Educational Master Plan
2021–2026

CHABOT COLLEGE

Agenda

- Overview of Chabot's EMP Process

- Context and Key Environmental Scan Findings

- Chabot College Educational Master Plan

- Implementation and Assessment

CHABOT
C O L L E G E

EMP Process: College and District Collaboration

- District Guidance and Coordinating Council (DGCC)
- Integration of College Educational Master Plans and District-Wide Strategic Plan
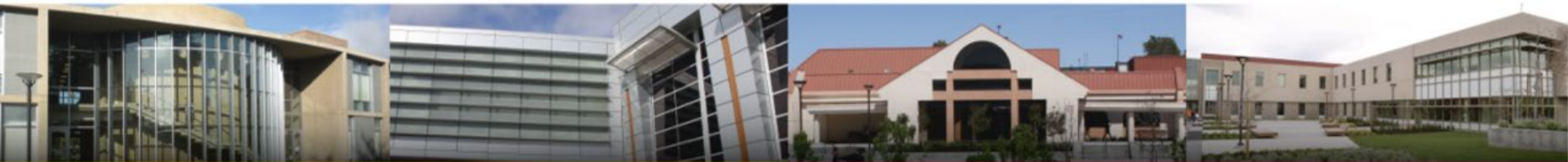
Chabot College EMP Process: Values

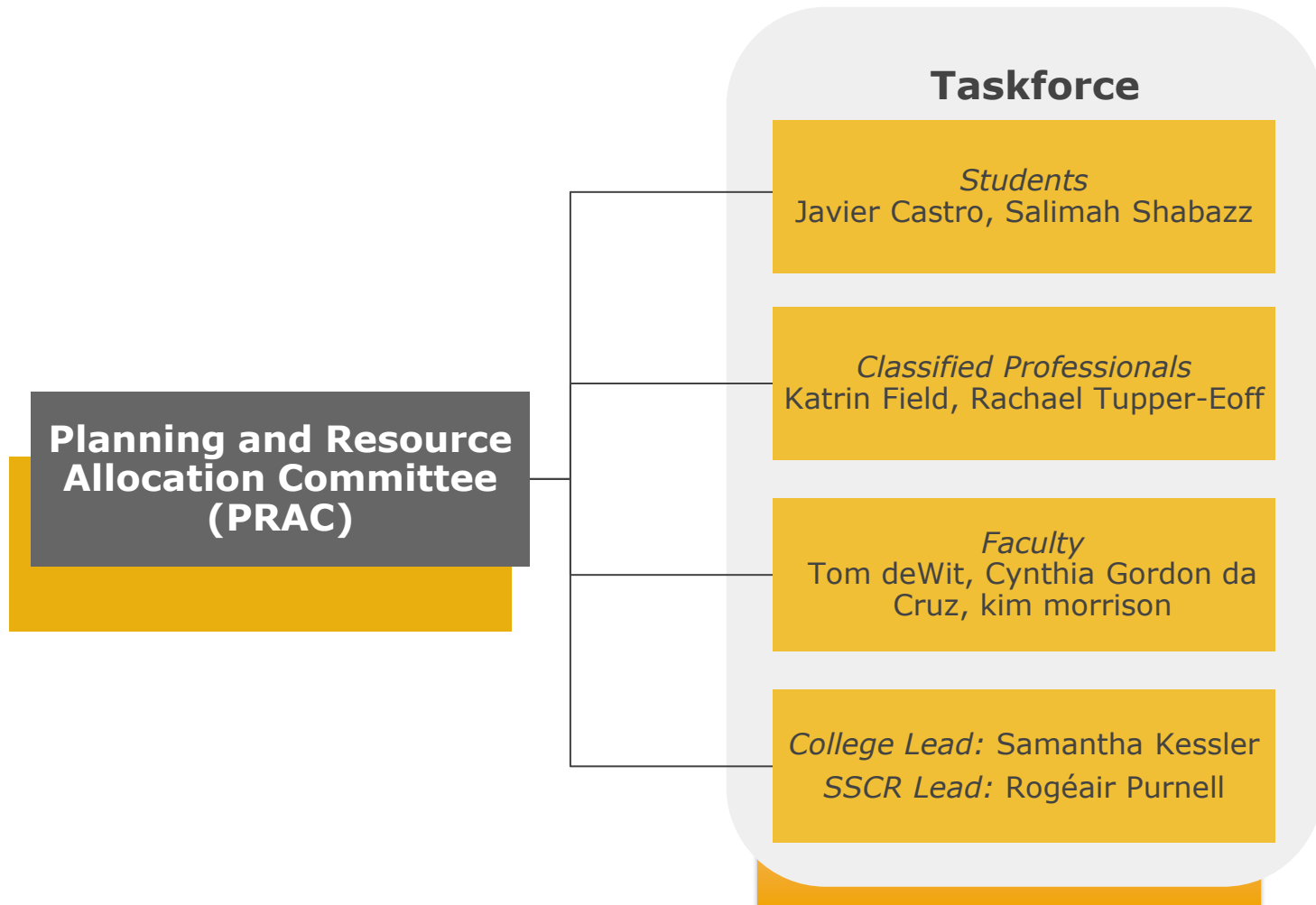Inclusion, Collaboration, and Transparency
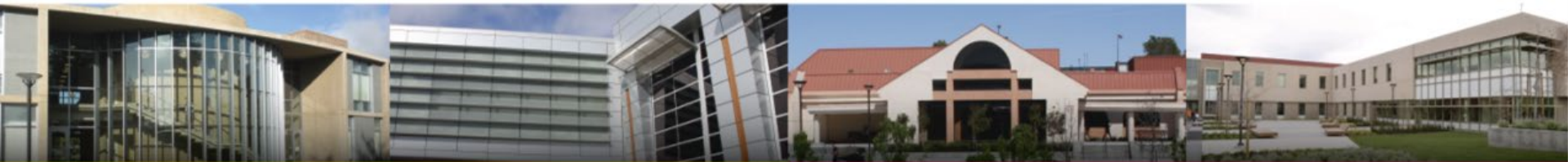
Opportunities for Input and Feedback

