higher education partners.

The figures below list the course titles and Classification of Instructional Programs (CIP) codes, developed by the U.S. Department of Education, for the 10 most commonly offered AA/AS degrees and certificates, according to the federal government's Integrated Postsecondary Education Data System (IPEDS). This information provides another criteria which, combined with labor market information on a sample of program graduates, can illuminate whether or not the offerings in the county exceed potential labor market demand for program graduates (and those who transfer).

Most Common Degrees Offered and the Number of Institutions Offering Them

Figure 55: Most Common AA/AS Degrees Offered, and Number of Institutions Offering Them

Top Code	Associate of Arts / Science Degrees	Count
150600	Speech Communication and Rhetoric	13
490100	Liberal Arts and Sciences/Liberal Studies	13
490300	Humanities/Humanistic Studies	13
170000	Mathematics, General	13
200100	Psychology, General	13
050500	Business Administration and Management, General	13
490200	Biological and Physical Sciences	12
100200	Art/Art Studies, General	12
150100	English Language and Literature, General	11
040100	Biology/Biological Sciences, General	11

Data Source: IPEDS Data / Survey Data / Custom Data Files

Art, biology, humanities, liberal arts, and math-related degrees are the most common AA/AS degrees offered by local postsecondary educational institutions in the area.

Most Common Certificates Offered and the Number of Institutions Offering Them

Figure 56: Most Common Certificates Offered, and Number of Institutions Offering Them

CIPCode	Certificate Title	Count
52.0302	Accounting Technology/Technician and Bookkeeping	13
24.0101	Liberal Arts and Sciences/Liberal Studies	11
19.0709	Child Care Provider/Assistant	10
47.0604	Automobile/Automotive Mechanics Technology/Technician	8
11.0201	Computer Programming/Programmer, General	8
43.0107	Criminal Justice/Police Science	8
11.0901	Computer Systems Networking and Telecommunications	7
44	Human Services, General	7
15.0401	Biomedical Technology/Technician	5

Data Source: IPEDS Data / Survey Data / Custom Data Files

According to U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) data, the most common certificates offered by East Bay Area postsecondary educational institutions are: Accounting Technology/Technician and Bookkeeping; Liberal Arts and Sciences/Liberal Studies; and Child Care Provider/Assistant.

Public and Private Colleges and Universities in Alameda County

List of all public and private colleges with campuses in Alameda County in 2019

Figure 57: Public and Private Colleges and Universities in Alameda County	
	Institution Name
1	Academy of Chinese Culture and Health Sciences
2	Avalon School of Cosmetology-Alameda
3	College of Alameda
4	California College of the Arts
5	California State University-East Bay
6	University of California-Berkeley
7	Chabot College
8	Contra Costa College
9	Diablo Valley College
10	Evergreen Valley College
11	Laney College
12	Life Chiropractic College West
13	Lincoln University
14	Los Medanos College
15	Merritt College
16	Mills College
17	Moler Barber College
18	Ohlone College
19	Samuel Merritt University
20	San Joaquin Delta College
21	San Jose City College
22	Berkeley City College
23	The Wright Institute
24	Las Positas College
25	Acupuncture and Integrative Medicine College-Berkeley
26	SAE Expression College

Data Source: IPEDS Data / Survey Data / Custom Data Files

Associate of Arts and Associate of Science Programs Unique to the District

Figure 58: AA/AS Programs Unique to the District	
CIPCode	CIPTitle
01.0309	Viticulture and Enology
14.1004	Telecommunications Engineering
15.0703	Industrial Safety Technology/Technician
50.0702	Fine/Studio Arts, General
50.0709	Sculpture
51.0909	Surgical Technology/Technology

Data Source: IPEDS Data / Survey Data / Custom Data Files

Certificate Programs Unique to the District

Figure 59: Certificate Programs Unique to the Chabot-Las Positas Community College District	
CIPCode	CIPTitle
15.0703	Industrial Safety Technology/Technician
15.9999	Engineering Technologies and Engineering-Related Fields, Other
50.0402	Commercial and Advertising Art
51.0909	Surgical Technology/Technologist

Data Source: IPEDS Data / Survey Data / Custom Data Files

The tables above list the AA/AS degrees and certificates that are unique to CLPCCD. As the figures illustrate, there are six AA/AS degrees and four certificates that are unique to CLPCCD.

This section highlights students' wage gains and employment in a field closely related to their program of study.

Employment in Closely Related Field

Figure 60: Students with Jobs Closely Related to Field of Study, 2017-2019 Report Year	
Report Year	Chabot College
2017	69.6%
2018	60.6%
2019	71.6%

Source: Career Technical Education Employment Outcomes Survey (CTEOS)

Note: Report year reflects when the survey was administered, which is two years after the cohorts exited.

In 2019, the Career Technical Education (CTE) Employment Outcome Survey found that 71.6 percent of CTE students at Chabot indicated that they had a job which was close, or very close, to their field of study. Over the past three years, CTE students' placement rates at jobs related to their fields of study have increased for those attending Chabot Colleges.

Student Wage Gains

Figure 61: Student Average Hourly Wage Gains Before vs. After Training, 2017-2019 Report Year			
	Before Training	After Training	Difference
2017	\$18	\$25	\$7
2018	\$15	\$17	\$2
2019	\$15	\$27	\$12

Source: Career Technical Education Employment Outcomes Survey (CTEOS)

In 2019, the Career Technical Education (CTE) Employment Outcome Survey found that CTE student respondents from Chabot College reported an hourly wage gain of \$12. The responding CTE students at Chabot College reported hourly wage increases between 2017 and 2019. The average statewide reports an \$8.33 hourly wage increase for CTE students.

This final summary highlights the ratio of employees to students and demographics and information related to who works at Chabot College.

