

**Chabot-Las Positas Community College District (CLPCCD)**

**DISTRICT-WIDE STRATEGIC PLAN  
(2021-2026)**

**(Formative Draft—Pre-design)**

**December 8, 2020**

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Planned next Draft: January 19, 2021

**[INSIDE COVER]**

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## **DISTRICT MISSION, HISTORY, AND BOARD PRIORITIES (2 pages)**

### **District and College Missions:**

Chabot-Las Positas Community College District (CLPCCD), part of the California community college system, is a regional leader in higher education in California's East Bay area. CLPCCD's two member colleges – Chabot College in Hayward and Las Positas College in Livermore – provide area residents access to affordable, relevant higher education options that help them develop their skills, interests, and career potential. The mission statements for the District and two colleges reflect their commitment to providing access to rigorous, culturally relevant academic and workforce development programs that support equitable outcomes for all students and prepare them to be global citizens. The mission statements for each are stated below:

- **District:** The Chabot-Las Positas Community College District (CLPCCD) offers innovative educational opportunities and support services to prepare students to succeed in a diverse global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills.
- **Chabot College:** 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.
- **Los Positas College:** Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

### **Brief History:**

Founded in 1961, the Chabot-Las Positas Community College District (CLPCCD) has been providing quality academic programs and job training for residents of southern Alameda County and the surrounding area for nearly 60 years. Through its two colleges, Chabot College, and Las Positas College, the District serves a diverse student body of more than 29,000 students annually from ten local cities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Tracy, and Union City. The two colleges also attract students from cities in the surrounding area, including Alameda, Fremont, Newark, Oakland, San Jose, San Ramon, and Sunol. While each college serves a slightly different population from a distinct set of feeder cities, student demographic data shows that both colleges serve a large percentage of students of color, as well as first-generation college goers, and low-income students.

Chabot College was established in 1961. Las Positas College was established in 1963 as an extension of Chabot College and became an independent college in 1988 with full accreditation in 1991. Together, they currently provide a combined total of more than 300 associate degree and certificate educational programs, ranging from business, communications, engineering, health, the humanities, kinesiology and athletics, languages, mathematics, public safety, science, social sciences, and additional career technical education (applied technology) programs.

Each college offers a complete slate of educational options where students are provided with educational pathways leading to university transfer, near-term career options following an earned certificate, and degree pathways that support both educational goals of transfer and employment. Many students pursue transfer degrees, graduating from either Chabot College or Las Positas College, and transition to a university to pursue a bachelor's

degree. The majority of CLPCCD transfer students stay in the Bay Area, typically choosing a 4-year institution from the California State University (CSU) or University of California (UC) system as their transfer destination.

<b>Top Transfer Destinations for CLPCCD Graduates</b>
-- California State University, East Bay
-- San Francisco State University
-- San Jose State University
-- University of California, Berkeley
-- University of California, Davis

Many students seek and earn technical degrees and certificates to immediately prepare for employment. CLPCCD’s colleges are major providers of career education in the fields of automotive, building trades, business, education, emergency services, healthcare, information technology, theatre arts, and welding technology. CLPCCD actively works with local businesses, labor organizations, and industries to make sure that its programs are equipping students with state-of-the art facilities and industry-vetted knowledge and skills opportunities. CLPCCD outcome data shows students completing career education programs and moving into higher skill, higher wage jobs upon completing their program at Chabot College or Las Positas College.

Beyond for-credit programs, CLPCCD supports the region directly through its range of non-credit programs. Both colleges offer a variety of career development, skills enrichment, basic education, and short term career-focused programs. Additionally, CLPCCD supports local businesses through several programs: the Tri-Valley Career Center connects employers with employees and prepares area residents with job search skills, while the Economic Development Corporate Education (EDCE) offers a portfolio of “up-skill” programs to support incumbent workers. Through its varied menu of academic and career education options, CLPCCD provides area residents a wide range of high-value educational pathways to choose from and, in the process, creates growth for the area’s economy by increasing the workforce base and giving businesses access to the talent and skilled workers they need.

[January updates: consider inserting data from District’s Economic Value study published in 2020]

**Board Priorities:**

On March 19, 2019 the Board of Trustees established the following five district-wide priorities for 2019-2022:

- 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.

These priorities were developed in alignment with the 2015-2020 District Strategic Plan and the college Educational Master Plans (EMPs). The Board’s priorities informed the 2020 development of the District-wide Strategic Directions for 2021-2026 EMPs and the District-wide Strategic Plan. The set of plans: Chabot College Educational Master Plan, Las Positas College Educational Master Plan, and District-wide Strategic Plan will be reviewed by the Board of Trustees in spring 2021.

## **CHAPTER ONE: PLANNING FRAMEWORK (2 pages)**

### **Purpose of the District-wide Strategic Plan:**

The purpose of the Chabot-Las Positas Community College District (CLPCCD) District-wide Strategic Plan (DSP) is to represent a unified district-wide direction for the colleges and the District Service Centers that support the colleges, over the next five years (2021-2026). The DSP reflects the themes emerging from the Chabot College and Las Positas College Educational Master Plans (EMPs) and demonstrates how the colleges and the District support and act upon the CLPCCD Board of Trustees priorities and the California Community Colleges Chancellor's Office (CCCCO) statewide Vision for Success goals.

At CLPCCD, district-wide strategic planning occurs at least every six years, as per Board Policy 3250. This year CLPCCD's strategic planning initiative happened to coincide with a global pandemic (COVID-19), making it especially challenging. At the same time, the public health crisis has made careful strategic planning even more critical, given the considerable level of uncertainty and the demand for innovations due to the unfolding impact of the pandemic on the Bay Area region.

### **Embracing a College-Driven Integrative Planning Model at CLPCCD:**

From the start, CLPCCD embraced an inclusive and collaborative versus "top-down" planning model that would be driven by the data-driven Educational Master Plan (EMP) planning work at each of the colleges and result in a set of three plans – two EMPs and an overarching DSP – that respect the individual priorities and goals of the individual colleges yet unite the colleges and the District around common themes to enable collaborative work to meet the needs of CLPCCD students. For this reason, while comprehensive planning took place at both the district and colleges throughout the year, the DSP planning process began intentionally after the two colleges had developed their preliminary drafts, and the district-wide Environmental Scan had been produced as a common source of evidence. The planning process provided numerous forums for members of the colleges and district office to come together and discuss the larger vision for the District, review data and findings, and identify key unifying themes.

### **Role of the District Comprehensive Guidance and Coordinating Committee (DGCC):**

The District Comprehensive Guidance and Coordinating Committee (DGCC) was convened by the CLPCCD Chancellor in January 2020 to guide and coordinate the year-long district-wide planning process. To ensure alignment with the college-level and district-level plans, the DGCC's membership consisted of District and college administrators and representatives from the college EMP planning teams and participatory governance groups. These included: the CLPCCD Chancellor, the Chabot College president, the Las Positas College president, the Vice Chancellor of Educational Services and Student Success, the Chabot College Director of Institutional Effectiveness, the Las Positas College Director of Research, Planning, and Institutional Effectiveness, the Academic Senate and Classified Senate presidents from both colleges, and individual student representatives from the Associated Students organizations at each college. The DGCC members were joined by members of the Signature Solutions Corporate Results (SSCR) consulting team, who helped facilitate the discussion and capture key insights and discussion points.

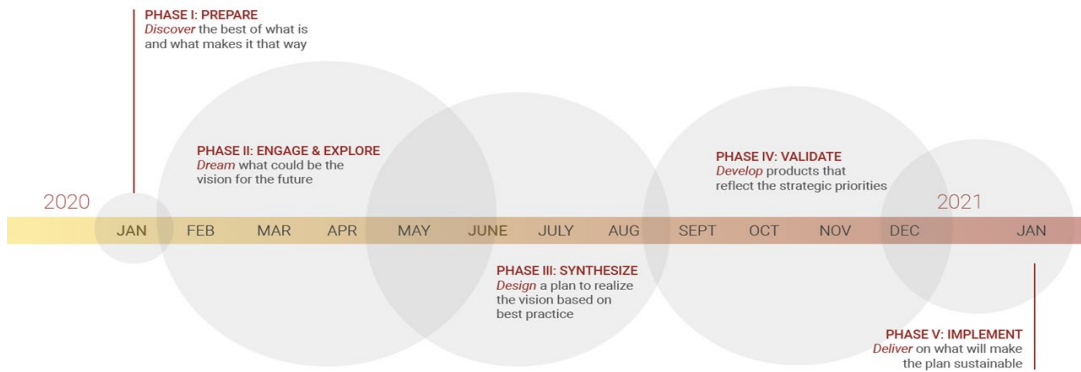
### **Role of the Consulting Collaboration:**

In January 2020, the Chabot-Las Positas Community College District (CLPCCD) hired Signature Solutions Corporate Results (SSCR) in a consulting capacity, to assist with the facilitation of the integrative planning process and the research, writing, and design for the three plans. SSCR put together a team of skilled consultants with strong expertise in strategic planning, writing, and multimedia design, as well as strong knowledge of

community college planning and reform initiatives. Over the course of the year, they assisted CLPCCD not only with the planning and development of a set of comprehensive, user-friendly strategic plans but also helped plan and produce the District-wide Environmental Scan and conduct related interviews with CLPCCD Board interview and surveys and focus groups with external community stakeholders.