Data-driven

Building on Existing Planning Foundations

EMP Process: Taskforce and Shared Governance Involvement

Planning and Resource Allocation Committee (PRAC)

Taskforce

Students
Javier Castro, Salimah Shabazz

Classified Professionals
Katrin Field, Rachael Tupper-Eoff

Faculty
Tom deWit, Cynthia Gordon da Cruz, kim morrison

College Lead: Samantha Kessler

SSCR Lead: Rogéair Purnell

EMP Process: Milestones

Mission, Vision, Values Review and Revision → Environmental Scan Analysis, Presentations, and Forums → Reviewing and Synthesizing Existing Planning Work →

Draft Days and Preliminary Priorities, Objectives, and Strategies → Plan Review and Revision → Plan Presentations and Approval

EMP Process: Budgeting and Resource Allocation

MISSION

EDUCATION MASTER PLAN

STRATEGIC PLAN

PROGRAM AND AREA REVIEW

- Evaluation
- Establish 3-year goals and objectives aligned to EMP
- Annually assess progress towards goals

RESOURCE REQUESTS

- Programs and Areas request resources needed to achieve aligned and planned goals and objectives

RESOURCE PRIORITIZATION

- Requests are discussed and prioritized based on EMP and annual priorities

BUDGET DEVELOPMENT

- Recommendations made for funding and strategic allocation of resources to achieve Mission and EMP

Annual Process
Comprehensive Review - 3 years
Annual Updates

Context: Who are our students and community?

