



C H A B O T - L A S P O S I T A S

| *Community College District*

## **CLPCCD Board Retreat**

**June 4, 2022**



# Today's Agenda

I. Planning Refresh – Led by VC Fleischer Rowland

II. Connecting the Dots – Led by Presidents Sperling Foster

III. Envisioning Our Future – Led by Presidents Sperling Foster

IV. Integrated Team Effort – Led by VC Fleischer Rowland

The background is a grayscale photograph of a modern building with a large glass facade and a corrugated metal roof. In the foreground, two people with backpacks are walking away from the camera on a path. The scene is set outdoors with trees and a cloudy sky. A semi-transparent white box is overlaid on the left side of the image, containing a list of bullet points.

- **PLANNING REFRESH**

- CONNECTING THE DOTS
- ENVISIONING OUR FUTURE
- INTEGRATED TEAM EFFORT



## Planning Refresh – BP 3250

- Broad-based comprehensive, systematic and integrated system of planning
- Involvement
- Institutional research
- (at least) Every six years: District(wide) Strategic Plan, College Educational Master Plans, District Facilities Plan, Technology Plan
- Planning informs priorities, activities, resource allocation



## **District-wide Strategic Plan (DSP) and College Educational Master Plans (EMPs)**

- Recent Planning Process: Fall 2019 - Fall 2020
- Presentations to the Trustees: Spring Retreat 2021
- Three plans: 2021-2026, five-year period
- Led into Accreditation Institutional Self-Evaluation Reports (Board approved December 2021)
- Follow up on DSP and EMPs and Accreditation:
  - Master Planning progress presentation: Spring 2023
  - Accreditation determination by the ACCJC: January 2023



## Technology Plan

- Planning Process: March 16 – June 30, 2022.
- Final Report and Strategic Plans to be presented to the Board upon completion and with Board input.
- Three interconnected plans: 2022 – 2026, four-year period.
- Process includes assessment of governance, technology adoption strategies and methods, community feedback, review of the Total Cost of Ownership model.
- Deliverables include assessment results, recommendations, three distinct but integrated plans and a final report.



## **District Facility Master Plan and Related**

- Facility Master Plans – BP 3250
  - Facilities, Equipment, Land and Other Assets
  - 6-year cycle
- Five Year Capital Outlay Program – BP 6600
  - Future Academic and Student Services Construction needs
  - Annual Update
- Physical Plant (Scheduled Maintenance) 5-year Plan
  - Physical plant repair and maintenance projects
  - Annual Update



# Thinking Through Planning Cycles

		✱													
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
EMPs, DSP	X					X					X				
Tech Plan		X				Addendum	X				Addendum	X			
Facility Plan			X						X						X
ISERs	X							X							X





BREAK

- 
- PLANNING REFRESH
  - **CONNECTING THE DOTS**
  - ENVISIONING OUR FUTURE
  - INTEGRATED TEAM EFFORT

# Chabot College

## Planning Priorities



### **Continuity and Challenges**

Dr. Susan Sperling

President, **Chabot College**





# Continuity

## 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.

## 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.



# Continuity

## 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.

## 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.





# Continuity

## MISSION CRITICAL PRIORITY #5

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

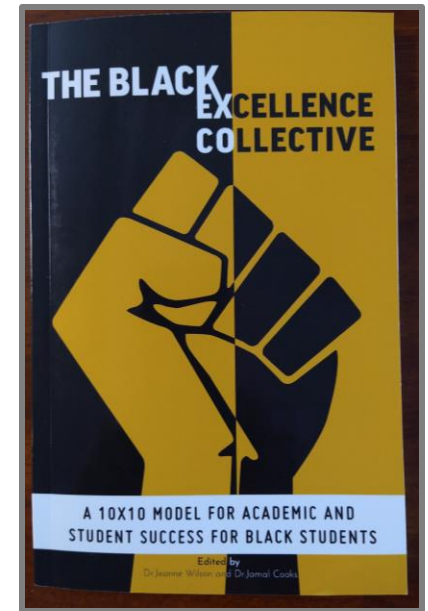
Chabot collaborates with internal and external partners to offer support and experiences students need for their education and beyond.





## Recent Major Accomplishments

- The Black Excellence Collective 10x10
- El Centro/Title V
- Shared Governance Redesign
- Open Educational Resources and Zero Textbook Cost Degrees
- Online Learning Department Redesign
- Restorative Integrated Self-Education





## Recent Major Accomplishments

- Instructional Technology/Student Loan Program
- Fire Academy – Collaboration With Hayward
- Sheriff's Academy
- Chabot College Music Department
- Educational Master Plan 2021-2026
- \$1.5M Asian American and Native American Pacific Islander Service Institution (AANAPISI) Grant

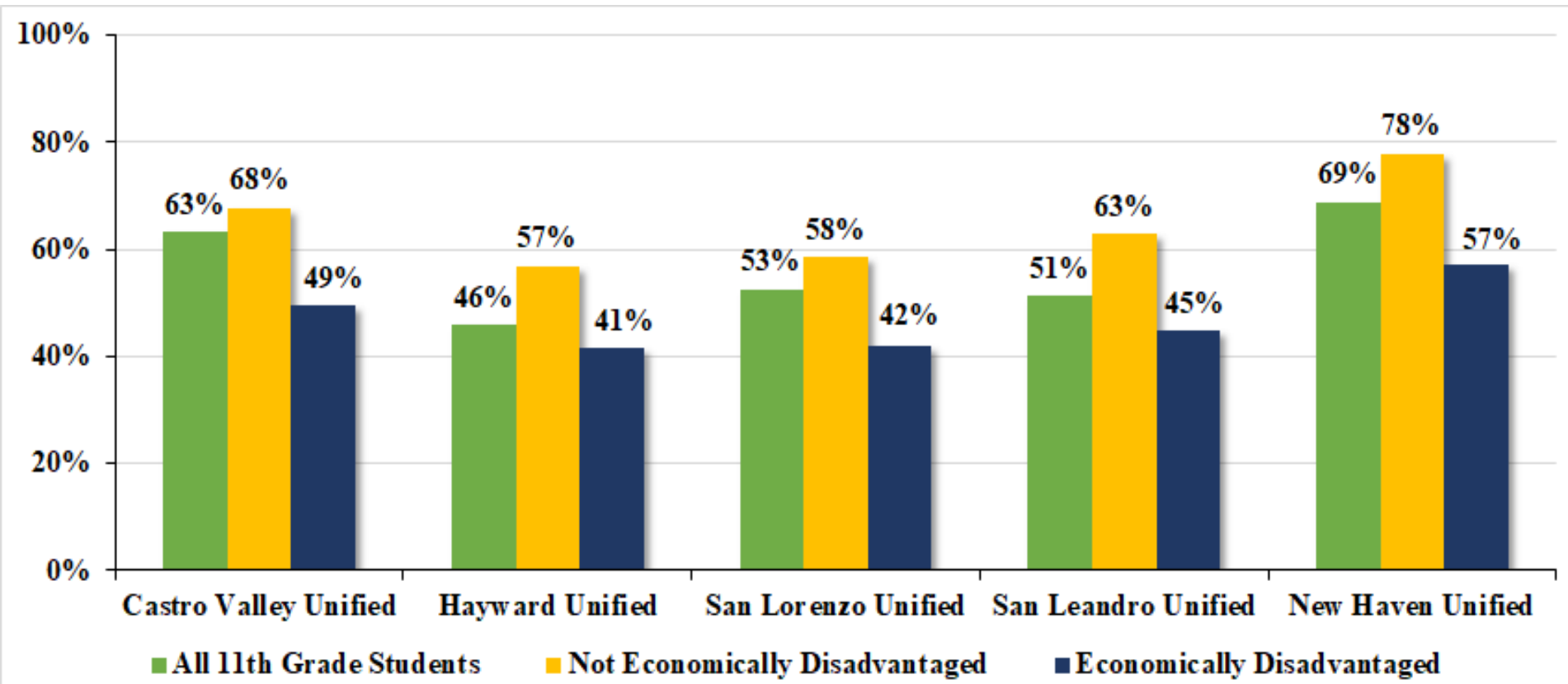






# Challenges

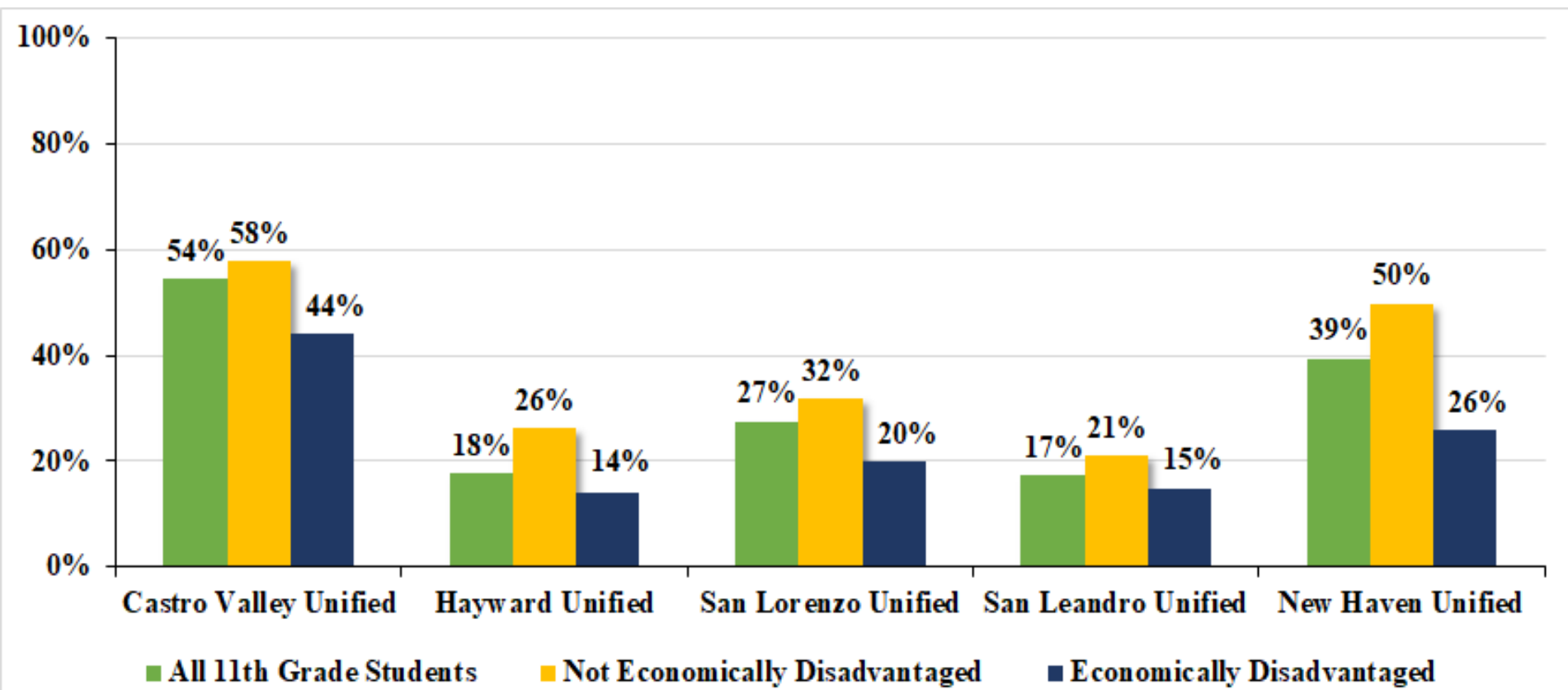
Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standards for Smarter Balanced **English Language Arts Assessment** by Economic Status (Figure A-5 Chabot College ISER)