Figure 62: Student Headcount to Classified Professional FTE Ratio, Fall 2019

	Student Headcount	Classified FTE	Ratio
Chabot College	14,220	150	94.8

Sources: Student headcount data come from Chabot-Las Positas CCD Institutional Research Dataset; Classified Professional data come from District ITS Employee Data Set.

Note: Part-time classified professionals are counted as 0.5 FTE for this calculation.

Figure 63: Student FTES to Classified Professional FTE Ratio, Fall 2019

	Student FTES	Classified FTE	Ratio
Chabot College	4,624.1	150.0	30.8

Sources: Student FTES data come from District Argos Enrollment Management Tool; Classified Professional data come from District ITS Employee Data Set.

Note: Part-time classified professionals are counted as 0.5 FTE for this calculation.

The two tables above illustrate the ratio of students, in terms of headcount and full-time equivalent (FTE) status, to full-time equivalent classified professionals (FTE). There are 94.8 students to each full-time equivalent classified professional at Chabot College. Whereas “headcount” refers to the actual number of students, “student FTES” roughly converts the total number of units students are taking in a given timeframe (e.g., semester, academic year, etc.) into the equivalent number of full-time students that would be needed to generate this same number of units. The ratio of full-time equivalent students to full-time equivalent classified professionals (listed in the second table) shows that the student to classified professional ratio is 30.8.

Figure 64: Student Headcount to Faculty FTEF Ratio, Fall 2019

	Student Headcount	Faculty FTEF	Ratio
Chabot College	14,220	296.2	48.0

Sources: Student headcount data come from Chabot-Las Positas CCD Institutional Research Dataset; Faculty FTEF data come from District Argos Enrollment Management Tool.

Figure 65: Student FTES to Faculty FTEF Ratio, Fall 2019

	Student FTES	Faculty FTEF	Ratio
Chabot College	4,624.1	296.2	15.6

Source: Student FTES and faculty FTEF data come from District Argos Enrollment Management Tool.

These tables illustrate the ratio of students, in terms of headcount and full-time equivalent status (FTES), to full-time equivalent faculty (FTEF—a conceptual measure of workload that roughly converts the total number of units faculty members are teaching in a given timeframe (e.g., semester, academic year, etc.) into the equivalent number of full-time faculty members that would be needed to teach this same number of units). Overall, there are 48 students to each full-time equivalent faculty member. The ratio of full-time equivalent students to full-time equivalent faculty is 15.6 for Chabot College.

Figure 66: Chabot College Jobs by Classification, Fall 2019

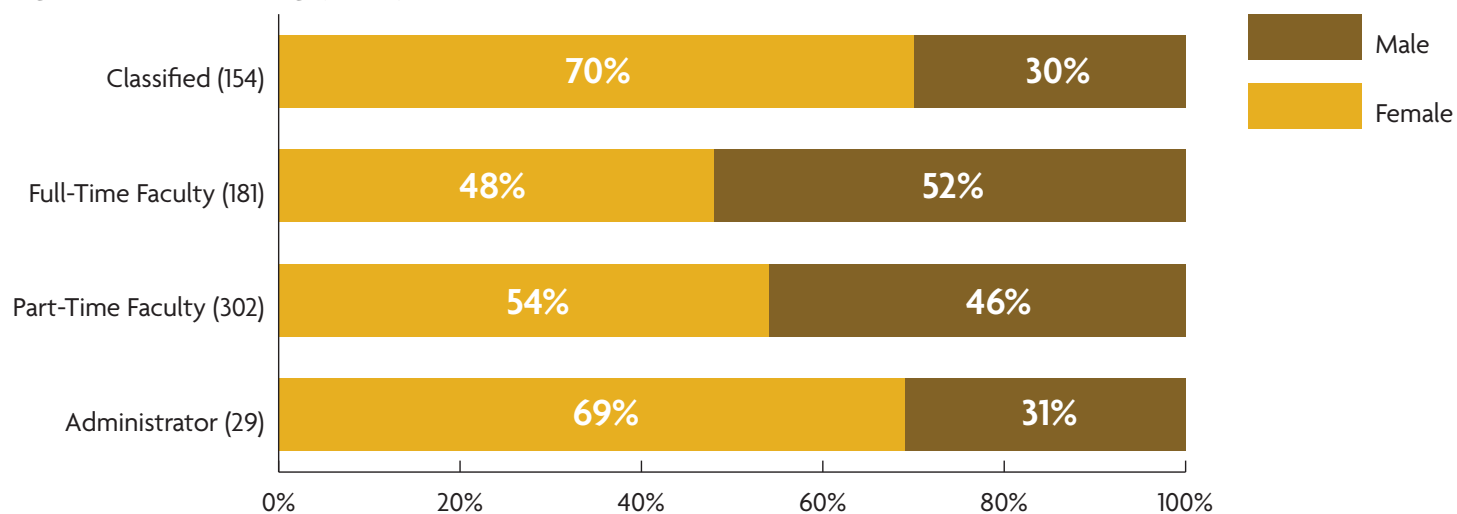
Job Classification	Jobs	Total
Full-time Classified Professional	146	22%
Part-time Classified Professional	8	1%
Full-time faculty	181	27%
Part-time faculty	302	45%
Administrator	29	4%
Total	666	100%

Figure 67: Chabot College Jobs by Gender, Fall 2019

Job Classification	Female		Male		Total	
Classified Professional*	108	70%	46	30%	154	100%
Full-Time Faculty	87	48%	94	52%	181	100%
Part-Time Faculty	162	54%	140	46%	302	100%
Administrator	20	69%	9	31%	29	100%
Total	377	57%	289	43%	666	100%

*Classified Professional includes both full-time (n=146) and part-time (n=8).