Chabot Service Area

- Hayward: Nearly 20% less than HS degree

- Hayward: Median household income 80K vs Alameda County 100K

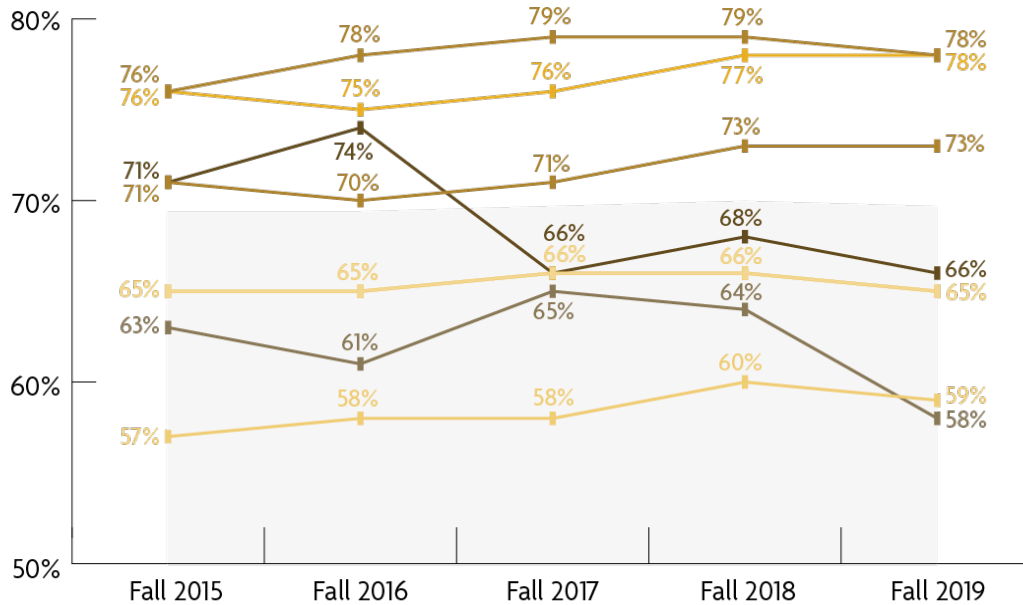- Hayward 9.3% living below poverty, 17.1% unemployment April 2020

Current Students: Fall 2019

- 28% Age 19 and Younger

- 41% Latino/a/x, 16% Asian American, 14% White, 10% African American

- 73% First-Generation

- 58% Low-Income
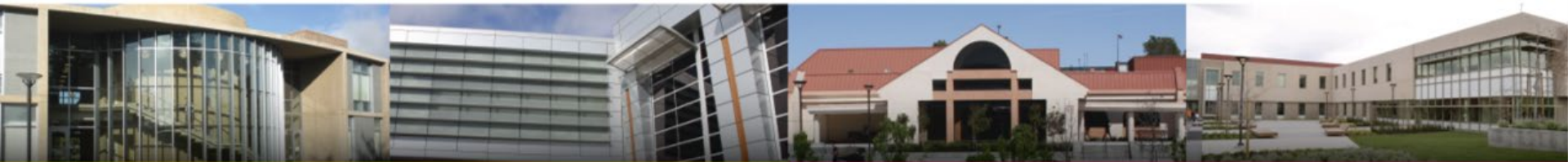
Context: Influential Events of 2020