# Challenges

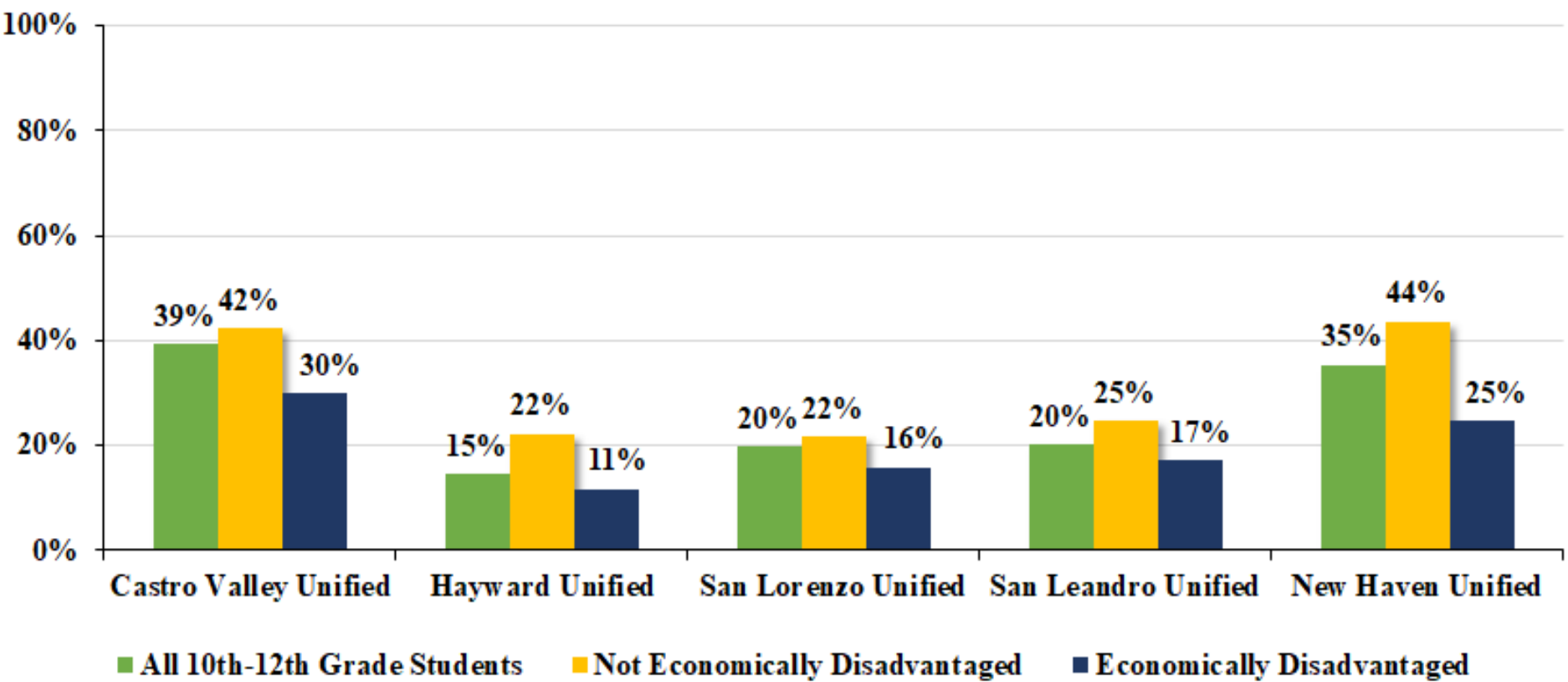
Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standards for Smarter Balanced **Mathematics Assessment** by Economic Status (Figure A-6 Chabot College ISER)





# Challenges

Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standards for **California Science Test** by Economic Status (Figure A-6 Chabot College ISER)



# Las Positas College

## Planning Priorities



### **Mission Critical Goals & Priorities**

Dr. Dyrell Foster

President, Las Positas College





# Mission Critical Goals & Priorities

## Prioritize Equity and Anti-Racism

- Create a welcoming campus environment where all students feel a sense of belonging and connectedness
- Be the destination campus for Black students and other students of color
- Foster a culturally-informed and equity-focused curriculum
- Strengthen access to student support services, and create physical cultural centers
- Nurture a campus-wide culture of rigorous attention to equity and anti-racist practices



# Mission Critical Goals & Priorities

## Educational Excellence

- Increase student success and completion by focusing on both, access & retention:
  - remove barriers
  - academic & personal (basic needs) support
  - professional development
- Design accessible and inclusive course offerings
- Align education programs with industry demands and regional workforce needs



# Mission Critical Goals & Priorities

## Community Collaboration

- Collaborate with community partners to provide educational opportunities that best serve the needs of our students and our community
  - Paid internships, work experience, scholarships
- Engage with local school districts to promote the opportunities offered by the College
  - Concurrent enrollment
- Enhance the transfer experience of our students through partnerships with 4-year institutions
- Strengthen collaboration with business partners to meet regional workforce needs



# Mission Critical Goals & Priorities



## Organizational Effectiveness

- Ensure institutional stability and long-term institutional health
- Strengthen fiscal stability
- Pursue and secure alternative revenue sources for the college
- Provide appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities





# Mission Driven Highlights

## Prioritize Equity and Anti-Racism



- President's Advisory Council on Race and Equity
- Professional Development
- ConnectUP
- Black Cultural Resource Center
- Equity Innovation Grant





# Mission Driven Highlights

## Educational Excellence



- Guided Pathways
  - Entering the Pathway (Onboarding)
  - Career Exploration & Program Mapping
  - Academic & Career Pathways
  - Persistence Project
  - Student Success Teams
- Caring Campus Initiative
- Student Texting Platform





# Mission Driven Highlights



## Community Collaboration

- Strategic Outreach Plan
  - Social Media
  - Parent Information Nights
  - Marketing Collateral
  - Community Fairs
- President's Scholars Program
- Concurrent Enrollment
- Elementary and Middle School Outreach Programs
- EBCAN & UC Merced
- Business/Industry Liaison





# Mission Driven Highlights



## Organizational Effectiveness

- Accreditation Self-Evaluation Report
- Educational Master Plan 2021-2026
- Facilities & Security Master Plans
- LPC Foundation
- Grant Writer





Break

# EXAMPLES OF GOAL ALIGNMENT

Across CC, LPC, and District Office



# District-wide Strategic Plan

- District-wide Plan that integrates and reflects the College Priorities and Goals
- Names District-wide Strategic Directions to meet mission, community needs, and unite efforts across colleges & district office
- Guides planning and resource allocations to effectively support the mission and operations of the Colleges and District in accordance with Board Policy 3250
- Emerged from a thorough collaborative multi-stakeholder process



# District-wide Strategic Plan

2021-2026 presented to Board at Spring 2021 Retreat

## District-wide Strategic Directions

1. Educational Excellence
2. Community Partnerships
3. Sustained Prioritized Resources
4. Institutional Effectiveness
5. Call to Action to address Anti-Blackness, Racism, and Barriers to Equity







## Educational Services and Student Success

- In support of clear and specific goals and priorities to Address Anti-Blackness, Racism, and Barriers to Equity (DSP Strategic Direction #5)
  - ESSS leads review of Chapters 4 and 5 BPs and APs to ensure Policies and Procedures in Academic and Student Services are legally compliant, accurately reflect equity-focused practices, and incorporate inclusive and anti-racist practices and language in ways that affirm our District is not institutionally contributing to a culture of inequity and racism
- In support of Sustained Prioritized Resources (DSP Strategic Direction #3)
  - Oversee and guide: District Enrollment Management Committee, EDCE as a revenue generating arm of the District, Apprenticeship growth, and other beneficial district-wide partnerships



## Business Services

- Lead District-wide Planning and Budget Committee
- Ensure excellence in student learning by strengthening fiscal stability, identifying and providing resources for the needs of both colleges, and maintaining compliance with all applicable laws and regulations.
- Successfully went to market and sold \$200M in general obligation bonds, providing needed cash for the bond program on our campuses.
- Ensure trust with the community by making efficient use of resources; recently saved taxpayers nearly \$30M in net-present-value by refunding bonds.
- Decreased long-term liabilities and established a Retirement Board of Authority to oversee an irrevocable trust.



## Facilities Support of Goals of the Colleges

- In support of Sustained Prioritized Resources (DSP Strategic Direction #3)
  - Develop and maintain facilities and climate-sustainable campuses to meet the needs of students, faculty and staff including social spaces for engagement
- In support of Institutional Effectiveness (DSP Strategic Direction #4)
  - Make meaningful connections between academic programs, local economic needs and opportunities, and complex social and environmental problems by implementing local focused Career Technical Education (CTE) facility construction and maintenance programs.



# Human Resources

As a result of personnel changes during the pandemic, our current workforce represents:

- over 5 years of service (65%)
- 5 years of service or less (35%)

Of the 189 vacancies shown in the table below, 121 positions have been filled or are currently in recruitment.

	2020	2021	2022 (As of 05/11/22)	2023 (As of 05/11/22)	Total
<b>Retirements</b>	20	22	18	2	62
<b>Separations</b>	33	47	23	0	103
<b>Promotions/Transfers</b>	3	15	6	0	24
<b>Total Vacancies</b>	57	84	46	2	189



# Human Resources

- Facilitate the development of organizational capacity. Establish professional development, leadership, and skills training programs  
(Educational Excellence DSP Strategic Direction #1)
  - Implementation of State Chancellor's Office Vision Resource Center
- Continued work to enhance diversity, equity, inclusion, and accessibility  
(Call to Action to Address Anti-Blackness, Racism, and Barriers to Equity DSP Strategic Direction #5)
  - Chabot College and Las Positas College Equity Statements
  - District-wide EEO Advisory Committee
  - Classified Leadership Institute for Professionals (CLIP)



## Information Technology Services (ITS)

- Implement robust and dependable technology resources...
  - ITS Strategically analyzes, and when appropriate, deploys technologies to the cloud to provide the foundation for an outstanding student experience. Examples include migrating the Faculty/Staff email system to Microsoft 365 to improve availability, and selecting a cloud-based student retention and early alert system
- Increase CLPCCD's reputation as an educational leader known for offering an outstanding student experience...
  - Security breaches can result in lost financial resources and student opportunities as well as stains on an organization's reputation. ITS continually seeks to improve information technology security through systems, procedures and practices.



## Public Relations, Marketing, Government Relations (PRMG)

- Increase CLPCCD's reputation as an educational leader known for offering an outstanding student experience (Educational Excellence DSP Strategic Direction #1)
  - Collaboration with the colleges to develop an online presence that attracts and retains students
  - Produce districtwide marketing campaigns and smaller micro campaign that promote programs and events prioritized by the colleges
  - Assist colleges with communication strategies that support student success
- Build strategic collaborations with community partners to meet the current and emerging workforce development needs (Community Partnerships DSP Strategic Direction #2)
  - Manage relationships with community and business organizations seeking partnerships with CLPCCD
    - i.e., Chambers of Commerce, Silicon Valley Leadership Group, Tri-Valley Innovation Group



## **Vision For Success Goals**

The CLPCCD Board of Trustees adopted [\*Vision for Success\*](#) goals for each college nearly five years ago to set a path to increase certificate and degree attainment, to improve transfer, and to close equity gaps.





## Background: Vision for Success

- In 2017, the State Chancellor's Office established 2021-22 system-wide Vision for Success goals for six areas:
  - Increase Completions (e.g., degrees, certificates)
  - Increase Transfers
  - Reduce Unit Accumulation of Associate Degree Earners
  - Workforce-Related
  - Reduce Equity Gaps
  - Reduce Regional Achievement Gaps (does not apply to Bay Area)



## Metrics Selected by Colleges for Vision for Success Metrics, Goals, and Outcomes

- Chabot and Las Positas went through their participatory governance process to set college-specific Vision for Success goals
- CLPCCD Board of Trustees Adopted Local Vision for Success Goals for each college on May 21, 2019

### Major Disclaimer

In 2020 and 2021, the State Chancellor's Office operationally redefined some metrics and re-ran the data, including for the 2016-17 base year.