Figure 68: Chabot College Jobs by Gender, Fall 2019



Source: District ITS Employee Data Set

Figure 69: Chabot College Jobs by Race/Ethnicity, Fall 2019

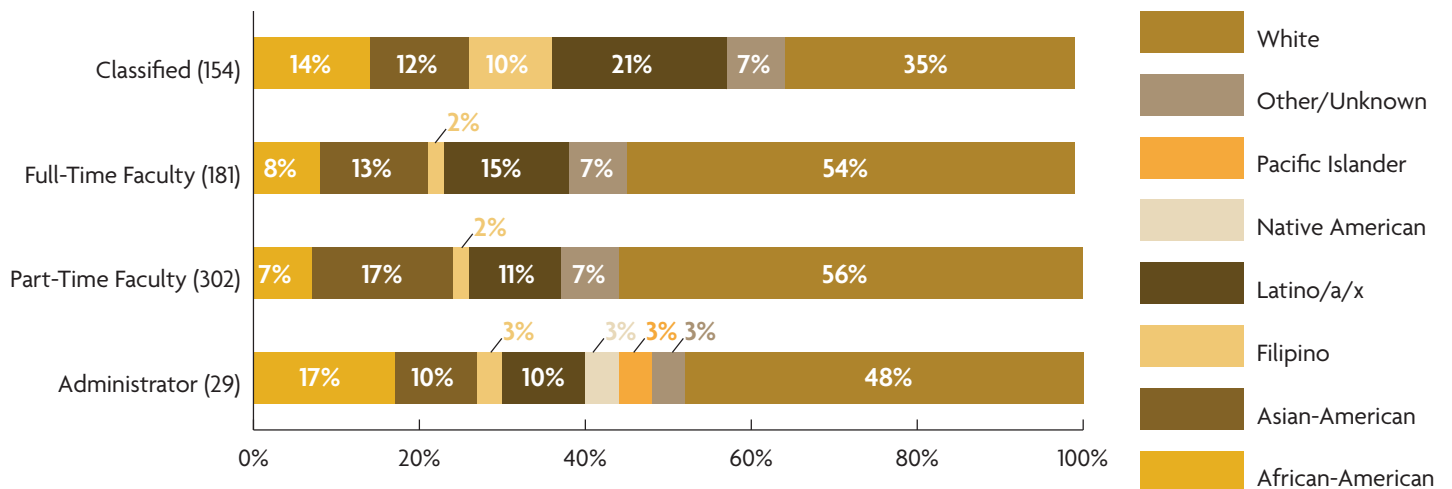
Job Classification	African American		Asian American		Filipino		Latino/a/x		Native American		Pacific Islander		Other/Unknown		White		Total	
Classified Professional*	21	14%	19	12%	16	10%	33	21%	*	0%	0	0%	11	7%	54	35%	154	100%
Full-Time Faculty	15	8%	23	13%	*	2%	28	15%	*	0%	0	0%	13	7%	98	54%	181	100%
Part-Time Faculty	20	7%	50	17%	*	2%	32	11%	*	<1%	*	<1%	22	7%	169	56%	302	100%
Administrator	*	17%	*	10%	*	3%	*	10%	*	3%	*	3%	*	3%	14	48%	29	100%
Total	61	9%	95	14%	28	4%	96	14%	2	0%	2	0%	47	7%	335	50%	666	100%

Source: District ITS Employee Data Set

*Classified Professional includes both full-time (n=146) and part-time (n=8).

* Indicates fewer than 10 professionals

Figure 70: Chabot College Jobs by Race/Ethnicity, Fall 2019



Source: District ITS Employee Data Set

In Fall of 2019 at Chabot College there were 666 employees; and 483 were faculty (302 full-time, 181 part-time), 154 classified professionals (146 full-time and 8 part-time), and 29 administrators. Also, Chabot College has strong ethnic and racial diversity among the classified professionals, nearly half (475) of the classified professionals at Chabot College are People of Color. Administrators had nearly an equal representation of People of Color to Whites. The faculty was less diverse racially/ethnically, with African American faculty represented at seven percent full-time, two percent part-time (note: overall, Black representation in 2010 was 7% in the Chabot College service area cities of Hayward, San Leandro, Union City, Castro Valley, and San Lorenzo).³ Asian Americans and Latino/a/x had percentage representations ranging from ten percent to 21 percent among the classifications. In terms of gender, most (70%) of the classified professionals and most (69%) of the administrators were female.

³ Source: Economic Modeling Specialists Inc., 2010 <<http://www.economicmodeling.com/>>

Plan Overview





1. Mission Critical Priorities
2. Populations of Focus
3. Objectives
4. Activities
5. Metrics and Measures of Success

This section of the report is organized by five mission critical priorities—with equity leading and framing the others—that are followed by associated objectives, strategies, and activities. For each priority, the relevant Environmental Scan Research questions and data points, and 2020 Strategic Planning Clusters, are highlighted. The complete Environmental Scan and 2020 Strategic Plan, with detailed three-year and six-year strategies, are linked in the Appendix.



Guided Pathways Momentum Points for Fall 2018 First-Time College Students with Transfer/Degree Educational Goal

Attempting Units	Chabot
Attempted >=15 Units by Fall 2018	25%
Completed >=15 Units by Fall 2018	13%
Attempted >=30 Units by Spring 2019	17%
Completed >=30 Units by Spring 2019	8%

- **EQUITY:** Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees.
- **ACCESS:** Removing barriers, from application through enrollment, and expanding opportunities for a strong start at Chabot College.
- **CRITICAL PEDAGOGY AND PRAXIS:** Engaging in teaching and learning aimed at developing content knowledge, critical thinking, and skills development.
- **ACADEMIC AND CAREER SUCCESS:** Providing holistic and integrated support and services to ensure students reach their educational and career goals.
- **COMMUNITY AND PARTNERSHIPS:** Cultivating strategic relationships that support the needs and goals of the college community.

