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Chabot-Las Positas Community College District (CLPCCD)

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

February 22, 2021

[INSIDE COVER]

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

Board of Trustees

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CLPCCD Senior Leadership Team

Wyman Fong, Vice Chancellor Human Resources
Bruce Griffin, Chief Technology Officer
Owen Letcher, Vice Chancellor Facilities
Jonah Nicholas, Vice Chancellor Business Services
Theresa Fleischer Rowland, Ed.D., Vice Chancellor Educational Services and Student Success

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MESSAGE FROM THE CHANCELLOR

At Chabot-Las Positas Community College District (CLPCCD), we are committed to equipping the students and residents of our region with the skills and knowledge they need to excel in 21st century careers and to meet the challenges of the future, empowering them to contribute in meaningful ways to society and as leaders in their families, workplaces, and communities.

This District-wide Strategic Plan (2021-2026) will provide a blueprint for the next five years, guiding the District in its mission to provide educational excellence and to continue to educate leaders of today and tomorrow. The plan is the culmination of more than a year of dedicated work on the part of our faculty, classified professionals, students, and administrators. The Plan reflects input from our external partners and identifies strategic directions that reflect the authentic cultures and visions of the two CLPCCD colleges, Chabot College and Las Positas College, the District Support Centers, and the Board of Trustees as we commit to serve our diverse student population. The five Strategic Directions presented in this plan represent the culmination of this work:

- **Educational Excellence**
- **Community Partnerships**
- **Sustained Prioritized Resources**
- **Institutional Effectiveness**
- **Call to Action to Address Anti-Blackness, Racism, and Barriers to Equity**

The District-wide Strategic Plan (DSP) is the product of an intensive planning process conducted over the course of 2020 – a year that included extraordinary and unprecedented challenges, with a global pandemic, a growing movement for racial justice, civic unrest, political turmoil, and raging wildfires here in California. During these successive challenges and often daunting obstacles, the CLPCCD community demonstrated flexibility, courage, wisdom, and leadership in rising to each new challenge and adapting as needed. Throughout it all, we remained steadfast, focused on our educational mission, and most importantly, dedicated to serving our students.

I want to thank the CLPCCD faculty, classified professionals, students, and administrators as well as our Board members and community partners, who supported the District through this transitional period with its many uncertainties and continued to engage in a thorough and thoughtful strategic planning process. In particular, I want to thank the members of the college Educational Master Plan (EMP) Task Forces and the District-wide Guidance and Coordinating Committee (DGCC) for leading an inclusive and meaningful strategic planning process.

I would also like to express my deep appreciation to the college and District administrators who played a leadership role in facilitating the year-long comprehensive planning effort: Dr. Susan Sperling, President of Chabot College, Dr. Dyrell Foster, President of Las Positas College, and Dr. Theresa Fleischer Rowland, Vice Chancellor of Educational and Student Support Services (ESSS) at the District. I am confident that the District is well positioned to meet the challenges and opportunities of the next five years.

[signature]

Ronald P. Gerhard
Chancellor
Chabot-Las Positas Community College District

[photo]

EXECUTIVE SUMMARY [2 pages]

The Chabot-Las Positas Community College District (CLPCCD) presents the following District-wide Strategic Plan (DSP) for 2021-2026, to inform planning and guide district-wide resource priorities over the next five years. This DSP reflects the CLPCCD Board Priorities, the priorities and goals of the college Educational Master Plans (EMPs) and the District Support Centers, and the findings from the District-wide Environmental Scan, creating a unified vision and set of priorities across the District. Both quantitative and qualitative data were used throughout the planning process to develop and refine the DSP and prepare it for approval by the CLPCCD Board of Trustees in spring 2021.

The DSP was developed through an intensive planning process, conducted primarily in 2020, under the leadership of the Chancellor, College Presidents, and Vice Chancellor of Educational Services and Student Success, and guided by the EMP Task Forces at each college and the District-wide Guidance and Coordinating Committee (DGCC), which included representatives from the EMP Task Forces. Over the course of the planning process, Chabot College, Las Positas College, and the District pro-actively sought feedback from students, faculty, classified professionals, administrators, the District's elected Trustees, community members, and partners across the District service area to comprehensively inform planning.

The District's five 2021-2026 District-wide Strategic Directions establish high-level, visionary goals to guide the District over the next five years. These goals are covered in more detail starting on [page 21](#) [verify in final version].