## Overview of the Comprehensive Planning Process:

### Timeline



The Chabot-Las Positas Community College District (CLPCCD) began pre-planning for its 2020 year-long comprehensive strategic planning process in early Fall 2019. The Vice Chancellor of Educational Services and Student Success held preliminary meetings with the college presidents and their leads to assess the previous strategic planning process and identify ways to improve the planning experience to make it more transparent and inclusive. All parties agreed that, going forward, the college Educational Master Plans (EMPs) should take the lead and that each college develop their own authentic individualized plan. The EMPs, in turn, would form the foundation of the overall strategic directions for the District-wide Strategic Plan (DSP).

In February 2020, the Chancellor officially launched the strategic planning initiative, convening key decision-makers from across the District to form the District-wide Comprehensive Guidance and Coordinating Committee (DGCC) and ensure a strong start to the district-wide planning effort. Both colleges formed Educational Master Plan (EMP) Task Forces and embarked on a nine-month process of creating the content of their plans. In the process, they each reviewed and revised their college’s mission, vision, and values, held more than 50 in-person and online virtual meetings and town halls to get broad stakeholder input.

The Offices of Research at each college were instrumental in producing the detailed research data and analyses for the Environmental Scan, which, in turn, informed the development of the EMPs and, ultimately, the DSP. The SSCR team supported this effort with additional research and data analysis, graphic design, and writing and editing services. Research included a series of individual interviews with members of the CPLCCD Board of Trustees to document their perspective on challenges and opportunities currently facing the District. In addition, SSCR worked with the District and the college EMP leads to identify community stakeholders in a range of categories to solicit input through interviews, focus groups, and surveys (note: this outreach was somewhat hampered by the restrictions imposed by the pandemic but still yielded useful information). This external outreach effort also helped the colleges and District think through an outreach system and materials that can be used on an annual basis to seek input from the many different educational (K-12 and 4-year institutions), business, and industry partners in the region.



The DGCC met three times over the course of the year, in February, May, and November, to plan and guide the overall planning process. In November 2020, once the final drafts of the college EMPs were ready, the DGCC and EMP Task Forces reviewed the goals and priorities set forth in each EMP to identify common themes to use in the development of the District-wide Strategic Directions, honoring and building on the work of the EMPs. As part of this discussion, they also addressed ways that the DSP could be effectively implemented. These suggestions were incorporated into the DSP, which was subsequently presented to internal stakeholders across the district and vetted by college and district participatory governance groups, ensuring broad input and buy-in and highlighting areas of agreement and unity for the CLPCCD community going forward.

## **CHAPTER TWO: THE EXTERNAL AND INTERNAL ENVIRONMENT (6 pages so far)**

### **OVERVIEW OF THE DISTRICT-WIDE ENVIRONMENTAL SCAN:**

The Chabot-Las Positas Community College District (CLPCCD) conducted and compiled a comprehensive Environmental Scan as part of its year-long district-wide strategic planning initiative. The purpose of the Environmental Scan was to gather and analyze relevant data; information on internal and external resources; and trends impacting the District and its colleges, to inform the development of the Educational Master Plans (EMPs) for Chabot College and Las Positas College, and the District-wide Strategic Plan (DSP).

The CLPCCD Environmental Scan is a substantive document that presents key institutional data maintained by the college Offices of Institutional Research, along with external environmental findings, and the district’s Economic Impact Study (May 2020). A summary of the key findings from the scan is provided below, followed by an overview of highlights from the external and internal scan findings and other findings: (For full scan visit: <http://districtazure.clpccd.org/strategicplans/environmentalscan.php>.)

### **SUMMARY OF KEY FINDINGS FROM THE ENVIRONMENTAL SCAN**

This summary presents a selection of important high-level takeaways that emerged from the Environmental Scan data, exploring how the Chabot-Las Positas Community College (CLPCCD) District can better serve its community, students, and colleges. Please note: these summary findings served as point-in-time reference for the strategic planning discussions and informed content of the two college Educational Master Plans (EMPs) and the District-wide Strategic Plan (DSP). The data cited in the scan reflects time prior to the pandemic and, thus, does not reflect COVID-19-related challenges (e.g., rising unemployment, reduced work hours, permanent job loss, etc.), which have disproportionately impacted the economically-disadvantaged communities served by the District. These trends will need to be monitored over time to understand the true impact.

<b>Key Findings from the CLPCCD Environmental Scan</b>
<p><b><u>Our Community</u></b></p> <ul style="list-style-type: none"> <li>• Identify how the CLPCCD colleges can offer educational opportunities that will engage and improve the economic mobility and access to thriving wage employment for the substantial percentage of service area residents who have less than a college education and are living in poverty due to structural inequalities.</li> <li>• Collaborate with employers and businesses as they seek to recover, develop, and grow to offer programs that will help them meet demands with a focus on living wage jobs in growth occupations and sectors, such as Health and Educational Services, Construction, and Professional and Managerial Services.</li> </ul>
<p><b><u>Our Students</u></b></p> <ul style="list-style-type: none"> <li>• Partner with feeder high schools to align curriculum to be sure that their graduates are prepared to succeed in transfer-level math, English, and science education.</li> </ul>

- Outline communication and marketing strategies to encourage the students from feeder high schools who choose community colleges at high rates, yet not necessarily CLPCCD colleges, to attend Chabot College or Las Positas College.
- Gather students' feedback on their learning and transfer experiences to understand what is and is not working, with a special focus on African-American, Latino/a/x, and Pacific Islander students.
- Collaborate with community partners to help students who are facing food, housing, and employment insecurity to allow them to remain focused on their education.
- Explore and address the unique needs and challenges of first-generation college students to increase their enrollment, persistence, program completion, transfer (performance overall).

**Our Colleges – Chabot College and Las Positas College**

- Identify and vet candidates for hire who are committed to and have experience working to ensure equitable student outcomes and come from backgrounds that are reflective of those of our student body.

**INTERNAL SCAN FINDINGS**

**Enrollment Trends (Impact of Student-Centered Funding Formula):**

Over a 10-year period, from 2010 to 2019, both CLPCCD colleges faced a slightly declining headcount. In Fall 2010, the headcount was relatively high following the great recession. Enrollment has ebbed and flowed since then. From Fall 2010 to Fall 2019, Chabot College experienced a drop in student headcount of 1,418 students, and Las Positas College experienced a drop in headcount of 379 students during the same period.

In addition to various demographic trends impacting enrollment, the District also faces potential impact on enrollment due to the state-adopted Student Centered Funding Formula (SCFF) introduced by the California Community Colleges Chancellor's Office (CCCCO). The new formula, which goes into effect for CLPCCD in 2024-2025, as it stands aggravates student inequity by not taking into account the high cost of living in the Bay Area, and putting our colleges at an operating budget disadvantage. The District has joined with the 14 other community college districts in the Bay Area to advocate for an adjusted SCFF to better reflect challenges faced by low-income students and the colleges that serve them in high-cost areas.

Approximately one third to one half of CLPCCD students are considered low-income (58% at Chabot College and 36% at Las Positas College), based on financial aid applications. However, it is likely that the actual number of students who are low-income is far greater because eligibility (the way awards are determined) for Promise and Pell Grants disadvantages low-income students in high cost-of-living areas. Moreover, some students who would qualify for aid may choose not to apply due to fears surrounding their documentation status.