Success Rates by Race/Ethnicity

- COVID-19

- Call-to-Action for Racial Justice and Equity

Key Environmental Scan Findings

Our Service Area: Demographics and Labor Market

Student Equity and Achievement

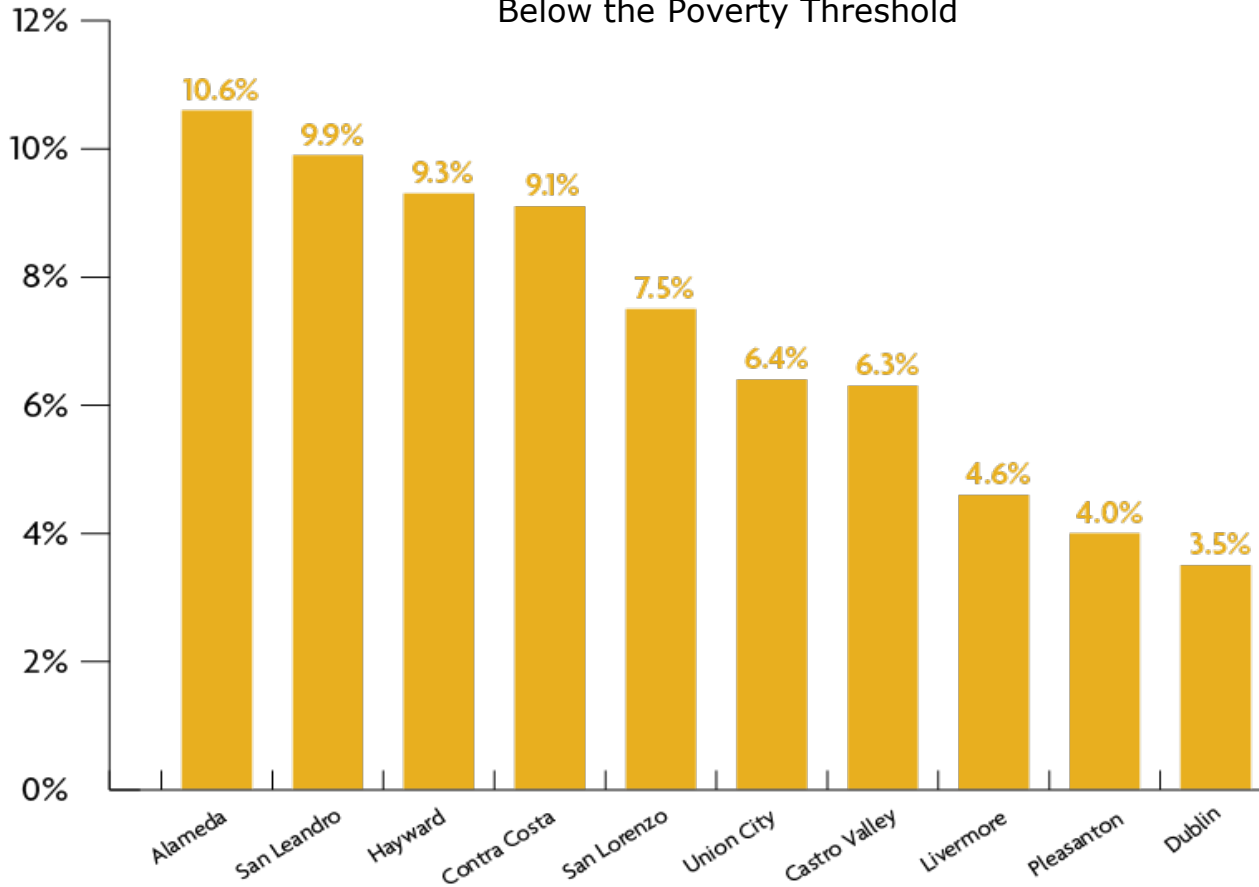# Our Service Area and Community: Educational Attainment

Educational Attainment

Educational Attainment	Counties	Chabot Cities				
Figure 16: Educational Attainment by Service Area by City and County						
	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

Our Service Area and Community: Income and Poverty Levels

Count and Service Area comparison – Percent of People Living
Below the Poverty Threshold