# Chabot College

Vision for Success Metrics, Goals, and Outcomes





# Metrics, Goals, and Performance

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 1C: Increase All Students Who Attained Vision Goal Completion	20% <b>↑</b> Recalc: 1033 Adopted: 1100	861	1028	1104	1085	1219
Metric 2A: Earn an Associate Degree for Transfer	30% <b>↑</b> Recalc: 352 Adopted: 372	271	351	413	452	547
Metric 3A: Unit Accumulation of Associate Degree Earners	7% <b>↓</b> Recalc: 82 Adopted: 85	88	87	88	87	83



# Metrics, Goals, and Performance

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 4C: Job Closely Related to Field of Study	11% ↑ Recalc: 73% Adopted: 70%	66% (73%)	72%	71%	73%	70%
Metric 5.1C: Attain Vision Goal Completion ( <i>Foster Youth</i> )	55% ↑ Recalc: 17 Adopted: 17	11	12	16	17	27
Metric 5.1A: Attain Vision Goal Completion ( <i>LGBT</i> )	43% ↑ Adopted: 17	< 10	< 10	< 10	< 10	< 10



# Metrics, Goals, and Performance

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 5.2A: Earn an Associate Degree for Transfer ( <i>African American Students</i> )	42% ↑ Recalc: 36 Adopted: 37	25	24	33	40	33



# **Las Positas College**

## **Vision for Success Metrics, Goals, and Outcomes**



# Metrics, Goals, and Performance

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 1A: Earn an Associate Degree	20% ↑ Recalc: 731 Adopted: 853	609 <i>(Initial Base: 711)</i>	607	619	673	683
Metric 2A: Earn an Associate Degree for Transfer	35% ↑ Recalc: 320 Adopted: 329	237 <i>(Initial Base: 244)</i>	281	313	395	410
Metric 3A: Unit Accumulation of Associate Degree Earners	5% ↓ Recalc: 78 Adopted: 79	82 <i>(Initial Base: 83)</i>	81	82	78	78





# Metrics, Goals, and Performance

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 4C: Job Closely Related to Field of Study	5% <b>↑</b> Recalc: 69% Adopted: 69%	66% (Initial Base: 66%)	69%	72%	70%	67%
Metric 5.1A: Earn an Associate Degree (African American Students)	64% <b>↑</b> Recalc: 26 Adopted: 36	16 (Initial Base: 22)	17	19	11	22
Metric 5.1A: Earn an Associate Degree (Asian American Students)	32% <b>↑</b> Recalc: 75 Adopted: 96	57 (Initial Base: 73)	67	64	104	85



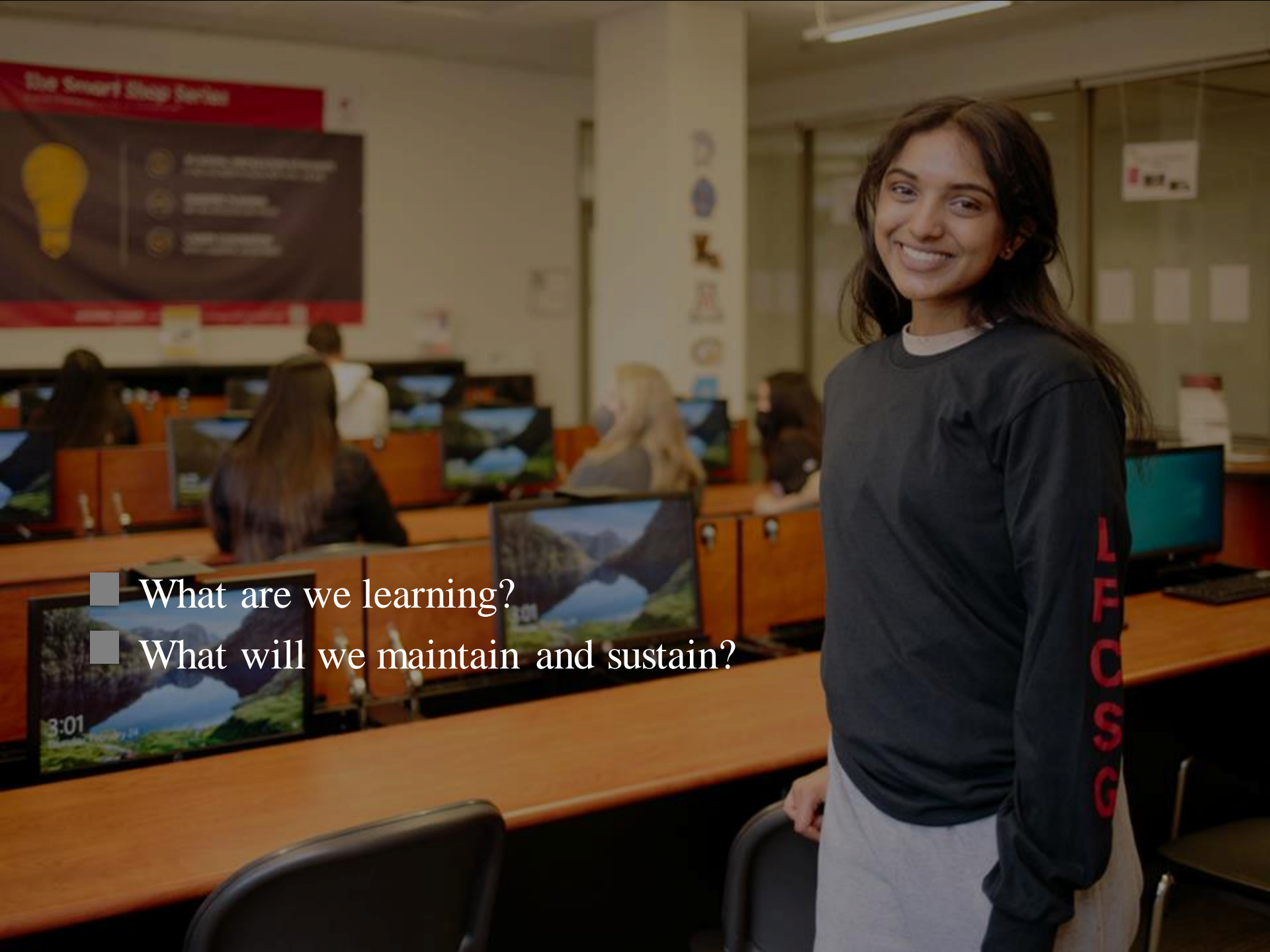
# Metrics, Goals, and Performance

Metric	Goal by 2021-22	2016-17 (Base Yr)	2017-18	2018-19	2019-20	2020-21
Metric 5.2A: Earn an Associate Degree for Transfer ( <i>African American Students</i> )	40% ↑ Recalc: 14 Adopted: 14	10 (Initial base: 10)	<10	<10	<10	10



Lunch

- 
- PLANNING REFRESH
  - CONNECTING THE DOTS
  - **ENVISIONING OUR FUTURE**
  - INTEGRATED TEAM EFFORT



- What are we learning?
- What will we maintain and sustain?



## What Students are Telling Us

---

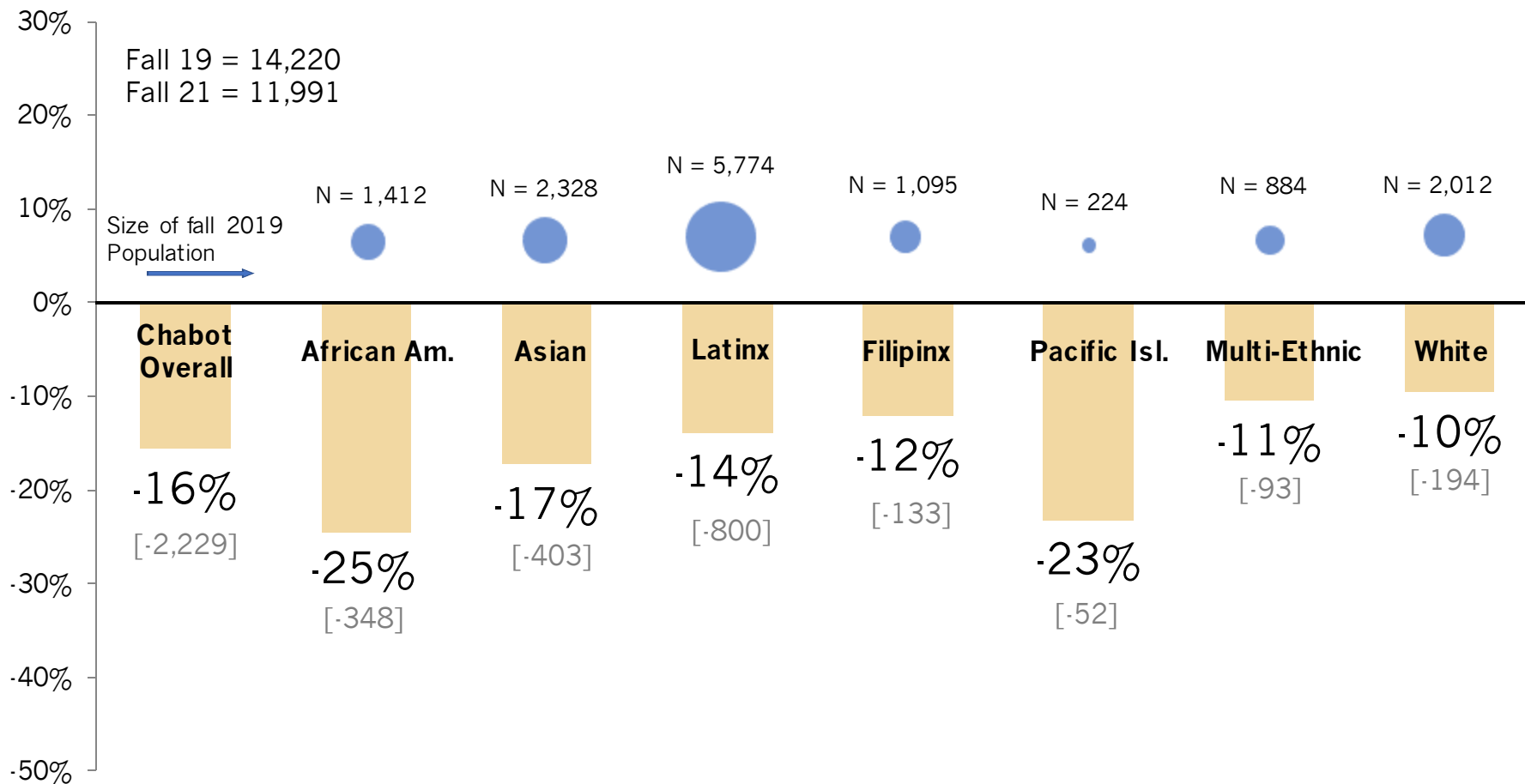
### Institutional Research

- Director Brian Goo
- Director Rajinder Samra
  - Demographics
  - Student preferences for Fall 2022
    - Spring 2022 Survey: 1087 Currently Enrolled CLPCCD Students
      - Chabot College, n = 733
      - Las Positas College, n = 354