**Student Preparedness, Success, and Completion (Alignment with Vision for Success and AB 705):**

Student Preparedness: A large percentage of first-time students enter the Chabot-Las Positas Community College District academically underprepared for college-level work. For example, among the first-time college students in Fall 2018, only 15 percent at Chabot College and 29 percent at Las Positas College completed transfer-level English and Math courses within their first year. At Chabot College and Las Positas College 18 percent and 32 percent completed transfer-level math, respectively; the completion rate for first-time students taking transfer-level English was almost double the completion rate for transfer-level math.

**Figure 88: One-Year Throughput Rate\* of Transfer Math and English by First-Time College Students, Fall 2018 Cohort**

	Transfer/Degree Educational Goal	
	Chabot	Las Positas
Math	18%	32%
English	37%	60%
Both Math and English	15%	29%

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).

With the passage of California state Assembly Bill 705 in Fall 2019, the CLPCCD colleges started to incorporate 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). Both Chabot College and Las Positas College report increased access to transfer-level English and math for first-time college students since the implementation of these measures. Institutional data records for the 2019-2020 academic year also show that AB 705-supported approaches appear to be positively associated with one-term “throughput” (successful completion) for first-time college students in gateway transfer-level English and math courses. The District will continue to monitor the impact of AB 705 over the five-year period covered by this strategic plan.

**Student Success:** In terms of student success, overall, course success rates at both colleges have been fairly stable among most racial and ethnic groups. However, across the District, the success rates for African American students (57-60%) and Latino/a/x students (65-66%) are consistently lower than the success rates for Asian American, Filipino, and White students (72-78%).

**Degree Completion:** Over the last ten years, from 2009-2010 to 2018-2019, the number of associate degrees awarded by Chabot College has steadily increased and has almost doubled. This growth is mostly due to the introduction of Associate for Transfer (ADTs) degrees and the related increase in the number of ADTs awarded; by 2018-2019, ADTs constituted one-third of all degrees awarded. The number of certificates awarded at Chabot College has had particularly fast growth, almost tripling in the last three years. (See Figure 104 below.)

**Figure 104: 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

At Las Positas College, even though the number of traditional associate degrees awarded has fallen since 2009-10, the increase in ADTs is creating an overall increase. The number of certificates awarded has also increased steadily over the last three years. (See Figure 108 below.)

**Figure 108: Las Positas College Degrees by Type 2009-10 to 2018-19**

Degree Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ADT				*	23	58	146	246	320	346
AA/AS	539	532	499	508	498	539	551	555	494	471
Total	539	532	499	513	521	597	697	801	814	817

\* Indicates fewer than 10 students

**Transfer:** Overall, the transfer pattern for Chabot-Las Positas Community College District (CLPCCD) students reveals that most remain within Northern California to pursue transfer goals and most transfer to neighboring institutions of higher education, such as California State University (CSU) East Bay, San Francisco State University (SFSU), San Jose State University (SJSU), University of California (UC) Berkeley, or University of California (UC) Davis.

At both colleges, Asian American students by far have the highest transfer rates, and the rates for White students are about the same as each 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%). At Las Positas College, three groups were below the college's average transfer rate in 2013: African American students (47.4%), Filipino students (43.3%) and Latino/a/x students (44%).

**Employee Demographics:**

As of fall 2019, the Chabot-Las Positas Community College District (CLPCCD) had more than 1,300 employees. At the District Support Center, there were 159 employees, including 124 full-time classified professionals, 10 part-time professionals, and 25 administrators. Chabot College employs 668 individuals, including 483 faculty, 156 classified professionals, and 29 administrators. Las Positas College had 502 employees, including 379 faculty, 107 classified professionals, and 16 administrators. CLPCCD is committed to diverse indicators, tracking employee demographics and changes by site, race, ethnicity, and gender, to reflect student demographics. In fall 2019, People of Color comprised nearly half of the District's classified professionals and 30 to 50 percent of administrators, depending on the site. The faculty, however, was much less diverse – an area for improvement.

**EXTERNAL SCAN FINDINGS**

**District Service Area and Regional Area Population Estimates and Projections:**

**Figure 9: Population for District Service Area by City, 2019-2029 Projections**

City / Region	2019	2024	2029	Change 2019 – 2029	
				Numerical	Percent
Castro Valley	60,975	62,745	63,584	2,609	4.3%
Dublin	59,877	62,124	62,455	2,578	4.3%
Hayward	193,541	199,969	202,775	9,234	4.8%

Livermore	89,455	90,181	90,468	1,013	1.1%
Pleasanton	82,330	84,903	86,297	3,967	4.8%
San Leandro	116,843	121,103	123,428	6,585	5.6%
San Lorenzo	29,815	30,827	31,265	1,450	4.9%
Union City	80,516	85,617	87,998	7,482	9.3%
Service Area	713,352	737,469	748,270	34,918	4.9%
Alameda County	1,684,401	1,736,272	1,756,640	72,239	4.3%

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

As shown in Figure 9, the Chabot-Las Positas Community College District (CLPCCD) service area has an estimated 640,667 residents – comprising 39 percent of the overall Alameda County population. Over the next decade it is estimated that the District service area may see a 4.9 percent increase in residents, from 713,352 in 2019 to 748,270 in 2029. Economic modeling suggests that, by 2029, Union City may see the highest population growth (9.3%), followed by San Leandro (5.6%), San Lorenzo (4.9%), Hayward (4.8%), and Pleasanton (4.8%). It is anticipated that Livermore may have the smallest percentage growth (1.1%) of all of the cities in the CLPCCD service area

### **Demographics of Service Area Population:**

**Figure 14: Service Area Population by Race/Ethnicity, 2019-2029 Projections**

	Chabot College Cities		Las Positas College Cities		District Service Area		Alameda County	
	2019	2029	2019	2029	2019	2029	2019	2029
Latino/a/x	31%	31%	14%	14%	26%	26%	23%	23%
African American	9%	8%	2%	2%	7%	6%	10%	9%
White	21%	20%	50%	47%	31%	29%	31%	28%
Asian American	33%	36%	29%	32%	32%	35%	32%	35%
Other*	5%	5%	4%	4%	5%	5%	5%	5%
<b>Total</b>	<b>99%</b>	<b>100%</b>	<b>99%</b>	<b>99%</b>	<b>101%</b>	<b>101%</b>	<b>101%</b>	<b>100%</b>

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

\*Includes American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and Two or More Races

\*The total exceeds 100 percent due to rounding error.

As indicated in Figure 14 above, the population of the Chabot-Las Positas Community College District (CLPCCD) service area is not only slated to expand but it is also expected to become increasingly diverse over the next ten years. The following demographic trends are noted in the scan:

- **Race/Ethnicity:** Over the last ten years, the CLPCCD population has become increasingly diverse, with a large Latino/a/x population (36%) and a growing Asian population (32%); this trend is anticipated to continue over the next ten years, through 2029.
- **Age:** Alameda County projects increases in three different age categories over the next ten years, changes which will impact the CLPCCD service area:
  - 20 to 24 years old are expected to increase by 6 percent (98,707 to 104,256)
  - 40 to 44 years old are expected to increase by 19 percent (118,689 to 141,449)
  - 65 to 69 years old are expected to increase by 11 percent (80,571 to 89,655)

- **First Generation Status:** A high number of CLPCCD students are the first in their family to go to college. At Chabot College, most (76%) of the first-time college students in Fall 2019 were first-generation college students. At Las Positas College, half (52%) of the first-time college students in Fall 2019 were first-generation college students.

### **Educational Attainment and Service Area Poverty Levels:**

In terms of educational attainment, most residents in the cities served by the CLPCCD colleges and the District have not earned a postsecondary degree or credential (e.g., earned an associate, bachelor's or graduate or professional degree), except for those living in Pleasanton and Dublin (in the Las Positas College service area), where between 70 and 71 percent have an associate, bachelor's or graduate/professional degree, respectively.

Furthermore, the percentage of residents in the service area who are 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%). (Note: The federal poverty guidelines are not adjusted for cost-of-living, so actual poverty rates are likely higher per city.)

### **Feeder High School Student Proficiency:**

The Chabot-Las Positas Community College District (CLPCCD) assesses the proficiency of students from its feed high school districts by evaluating student mastery of basic English, math, and science content on three state-mandated standardized tests administered on the high school level: the Smarter Balanced Summative Assessment for English Language Arts (ELA), the Smarter Balanced Summative Assessment for mathematics, and, the California Science Test (CAST). Test results from 2018-2019 show many local students are academically underprepared:

- Between 31 and 54 percent of students from Chabot College's feeder K-12 districts and 19 to 29 percent of students from Las Positas College's feeder K-12 districts did not meet or only nearly met ELA standards;
- Only 17 to 18 percent of students from Chabot College feeder schools met or exceeded math standards, compared to 31 to 68 percent from Las Positas College feeder schools;
- Only 15 to 40 percent of students from Chabot College feeder schools met or exceeded science standards, compared to 27 to 58 percent of Las Positas College feeder schools;
- Economically-disadvantaged students perform more poorly in all three test categories.