District-wide Strategic Directions (2021-2026)

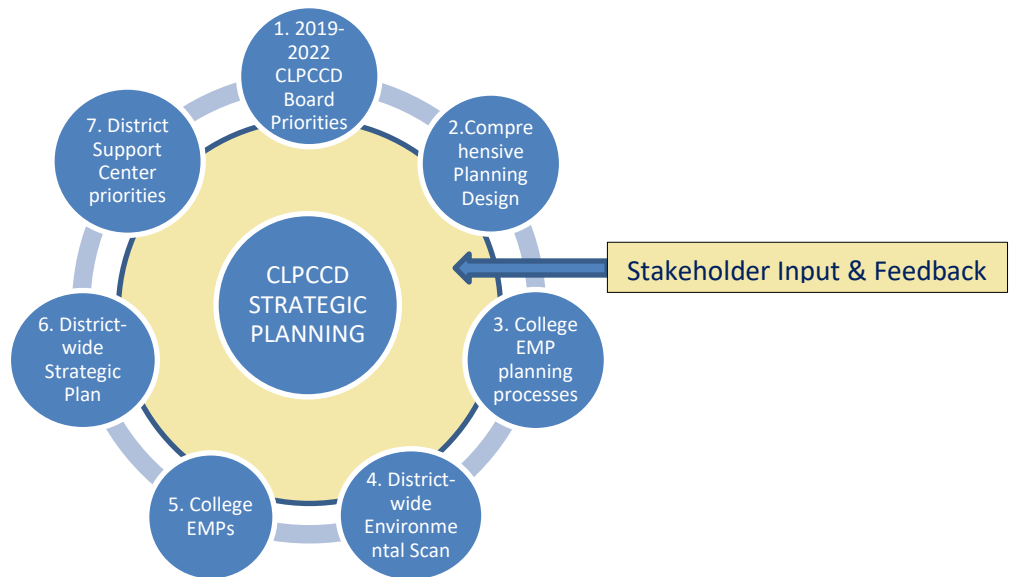
- **Educational Excellence**
- **Community Partnerships**
- **Sustained Prioritized Resources**
- **Institutional Effectiveness**
- **Call to Action to Address Anti-Blackness, Racism, and Barriers to Equity**

From the start, faculty, classified professionals, and administrators across the District expressed a commitment to improve upon past strategic planning efforts and to ensure this round of strategic planning was college-driven and reflected the unique vision and priorities of each institution, as well as uniting district-wide themes and concerns. The 2020 strategic planning process was intentionally designed with a commitment to inclusivity, transparency, collaboration, authenticity, and quality.

The following graphic illustrates the steps in the district-wide strategic planning process which, for the most part, flowed in a sequence. Naturally, some of these elements overlapped, and given the pandemic, a great deal of ingenuity and flexibility was applied to producing authentic, quality plans. Strategic planning started with district-wide design efforts that were based on the CLPCCD Board Priorities. Subsequently, the District launched college-level Educational Master Plans (EMP). These inclusive planning processes produced EMPs at each college. By design, the EMPs and DSP were informed by a collaboratively developed Environmental Scan. Evidence-based EMP priorities and goals informed the District's strategic directions, which were further refined through stakeholder feedback. The District Support Centers (Business Services, Human Resources, etc.) articulated five year goals aligned to Board Priorities and connected to the DSP's District-wide Strategic Directions.

[insert Diagram #s starting with this first diagram]

Diagram 1: 2020 District-wide Strategic Planning Process



District-wide leadership was committed to engaging in a meaningful and effective strategic planning process to ensure the CLPCCD, as the primary community college district serving southern Alameda County, remained poised to address current and emerging challenges and opportunities. CLPCCD is committed to equity and serving its diverse student population through quality programs and services, remaining responsive to the regional community, and ensuring local residents are supported to realize their potential.

According to the May 2020 report, “The Economic Value of the Chabot-Las Positas Community College District,” the District provides quantifiable regional economic growth through its operations spending, construction spending, and student and alumni spending (See References). In FY 2018-2019, the District contributed nearly \$695 million dollars to the regional economy and supported 6,851 jobs through this spending, one out of every 161 jobs in the area.

Diagram 2: CLPCCD Economic Impact in the Region, Fiscal Year 2018-19 data



In addition, according to the analysis conducted for the report, investment in a CLPCCD education provides a significant Return on Investment (ROI) for students, generating higher future earnings throughout their working lives, on average \$6.40 additional earnings per hour over their lifetime. In addition to direct benefits to students, the ROI for taxpayers and society demonstrates additional benefits for the greater population.

The ROI for CLPCCD students is significant when one considers their demographic profile. Overall, CLPCCD students represent communities and populations traditionally underrepresented in higher

education (e.g., students of color, immigrants, English Learners, low-income, first in family to attend college). CLPCCD plays a vital role as the primary vehicle for educational advancement and employment skill development for many of the region's most economically and educationally disadvantaged residents, empowering individuals with the knowledge needed to move with confidence into higher skill, higher wage careers, support their families, and contribute to the economic well-being of their communities. CLPCCD academic and career pathway programs draw students to the region, generating new economic opportunities for the service area.

This CLPCCD District-wide Strategic Plan (2021-2026), expresses the District's aspirations and strategies for achieving its vision and values over the next five years. The District is committed to achieve this articulated common vision, improve and innovate, and realize an optimal and united culture district-wide.