# Chabot College

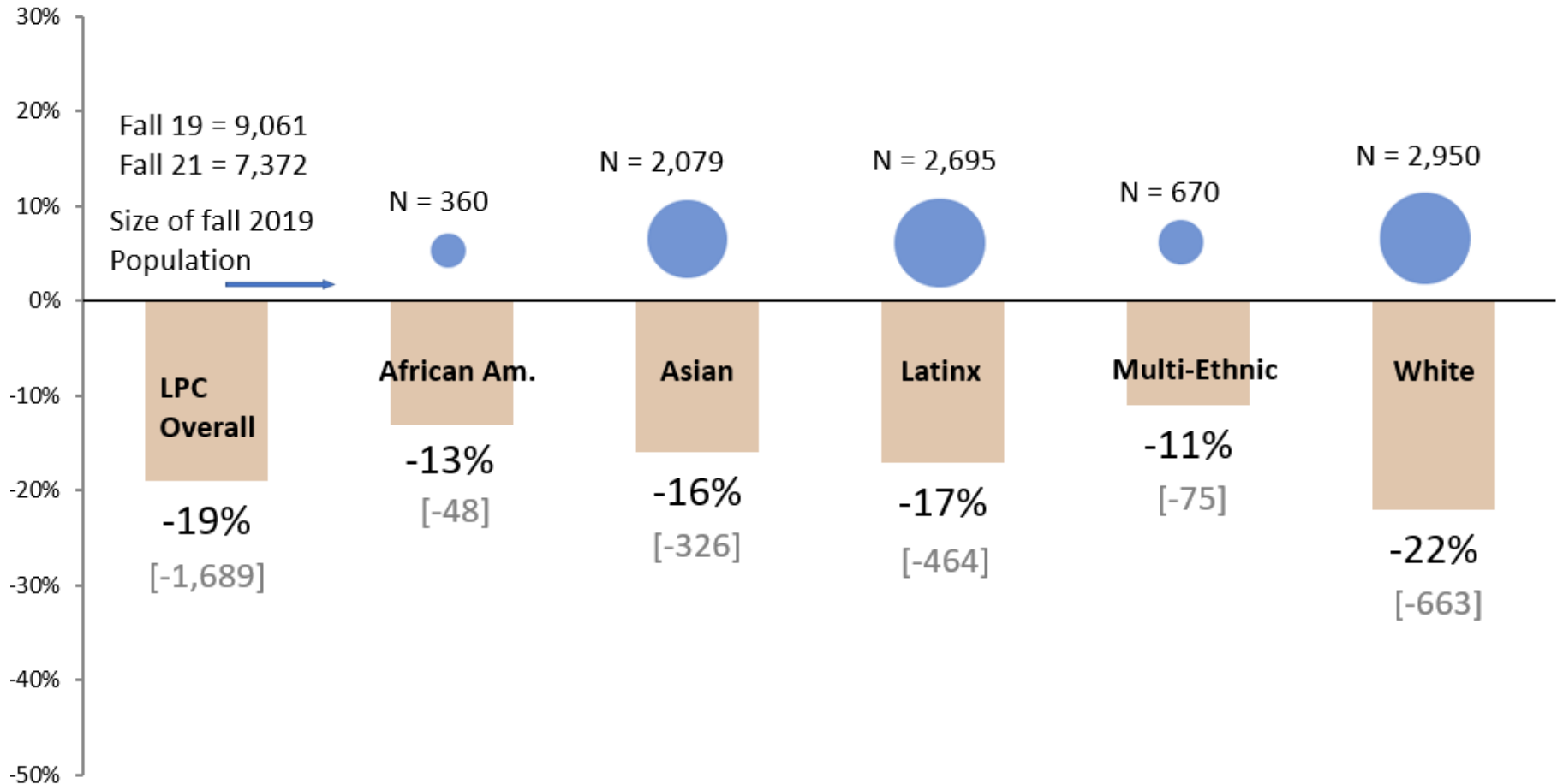
## Population Changes by Race/Ethnicity

### Fall 2021 Compared to Fall 2019



Notes: Data are displayed for race/ethnicity groups that had population sizes of 100 or more individuals.

# Las Positas College Population Changes by Race/Ethnicity Fall 2021 Compared to Fall 2019



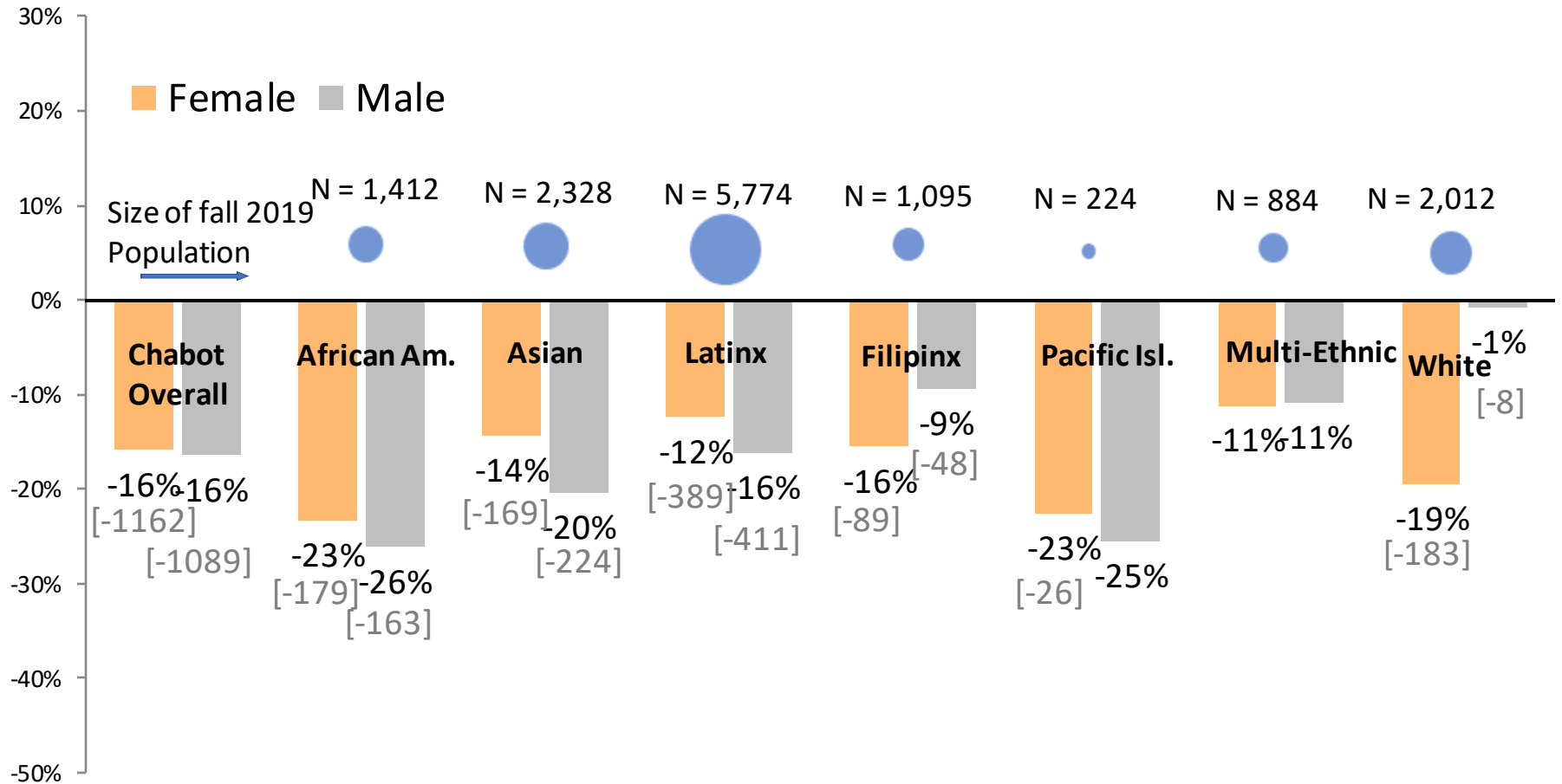
Notes: Data are displayed for race/ethnicity groups that had population sizes of 100 or more individuals.



# Chabot College

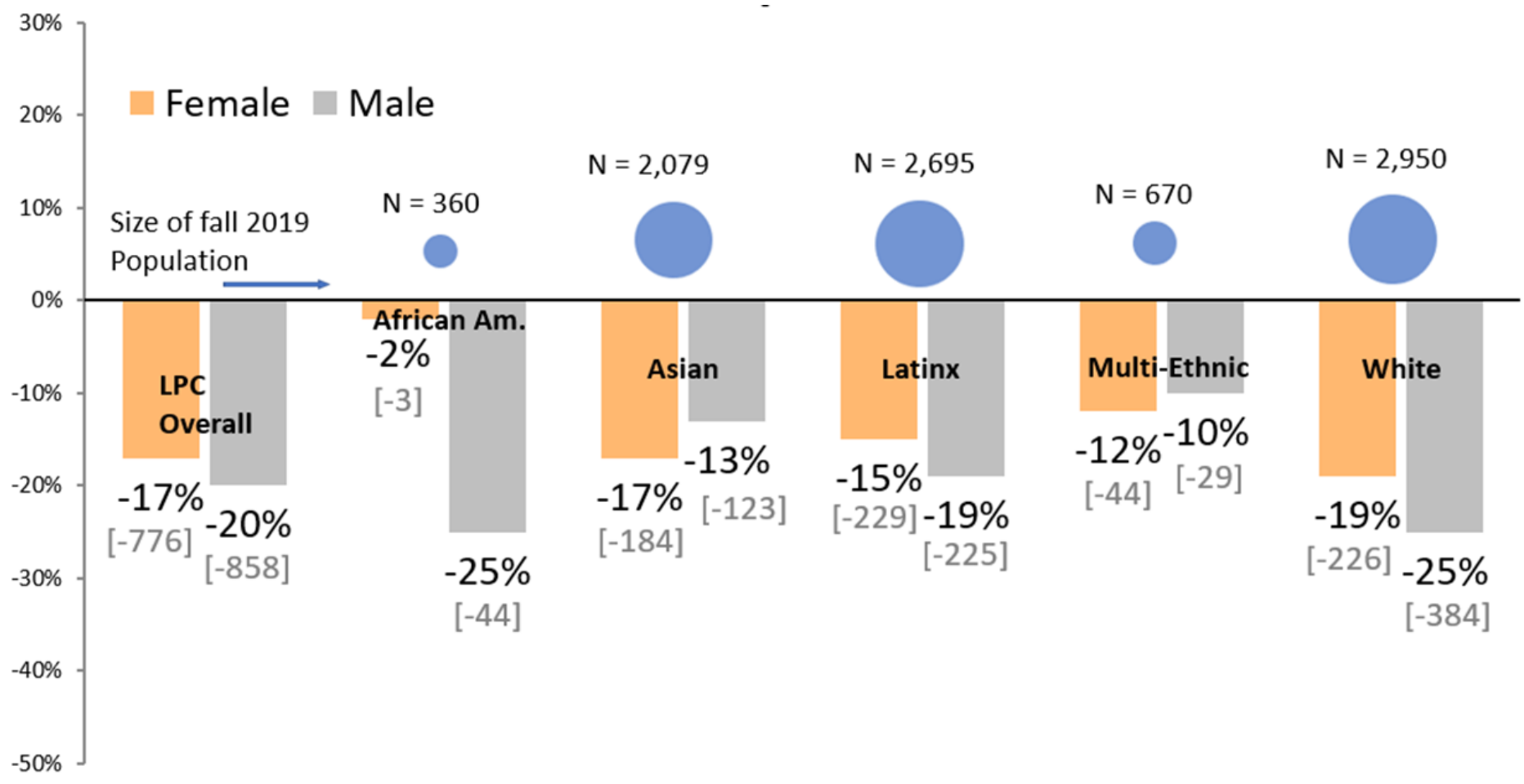
## Population Changes by Race/Ethnicity & Gender

### Fall 2021 Compared to Fall 2019



Notes: Data are displayed for race/ethnicity groups that had population sizes of 100 or more individuals.

# Las Positas College Population Changes by Race/Ethnicity & Gender Fall 2021 Compared to Fall 2019



Notes: Data are displayed for race/ethnicity groups that had population sizes of 100 or more individuals.