## **LABOR MARKET INFORMATION FINDINGS**

### **Employment and Unemployment Rates and Projections:**

**Employment in Service Area by Sector:** In 2018, in the Chabot-Las Positas Community College District (CLPCCD), the four top categories of jobs with the greatest employment were: 1) educational services, health care, and social assistance; 2) professional, scientific, management, and administrative and waste management services; 3) manufacturing; and, 4) retail trade.

**Unemployment Rates in Service Area:** Over the last decade, the unemployment rate in the district service area declined dramatically (from 9.9%-14.9% in 2010 to 2.7%-3.3% in 2019). Prior to the pandemic, in 2019, the annual average unemployment rate for Alameda County was 2.9 percent. For the nine cities in the CLPCCD service area, the pre-COVID-19 unemployment rate ranged from 2.5 and 3.2 percent, depending on the city.

**Figure 35b: Unemployment Rates in Chabot Service Area Counties and Cities (2010-2020)**

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%	3.7%	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%	2.7%	12.9%	
	Hayward	14.9%	13.8%	12.0%	10.0%	8.1%	6.6%	4.7%	4.0%	3.2%	17.1%	
	San Leandro	11.7%	10.8%	9.3%	7.8%	6.3%	5.1%	4.4%	3.8%	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%

Source: Employment Development Department. State of California: <https://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html> \*This column is monthly data, while other columns are annual data.

With the onset of the COVID-19 crisis in March 2020, and subsequent business closures, furloughs, and layoffs, unemployment rates began to soar. As Figure 35b shows, by April 2020, the unemployment rate rose to 14.1 percent county wide and was even higher in Chabot College service area cities, such as San Leandro (18%), San Lorenzo (18%), and Hayward (17%).

For both CLPCCD College service sectors, unemployment continues to remain high as of the publication of this report and it is widely expected that the region will face widespread economic uncertainty for some time. Due to ongoing pandemic-related public health requirements and safety concerns, many local businesses are shuttering temporarily or closing permanently. Many jobs have been suspended or eliminated entirely. These factors have also led certain industries to re-think and re-organize how they deliver their business or services. This may also mean that employers will make changes in the types of positions they will hire, pointing to a need for many workers who have years of experience to “re-skill” and even find new types of employment. This evolving workforce development demand may provide opportunities for CLPCCD to position itself to partner with new industries and employers and offer programs and job training options to meet emerging worker needs.

**Industry and Occupation Estimates and Projections:**

The Association of Bay Area Governments (ABAG) estimates that, between 2015 and 2030, the top three employment sectors in the Bay Area with the greatest predicted growth will be: 1) Professional and Managerial Services; 2) Health and Educational Services; and, 3) Arts, Recreation and Other Services. According to ABAG, by 2030, Alameda County, Contra Costa County, and the wider Bay Area region are all expected to show a job growth rate of nine percent. (Note: These are pre-pandemic calculations; the long-term economic impact of the crisis is still unknown.).

**COMMUNITY INPUT**

[forthcoming: external stakeholder outreach data analysis – summary of salient findings]

## **CHAPTER THREE: DISTRICT STRATEGIC DIRECTIONS AND INDICATORS (3 pages)**

### **Introduction to the District-wide Strategic Directions and Related Indicators:**

The Chabot-Las Positas Community College District (CLPCCD) District-wide Strategic Directions represent high-level, visionary goals to guide the district over the next five years (2021-2026). The District-wide Strategic Directions reflect the Educational Master Plan (EMP) planning work conducted over the last year at both Chabot College and Las Positas College, which evolved according to the unique culture and needs at each college; the directions are meant to support and enhance, not take away from, the college priorities and goals.

The District-wide Strategic Directions were developed within the framework of both the 2019-2022 Priorities approved by the CLPCCD Board of Trustees and the California Community Colleges Chancellor's Office's Vision for Success. Finally, the following Strategic Directions were informed by data published in the 2020 CLPCCD Environmental Scan and findings compiled from CLPCCD Board member interviews, external community stakeholder input, and survey responses from industry, business, education, and the nonprofit sector.

[see next page for the preliminary District-wide Strategic Directions, as of December 8, 2020]



[note to reader: by the January update, Strategic Directions will evolve based on feedback gathered through Forums, Committees, and email submissions]

**PRELIMINARY DISTRICT-WIDE STRATEGIC DIRECTIONS (2021-2026)**

<b>Strategic Directions</b> <i>What do we aim to accomplish?</i>	<b>Indicators and Measurement Tools</b> <i>How will we know if we are on track?</i>
<b>EDUCATIONAL EXCELLENCE</b> Increase Chabot-Las Positas Community College District's reputation as an educational leader known for offering an outstanding student experience, excellence in teaching and learning, affordable and inclusive programs and pathways leading to academic achievement, and preparing students to compete and succeed in a fast-changing global economy.	<ul style="list-style-type: none"> <li>- Student feedback (Climate Survey);</li> <li>- Employer hiring metrics;</li> <li>- Completion metrics;</li> <li>- Transfer rates;</li> <li>- Graduate feedback.</li> </ul>
<b>COMMUNITY PARTNERSHIPS</b> Build strategic collaborations with community partners to meet the current and emerging workforce development needs of local residents, businesses, labor, and industry, connecting students to essential resources to support their education (food, housing, health services, technology, work-based internships), aligning educational pathways with in demand skills, strengthening transfer pathways, and, ultimately increasing the numbers of diverse skilled and degreed adults in the region.	<ul style="list-style-type: none"> <li>- Student feedback (Climate Survey);</li> <li>- Amount of met demand through community resource referral network;</li> <li>- Work-based student internship placements</li> <li>- Employer hiring metrics;</li> <li>- Completion metrics;</li> <li>- Transfer rates;</li> <li>- Increased intersegmental effectiveness;</li> <li>- Graduate feedback.</li> </ul>
<b>SUSTAINED PRIORTIZED RESOURCES</b> Invest in strategic partnerships and resource development to sustain resources for prioritized goals, such as equitable staffing, essential technology resources, sustained professional development, and an inclusive culture to create a productive learning environment for students and a supportive working environment for all personnel.	<ul style="list-style-type: none"> <li>- Student feedback (Climate Survey);</li> <li>- Classified Professional, Faculty, Administrator feedback;</li> <li>- Participation rates and feedback re: professional development and training;</li> <li>- Completion metrics;</li> <li>- Transfer rates;</li> <li>- Graduate feedback;</li> <li>- Community partner input and feedback.</li> </ul>
<b>INSTITUTIONAL EFFECTIVENESS</b> Create and refine equitable systems and strategies to achieve greater outreach to key groups of prospective students and community stakeholders; improve access and success at all stages of a student's educational journey, from application and enrollment to poverty assistance to educational pathway selection and degree completion.	<ul style="list-style-type: none"> <li>- Student feedback (Climate Survey);</li> <li>- Educational and partner metrics;</li> <li>- Completion metrics;</li> <li>- Transfer rates;</li> <li>- Graduate feedback.</li> </ul>
<b>CALL TO ACTION TO ADDRESS EQUITY, ANTI-BLACKNESS, AND RACISM</b> Address anti-black racism and other forms of racism and discrimination across all institutional policies, practices, programs, and services; create a welcoming, inclusive, and safe campus community; recruit and retain a diverse staff to reflect student demographics; ensure each student and employee receives the support, guidance, and education or training needed to achieve their goals and thrive in the district environment.	<ul style="list-style-type: none"> <li>- Student feedback (Climate Survey, campus forums);</li> <li>- Classified Professional, Faculty, Administrator feedback;</li> <li>- Completion metrics;</li> <li>- Transfer rates;</li> <li>- Graduate feedback.</li> </ul>

**Alignment with College EMP Goals and Priorities:**

The CLPCCD District-wide Strategic Directions are a direct outgrowth of and, in a broad sense, a synthesis informed by the key priorities and goals set forth by Chabot College and Las Positas College during the 2020 year-long planning process. From the start, the District and the two colleges agreed the College Educational Master Plans (EMPs) should drive the planning process and provide the foundation for the District-wide Strategic Plan. Each college identified a set of five goals to guide their institution for the next five years.