DISTRICT MISSION, HISTORY, AND BOARD PRIORITIES [would be nice to feature a student group photo]

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 the San Francisco Bay Area. CLPCCD is composed of two colleges – Chabot College in Hayward and Las Positas College in Livermore. The colleges provide area residents access to affordable, relevant higher education options to help them develop skills, interests, and career potential. The mission statements for the District and its two colleges articulate their commitment to providing access to rigorous, culturally relevant academic programs that support equitable outcomes for all students and deepen their preparation to contribute to an improved global community as global citizens:

- **District Mission:** The Chabot-Las Positas Community College District 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 Mission:** Chabot College is a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community. We provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.
- **Las Positas College Mission:** 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 has provided quality academic programs and career skill building for residents of southern Alameda County and the surrounding area. Chabot College was the first CLPCCD college, 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, the two colleges serve a diverse student body of more than 29,000 students annually.

The CLPCCD service area consists of nine localities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City. The two colleges also attract students from cities outside of their direct service areas, including Alameda, Fremont, Newark, Oakland, San Jose, San Ramon, and Tracy. While each college serves a slightly different population drawn from feeder cities, the majority of students at both colleges self-identify as individuals of color, first-generation college goers, and low-income students. Over the last ten years, the population of the District's service area has become increasingly diverse, with a large and growing Asian population (32% in 2019) and Latino/a/x population (26% in 2019). See Chapter Two: The External and Internal Environment.

Over the last ten years, the District has seen a major increase in Latino/a/x students. Today, Latino/a/x students comprise one of the largest and fastest growing student groups at each college (41% at Chabot, 29.7% at Las Positas, as of 2019). According to institutional data, however, Latino/a/x students are historically underrepresented in higher education, with lower overall achievement rates when compared to other student groups. In order to support equity gains for Latino/a/x students, both colleges applied for

and were awarded Hispanic Serving Institution (HSI) designation by the U.S. Department of Education, Chabot College in 2008, and Las Positas College in 2015. The mission of the federal HSI program is to fund institutions of higher education and thereby strengthen institutional programs, facilities, and services to expand the educational opportunities for Hispanic Americans and other underrepresented populations. The HSI funding has helped both colleges strengthen their capacity to improve educational opportunities and outcomes for Latino/a/x students and other low-income students.

Chabot College and Las Positas College currently offer a combined total of more than 300 associate degree and certificate programs, including: 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 providing students with educational pathways leading to university transfer, near-term employment following an earned certificate, and degree pathways to support college and career goals.

Many students pursue transfer degrees, graduating from either college and transitioning to a university to pursue a bachelor’s degree. The majority of the District’s transfer students stay in the Bay Area, typically choosing a four-year institution from the California State University (CSU) or University of California (UC) system as their transfer destination.

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

Many CLPCCD students earn technical degrees and certificates to prepare them 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. The District works actively with local businesses, labor organizations, and industries to ensure its programs are equipping students with industry-vetted knowledge and skills taught in state-of-the-art facilities. The District’s outcome data demonstrates those students who complete career education programs move into higher skill, higher wage jobs, and the investment in District programs returns a lifetime of increased earnings.

In addition to credit program offerings, CLPCCD supports the regional community through its range of non-credit programs. Both colleges offer a variety of career development, skills enrichment, basic education, and short-term employment-focused programs. The District also supports local businesses through several programs, such as the Tri-Valley Career Center that connects employers with employees and prepares area residents with job search skills. In addition, Economic Development and Contract 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 from which to choose. In the process, the District enhances the growth of the regional economy by contributing to an increasingly educated workforce and by providing businesses access to the talent and skilled workers they need.

Board Priorities:

On March 19, 2019 the Board of Trustees established 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, college 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

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 Support 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 District supports and enacts 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 the District's strategic planning initiative encountered unique challenges due to the global COVID-19 pandemic. This public health crisis has amplified the need for strategic planning as even more critical, given the considerable level of uncertainty and the demand for innovations to address the impact of the pandemic on the region, with a consistent eye to equity.

Embracing a College-Driven Integrative Planning Model at CLPCCD:

From the onset of this district-wide planning effort, CLPCCD embraced an inclusive and collaborative model, rather than a "top-down" planning approach. This strategic planning effort was propelled by the data-driven Educational Master Plans (EMP) developed at each of the colleges. This comprehensive effort resulted in three plans – two EMPs and an overarching DSP. This process honored the priorities and goals of the individual colleges while uniting the District around common themes to enable collaborative work to meet the needs of students. For this reason, while comprehensive planning took place, the DSP planning process intentionally began after the two colleges had developed their preliminary drafts, and after 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 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 Task Forces and participatory governance groups. Members 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 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. Additional resource personnel contributed to specific DGCC topical efforts and outcomes.