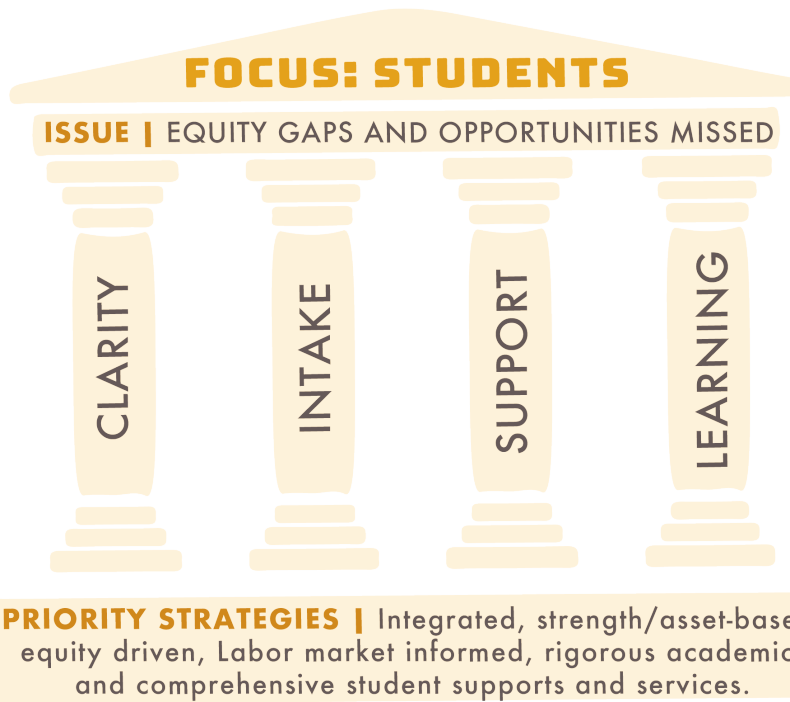
Four Pillars of Guided Pathways

Clarify the Path

Create clear curricular gateways to employment and further education.

Enter the Path

Help students choose and enter their pathway.



Stay on the Path

Help students connect to and receive the supports they need to succeed.

Ensure Learning

Ensure that learning is happening with intentional outcomes

For each of the Mission Critical Priorities, the relevant 2020 Three-Year Strategic Planning Objectives are noted in sidebars to support the integration of these two planning documents (EMP and Strategic Plan). In addition, to highlight the College's transformation under the Guided Pathways framework, the strategies and activities presented in the EMP are organized by the four Guided Pathways pillars, as noted on the following page.

Early indicators show that, in fall of 2018, one-fourth (25%) of first-time Chabot students with a transfer or degree educational goal attempted 15 or more units and 13 percent had attempted 15 or more units—as noted on the sidebar, key Guided Pathways momentum points. In the following spring, 17 percent of students had attempted and eight percent had successfully completed 30 or more units.

Relevant Strategic Planning Clusters and Related Objectives for EQUITY

Strategic Planning Cluster 1—Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems

- Objective 2: Utilize high impact teaching strategies, learning supports, and educational experiences in all program and services to provide students equitable opportunity to advance (1) academic skills, (2) technological and information literacy, (3) effective communication, (4) diversity and inclusion practices, and, (5) critical and creative thinking strategies.

Strategic Planning Cluster 2—Innovate for Long-term Stability and Resiliency

- Objective 3: Improve equitable outcomes by assessing and modifying college practices, services, and academic programs.
- Objective 6: Implement technological solutions to provide timely information, streamline processes, facilitate communication, and support educational planning and progress tracking.

Strategic Planning Cluster 3—Institutional Support for Teaching and Learning

- Objective 5: Foster a connected and engaged community that thrives both on and off campus.

Mission Critical Priority #1

EQUITY: Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees.

Each student and employee will receive the support, guidance, and/or education she/he/they need to achieve her/his/their goals and thrive in the Chabot College community.

Relevant Information from the Data Highlights Section of the CLP-CCD Environmental Scan

- Who are our students? (pp. 15-20)
- What percentage of our students are differently abled? (p. 18)
- Who works at Chabot College? (pp. 42-45)

Populations of Focus

- Black, Latino/a/x, and other disproportionately impacted students and employees with intersecting needs because of lived experiences, disability, socioeconomic status, social, or cultural backgrounds

Objectives

- Ensure a welcoming and anti-racist campus and community that creates a sense of belonging for each student, faculty, and classified professional.
- Offer proactive, integrated, and comprehensive student, faculty, and classified professional supports.

Strategies

- **SUPPORT**
 - Support and strengthen special programs
 - Offer support services and resources to address academic challenges and non-academic needs
 - Ensure safe, accessible/ADA compliant, and inviting campus spaces
- **LEARNING**
 - Expand culturally relevant, responsive, and revitalizing curriculum and pedagogy
 - Increase diversity in hiring of faculty, classified professionals, and administrators
 - Support professional development and mentoring for students, faculty, classified professionals, and administrators

Example Activities

- **CLARIFY**
 - Communication and media
 - Proactive counseling
 - Integrated student supports with academics
- **INTAKE**
 - Comprehensive financial resources (aid, food, technology, etc.)
 - Collaboration with Human Resources in employee recruitment
- **SUPPORT**
 - Learning communities
 - Integrated student supports with academics
 - Cultural and social affinity groups
 - Comprehensive financial resources (aid, food, technology, etc.)