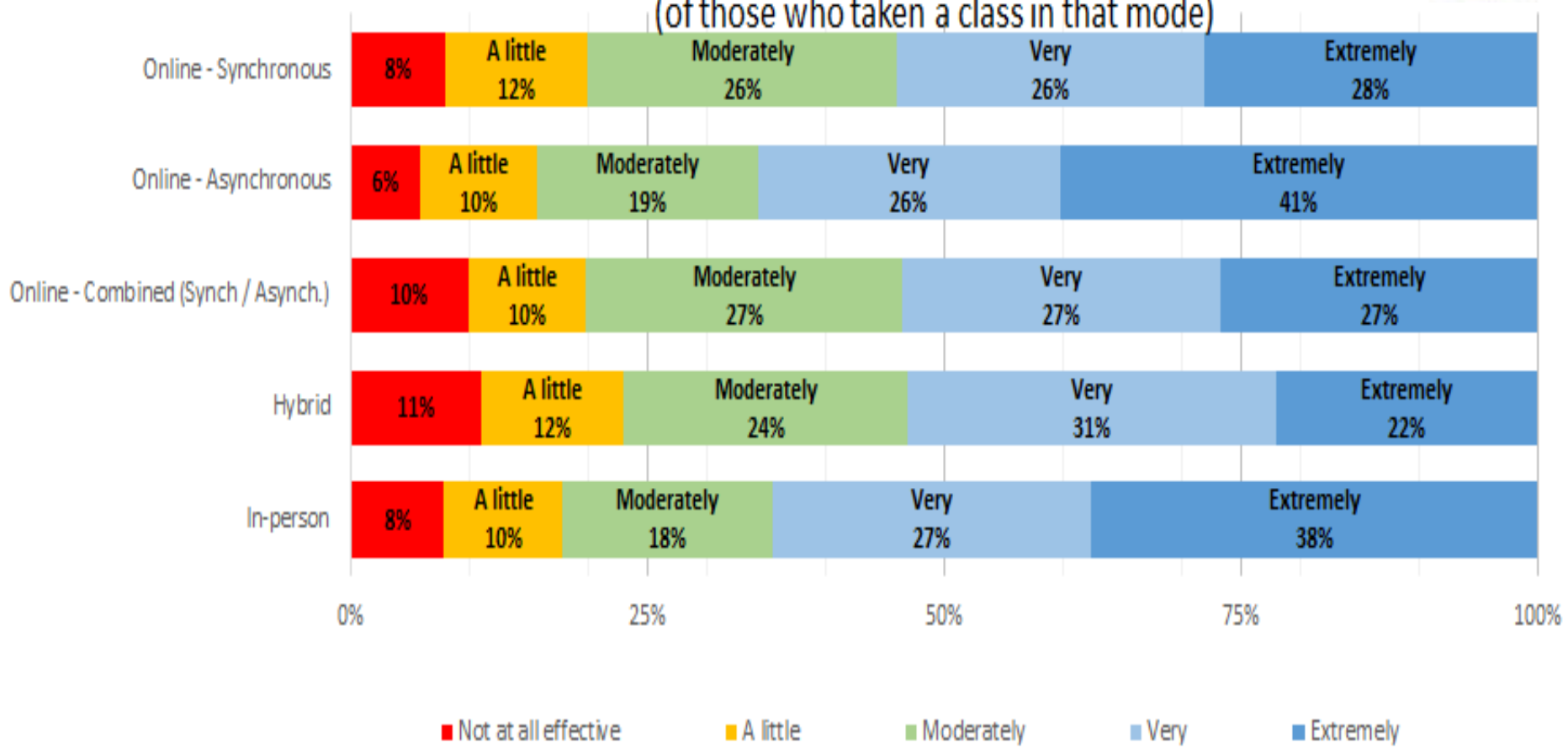


# **Effectiveness of Modes of Instruction and Student Preference**



## Chabot College

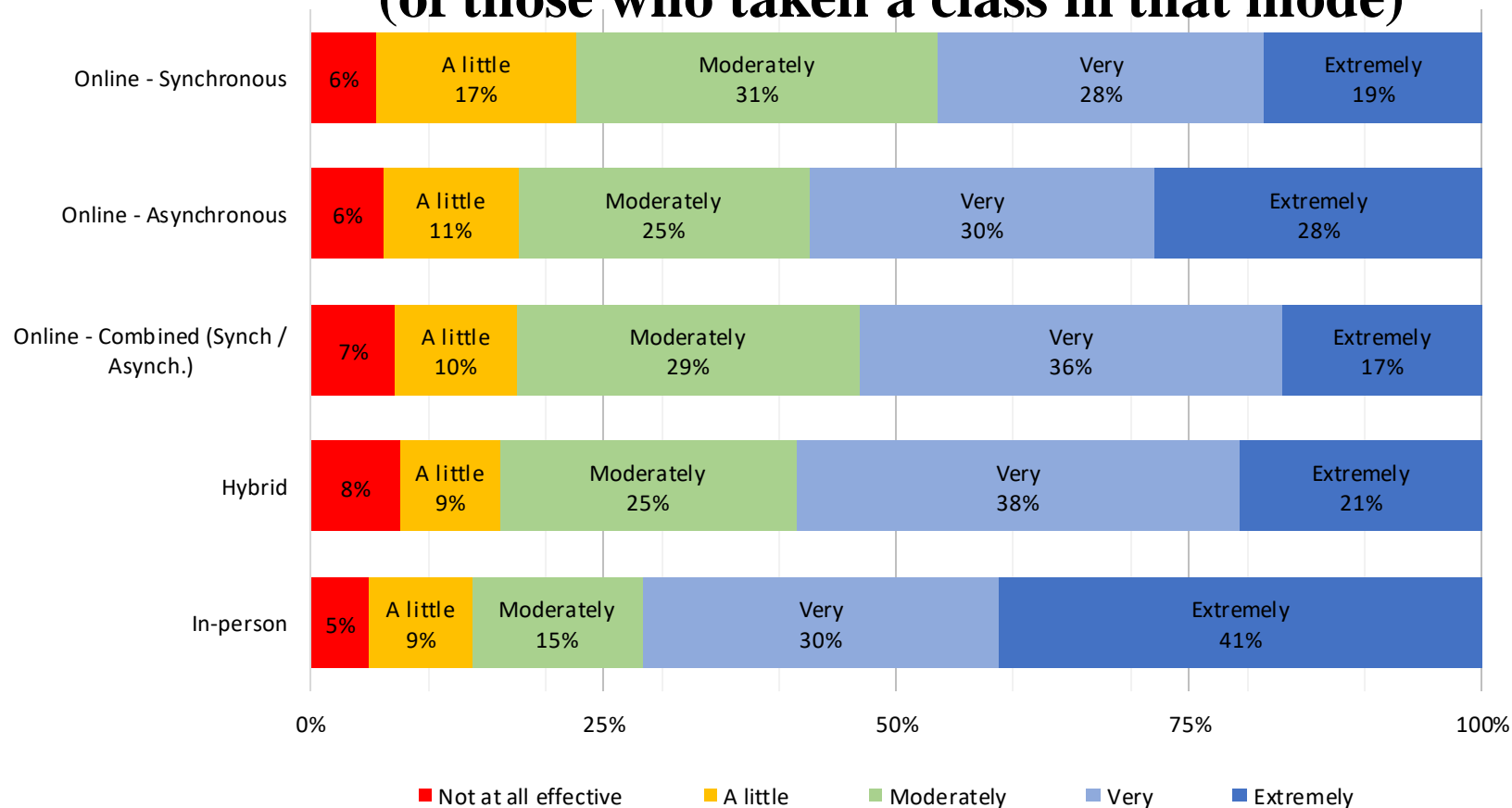
### Effectiveness of the following modes of instruction (of those who taken a class in that mode)





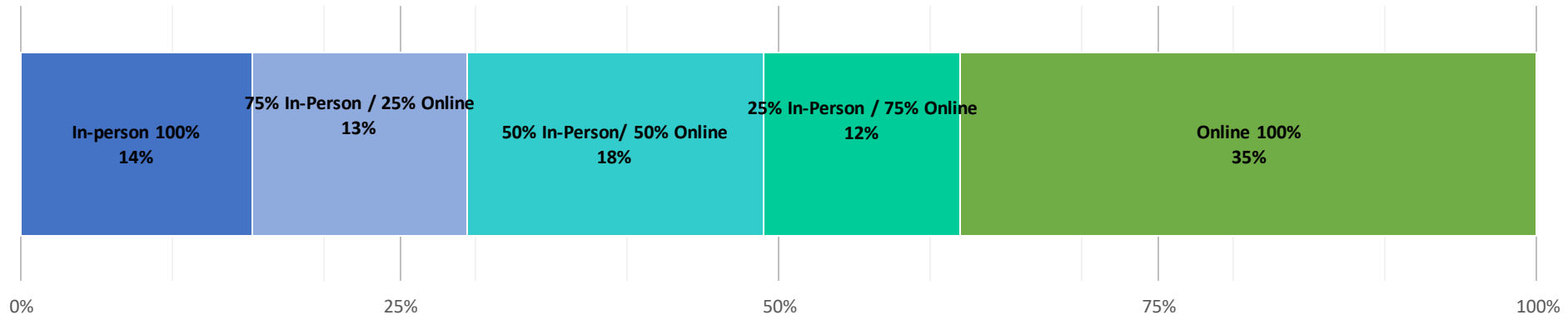
# Las Positas College

## Effectiveness of the following modes of instruction (of those who taken a class in that mode)

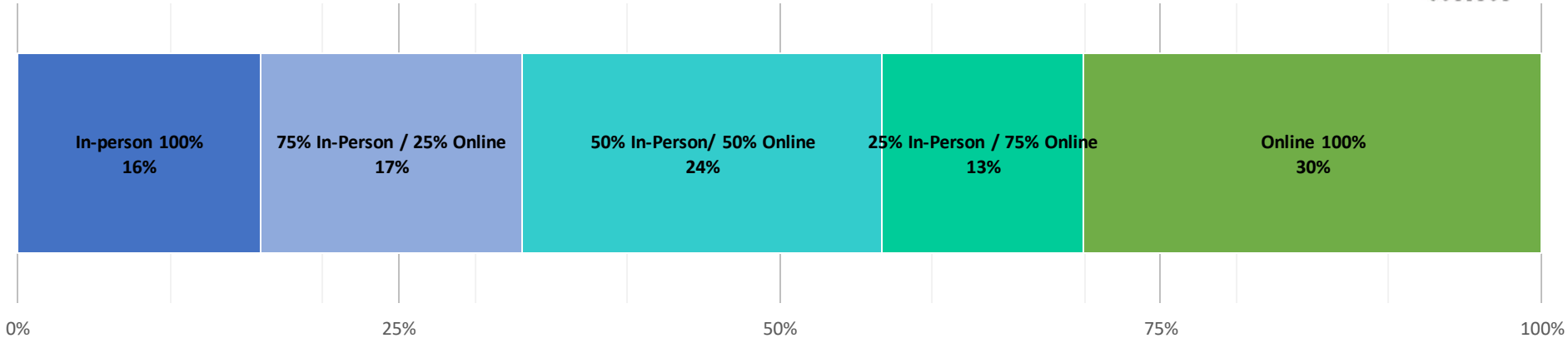




# Chabot College Student Modality Preference for Fall 2022



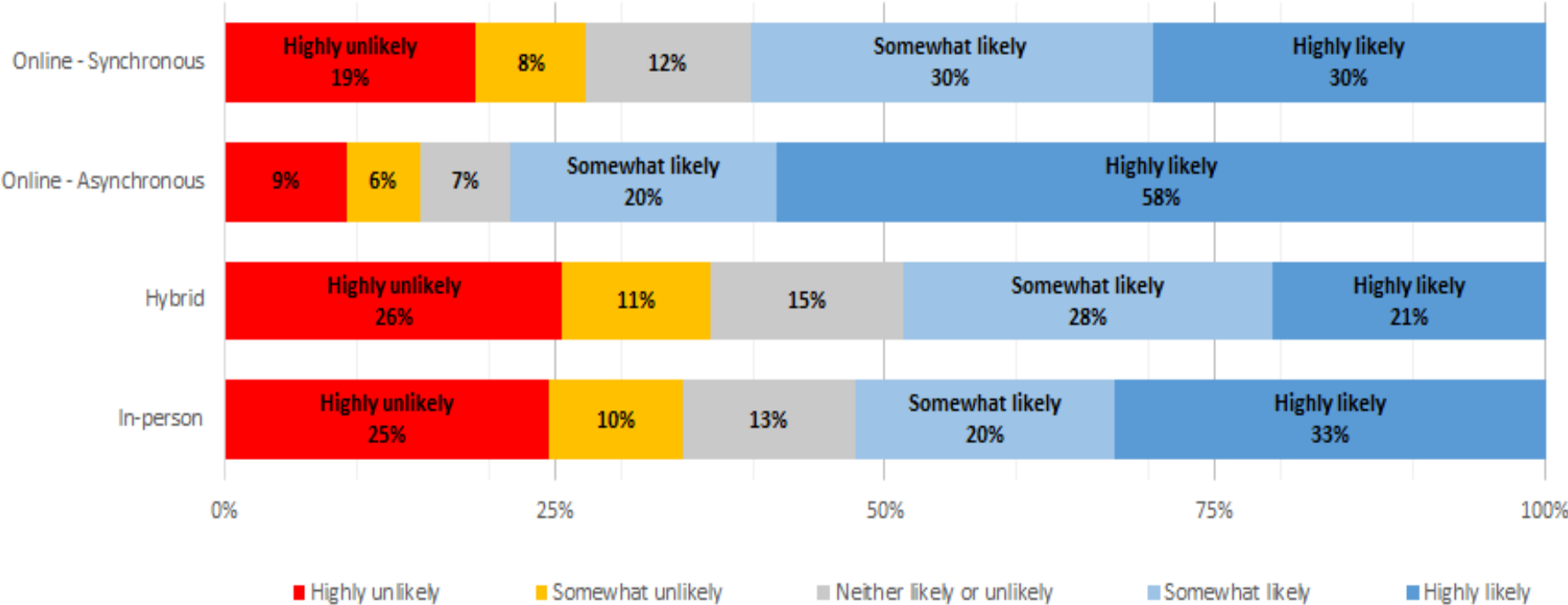
# Las Positas College Student Modality Preference for Fall 2022