Role of the College Educational Master Plan (EMP) Task Forces:

The two colleges held preliminary meetings with their leadership and with District leadership in Fall 2019 to discuss process and timelines for the 2020 strategic planning initiative. Reviewing college Mission, Vision, and Values statements was identified as an early first step. Planning officially launched in early 2020, with the establishment of the Educational Master Plan (EMP) Task Forces at each college, consisting of key members from the college community, including the college researcher and institutional

effectiveness directors, representatives of the Academic and Classified Senates, and student representatives. Each EMP Task Force also had representation on the DGCC, to ensure the planning process was driven by and incorporated the unique vision of each college.

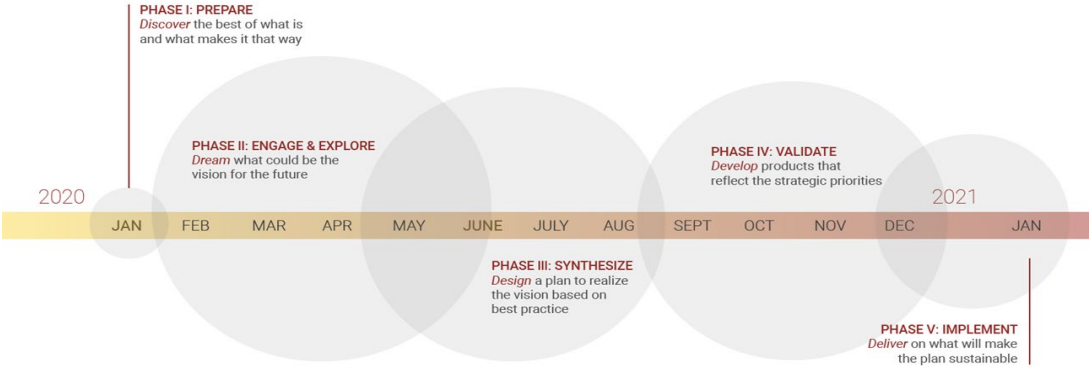
During the spring and summer, the EMP Task Forces worked with facilitators from the Signature Solutions consulting team to identify strategic priorities and compile and analyze data for the District Environmental Scan and the individual EMPs. Each college held multiple in-person and, after the onset of COVID-19, online forums to gather input from the college community, including internal and external stakeholders. During Fall 2020, each college worked on finalizing content and graphic design for its plan and vetting the final products with the wider college community and key shared governance groups and college President. The final approved plans were presented for Board approval in spring 2021.

Role of the Consulting Collaboration:

In January 2020, 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 provided 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, the consultants assisted CLPCCD to plan and develop comprehensive, user-friendly strategic plans, to plan and produce the District-wide Environmental Scan, to conduct related interviews with CLPCCD Trustees, and to coordinate surveys and focus groups with external community stakeholders.

Overview of the Comprehensive Planning Process:

Timeline Please revise graphic to extend timeline to include Spring 2021 to show updated implementation timeframe, Implement will be May 2021, after Board approval] Please # this Diagram



The Chabot-Las Positas Community College District began pre-planning for its 2020 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 to identify ways to improve the planning experience to make it more transparent and inclusive. All parties agreed, going forward, the college Educational Master Plans (EMPs) should take the lead so that each college was able to develop a unique and authentic college plan. Furthermore, it was agreed the planning design would support the EMP timeline and the overall strategic directions of the District-wide Strategic Plan (DSP).

Both colleges formed Educational Master Plan (EMP) Task Forces and embarked on a 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 obtain comprehensive 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 consultant team supported this effort with additional research, graphic design, and writing and editing services. Research included a series of individual interviews with members of the CLPCCD Board of Trustees to document their perspective on challenges and opportunities currently facing the District. SSCR worked with the District and the college EMP leads to identify community stakeholders in a range of categories to solicit input through 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 a strategy for annually revisiting outreach activities to gather further input, in an ongoing manner, from the many different educational (K-12 and four-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 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, the DGCC also addressed ways the DSP could be implemented effectively. Their 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. This approach ensured broad input, buy-in, and highlighted areas of agreement and unity for the CLPCCD community going forward.

CHAPTER TWO: THE EXTERNAL AND INTERNAL ENVIRONMENT

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 regarding the internal and external environment; 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 presenting key institutional data maintained by the college Offices of Institutional Research, 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 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

Key Findings from the CLPCCD Environmental Scan
<p><u>Our Community</u></p> <ul style="list-style-type: none">• 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.• 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.
<p><u>Our Students</u></p> <ul style="list-style-type: none">• 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.• 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).
<p><u>Our Colleges – Chabot College and Las Positas College</u></p> <ul style="list-style-type: none">• Identify, vet and hire candidates who are committed to and have experience working to ensure equitable student outcomes and who are from backgrounds reflective of those of our student body.

This summary presents a selection of important high-level takeaways from the Environmental Scan data, exploring how the District can better serve its community, students, and colleges. Please note: these summary findings served as point-in-time references for the strategic planning discussions and informed the content and direction of the two colleges' Educational Master Plans (EMPs) and the District-wide

Strategic Plan (DSP). The data cited in the scan reflect time prior to the pandemic and, thus, do not reflect COVID-19-related challenges (e.g., rising unemployment, reduced work hours, permanent job loss, technology access challenges for virtual learning, etc.), which have disproportionately impacted the economically-disadvantaged communities served by the District. These trends will need to be monitored over time to understand their true impact.