- Ongoing equity training and career advancement support for faculty, classified professionals, and administrators
- Campus climate surveys
- Diverse hiring committees
- Audit of physical space for ADA compliance
- LEARNING
 - Inclusive teaching and learning
 - Exploration of Universal Design for Learning (UDL)

Metrics and Measures of Success

- Decreased equity gaps and disproportionate impact across all primary college metrics: access/enrollment rates, success, persistence, math and English throughput, completion, and transfer
- Increased student satisfaction and improve campus climate (student satisfaction survey items)
- Increased employee diversity and satisfaction (employee survey items)
- Improved campus climate (employee survey items)

Relevant Strategic Planning Cluster and Related Objectives for ACCESS

Strategic Planning Cluster 1–Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems

- Objective 1: Provide frameworks for both guided exploration and clear navigation to degrees, certificates, transfer, careers, and employment skills in order to enable students to make timely, informed decisions.

Strategic Planning Cluster 2–Innovate for Long-term Stability and Resiliency

- Objective 3: Improve equitable outcomes by assessing and modifying college practices, services, and academic programs.

Mission Critical Priority #2

ACCESS: Removing barriers, from application through enrollment, and expanding opportunities for a strong start at Chabot College.

Residents from the community will choose Chabot College as their pathway to higher education and viable career options.

Relevant Information from the Data Highlights Section

- What do we know about the populations in our service area? (pp. 5-8)
- How many students attend our colleges? (pp. 15-19)
- Who are our students? (pp. 15-20)
- What do we know about the preparation in math, English, and science, according to the California Assessment and Student Performance and Progress, of students in the school districts that feed into our colleges? (pp. 8-15)
- Where do our students transfer to once graduating from Chabot College? (pp. 34-38)
- What do we know about reverse transfers from CSU East Bay to Chabot College? (p. 34)
- Who is successful in realizing their educational goals at our colleges? (pp. 28-32)
- How many units are completed by Associate Degree Earners? (p. 33)

Populations of Focus

- Residents of the service area, feeder high school students, under and unemployed, low-wealth, underrepresented student populations

Objectives

- Establish a system for immediate outreach to all students who apply to Chabot College.
- Provide supportive onboarding experiences based on student interests, needs, and goals.
- Establish pathways for all matriculating students.

Strategies

- CLARIFY/INTAKE
 - Develop interest and goal-oriented marketing
 - Improve navigation of the physical campus
 - Coordinate collaborative outreach, welcoming, and orientation activities between academics and student services
 - Integrate coursework, enrollment, and support services at feeder high schools and adult schools
 - Conduct incoming holistic needs assessment and educational planning
 - Establish learning and career pathways
- SUPPORT/LEARNING
 - Explore local industry and career training partnerships for employee training
 - Implement comprehensive mobile-friendly online services
 - Incorporate Universal Design (UD) across learning platforms and materials

Example Activities

- CLARIFY
 - Signage and campus maps
 - Website revisions

- App-based service capabilities
- GladiatorBot
- Dual and concurrent enrollment CCAP agreements
- Summer Bridge and accelerated preparation “boot camp” opportunities
- Catalog revisions
- INTAKE
 - Experiential and navigation program maps
 - Success teams for pathways and student populations
- SUPPORT
 - Comprehensive Welcome Center/concierge for current and future students including: application, placement, enrollment, and financial aid
 - FAFSA workshops
 - SparkPoint (basic needs, financial guidance, non-academic needs support)
 - Expanded campus Wi-Fi and connectivity
 - Gathering and cultural learning spaces
- LEARNING
 - Non-credit courses and certificates
 - Memorandums of Understanding (MOUs) with local employers and agencies

Metrics and Measures of Success

- Increased enrollment, access/enrollment rate, and persistence
- Increased non-credit CDCP
- Increased financial aid and basic aid recipients
- Increased orientation and student educational plan completions

Relevant Strategic Planning Cluster and Related Objectives for CRITICAL PEDAGOGY AND PRAXIS

Strategic Planning Cluster 1—Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems

- Objective 1: Provide for both guided exploration and clear navigation to degrees, certificates, transfer, careers, and employment skills in order to enable students to make timely, informed decisions.

Strategic Planning Cluster 2—Innovate for Long-term Stability and Resiliency

- Objective 3: Improve equitable outcomes by assessing and modifying college practices, services, and academic programs.

Mission Critical Priority #3

CRITICAL PEDAGOGY AND PRAXIS: Engaging in teaching and learning aimed at developing content knowledge, critical thinking, and skills development.

Students gain the knowledge, skills, and abilities needed to thrive in continued education, the workforce, and in serving the community.

Relevant Information from the Data Highlights Section

- What AA/AS and certificate programs are offered in Alameda County that are unique to Chabot-Las Positas Community College District? (pp. 40-41)
- Who is successful in realizing their educational goals at our colleges? (pp. 28-32)
- What awards do our students earn and in what majors do they earn the awards? (pp. 38-39)
- What do we know about employment and income earnings of our students? (p. 141)

Populations of Focus

- Students, faculty, classified professionals, and administrators who support teaching and learning

Objectives

- Develop and embed culturally relevant, revitalizing, and sustaining pedagogy across the curriculum
- Expand opportunities for experiential learning through internships, externships, community-based and project-based learning

Strategies

- CLARIFY/INTAKE
 - Align course, program, and institutional learning outcomes
- SUPPORT/LEARNING
 - Improve equitable and effective evaluation and grading practices
 - Offer professional development and training: online and face to face teaching practices, grading, classroom practice, assessment, and praxis
 - Utilize or develop diverse/non-traditional teaching and learning environments, learning spaces, conceptualize spaces beyond classroom for learning
 - Contextualize math, English, and general education to field of study or pathway
 - Leverage partnerships with employers, local industry, and organizations for work-based learning and program development
 - Support for externally accredited programs