Our Service Area and Community: Unemployment

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
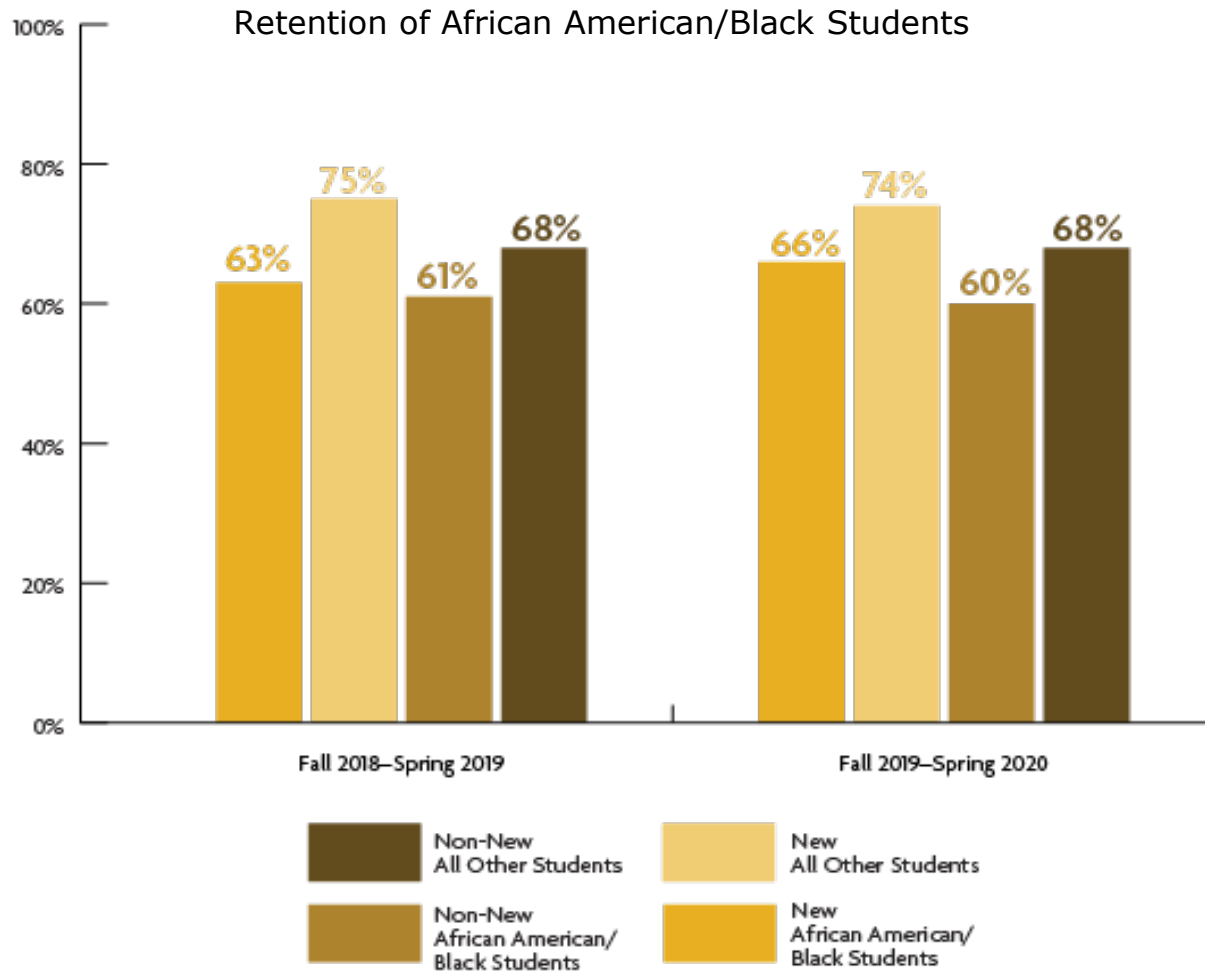
Student Equity and Achievement

Units Attempted or Completed by First-Time College Students, Fall 2018 Cohort with 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%

Student Equity and Achievement

Retention of African American/Black Students

Student Equity and Achievement

Transfer Level **English** Metrics	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
English Throughput in 1st Fall – First Time College Students (Volume)	355	372	317	429	671
English Throughput in 1st Fall – First Time College Students (Rate)	13%	16%	13%	17%	27%
Transfer Level English Success Rate	66%	68%	62%	71%	61%
Transfer Level English Success Rate: African-American/Black Students	59%	61%	54%	67%	57%
Transfer Level English Success Rate: Latinx Students	63%	65%	56%	66%	57%