INTERNAL SCAN FINDINGS

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

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

In addition to these fluctuations, the District faces another potential impact on enrollment due to the new state-adopted Student Centered Funding Formula (SCFF) recently introduced by the California Community Colleges Chancellor’s Office (CCCCO). The new formula, which goes into effect for the District in 2024-2025, aggravates student inequities by not considering the high cost of living in the Bay Area and putting the CLPCCD 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 consider challenges faced by low-income students and the colleges serving 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 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 CLPCCD 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 both 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 **renumber this so it is in sequence for the DSP, title and source remain as shown.**

	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, can be referenced to Figure 88 in the 2020 District-wide Environmental Scan

*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. (See Figure 104 [assign correct number in final design] below.)

Figure 104: Chabot College Degrees by Type 2009-10 to 2018-19 renumber this so it is in sequence for the DSP, title and source remain as shown.

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

Source: Chabot-Las Positas CCD Institutional Research Dataset, can be referenced to Figure 104 in the 2020 District-wide Environmental Scan

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. (See Figure 108 [assign correct number in final design] below.)

Figure 108: Las Positas College Degrees by Type 2009-10 to 2018-19 renumber this so it is in sequence for the DSP, title and source remain as shown.

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

Source: Chabot-Las Positas CCD Institutional Research Dataset, can be referenced to Figure 108 in the 2020 District-wide Environmental Scan

Transfer: Overall, the transfer pattern for CLPCCD students reveals most remain within Northern California to pursue transfer goals, and most transfer to neighboring institutions of higher education, such as California State University East Bay (CSUEB), 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 achieve 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, 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 measuring diversity indicators, such as tracking employee demographics and changes by site, race, ethnicity, and gender in order to inform planning and practice within the District. 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 **renumber this so it is in sequence for the DSP, title and source remain as shown.**

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), can be referenced to Figure 9 in the 2020 District-wide Environmental Scan

As shown in Figure 9 [assign correct number in final design], the 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 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 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 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 [renumber this so it is in sequence for the DSP, title and source remain as shown].

	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%

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set), can be referenced to Figure 14 in the 2020 District-wide Environmental Scan

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

As indicated in Figure 14 [assign correct number in final design] above, the population of the 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 population of the CLPCCD service area has become increasingly diverse, with a large Latino/a/x population (26% in 2019) and a growing Asian population (32% in 2019); 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 have not earned a postsecondary degree or credential (e.g., earned an associate, bachelor's, 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 feeder 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, the four top job categories 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.

sequence for the DSP, title and source remain as shown.

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%	2.8%	12.9%
	Hayward	14.9%	13.8%	12.0%	10.0%	8.1%	6.6%	4.7%	4.0%	3.3%	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%	18.0%
	Union City	9.9%	9.2%	7.9%	6.5%	5.3%	4.3%	4.3%	3.7%	3.1%	14.1%

Source: Employment Development Department. State of California: <https://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html>, can be referenced to Figure 35b in the 2020 District-wide Environmental Scan *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 [assign correct number in final design] 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%).

Area unemployment continues to remain high as of the publication of this report and it is widely expected 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 employers will make changes in the types of positions for which they 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 employment skill building options to meet emerging industry and worker needs.

Industry and Occupation Estimates and Projections:

The Association of Bay Area Governments (ABAG) estimates the top three employment growth sectors in the Bay Area, between 2015 and 2030, 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

CLPCCD believes in the value of community input and, thus, in the development of this strategic plan, the District implemented a series of external stakeholder outreach opportunities with business, industry, labor organizations, public and private sector partners, non-profit leadership, as well as alumnae. Community partners provided feedback and comments through a survey administered in November 2020 and a Community Partner Forum in early December 2020. Additional feedback was gathered through college surveys and advisory committees. Participants provided feedback and comments regarding all levels of the District and college functions. The following are the salient findings from this effort.

Strengths/Promising Practices to Continue:

- Chabot College and Las Positas College continue to make a difference in people’s lives. For example, alumnae work in the community and at the colleges, hire students and graduates, and remain actively involved in the ongoing mission of the colleges.
- Employees of the District demonstrate support and enhance learning opportunities for all.
- The colleges are viewed as good partners to the community, as evidenced by voter approval of recent bond measures. The campuses are beautiful and are a source of pride in the community.
- The District shows a commendable commitment to partner with the local K-12 districts to support student transitions to college.
- The colleges prepare students to secure family sustaining jobs in the Bay Area. Both Chabot and Las Positas Colleges prepare students for the future as global citizens.
- The District and its colleges have developed beneficial partnerships with community-based organizations to expand services and resources so students are supported and successful throughout their education.
- The District is a resource to regional employers providing responsive training and services to assist with industry changes and technical innovations.