## Chabot College

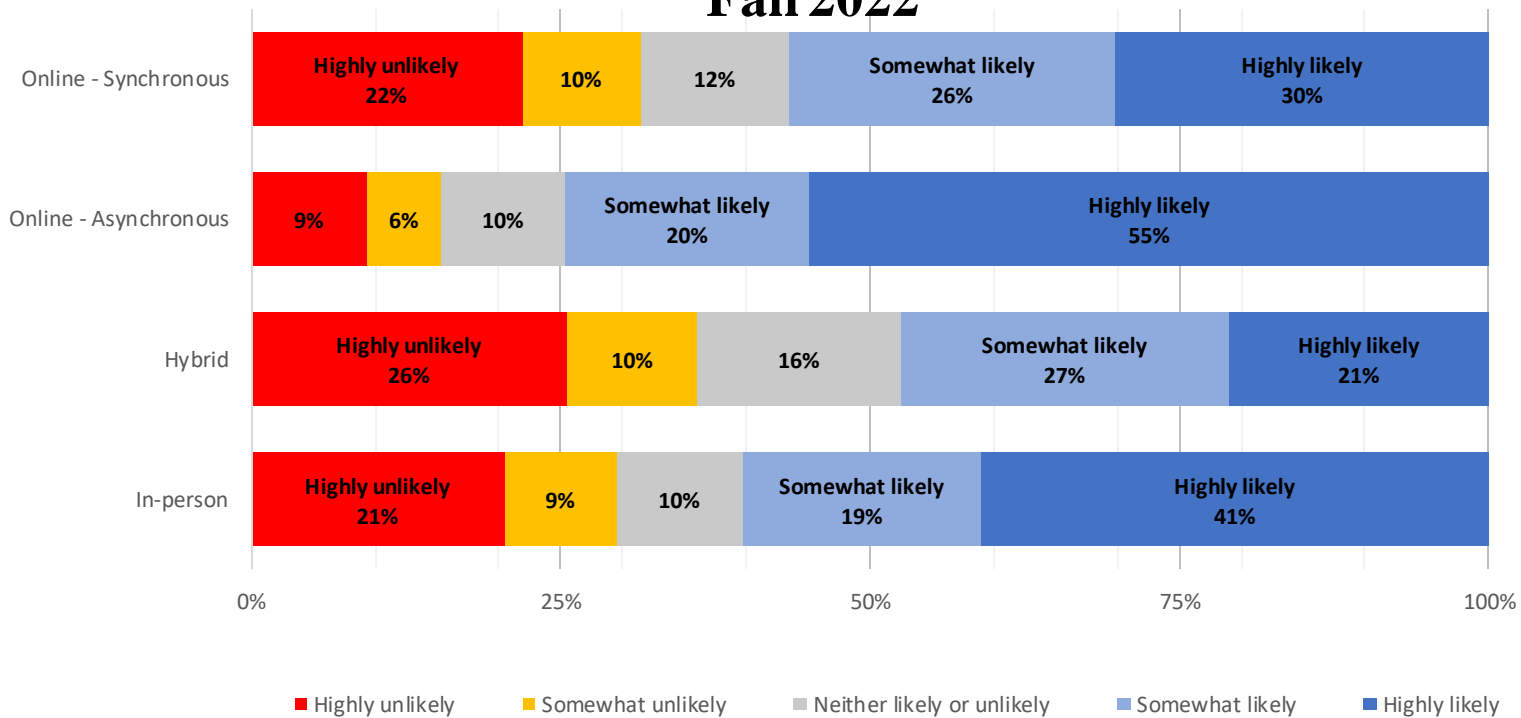
### Likelihood of taking a class in the following modes of instruction in Fall 2022





# Las Positas College

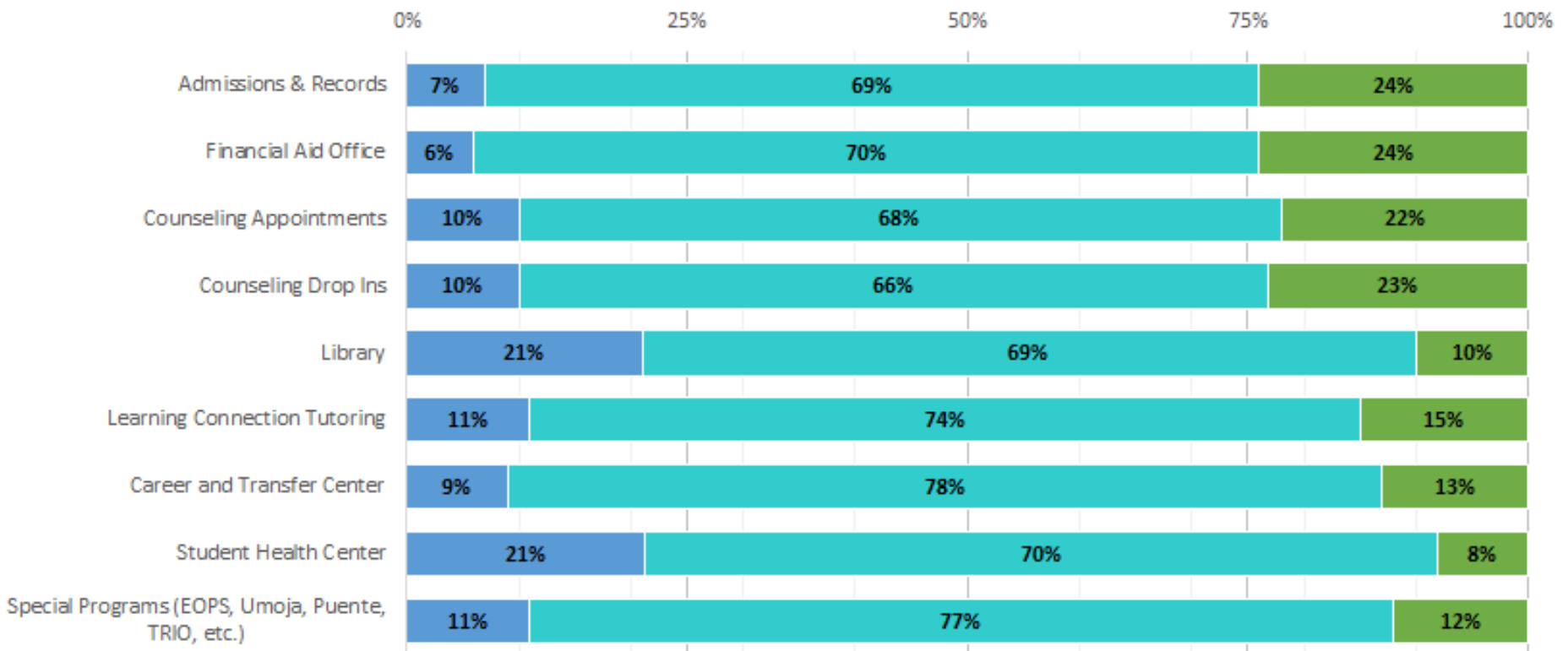
## Likelihood of taking a class in the following modes of instruction Fall 2022