Chabot College developed five Mission Critical Priorities, aligned with the Four Pillars of the Guided Pathways framework:

**Chabot College EMP – Mission Critical Priorities:**

- **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.*

Las Positas College represented its strategic priorities in the forms of goals, objectives, and related measurements:

**Las Positas College EMP – Goals:**

- **Goal A: Educational Excellence** – *Ensure excellence in student learning through quality academic programs and support services.*
- **Goal B: Community Collaboration** – *Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and our communities.*
- **Goal C: Supportive Organizational Resources** – *Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities.*
- **Goal D: Organizational Effectiveness** – *Ensure excellence in student learning by improving organizational processes, promoting safety and wellness, and fostering professional development.*
- **Goal E: Equity and Anti-Racism** – *Ensure excellence in student learning by prioritizing equity and anti-racism.*

Each college followed their own unique planning process which yielded a set of priorities or goals based on institutional needs and vision. Both colleges ultimately produced their EMPs driven by a district-wide set of data (refer to the CLPCCD 2020 Environmental Scan) and were remarkable in their likeness. Both, for example, focused on a commitment to fostering educational excellence in teaching and learning and investing in the systems, supports, and resources to support student success and personnel effectiveness. Both emphasized the importance of cultivating community partnerships in order to meet the workforce development needs of service area residents, businesses, and industries and improving outreach to key groups of prospective students (e.g., high school senior, young adults, first-generation college-goers, immigrants and refugees, and mid-life returning students).

Both colleges acknowledged the need to continue to expand faculty and staff diversity and support personnel through substantive professional development, especially in the increasingly important area of distance learning. Finally, both acknowledged the importance of prioritizing equity and anti-racism—in particular, combating anti-black racism—in all aspects of the institution, including policies, practices, programs, and services, to create a more welcoming, safe, and equitable experience for all, CLPCCD students and employees.

To ensure alignment with the priorities and goals of the college-level EMPs, the District-wide Strategic Directions were developed with input from members of the District-wide Comprehensive Planning Guidance & Coordinating Committee (DGCC), which consisted of the College Presidents and their Educational Master Plan (EMP) Task

Force leads, and representatives from Classified and Academic Senates, Institutional Research, and district-level and college-level administrators. The DGCC reviewed the Mission Critical Priorities created by Chabot College and the Goals and Strategies created by Las Positas College and recommended a series of common goals to be considered in developing the District-wide Strategic Directions. These were grouped by common focus area (e.g., Equity, Educational Excellence, Community Partnerships, etc.) and then presented to both EMP Task Forces for further input and feedback. A substantial pro-active comment period, along with the adopted Board Priorities, CCCCCO Vision for Success, Environmental Scan data, Board member and external community stakeholder input, and broad district-wide input via presentations and solicitation of feedback, informed the District-wide Strategic Directions and the related Indicators.

*For more details on Chabot College EMP <http://www.chabotcollege.edu/planning/educational-master-plan/>  
For more details on Las Positas College EMP <http://laspositascollege.edu/emp/>*

### **Analysis of Financial Climate and Fiscal Sustainability Supported by the Directions and Indicators:**

The District-wide Strategic Directions presented represent the District's collective vision for the directions and strategies it wishes to pursue over the next five years. The District's ability to realize progress on each of the strategic directions will depend on a combination of focused intentionality, prudent fiscal management, resource development, and supportive decision-making as the institution weathers the remainder of the pandemic and transitions into the post-COVID-19 recovery period.

The next few years are widely expected to be characterized by economic challenges and uncertainties as the nation finds its footing post-pandemic. An analysis of the financial climate indicates that the Chabot-Las Positas Community College District (CLPCCD) service area has been significantly impacted by the economic fallout of the pandemic and subsequent business closures and downsizing have disproportionately impacted the region's most vulnerable populations. Unemployment in the area soared in the spring of 2020 and unemployment rates for service area cities continue to remain high, with low-income neighborhoods disproportionately affected. Most importantly, households and families who already lived on the margin have faced job losses that are likely to be permanent.

This evolving situation presents both challenges and opportunities for the District. On the one hand, the District has a unique opportunity to center itself to attract and serve unemployed skilled workers seeking new training and employment options. It is also a chance to partner with industry, labor, and the public sector to develop new or improved career and degree pathways for local residents as well as more deeply develop good policy and referral networks to address issues of poverty that exists amongst our students.

To respond to these challenges and opportunities and implement the vision set forth in the District-wide Strategic Plan (DSP) and College Educational Master Plans (EMPs) adequate funding is imperative to improve existing systems, services, and programs to ensure access and retention support for CLPCCD students. This will require a multi-faceted approach. One strategy, embedded throughout the Strategic Directions, is to actively cultivate community partnerships to develop responsive and relevant educational programs, which could draw new students and boost enrollment, and work with partners to pursue and leverage funding from external sources and through collaborative contracts and grant opportunities.

Additionally, the District-wide Strategic Directions indicators reflect the Student-Centered Funding Formula (SCFF) metrics and with continued focused intentionality on maximizing the district's SCFF metric outputs, the 2024-25 year will be a telltale signal of the financial balance of state apportionment and needed resource

development to sustain prioritized efforts. Advocacy for a balanced and equitable SCFF will be a key district tactic in the near term.

At the policy level, the CLPCCD Board of Trustees has made it a priority to advocate at local, state and national levels to increase flexible spending for the state's community colleges, including CLPCCD. This includes advocating for an increase to the SCFF rates to support high functioning campuses and continue to serve students equitably.

## **CHAPTER FOUR: INTEGRATION WITH COLLEGE EDUCATIONAL MASTER PLANS, DISTRICT FACILITIES PLAN, AND DISTRICT SUPPORT CENTERS (20 pp)**

### **Integration with Other District Plans:**

The District-wide Strategic Plan (DSP) integrates the priorities and goals of the Chabot College and Las Positas College Educational Master Plans (EMPs), as well as that of the District Facilities Plan and the District Support Centers which support the work of the colleges. The DSP and the EMPs also serve as key documents as the Colleges prepare their Institutional Self-Evaluation Reports for the Accrediting Commission of Community and Junior Colleges (ACCJC) in 2021.

The following section provides an overview of the plans informing the CLPCCD District-wide Strategic Plan. The section includes an overview of the two college EMPs, including college president statements and a summary of the key findings. It also includes summaries of each of the seven District Support Centers and the plans drawn upon to support outcomes district-wide.

### **Overview of Chabot College Educational Master Plan (EMP):**

#### **Chabot College President's Statement:**

*Letter from 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, given 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 32<sup>nd</sup> 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 Taskforce, members of the Planning and Resource Allocation Committee, and our partners from Signature Solutions Corporate Results for their work on this Educational Master Plan!*

Chabot College EMP Highlights – Mission Critical Priorities Aligned with Four Pillars of the Guided Pathways Framework:

<p><b>Mission Critical Priority #1:</b>  <b>EQUITY:</b> <i>Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees</i>                  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.</p>			
<p>Relevant: Strategic Planning Cluster #1, #2, and #3:</p> <ul style="list-style-type: none"> <li>• Making Meaningful Connections Between Academic Programs, Local Economic Needs and Opportunities, and Complex Social and Environmental Problems</li> <li>• Innovate for Long-term Stability and Resiliency</li> <li>• Institutional Support for Teaching and Learning</li> </ul>			
Populations of Focus		Objectives	Metrics
<ul style="list-style-type: none"> <li>• Black students and employees, other disproportionately impacted students and employees, and students and employees with intersecting needs because of lived experiences, disability, socioeconomic status, social, or cultural backgrounds</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure a welcoming and anti-racist campus and community that creates a sense of belonging for each student, faculty, and classified professional.</li> <li>• Offer proactive, integrated, and comprehensive student, faculty, and classified professional supports</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease equity gaps and DI</li> <li>• Increase student satisfaction</li> <li>• Improved campus climate</li> <li>• Increased employee diversity and satisfaction</li> <li>• Improved campus climate</li> </ul>
GP Pillar #1: CLARIFY	GP Pillar #2: INTAKE	GP Pillar #3: SUPPORT	GP Pillar #4: LEARNING
<ul style="list-style-type: none"> <li>• <i>Communication and media</i></li> <li>• <i>Proactive counseling</i></li> <li>• <i>Integrated student supports with academic</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Comprehensive financial resources (aid, food, technology, etc.)</i></li> <li>• <i>Collaboration with Human Resource in employee recruitment</i></li> </ul>	<ul style="list-style-type: none"> <li>• Support and strengthen special programs</li> <li>• Offer support services and resources to address academic challenges and non-academic needs</li> <li>• Ensure safe, accessible/ADA compliant, and inviting campus spaces</li> <li>• <i>Learning communities</i></li> <li>• <i>Integrated student supports with academics</i></li> <li>• <i>Cultural and social affinity groups</i></li> <li>• <i>Comprehensive financial resources</i></li> <li>• <i>Ongoing equity training and career advancement support for faculty, classified professionals, and administrators</i></li> <li>• <i>Campus climate surveys</i></li> <li>• <i>Diverse hiring committees</i></li> <li>• <i>Audit of physical space ADA compliance</i></li> </ul>	<ul style="list-style-type: none"> <li>• Expand culturally relevant, responsive, and revitalizing curriculum and pedagogy</li> <li>• Increase diversity in hiring of faculty, classified professionals, and administrators</li> <li>• Support professional development and mentoring for students, faculty, classified professionals, and administrators</li> <li>• <i>Inclusive teaching and learning Exploration of Universal Design for Learning (UDL)</i></li> </ul>