Opportunities/Needs:

- The colleges need to continue to support readiness in STEM-related fields, including biotech, ag-tech, renewable energy, technology, and telecommunications.
- The District can model for other businesses and organizations the diversity, equity, and inclusion policies and practices through its own workforce and leadership, and through an explicit anti-racism stance.
- The District can enhance outreach and marketing to increase visibility and highlight the quality of education through increased use of student voice.
- More can be done to honor the student experience. One stakeholder offered, “We often celebrate success, but we don’t celebrate the struggles people go through to reach that success.” This is important with the significant numbers of first-time college goers and mid-life returning students.
- The District and colleges can seize the opportunity to rethink the college environment to accommodate an increasingly hybrid mode of instruction, provide a welcoming experience and individualized support, while designing and promoting student-to-student and group interaction.
- There is a basic need to address the mental and emotional wellbeing of students in the midst of the pandemic and in its wake. Stress and uncertainty about the future are overwhelming.
- The colleges can serve as a local catalyst to help adults, including older and working adults, define and attain their goals in achievable time frames.
- The District can partner with employers to ensure economic recovery, helping to connect students to programs and degrees focused on in-demand skills, work-based learning, and mentorships.

Challenges:

- Reduced social interaction due to the COVID-19 pandemic. The District needs to consider more ways to address belonging and connectedness, which give greater value to the college experience.
- Enrollment processes are complex and difficult to navigate, creating barriers to student access. Streamlining the processes and providing consistent and reliable guidance is essential.
- Students experience difficulty validating they have the courses and credits they need to reach their goals. Students need clear accessible information, the ability to self-navigate in their progress toward their educational goals, and systems that accommodate working students’ schedules.

- Permanent job losses and businesses suffering from the widespread economic impact of the pandemic are affecting the region. The District can support skilled displaced workers and promote programs in industry growth areas to help accelerate socio-economic recovery.

Community stakeholders are essential to the process of CLPCCD remaining responsive and a valued stakeholder group to advise on implementation of this strategic plan over the next five years.

CHAPTER THREE: DISTRICT STRATEGIC DIRECTIONS AND INDICATORS

The Strategic Directions table should fit on one page

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

The 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 at Chabot College and Las Positas College, informed by the District-wide Environmental Scan and robust stakeholder feedback. The following are meant to support and enhance, not take away from, the college priorities and goals.

DISTRICT-WIDE STRATEGIC DIRECTIONS (2021-2026)

Strategic Directions <i>What do we aim to accomplish?</i>	Potential Indicators/Measurement Tools <i>How will we know if we are on track?</i>
EDUCATIONAL EXCELLENCE Increase CLPCCD's reputation as an educational leader known for offering an outstanding student experience; excellence in teaching and learning; affordable, inclusive, and culturally relevant programs and pathways leading to academic achievement; and preparing students to compete and succeed in a sustainable global environment.	<ul style="list-style-type: none"> - Student feedback (Climate Survey) - Employer hiring metrics - Enrollment rates - Completion metrics - Transfer rates - Graduate feedback
COMMUNITY PARTNERSHIPS Build strategic collaborations with community partners to meet the current and emerging workforce development needs of local residents, businesses, labor, and industry; deepen partnerships with cities and communities to advance climate justice; connect students to essential resources that support their education (food, housing, health services, technology, work-based internships); align educational pathways with in-demand skills; strengthen transfer pathways through effective intersegmental practices; increase the number of diverse skilled and degreed adults in the region.	<ul style="list-style-type: none"> - Student feedback (Climate Survey) - Amount of met demand through community resource referral network - Work-based student internship placements - Employer hiring metrics - Completion metrics - Transfer rates - Increased intersegmental effectiveness - Graduate feedback
SUSTAINED PRIORITIZED RESOURCES Invest in strategic partnerships and resource development to sustain prioritized goals, such as: providing tailored support services to increase enrollment and success among populations historically underrepresented in higher education; recruiting, hiring, and supporting diverse staff that reflect the demographics of the students served; implement robust and dependable technology resources; sustain effective professional development; develop and maintain facilities and climate-sustainable campuses to meet the needs of students, faculty, and staff; provide communication resources for faculty and staff to elevate student voices and present student and alumni success; provide an inclusive people-oriented culture aimed at creating a productive learning environment for students and a supportive working environment for all personnel.	<ul style="list-style-type: none"> - Student feedback (Climate Survey) - Classified Professional, Faculty, Administrator feedback - Participation rates and feedback re: professional development and training - Completion metrics - Transfer rates - Graduate feedback - Community partner input and feedback - Progress toward climate action plan goals - User-friendly college promotional tools - Availability of student/alumnae success stories
INSTITUTIONAL EFFECTIVENESS Create and refine equitable systems and strategies to achieve greater outreach to key groups of prospective students and community stakeholders; make meaningful connections between academic programs, local economic needs and opportunities, and complex social and environmental problems; 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 two-year and four-year degree completion.	<ul style="list-style-type: none"> - Student feedback (Climate Survey) - Community feedback - Educational and partner metrics - Financial Aid recipient metrics - Completion of SEA core indicators, such as Student Ed Plan and orientation metrics - Completion metrics - Transfer rates - Graduate feedback
CALL TO ACTION TO ADDRESS ANTI-BLACKNESS, RACISM, AND BARRIERS TO EQUITY 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 to benefit all; recruit and retain a diverse staff that reflects 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"> - Student feedback (Climate Survey, campus forums) - Classified Professional, Faculty, Administrator feedback - Completion metrics - Transfer rates - Graduate feedback