# Chabot College Preferred Modality for Student Services

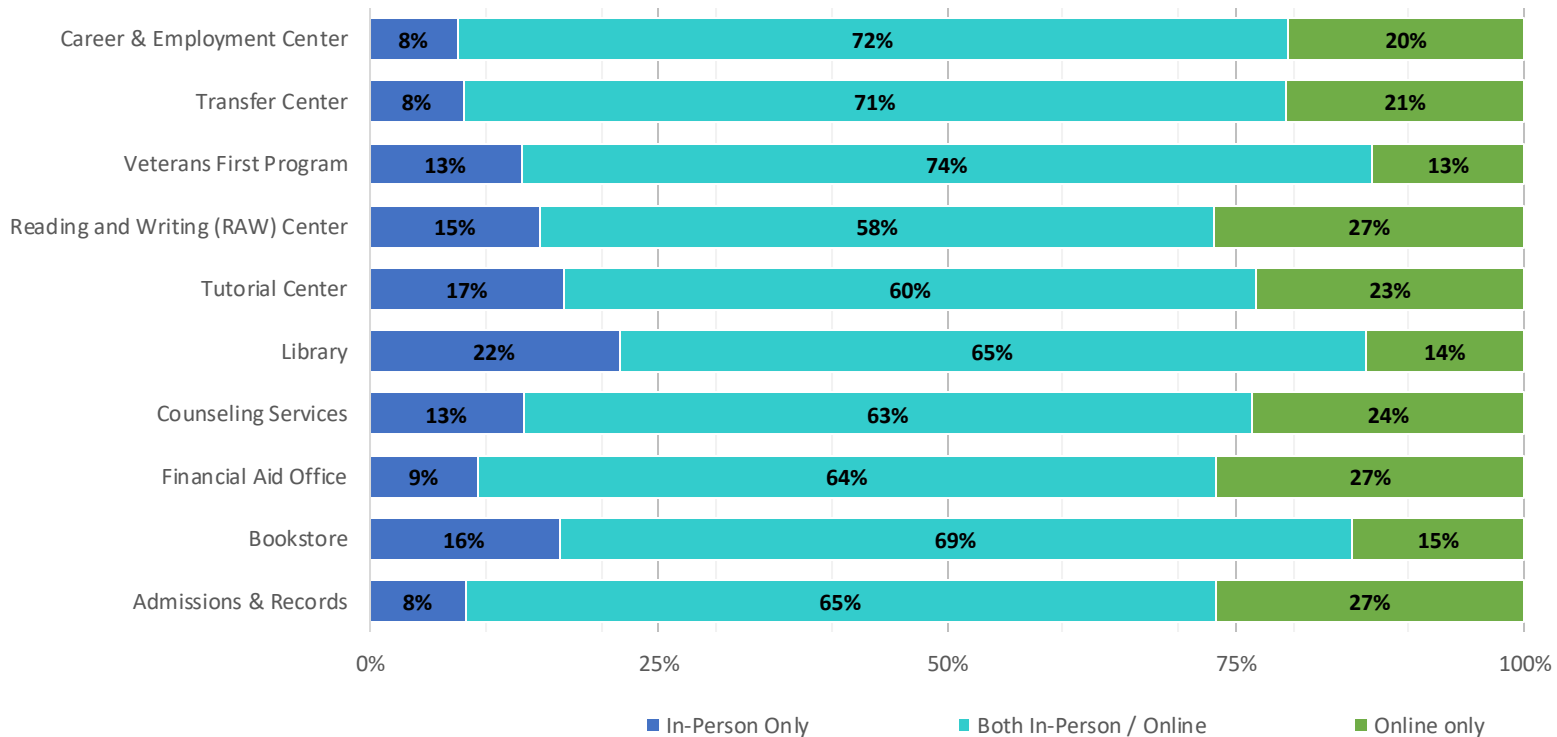


**Chabot College**  
**Preferred way to Access Service (of those who used it)**

■ In-Person Only      ■ Both In-Person / Online      ■ Online only

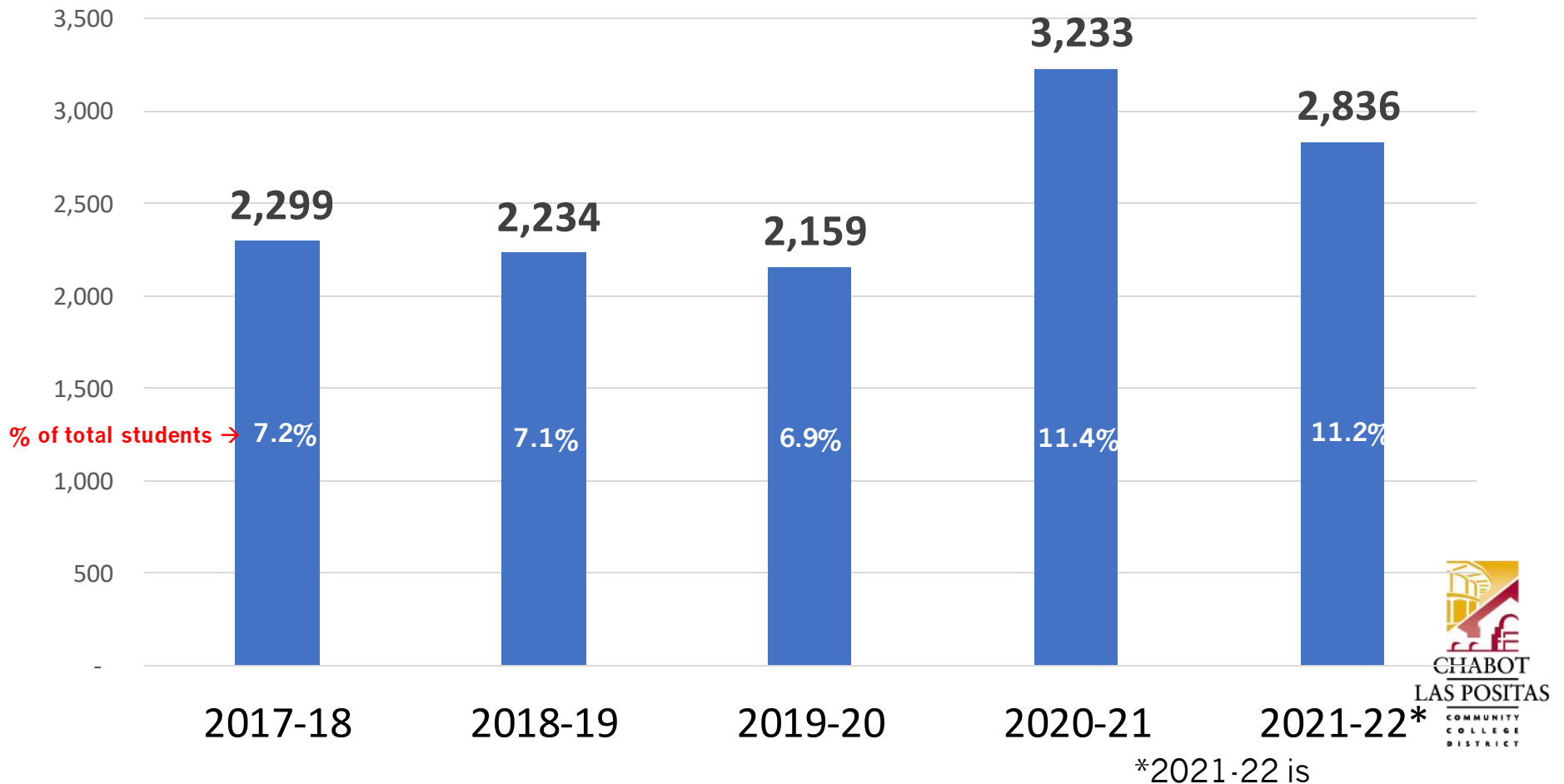


# Las Positas College Preferred Modality for Student Services





# Headcount of Students Taking Classes at Both Chabot and Las Positas Colleges





# Pandemic Impacts & Envisioning the Future

## What we know...

Systemic enrollment losses for particular student populations with some groups being disproportionately impacted. These groups differ at each college.

## What we don't know...

Complex and contingent factors affecting restoration of college enrollments. A lot of variables and unknowns about the impact of the pandemic on students' lives.

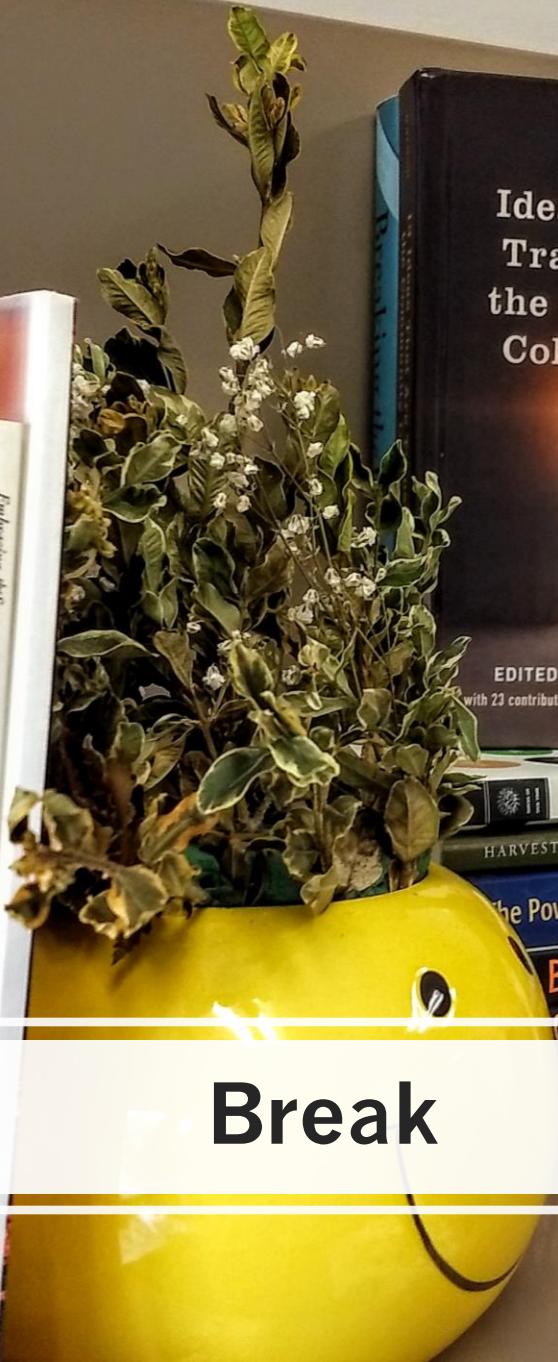
## What we must do...

Navigate the challenges of the changed environment in Post-Pandemic years to inform college decision-making and continue to meet community/student needs.

2019  
California  
EDUCATION CODE

PETER SERGE, ART KLEINER, CHARLOTTE ROBERTS, RICHARD JESS, DAN BRYAN SMITH  
**THE FIFTH DISCIPLINE**  
*Fieldbook*

*Embracing the Slow*



**13**  
Ideas That Are  
Transforming  
the Community  
College World  
EDITED BY TERRY U. O'BANION  
with 23 contributors representing 12 national organizations

CLAUDE M. STEELE **whistling vivaldi**  
HARVEST from the VINEYARD  
the Power of Appreciative Inquiry Diana Whitney & Amandla Trosten-Bloom  
**BEYOND TRACKING**

STUDS TERKEL  
**WORKING**  
**TEACHERS EFFECTIVE ENGLISH TRAINING**  
**STRENGTHSFINDER 201** TOM RATH

THE 45 WALL STREET  
STR  
FIND

**Break**



## **Chabot Collaborative for Equity and Professional Growth (CCEPG)**

**Dr. Jamal Cooks**

Vice President, Academic Services,

Chabot College



# Chabot Collaborative for Equity and Professional Growth (CCEPG)



The CCEPG facilitates learning experiences for faculty, classified professionals, and administrators with an emphasis on amplifying anti-racist, transformative change in classrooms and across the institution.

- Relationship building
- Critical pedagogy
- Community cultural wealth
- Trauma of assimilation
- Knowing ourselves
- Institutional transformation





## CCEPG Projects

Our facilitators and leadership team offer workshops, equity institutes, and consultation for Chabot the community to stoke transformational change in three key areas in Campus Climate + Culture, Curriculum + Pedagogy, and Institutional Practices + Policies.

- Brown Bag Podcast
- STEM Equity Institute
- Linguistic Justice Retreat for English
- Consultation to Implement the Academic Senate Resolution for LGBTQ+ Community
- BIPOC Flag (Affinity Group)
- Anti-racist Allies with White Privilege (Affinity Group)





## CCEPG Impact

Business and English showed 10% gains in student persistence among Black and Latinx students after semester-long inquiry groups.

- English: In Fall 2015, African American and Latinx students had a 12% increase in success rates for classes taught by the 15 English instructors who participated in the FIG.
- Business: In Fall 2017, there were 266 African Americans and 678 Latinx enrolled in Business courses. Between Spring 2015 and Fall 2017:
  - ❖ success rates for African Americans increased from 38% to 47%, with Fall 2016 as high as 49%.
  - ❖ success rates for Latin(x) increased from 58% to 61%, with Spring 2017 as high as 68%.



## **The Persistence Project**

Dr. Kristina Whalen,

Vice President, Academic Services,

Las Positas College



## The Persistence Project: Faculty Commitments



- Send a welcome email
- Revise tone of syllabi prior to the semester kick off
- Learn students' names
- Hold one-on-one meetings with students during the first few weeks of the semester
- Provide meaningful feedback on assignments
- Contact students who are struggling to offer support during the remainder of semester.





## The Persistence Project: Faculty Participation



- Last semester, Fall 2021, the Persistence Project had 36 faculty members in Cohort 1
- This semester, Spring 2022, we are proud to share we had a total of 63 faculty members participating in Cohort 2.
  - **This included 30 part-time professors and 33 full-time professors.**
- Looking ahead to Fall 2022, we are beginning a new collaboration with the Las Positas College Professional Development Committee to ensure that the project becomes a permanent program at Las Positas College.



## The Persistence Project: Data on Impact



- Between Fall 2021 to Spring 2022, we saw 78% persistence for students who were in Persistence Project courses versus 75% persistence for students in non-persistence project courses.
  - This 3% difference is an improvement over Spring 2021 to Fall 2021 when we saw 60% Persistence Project persistence vs. 59% non- Persistence Project persistence.
- The Persistence Project is generating higher persistence for students who attend classes in which the project is implemented by faculty.



## Data on Impact - Student Feedback

- Responses from Student Surveys (marking strongly agree and agree to all of the questions)
  - Instructor communicated expectations for grades/coursework clearly: 89%
  - Instructor knows my name: 87%
  - Values interacting with me: 82%
  - Communicated with me that I can succeed in college: 79%
  - Cares about me as a person: 79%
  - Met with me one-on-one: 73%
  - Talks about how college relates to future career: 66%
  - Communicated with me that I belong a LPC: 63%
  - Knows important information about me that might be barriers to my success: 63%
- Written student comments further expressed appreciation for our teaching methods and our concern for students as individuals.
- One student wrote, "My instructor exceeded all my expectations and is a great teacher who inspires confidence to trust in her. She is concerned about our grades and creates an awesome environment."