Red = Example Activity

Black = Strategy

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

GP Pillar #1: CLARIFY	GP Pillar #2: INTAKE	GP Pillar #3: SUPPORT	GP Pillar #4: LEARNING
<ul style="list-style-type: none"> <li>• Develop interest and goal-oriented marketing</li> <li>• Improve navigation of the physical campus</li> <li>• Coordinate collaborative outreach, welcoming, and orientation activities between academics and student services</li> <li>• Integrate coursework, enrollment, and support services at feeder high schools and adult schools</li> <li>• Conduct incoming holistic needs assessment and educational planning</li> <li>• Establish learning and career pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Explore local industry and career training partnerships for employee training</li> <li>• Implement comprehensive mobile friendly online services</li> <li>• Incorporate Universal Design (UD) across learning platforms and materials</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Comprehensive Welcome Center/concierge for current and future students: application, placement, enrollment, and financial aid</i></li> <li>• <i>FAFSA workshops</i></li> <li>• <i>SparkPoint (basic needs, financial guidance, non-academic needs support)</i></li> <li>• <i>Expanded campus Wi-Fi and connectivity</i></li> <li>• <i>Gathering and cultural learning spaces</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Non-credit courses and certificates</i></li> <li>• <i>MOUs with local employers and agencies</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Signage and campus maps</i></li> <li>• <i>Website revisions</i></li> <li>• <i>App-based service capabilities</i></li> <li>• <i>GladiatorBot</i></li> <li>• <i>Dual and concurrent enrollment CCAP agreements</i></li> <li>• <i>Summer Bridge and accelerated preparation “boot camp” opportunities</i></li> <li>• <i>Catalog revisions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Experiential and navigation program maps</i></li> <li>• <i>Success teams for pathways and student populations</i></li> </ul>		

Red = Example Activity    Black = Strategy

**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"> <li>• Students, faculty, classified professionals, and administrators who support teaching and learning</li> </ul>		<ul style="list-style-type: none"> <li>• Develop and embed culturally relevant, revitalizing, and sustaining pedagogy across the curriculum</li> <li>• Expand opportunities for experiential learning through internships, externships, community-based and project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Increase persistence, course success rates, certificates, degrees, transfers, job in field related to study, and wage gains</li> <li>• Campus climate for diversity (student satisfaction survey)</li> <li>• Student learning in the Institutional Learning Outcomes (ILOs)</li> </ul>	
GP Pillar #1: CLARIFY	GP Pillar #2: INTAKE	GP Pillar #3: SUPPORT	GP Pillar #4: LEARNING	
<ul style="list-style-type: none"> <li>• Align course, program, and institutional learning outcomes</li> </ul>		<ul style="list-style-type: none"> <li>• Improve equitable and effective evaluation and grading practices</li> <li>• Offer professional development and training: online and face to face teaching practices, grading, classroom practice, assessment, and praxis</li> <li>• Utilize or develop diverse/non-traditional teaching and learning environments, learning spaces, conceptualize spaces beyond classroom for learning</li> <li>• Contextualize math, English, and general education to field of study or pathway</li> <li>• Leverage partnerships with employers, local industry, and organizations for work-based learning and program development</li> <li>• Support for externally accredited programs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Center for Teaching and Learning</i></li> <li>• <i>Cultural learning centers</i></li> <li>• <i>Sustainability center</i></li> <li>• <i>Employee mentoring and inquiry groups</i></li> </ul>	
			<ul style="list-style-type: none"> <li>• <i>Participatory Action Research and developing students as researchers, creators, and producers of knowledge</i></li> <li>• <i>Use of Global and Local Data Feeds to learn about climate sustainability, integrate environmental justice education, and teach using local community data</i></li> <li>• <i>Integrating financial education</i></li> <li>• <i>Integrating information literacy</i></li> <li>• <i>Use of simulations, apps, and CANVAS features for teaching and learning</i></li> <li>• <i>Employee mentoring and inquiry groups</i></li> </ul>	

Red = Example Activity    Black = Strategy



**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"> <li>• Students, faculty, and classified professionals</li> </ul>		<ul style="list-style-type: none"> <li>• Increase access to just in time, proactive and comprehensive academic and non-academic support services</li> <li>• Increase the number of students who reach progress milestones, complete certificates, degrees and/or transfer</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease excess units for first time associate’s degree earners</li> <li>• Increase 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</li> <li>• Increase student satisfaction</li> <li>• Increase faculty and classified professional satisfaction</li> </ul>	
GP Pillar #1: CLARIFY	GP Pillar #2: INTAKE	GP Pillar #3: SUPPORT		GP Pillar #4: LEARNING
<ul style="list-style-type: none"> <li>• Reduce students’ non-tuition program costs</li> <li>• Develop student-centered and student friendly class schedule</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Credit for prior learning, course waivers, prerequisite challenges</i></li> </ul>	<ul style="list-style-type: none"> <li>• Support parent and caregiver students</li> <li>• Normalize mental health and basic needs support</li> <li>• Expand campus and service access to evening, weekend, and online</li> <li>• Establish Collaborative learning, social, and maker spaces</li> <li>• Designate Career and Transfer Center with job placement</li> <li>• <i>Grant, scholarship, and partnership opportunities for funding</i></li> <li>• <i>Revised hold policies for non-payment</i></li> <li>• <i>Embedded tutoring and student assistance</i></li> <li>• <i>Outreach and support for students on probation</i></li> <li>• <i>Peer to Peer outreach</i></li> <li>• <i>Enhanced Student Services Hub, tools, and resources in Canvas</i></li> <li>• <i>Increase student usage of DegreeWorks</i></li> <li>• <i>Implement CRM Recruit and CRM Advise</i></li> <li>• <i>Expanded online service, text, and mobile capabilities</i></li> </ul>		<ul style="list-style-type: none"> <li>• Ensure comprehensive and robust email and technology systems</li> <li>• Integrate learning connections, embedded tutors, and library/research workshops in pathways or disciplines</li> <li>• <i>Faculty advising</i></li> <li>• <i>Adopt, develop, and expand Open Educational Resources (OER)</i></li> <li>• <i>Professional development and training for faculty, classified professionals, and tutors</i></li> </ul>

Red = Example Activity

Black = Strategy

**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: 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"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Leverage internal and external stakeholders to enhance programs expand opportunities for student, faculty, and classified professional support</li> <li>• Expand opportunities for Chabot to connect to the external community to create referral network to address students' basic needs</li> <li>• Connect employers to programs and Career and Transfer Center to link students to jobs and work-based learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Increase certificate and degree completions, transfers, and jobs in field of study</li> </ul>	
GP Pillar #1: CLARIFY	GP Pillar #2: INTAKE	GP Pillar #3: SUPPORT	GP Pillar #4: LEARNING
<ul style="list-style-type: none"> <li>• Improve web/online presence for external stakeholders: high schools, community ed populations, adult populations</li> <li>• Increase dual and concurrent-enrollment at feeder high schools</li> <li>• Revise marketing materials, videos, media Workshops via Tri-Valley Career Center</li> <li>• Align transfer pathways</li> <li>• <i>Revised marketing materials, videos, media Workshops via Tri-Valley Career Center</i></li> <li>• <i>Workshops via Tri-Valley Career Center</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increase open house events and community events on campus</li> <li>• Coordinate pathway leadership meetings</li> <li>• <i>Open house events and community events on campus</i></li> <li>• <i>Pathway leadership meetings</i></li> </ul>		<ul style="list-style-type: none"> <li>• Increase industry partners participating in advisory groups and established advisory boards for non CE-programs</li> <li>• Pursue industry partnerships for work-based learning, experiential opportunities, and other student resources</li> <li>• Revisit Community Education Program</li> </ul>