In addition to reflecting the college EMP priorities and goals, the District-wide Strategic Directions were developed within the framework established by the 2019-2022 CLPCCD Board of Trustees Priorities and the California Community Colleges Chancellor's Office's Vision for Success goals. Furthermore, the Strategic Directions were informed by data published in the 2020 CLPCCD Environmental Scan and findings compiled from CLPCCD Board member interviews, stakeholder input, and survey responses from industry, business, education, public and nonprofit sector partners. The seven District Support Centers help to implement the District-wide Strategic Directions and ensure consistency with the Board's Priorities by setting goals that guide implementation and operationalization in key functional areas.

Alignment with College EMP Goals and Priorities: Place CC Priorities & LPC Goals on same page for easy reference

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 planning process. From the start, the planning design was intentionally structured so the College Educational Master Plans (EMPs) would drive the planning process and provide the foundation for the District-wide Strategic Plan. Each college identified significant focus areas to guide their institution over 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 dataset (See: CLPCCD 2020 Environmental Scan) and were remarkably consistent with each other. For example, both EMPs 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. Both focused on improving outreach to key groups of prospective students (e.g., high school seniors, 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 and 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, CCCC 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 the full versions of the colleges' Educational Master Plans, see the Reference section.

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.

Given the impact of the pandemic, 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 the 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 entire Bay Area soared in 2020, and unemployment rates for service area cities continue to remain high, with low-income neighborhoods disproportionately affected. Most importantly, households and families who were already living on the margin have faced job losses that are likely to be long lasting and even permanent.

This evolving situation presents both challenges and opportunities for the District. On the one hand, the District has a unique opportunity to position itself to attract and serve unemployed skilled workers seeking new skills and employment options. The situation also calls for enhanced partnerships with industry, labor, and the public sector to develop new and improved career and degree pathways for local residents, as well as more deeply developing policy and referral networks to address issues of poverty and systemic racism facing 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 more responsive and culturally relevant educational programs, which could draw new students, boost enrollment, and work with partners to pursue and leverage funding from external sources, collaborative contracts, and grant opportunities.

The District-wide Strategic Directions indicators also reflect the Student-Centered Funding Formula (SCFF) metrics and call for an intentional focus on maximizing the District's SCFF metric outputs. The 2024-25 year will provide a telltale sign of the financial balance of the state apportionment funding 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 to continue the District's strategies to enhance equity.

CHAPTER FOUR: INTEGRATION WITH COLLEGE EDUCATIONAL MASTER PLANS AND DISTRICT SUPPORT CENTERS


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 the District Facilities Plan, and the District Support Centers which support the work of the colleges. The DSP and the EMPs 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 key findings. It also includes summaries of the roles of each of the seven District Support Centers and the resources they deploy in order to support district-wide outcomes.

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

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

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

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

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

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

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

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 **[photo]**

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.

Overview of the Roles and Responsibilities of the District Support Centers: Start of new section

The CLPCCD District Support Centers provide a supportive platform for achieving the educational missions of the colleges and District. To this end, the District Support Centers provide coordinated support to both Chabot College and Las Positas College, lead centralized operations and infrastructure, and extend the educational impact of the colleges within the local community, consistent with the CLPCCD Board of Trustees' priorities.

Currently, there are seven District Support Centers:

- **Business Services**
- **Educational Services and Student Success (ESSS)**
 - **Economic Development and Contract Education (EDCE)**
- **Facilities and Bond Management**
- **Human Resources (HR)**
- **Information Technology Services (ITS)**
- **Public Relations, Marketing, and Government Relations (PRMG)**

The following section describes each District Support Center and how it integrates into District planning and the District's mission, supporting the educational missions of both colleges and the District overall.

BUSINESS SERVICES

The Business Services Department provides leadership, operational oversight, and system coordination of financial products and services to ensure fiscal stability and integrity to the District. Business Services is the centralized unit that provides the following support services to all areas of the District:

1. Accounting
2. Budgeting
3. Payroll
4. Purchasing, Contracts, and Warehouse Services
5. Risk Management

The Business Services Department collaboratively works alongside the other centralized functions within the District Office to serve the needs of the CLPCCD colleges and their students. Other groups that guide the direction of the department include the faculty and classified bargaining teams, the Academic and Classified Senates, the senior leadership team, and various shared governance committees, such as the Chancellor's Council and the District's Planning and Budget Committee (PBC).