Example Activities

- SUPPORT
 - Center for Teaching and Learning
 - Cultural learning centers
 - Sustainability center
 - Employee mentoring and inquiry groups
- LEARNING
 - Participatory Action Research and developing students as researchers, creators, and producers of knowledge
 - Use of Global and Local Data Feeds to learn about climate sustainability, integrate environmental justice education, and

- teach using local community data
- Integrating financial education: financial literacy teaching and student preparation
- Integrating information literacy
- Use of simulations, apps, and CANVAS features for teaching and learning
- Employee mentoring and inquiry groups

Metrics and Measures of Success

- Increased persistence, course success rates, certificates, degrees, transfers, job in field related to study, and wage gains
- Campus climate for diversity (student satisfaction survey)
- Student learning in the Institutional Learning Outcomes (ILOs)

Relevant Strategic Planning Cluster and Related Objectives for ACADEMIC AND CAREER SUCCESS

Strategic Planning Cluster 1—Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems

- Objective 1: Provide for both guided exploration and clear navigation to degrees, certificates, transfer, careers, and employment skills in order to enable students to make timely, informed decisions.
- Objective 2: Utilize high-impact teaching strategies, learning supports, and educational experiences in all program and services to provide students equitable opportunity to advance (1) academic skills, (2) technological and information literacy, (3) effective communication, (4) diversity and inclusion practices, and (5) critical and creative thinking strategies.

Strategic Plan Cluster 2—Innovate for Long-term Stability and Resiliency

- Objective 3: Improve equitable outcomes by assessing and modifying college practices, services, and academic programs.
- Objective 5: Implement technological solutions to provide timely information, streamline processes, facilitate communication, and support educational planning and progress tracking.

Strategic Planning Cluster 3—Institutional Support for Teaching and Learning

- Objective 5: Foster a connected and engaged community that thrives both on and off campus.

Mission Critical Priority #4

ACADEMIC AND CAREER SUCCESS: Providing holistic and integrated support to ensure students reach their educational and career goals.

Systems and processes adequately support the campus community and are responsive to student needs, relevant to student academics, and ensure learning.

Relevant Information from the Data Highlights Section:

- Who is successful in realizing their educational goals at our colleges? (pp. 28-32)
- What awards do our students earn and in what majors do they earn the awards? (pp. 38-39)
- Where do our students transfer to once graduating from Chabot College? (pp. 34-38)
- What do we know about employment and income earnings of our students? (pp. 41-42)
- How many units are completed by Associate Degree Earners? (p. 33)
- What student-focused services and resources are offered? (pp. 33-34)

Populations of Focus

- Students, faculty and classified professionals

Objectives

- Increase access to just in time, proactive and comprehensive academic and non-academic support services.
- Increase the number of students who reach progress milestones, complete certificates, degrees and/or transfer.

Strategies

- CLARIFY/INTAKE
 - Reduce students' non-tuition program costs
 - Develop student-centered and student friendly class schedule
- SUPPORT
 - Support parent and caregiver students
 - Normalize mental health and basic needs support
 - Expand campus and service access to evening, weekend, and online
 - Establish Collaborative learning, social, and maker spaces
 - Designate Career and Transfer Center with job placement
- LEARNING
 - Ensure comprehensive and robust email and technology systems
 - Integrate learning connections, embedded tutors, and library/research workshops in pathways or disciplines

Example Activities:

- CLARIFY
 - Strategic Enrollment Management Plan
- INTAKE
 - Credit for prior learning, course waivers, prerequisite challenges
- SUPPORT
 - Grant, scholarship, and partnership opportunities for funding
 - Revised hold policies for non-payment

- Embedded tutoring and student assistance
- Outreach and support for students on probation
- Peer-to-peer outreach
- Enhanced Student Services Hub, tools, and resources in Canvas
- Increase student usage of DegreeWorks
- Implement CRM Recruit and CRM Advise
- Expanded online service, text, and mobile capabilities

LEARNING

- Faculty advising
- Adopt, develop, and expand Open Educational Resources (OER)
- Professional development and training for faculty, classified professionals, and tutors

Metrics and Measures of Success:

- Decreased excess units for first time associate's degree earners
- Increased transfer English and math throughput, persistence, course success rates, progress milestone completion, certificate and/or degree completion, transfers, job in field related to study, and wage increases
- Increased student satisfaction
- Increased faculty and classified professional satisfaction

Relevant Strategic Planning Cluster and Related Objectives for COMMUNITY AND PARTNERSHIPS

Strategic Planning Cluster 1—Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems

- Objective 1: Provide for both guided exploration and clear navigation to degrees, certificates, transfer, careers, and employment skills in order to enable students to make timely, informed decisions.

Strategic Planning Cluster 2—Innovate for Long-term Stability and Resiliency

- Objective 3: Improve equitable outcomes by assessing and modifying college practices, services, and academic programs.

Strategic Planning Cluster 3—Institutional Support for Teaching and Learning

- Objective 5: Foster a connected and engaged community that thrives both on and off campus.

Mission Critical Priority #5

Community and Partnerships: Cultivating strategic relationships that support the needs and goals of the college.

Chabot College collaborates with internal and external partners to offer support and experiences students need for their education and beyond.