Red = Example Activity      Black = Strategy

## **Overview of Las Positas College Educational Master Plan (EMP):**

### **Las Positas College President's Statement:**

*Letter from Dr. Dyrell Foster*

*On behalf of the faculty, classified professionals, students, and administration of Las Positas College, I am proud and excited to present our Educational Master Plan 2021-2026. The College's Educational Master Plan (EMP) serves as a conceptual framework that will advance the mission of the College and guide the strategic planning and direction of the institution over the next five years. I am proud of the authentic and extensive process in which our campus community engaged to develop our 2021-2026 EMP. This plan was formulated through broad-based collaboration among faculty, classified professionals, administrators and students. It draws from our proud history, accentuates our distinctive strengths, and identifies the ongoing challenges and opportunities we face.*

*Las Positas College (LPC) has grown from a small branch campus in the 1970s to a fully accredited college that continues to meet the educational and workforce development needs of the community. Even in these extraordinary challenging and uncertain times due to the global pandemic, economic crisis, and heightened concerns about racial injustice and disparities, the College remains committed to ensuring institutional stability, fiscal efficiency, and enhancing student equity and success.*

*The College understands that these extraordinary times require ongoing support for faculty, classified professionals, administrators, and students to address equity and increase student success. The College also believes that it is important to continue to collaborate with educational, business, and government partners to enhance educational opportunities and provide programs, training, and support services that best meet the needs of our students and our communities.*

*This plan is the work of countless hours on the part of many individuals who brought both expertise and dedication to many long meetings. I would like to thank Rajinder S. Samra, Director of Research, Planning, and Institutional Effectiveness for his leadership as the College Lead for the Educational Master Plan (EMP) Task Force. I would like to also thank all of the EMP Task Force Members for their commitment, dedication, and hard work to lead the strategic planning process and to produce this plan.*

*This EMP should be considered a living document, which will be able to serve as a guide for the future, yet be flexible enough to help the College navigate an evolving and changing social and economic environment. Las Positas College is proud to serve the communities within the Tri-Valley and beyond, and is committed to transforming lives, through our commitment to educational access, student equity, academic excellence, and student success.*

## Las Positas College EMP Highlights:

### *Executive Summary*

The Las Positas College's Educational Master Plan (EMP) is the result of a comprehensive, college-wide effort to identify the goals and strategies of the College for the next five years. Throughout 2020, the Las Positas College EMP Task Force worked tirelessly to gather input from the institution's stakeholders and produce the College's Educational Master Plan (2021-2026). As the College's seminal strategic planning document, the EMP is designed to embody and articulate its mission to provide an "inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of transfer, degree, and career-technical goals while promoting lifelong learning" for all students.

Institutional planning, if done in a thoughtful, thorough, and meaningful way, is never easy. However, it is particularly challenging when conducted in a time of great uncertainty. When the Las Positas College EMP Task Force embarked on this year-long planning effort in fall 2019, it had no idea of the unprecedented combination of challenges 2020 would bring: a global pandemic, stay-at-home orders, and campus closures; economic crisis; a renewed focus on racial injustice and related civil rights protests; and raging wildfires throughout California.

These events made developing a five-year EMP a challenging task. At the same time, these convergent crises underscored the very importance of planning and afforded the College opportunities for its faculty, classified professionals, students, and administrators to meaningfully work together, emphasize shared values, engage in thoughtful dialogue about the College's strengths and challenges, and plan a way forward. These thoughtful and deliberate efforts will help lead the College through unpredictable terrain ahead and serve students with excellence.

The EMP provides a snapshot of Las Positas College at this critical moment in time. It represents the College's dedicated efforts to understand the internal and external forces shaping its environment. As a two-year public college, Las Positas College is the main source and often the starting point of academic and career advancement for thousands of residents in our tri-city service area each year. As such, it is uniquely positioned to address the emerging needs of local residents and employers and respond to regional demographic, workforce, and economic trends. While it is far too early to know the full impact of the events of this last year, key information revealed in the environmental scan conducted for this planning effort will have lasting impact on the College:

- The College's Key Service Area is becoming increasingly diverse and the demographics of the College's students generally reflect this growing diversity;
- Certain populations with the service area are enrolling in less-than-expected numbers (e.g., Asians, older adults, residents from some key feeder cities);
- The College's Key Service Area is home to large immigrant communities;
- More than half the students attending Las Positas College are first-generation college students; and,
- COVID-19, which required LPC to move most instruction and services online, has significantly changed both instructional delivery and student supports, with long-term implications.

The information above, as well as other pertinent data, presents great opportunities for Las Positas College in the midst of uncertainty and has informed the development of the following five overarching goals:

- Educational Excellence
- Community Collaboration

- Supportive Organizational Resources
- Organizational Effectiveness
- Equity and Anti-Racism

Along with the five overarching goals, there are 29 corresponding strategies. This plan includes a section on the implementation and assessment of the EMP in order to ensure opportunities for effective planning and continuous improvement over the next five years. With this plan, the College will be better prepared to address changes ahead and take a leadership role in responding to the region's changing needs, staying true to its mission to provide access to educational opportunity and advancement for all of its students.

### *General Findings and Opportunities*

The following is a summary of the general findings and opportunities identified by the Las Positas EMP Task Force in its review of the EMP environmental scan data. These are presented, not as a comprehensive list, but, rather, as a starting point for further inquiry and ongoing dialogue as the college community moves forward with its goals and strategies over the next five years.

### FINDINGS:

#### Demographic Observations (Alameda County and LPC's Key Service Area):

- Major demographics changes are expected in Alameda County and LPC's Key Service Area (i.e., Dublin, Livermore, Pleasanton) in the next 10 years, with Asian residents representing the fastest growing group, followed by Latinx residents.
- Immigrants represent a considerable percentage of the population in Alameda County and LPC's Key Service Area at 32 percent and 26 percent, respectively. Most immigrants are from Asia followed by Latin America.
- Educational attainment is relatively high in Alameda County and LPC's Key Service Area with 46 percent and 55 percent of residents having a bachelor's degree, respectively.
- The number of annual high school graduates from LPC's Key Service Area are projected to increase by about 10 percent to over 3,200. By 2023-24, the plurality of high school graduates will be of Asian descent.
- The overall college-going rate of high school completers in LPC's Key Service Area is high at 80 percent with 31 percent of completers attending a community college. Asians have the highest college-going rate at 88 percent, but the lowest community college-going rate, at 19 percent. On the other hand, Latinx completers have the lowest college-going rate at 70 percent, but the highest community college-going rate, at 47 percent.

#### Enrollment Trends:

- During the last 10 years, overall student headcounts have generally been around 9,000 students, representing about 25,000 enrollments. Of those who apply to LPC each fall, around half end up enrolling with African American students the least likely to enroll, at 45 percent.
- The percentage of students who had an educational goal of transferring increased from 56 percent in fall 2010 to 64 percent in fall 2019.
- Las Positas College (LPC) has become a majority minority institution with an increasingly diverse student population within the last 10 years.
- Fifty-four percent (54%) of students are first-generation college students, with Latinx students having one of the highest first-generation college rates at 76 percent.
- The percentage of low-income students in the last 10 years went from 29 percent in fall 2010 to a high of 39 percent in 2014 to 33 percent in fall 2019.

- The number of students enrolling from Livermore (LPC's largest feeder city) has decreased steadily over the last 10 years, while the number of students from Tracy increased significantly, leveled off, and, then, in fall 2019, decreased. The number of students from Tracy made up for nearly all of the students lost from Livermore.
- LPC is losing older students. Students age 40 or older represent 10 percent of the student population in fall 2019; this is compared to 16 percent in fall 2010.
- Among younger students, there is a higher ratio of males to females; among older students, there is a higher ratio of females to males.
- Enrollments (seats filled) in distance education classes have doubled over the last 10 years, from 10 percent in 2010 to 20 percent in 2019.
- COVID-19 has had a significant impact on students and College personnel. More than a third of students found it difficult or very difficult to transition to online learning. In addition, the majority of students were concerned about anxiety, depression, or other mental health issues.
- Nearly all College personnel have had to teach/work remotely due to COVID-19.