Student Equity and Achievement

Transfer Level <u>Math</u> Metrics	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
Math Throughput in 1st Fall – First Time College Students (Volume)	153	131	151	217	335
Math Throughput in 1st Fall – First Time College Students (Rate)	6%	6%	6%	9%	13%
Transfer Level Math Success Rate – All Students	50%	53%	54%	56%	50%
Transfer Level Math Success Rate: All African-American/Black Students	41%	50%	47$	48%	41%
Transfer Level Math Success Rate: All Latinx Students	40%	48%	47%	48%	41%

Chabot College EMP Structure
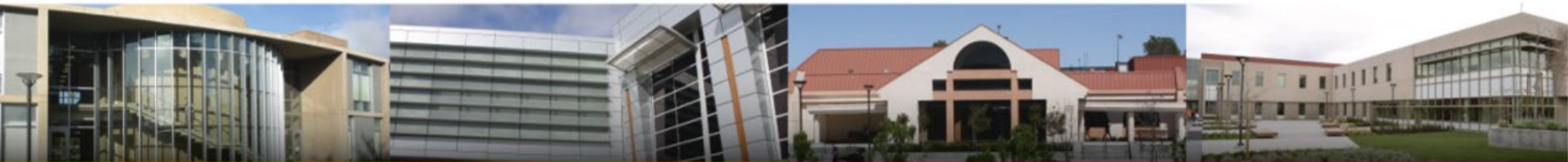
Mission Critical Priorities

Populations of Focus

Objectives

Strategies

Activities

Metrics

Mission Critical Priorities

Mission Critical Priority #1: Equity

- Emphasizes students, employees, and wholistic campus climate and community.

- Acknowledging successful practices in special programs and services as best practices to scale because of proven outcomes

- Focus on pedagogy, hiring, and professional development

- Importance of integrating student supports with academics
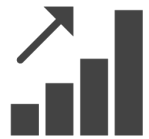
Mission Critical Priority #2: Access

- Strategic outreach and onboarding as pathways to Chabot
- Pathways for certificate and degree, non-credit, or jobs skill training
- Emphasis on academics and service integration via pathways
- Marketing, website, physical campus

Mission Critical Priority #3: Pedagogy and Praxis

- Emphasis on improving teaching, learning, critical thinking, and skills development
  - Equity and cultural relevancy driving this improvement
  - Strategies for students and faculty
- Diversify teaching methods including more experiential learning opportunities, contextualized curriculum, and leveraging partnership with the community and local industry/employers

Mission Critical Priority #4: Success

- Emphasizes academic and career success
- Recognizes needed integration of students supports, especially basic needs and academic supports
- Focus on students reaching progress milestones and achieving completion, transfer, or employment goals

Mission Critical Priority #5: Community and Partnerships

- Leveraging internal and external stakeholders for enhancing programs, student experience, and student support

- High school and working-adult populations

- Increasing connections between Chabot and the community: events, partnerships, advisory boards

Implementation and Assessment

- Already started!
  - Guided Pathways
  - 10x10
- Planning and Resource Allocation Committee (PRAC) and Program Review
- Vision for Success (VFS) and Student Centered Funding Formula (SCFF) metrics to measure progress and evaluate

Four Pillars of Guided Pathways

FOCUS: STUDENTS

Clarify the Path
Create clear curricular gateways to employment and further education.

ISSUE | EQUITY GAPS AND OPPORTUNITIES MISSED

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

CLARITY INTAKE SUPPORT LEARNING

Enter the Path
Help students choose and enter their pathway.

Ensure Learning
Ensure that learning is happening with intentional outcomes

PRIORITY STRATEGIES | Integrated, strength/asset-based, equity driven, Labor market informed, rigorous academics and comprehensive student supports and services.