Relevant Information from the Data Highlights Section

- How many people are living in poverty? (p. 6-7)
- What do we know about county job and population growth? (p. 10)
- What do we know about the regional industry and workforce trends? (pp. 10-11)
- What are the employment trends for the East Bay? (pp. 4-5)
- What do we know about our higher education partners? (pp. 38-40)
- Where do our students transfer to once graduating from Chabot College? (pp. 34-38)
- What do we know about reverse transfers from CSU East Bay to Chabot College? (p. 34)
- Who is successful in realizing their educational goals at our colleges? (pp. 28-32)

Populations of Focus

- Students with non-academic needs; Career Education faculty, classified professionals, and students; transfer-bound students; faculty and classified professionals in transfer or general education programs; community members in the service area

Objectives

- Leverage internal and external stakeholders to enhance programs expand opportunities for student, faculty, and classified professional support
- Expand opportunities for Chabot to connect to the external community to create referral network to address students' basic needs
- Connect employers to programs and Career and Transfer Center to link students to jobs and work-based learning opportunities

Strategies

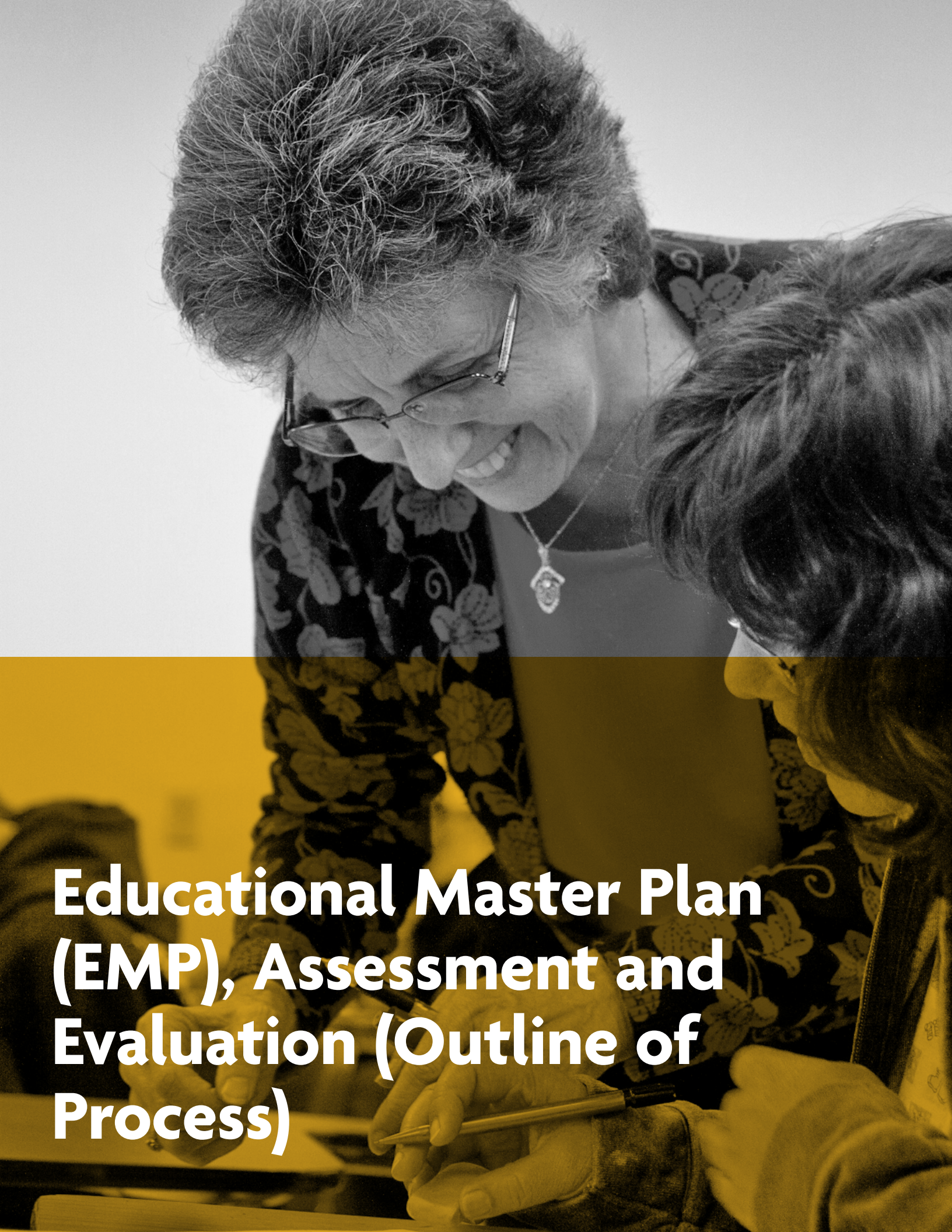
- CLARIFY
 - Improve web/online presence for external stakeholders: high schools, community ed populations, adult populations
 - Increase dual and concurrent-enrollment at feeder high schools
 - Revise marketing materials, videos, media Workshops via Tri-Valley Career Center
 - Align transfer pathways
- INTAKE
 - Increase open house events and community events on campus
 - Coordinate pathway leadership meetings
- LEARNING
 - Increase industry partners participating in advisory groups and established advisory boards for non CE-programs
 - Pursue industry partnerships for work-based learning, experiential opportunities, and other student resources
 - Revisit Community Education Program

Example Activities

- CLARIFY
 - Revised marketing materials, videos, media workshops via Tri-Valley Career Center
 - Workshops via Tri-Valley Career Center
- INTAKE
 - Open house events and community events on campus
 - Pathway leadership meetings

Metrics and Measures of Success

- Increased certificate and degree completions, transfers, and jobs in field of study



Educational Master Plan (EMP), Assessment and Evaluation (Outline of Process)

Integrated Planning, Budgeting, and Resource Allocation Process



Budget Constraints Resulting from COVID-19 Crisis

With the onset of the COVID-19 pandemic in the Bay Area in March 2020, and the subsequent shelter in place orders and business closures, unemployment in the CLPCCD service area soared and continues to remain high as of the publication date of this EMP. While it is too early to know the long-term economic impact of this global crisis on the Chabot College service area, it is clear the many local industries, businesses, and residents—including students—are likely to experience ongoing hardships as a result of this prolonged crisis. At the state level, budget constraints are expected due to the economic fallout of COVID-19 and the wildfires ravaging the state.