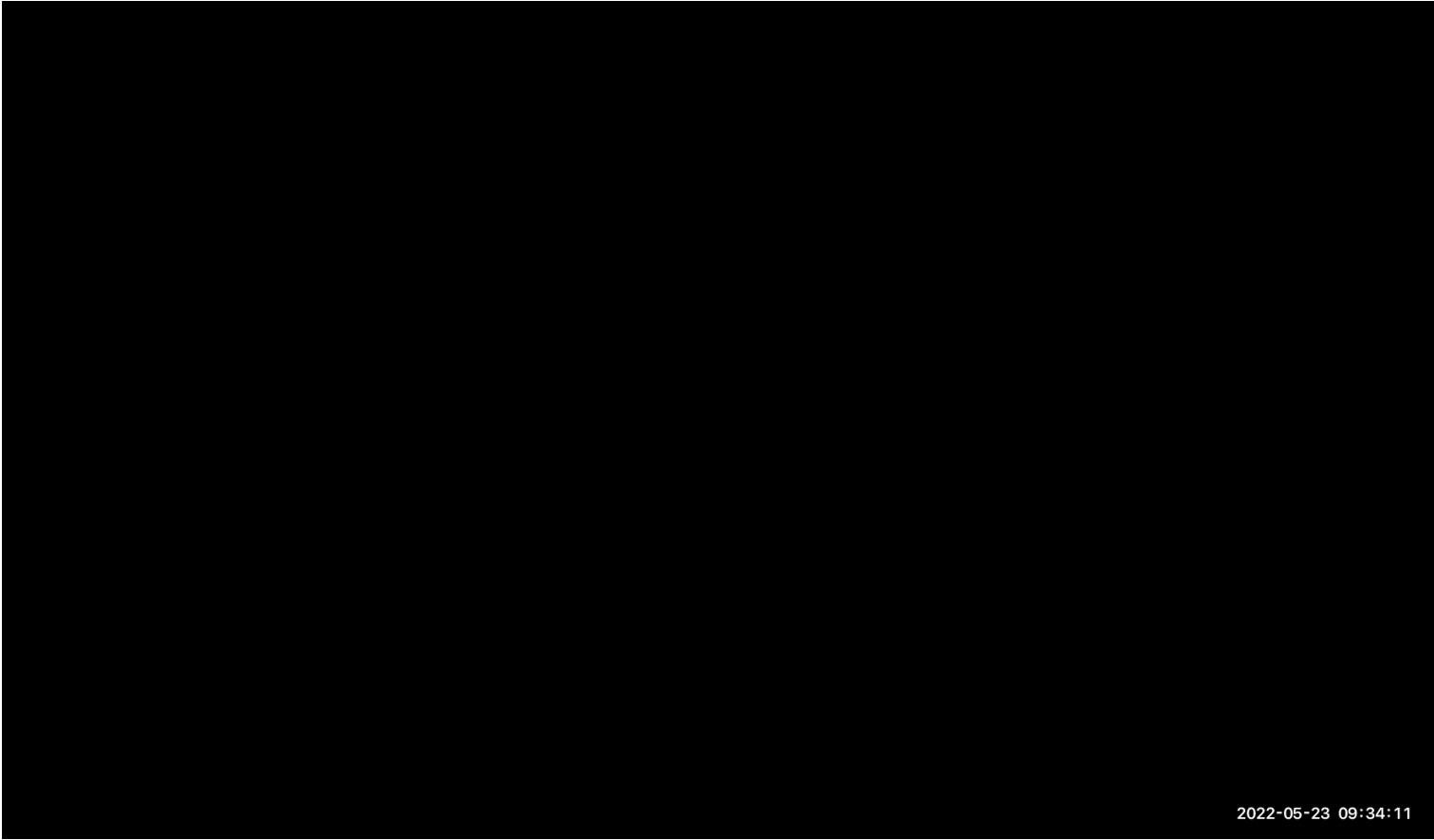


## **Student Outreach and Engagement**

**Dr. Matt Kritscher**

Vice President Student Services,

**Chabot College**







# WHY CHABOT?

**Class Schedules and Formats to meet everyone's needs:**

- **Classes Available to Fit Your Busy Schedule**  
Choose from daytime or evening, in-person, online, and hybrid online/in-person classes
- **Low and Zero-Cost Textbook courses**
- **Free Tuition for First-time, Full-time Students**  
Enroll for 12 units and submit FAFSA by August 1<sup>st</sup>
- **Learning and Career Pathway Cohorts for all Majors**
- **Career Technology Education**  
Earn your certification in Dental Hygiene, Fire Technology, and Nursing
- **Free Non-Credit Courses in English, ESL, Math, Art, and Automotive**

Register online at  
[www.chabotcollege.edu/welcome2022](http://www.chabotcollege.edu/welcome2022)

**Invest in you**



For disability-related accommodations, please contact our Accessibility Center for Education at [www.chabotcollege.edu/dsps](http://www.chabotcollege.edu/dsps) or 510-723-6725



**CHABOT**  
COLLEGE





## Student Outreach and Engagement

Dr. Jeanne Wilson

Vice President Student Services,

Las Positas College





Bing Google Yahoo Dropbox YouTube - Broadcas... Gmail 16 Awesome Life H... webbuilder.theapp...

	Student Activities & Campus Life		Counseling
	Student Concerns		Welcome Services
	Financial Assistance		Enrollment Services
	Support Programs		Food/Housing & Transportation
	Tutorial Services		Meet the VPSS & Team

# Marketing & Outreach



- Reintroduce Ourselves
- Telling Our Stories
- Bumble Bee
- Niche
- Social Media  
LinkedIn/Instagram/Facebook
- Concurrent/Dual Enrollment



## Onboarding Revisions

Application Inquiry project and review of major codes led to major changes. 150 Major Codes reduced to the 8 Pathways.

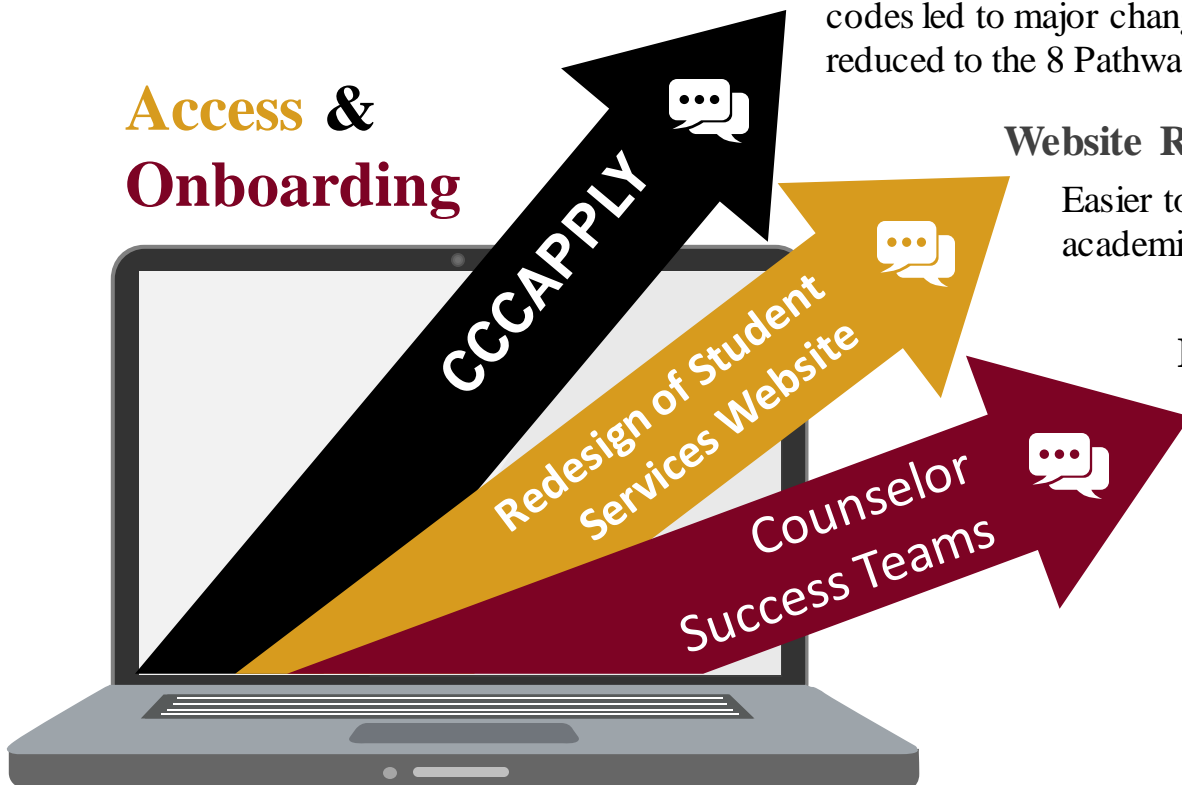
## Website Redesign

Easier to navigate and includes academic support services.

## Fall 2022 Counselors Lead the Way!

Kudos to the Counseling Department for realigning the entire division by success teams.

## Access & Onboarding



**Increase student success and completion  
through change in college practices and processes**



**CARING CAMPUS**

## **Retention, Connectedness & Belonging**

- **Intentional Focus**
- **Warm Welcoming Environment**
- **Intentional Hiring w \$ to Support**
- **Dream Center Coordinator (Undocumented)**
- **UMOJA/BCRC Coordinator**
- **New FT Counselor ~ Passionate about AAPI**
- **Basic Needs/Student Resource Coordinator**
- **Career, Transfer, Employment Coordinator**
- **Mental Health Services Support**
- **LGBTQ+ One Time Funding**
  
- **State Mandated Refocus on Intentional Equity Focused Spending of SEA \$**
- **Identified Staff Interpreters w Contact Info & Photo**

- 
- PLANNING REFRESH
  - CONNECTING THE DOTS
  - ENVISIONING OUR FUTURE
  - **INTEGRATED TEAM EFFORT**



## Integrated Planning and Budget Model

- District-wide Participatory Governance
- Continuous Improvement – Survey 2021, 2022
- Annual Planning Across Committees
- Committee Annual Goals
- Meet Accreditation Standards





## Endemic-related Decisions & Growing Community Impact

While concurrently...

- Delivering: Accreditation Standards, Mission-centered Programs and Services, Multi-Year Enrollment Planning, new Budget Allocation Model.
- Crosswalking: Local Priorities, Institutional Goals, in support of College Culture, Master Plans, and the Vision for Success Goals
- Leveraging CCCCO Mandates: Guided Pathways, AB705, SEAP, SWP, Basic Needs
- Re-engaging face-to-face and welcoming campuses
- Positioning Distance Education capacity to meet demand





## Endemic-related Decisions & Growing Community Impact

- Leveraging Partnerships with Employers, Education, Civic and Nonprofit Organizations
- Leading large national grants to support our students (HSI, AANAPISI, STEM, etc...)
- Deepening intersegmental efforts across UC, CSU, CC, and K-12
- Defining Outreach and In-reach to increase student access and retention
- Implementing strategies to increase student success and enrollment, such as Credit for Prior Learning, Year to Career, Dual Enrollment/CCAP Agreements, Special Populations, Financial Aid, Apprenticeship

A person with long hair, seen from behind, wearing a dark hoodie, stands in a vast green field. In the background, there are rolling hills and mountains under a clear sky. The lighting suggests a bright day, possibly with a lens flare effect on the right side.


## ■ Resilient Leadership

Our commitment doesn't waiver, it's the demands and ever-changing terrain that is requiring even more from our college leaders.



## Conclusion

- Recognition and gratitude
- Key: regular communication, supporting self-care for our teams and ourselves
- Bringing back to the Board of Trustees:
  - Accreditation determination: January 2023
  - EMP and DSP progress: Spring 2023
  - Vision for Success update: Summer 2023



# Board Goals and Priorities



## Board Priorities – Revisit

On April 16, 2019 the Board of Trustees reviewed their Priorities for the period of 2019 to 2022. The following priorities were approved:

- Develop a system of student support that provides access and equity of outcomes for all students
- Develop a system of effective communication
- Create a culture of collaboration among staff and the community
- Continue developing systems that support student achievement
- Provide effective management of District fiscal resources



## Board Goals – Revisit

On April 16, 2019 the Board of Trustees reviewed and adopted the 2019-2022 Board Goals. They include:

- Ensure the District maintains fiscal responsibility (ongoing)
- Maintain advocacy at state and national level on matters of importance to the district (ongoing)
- Ensure community connectivity by supporting and attending various community events (ongoing)
- Full participation in CCLC’s Excellence in Trusteeship Program (ongoing)
- Review accreditation standards and practices for good governance and use them as part of the Board’s annual self-evaluation process (ongoing)
- Create new trustee orientation program (completed)
- Monitor the progress of the Chancellor’s implementation of District priorities (ongoing)