#### Student Course Success and Persistence Rates:

- Course success rates of all students and fall-to-fall persistence rates of new first-time college students has varied, from 70 percent to 72 percent and 62 percent to 69 percent, respectively, over the last five years.

#### Degree Completion and Transfer Rates:

- The number of associate degrees awarded increased by 75 percent, from 532 in 2010-2011 to 929 in 2019-20. In 2019-20, Associate Degrees for Transfer represented 48 percent of degrees awarded.
- The number of certificates awarded increased by 58 percent, from 116 in 2010-11 to 263 in 2019-20.
- The number of transfers from LPC to public universities in California increased by 32 percent, from 529 in 2008-09 to 697 in 2018-19. About 70 percent of these students transferred to a California State University (CSU) campus.
- Students are increasingly finding work closely related to their field of study.

#### Institutional Diversity:

- Despite the increasingly diverse demographics of the LPC student body, the majority of employees at LPC are White with 62 percent of full-time faculty of White/European descent.
- Classified professionals and administrators are the most diverse employee categories.

#### OPPORTUNITIES:

The findings and observations above point to a number of opportunities for Las Positas College to consider as it moves toward implementing the strategies and goals identified in this EMP.

#### Opportunities include:

- Expand efforts to reach out to all categories of students in its Key Service Area, particularly the growing Asian population.
- Appeal to parents of potential students by promoting the College's high transfer rates, sharing success stories of LPC students who have been accepted at highly-competitive programs, and promoting Middle College.
- Outreach early to families at the middle school level, including campus tours.
- Promote LPC's programs and services to the 20 percent of high school graduates from the Dublin, Pleasanton, and Livermore that do not go onto higher education after graduation.

- Improve our understanding of how college-going students are thinking about/re-thinking their college options since the onset of the pandemic and consider marketing to university students who are now studying from home or staying local due to COVID-19.
- Inform immigrant parents about the American higher educational system and LPC's offerings. In addition, it could be helpful to inform immigrants who may have college degrees from their home countries about opportunities at LPC to retrain skills or explore career options.
- Continue to build transfer relationships with CSUs and UCs.
- Ease the registration process for non-traditional college-age individuals (e.g., working adults, older students) who just want to take a class for professional or personal development.
- Inquire about opportunities for targeted marketing and instructional delivery in recognition of the enrollment patterns observed by gender and age groups
- Market to older students the opportunities to earn Career Technical Education (CTE) certificates; this may especially appeal to mid-career professionals
- Streamline the enrollment process making it more user-friendly and removing barriers, particularly for students who, statistically, apply and enroll at lower rates.
- Support strategies that increase enrollments, persistence, and completion. This may include: making institutional investments in strategic scheduling (through expanded staffing and software) to better match student needs; exploring new scheduling options (e.g., expanded evening hours, weekend college, a shorter semester, winter-break classes); and providing extended hours for campus services (e.g., the library), as well as spaces for students to study and socialize.
- Continue to focus on what is working well (e.g., Guided Pathways; Associate Degrees for Transfer—ADTs; new CTE options, etc.) and build out opportunities to help students reach their educational goals.
- Focus on growing the diversity of faculty by increasing opportunities for those interested in the profession through outreaching and offering mentoring, internships, and other opportunities.
- Reconsider the role of Distance Education. Distance learning, which expanded dramatically due to the pandemic, may continue to play an increased role as an instructional delivery mode in the future. Post-pandemic, the community may increasingly see remote learning as a viable alternative as they balance life demands and re-enter a recovering economy.
- Expand online mental health services for students.
- Encourage the offering of various online methods of interacting with content and fostering connection (e.g., live streamed lectures, recordings of lectures, and enhanced interaction with instructors and classmates).
- Expand learning and support services so that they are easily available to students via various remote modalities (e.g., video conferencing, phone), especially those services which extend access to underrepresented populations (e.g., disabled, low income).
- Study the continuing and lasting impact of COVID-19 on student success and persistence, with a focus on equity.
- Provide college personnel professional development opportunities to enhance their effectiveness in the online environment.

### **District Support Centers:**

[this section forthcoming]

### **Business Services**

### **Educational Services and Student Services (ESSS)**

## **Economic Development and Contract Education (EDCE)**

### **Facilities, Bond Management**

### **Human Resources (HR)**

### **Information Technology Services (ITS)**

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

## **CHAPTER FIVE: IMPLEMENTATION OF DISTRICT-WIDE STRATEGIC PLAN**

The Chabot-Las Positas Community College District (CLPCCD) District-wide Strategic Directions are a guide and vision for resource allocation and planning. In the planning process to arriving at these Strategic Directions, there were significant questions raised about the viability of District-wide directions even as the Colleges themselves had defined a course of action for themselves.

With consideration to supporting the unique cultures of Chabot College and Las Positas College and recognizing our seven-member governing Board encouragement to unite those efforts across the district that make sound fiscal sense and create efficiencies for the district, our students, and the region – this brief section addresses the implementation and evaluation of progress toward the District-wide Strategic Directions over the 2021-2026 period.

Addressing a plan of implementation and evaluation will increase the likelihood that the Directions are ever present in decision-making and resource allocation discussions are integrated with planning. This DSP, while not prescriptive, is provided as a guide with five Strategic Directions and suggested indicators captured, which already occur across the District. It is recommended that in implementing the DSP, existing assessments such as climate surveys, completion metrics, and similar efforts are the measures used. In other words, this would entail leveraging existing and regular evaluation efforts to support reflection and measure progress toward the DSP Strategic Direction desired outcomes.

### **Integrated Planning and Budget Model:**

Within the District’s integrated planning and budget model, the Planning and Budget Committee (PBC) is the primary committee which makes recommendations to the Chancellor. Within the PBC charge, this body is to “evaluate, discuss, and make recommendations on the District Strategic Plan, College Educational Master Plans, and Budget Allocation Model.” It is therefore recommended that the PBC oversee the DSP reflection and measured progress on each of the adopted District-wide Strategic Directions, or appoint a group to do so, on a regular basis.

Based on the broad span of the Strategic Directions, it is important to recognize that it will take a wide range of personnel to lend knowledge, expertise, and insights to the conversation on how the District is doing toward their goals and what further is needed to support the excellence the district strives for. It is expected that other committees and groups will be tapped to sustain a meaningful dialogue over the next five years, just as the College EMP Task Force members were tapped to help refine the District-wide Strategic Directions as they formed.



## REFERENCES

[titles and links will be tested in final version]

CLPCCD Economic Impact Report, May 2020

<http://www.clpccd.org/business/EconomicReport.php>

CLPCCD Environmental Scan: Data, Analyses, and Findings to Inform the Chabot College and Las Positas College Educational Master Plans and Guide the Chabot-Las Positas Community College District Five-Year Strategic Plan

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

Chabot College Educational Master Plan [Insert title once EMP rec'd.]

[Insert link, once link to final EMP rec'd.]

Las Positas College Educational Master Plan

[http://www.laspositascollege.edu/gv/academicenate/LPCEducationalMasterPlan\\_FinalDraftofContent.pdf](http://www.laspositascollege.edu/gv/academicenate/LPCEducationalMasterPlan_FinalDraftofContent.pdf)

[Insert link, once link to final EMP rec'd.]

Chabot-Las Positas Community College District Organizational Structure

[http://districtazure.clpccd.org/chancellor/files/docs/OrgChartChancellor\\_2020\\_2021.pdf](http://districtazure.clpccd.org/chancellor/files/docs/OrgChartChancellor_2020_2021.pdf)

[Note: insert Org chart with College Presidents and all Direct Reports reporting to the Chancellor.]

## **ACKNOWLEDGEMENTS**

Thank you to the following individuals for contributing time to guide the year-long strategic planning effort, representing constituencies, and bringing insight to inform the key documents produced through the 2020 district-wide planning.

[forthcoming]

**[BACK COVER]**

Chancellor Ron Gerhard  
President Susan Sperling, Ph.D.  
President Dyrell Foster, Ed.D.

Board of Trustees

Edralin J. "Ed" Maduli, President [verify – elections occur at Dec 15 Board meeting]  
Genevieve Randolph, Secretary [verify – elections occur at Dec 15 Board meeting]  
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