The Educational Master Plan (EMP) is operationalized and implemented through the Integrated Planning, Budgeting, and Resource Allocation Process. Program and Area Review plays an essential role in integrating program and area level planning with the EMP. In the comprehensive planning year, programs evaluate their past goals and objectives and use data and the EMP to set their own goals and objectives in support of college priorities. Programs and Areas then request the resources needed to accomplish their goals and college priorities. These resource requests are aggregated and prioritized within the shared governance committees and recommended to the College president for funding.

Each year, programs and areas assess progress towards their goals in an annual update, and collectively the College uses this information to assess progress on the EMP. The metrics listed for each Mission Critical Priority—along with requirements from the CCCCCO and evolving understandings of best practices metrics from the RP Group and the community of institutional researchers—are utilized to analyze progress towards institutional goals, in a continual process of data collection, analysis, and improvement.

Relevant Strategic Planning Cluster and Related Objectives Related to Integrated Planning, Budgeting, and Resource Allocation Process

Strategic Planning Cluster 2—Innovate for Long-term Stability and Resiliency

- Objective 2: Improve equitable outcomes by assessing and modifying college practices, services, and academic programs.
- Objective 4: Develop an Integrated Planning and Budget Model that looks holistically at facilities, programs, their courses, and scheduling, enrollment management, staffing, technology, initiatives, and student experience and support.

In response to this unfolding situation, in Fall 2020 the Chabot College president convened a Presidential Budget Task Force to address potential institutional budget constraints that may impact the College as it plans for the upcoming fiscal year and beyond. Going forward, the Presidential Budget Task Force will assist the Planning and Resource Allocation Committee (PRAC) in addressing impending budget shortfalls and integrating grant and categorical funding sources into the resource prioritization process.

Appendices

Appendix A: Glossary of Terms

The descriptions and definitions of key terms used in this plan are outlined below for clarity.

Culturally Relevant

recognizes, acknowledges, and celebrates the intersectionality of personal experiences and culture to inform and offer full, equitable access to education for each student.

Disproportionate Impact

This concept ascertains whether certain student groups experience the same outcomes at different rates which may be due to inequitable practices, policies or approaches to student support or institutional practices; helps determine more focused practices and initiatives to address these disproportionate impact gaps specific to each student outcome.

Equity

Equity is defined as ensuring that each student has access to tools, resources, and opportunities that are inclusive and personalized to promote their success.

Environmental Scan

An environmental scan is a report highlighting and summarizing data and information about a college, its service areas, and its students to inform strategic planning efforts.

Metric

A metric is a measurement (e.g., indicator, milestone, or benchmark) that monitors and assesses the effectiveness of a strategy, initiative, or plan.

Mission

A mission statement is a clear description of the institution's overall purpose or reason for existence.

Mission Critical Priorities

Mission Critical Priorities are broad/global areas (10,000 ft level) intended to guide the focus of college work, and demonstrate its connection to mission.

Objective

An objective is essentially the “what” describing the work to be done that aligns with the priority; the outcome measures are tied to the objectives.

Populations of Focus

Populations of Focus are the individuals on whom the college will place deliberate attention and effort for a particular goal, activity, or initiative.

Stakeholder

An internal or external person, group, or organization that has a strong interest in the operations of or will affect or be affected by an institution's choices and actions.

Strategy

The strategy is the “how” — actions needed to accomplish the objectives, who is involved, and the timeline for action. (Note: Should not isolate one program/department, but could cross departments/programs or require the collaboration of more than one department/programs).

Shared (Participatory) Governance

A structure that ensures faculty, classified professionals, and students can all express their opinions and participate in and have influence on decisions affecting college oversight and informing the institution's goals, policies, and actions.

Values

Values are a set of beliefs, standards, or principles that guide the organization in accomplishing its mission.

Vision

The vision is an aspirational, vivid, and compelling description of the college's characteristics and its future, including outcomes students attain as a result of their educational experiences at the institution; description of what an institution (and key parts of the external environment) will look like when the institution achieves its full potential; the desired end-state for the organization or its mission.

Appendix B: Documents that Informed Educational Master Plan Development

Career Educational Planning Documents

<http://www.chabotcollege.edu/governance/career-ed-committee/index.php>

Environmental Scan (Full Report - district link)

<http://districtazure.clpccd.org/strategicplans/files/docs/2020-2025/110520-EnvironmentalScan.pdf>

Environmental Scan (Short Slide Deck)

https://www.chabotcollege.edu/planning/educational-master-plan/2021-2026/docs/chabot_espresentation_2020final.pdf

Facilities Plan

<https://www.chabotcollege.edu/governance/facilities-infrastructure-technology-committee/projects/docs/facilities-master-plan/fmp-2019-08-30.pdf>

Student Equity and Achievement Plan

<https://www.chabotcollege.edu/student-services/student-equity/docs/integrated-plan/2019-2022%20chabot%20student%20equity%20plan%20executive%20summary.pdf>

Strategic Plan

<http://www.chabotcollege.edu/governance/planning-resource-allocation-committee/docs/recommendations/pres%20resp%20-%20strategic%20plan%20goal%20fall%202019-spring%202022.pdf>

https://www.chabotcollege.edu/governance/planning-resource-allocation-committee/docs/agenda-minutes/2019-2020/spring-2020/strategicplan_s20-s22.pdf

Technology Plan

Not available at time of printing, Technology Plan is being developed

Vision for Success Presentations/Goals

<http://www.chabotcollege.edu/governance/planning-resource-allocation-committee/docs/agenda-minutes/2018-2019/spring-2019/2019-03-06-presentation-vision-for-success.pdf>

FEBRUARY 2021

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