The work of the Business Services Department directly supports and aligns with the following goals and objectives listed in the 2019-22 CLPCCD Board Priorities:

1. Continue to provide effective management of District fiscal resources in support of the colleges and its students.
2. Enhance and strengthen communications among departments.
3. Foster a culture of collaboration among staff and the community.
4. Regularly assess budget allocation models in conjunction with current committee and governance structures to ensure integrity and effectiveness in adequately supporting college operations.
5. Implement the grants module within Banner to ensure fiscal oversight and maintain adequate internal controls.
6. Establish an irrevocable trust for retiree health benefit liabilities and create a sustainable plan for continually funding the trust.

Priorities for the Next Five Years: **this section repeats for each District Support Center on each page**
Priorities for the Business Services Department over the next five years include:

- Collaborate with the committee and governance structure to establish a sustainable, equitable, and ongoing budget allocation model.
- Automate processes to enhance efficiencies while maintaining adequate internal controls.
- Work with various stakeholders to maximize revenue opportunities under the Student Centered Funding Formula (SCFF) and through other local revenues.
- Foster a culture of financial transparency and trust with all constituency groups.
- Maintain a high level of fiscal integrity to enable seamless operations.
- Develop a long-term plan that begins to pay down long-term liabilities.

Another important focus for the Business Services Department will be monitoring the impact of the state's new Student Centered Funding Formula (SCFF) on the District, particularly the implications of the loss of hold harmless funding after FY 2023-24. Growing base funding for the District by acclimating and adjusting to the SCFF is a top priority. Further, establishment of a budget allocation model that has broad support throughout the District will be key to successfully managing this adjustment. These goals can be achieved through the existing committee and governance structure of the District, with input from the Business Services Department over the next five years.

EDUCATIONAL SERVICES AND STUDENT SUCCESS (ESSS)

The Educational Services and Student Success (ESSS) Department serves as the District lead for matters impacting instructional programs, learning support, and student services, working at the direction of the Chancellor and in coordination with the College Presidents. ESSS is charged with leading two standing district-wide committees and ad hoc workgroups to develop practice and policy in alignment with current research, Education Code, accreditation, equity-mindedness, and sustainable programs and services. ESSS oversees the Economic Development and Contract Education department (see EDCE description).

Working closely with Chabot College and Las Positas College administrators, faculty, and classified professionals, ESSS is responsible for supporting the educational missions of both colleges, facilitating district-wide decision making regarding enrollment management, grading policies, academic calendars, current Board Priorities and Administrative Procedures, and ensuring that expectations of equity and inclusion are met while innovations are explored within a financially sustainable infrastructure to meet the needs of students in a multi-college district. ESSS provides leadership support in the following ways:

- Engage in proactive innovative district-wide partnerships.
- Lead District Enrollment Management Committee (DEMC).
- Facilitate district-wide enrollment management decisions; identify annual FTES/FTEF targets
- Lead IPBM Educational Support Services (ESS) Committee.
- Update, interpret, ensure academic and student affairs-related Board policies and procedures.
- Administer Educational Services and Economic Development-related board approval items from District, Chabot College, and Las Positas College for Board Meetings.
- Negotiate academic calendars.
- Lead district-wide strategic planning process every six years.
- Serve as the District accreditation liaison in regards to reporting, visits, accreditation training, coordination (across the District, with ACCJC), and Board approval of reports.
- Oversee project management of one-time SCFF funding to support 13 innovation projects
- Coordinate/lead district-wide consensus-building discussions on Educational Code compliance.
- Oversee EDCE to bring revenue to support District operations, increase external stakeholder visibility, leverage efforts to grow enrollment, and serve community needs.
- Lead district-wide data studies and reports, such as the Economic Impact Study, to gather and analyze district-wide data, in collaboration with college Institutional Research offices.
- Secure new agreements and memoranda of understanding with community partners, both public and private, to ensure FTES and continued partnerships in the region.

Priorities for the Next Five Years:

Priorities for ESSS Department over the next five years include:

- Continue to increase external revenue to support prioritized district-wide projects.
- Lead district-wide workforce initiatives, such as the Year to Career (Y2C) campaign to feature, promote, and inspire career pathways in credit and noncredit certificates leading to degrees.
- Define district-wide partnerships, such as a pilot project for intersegmental improvement working with CSUEB Provost, resulting in philanthropic investment and planned innovation.
- Focus on increased Apprenticeship agreements and labor relationships.
- Continuously serve our diverse communities through educational excellence and reducing barriers to equity.
- Utilize data and lead district-wide discussions during the pandemic and following to promote evidence-based educational continuity for community members, being sure to engage first time college-goers, and some-college no-degree adults who need to advance their career options.

ECONOMIC DEVELOPMENT AND CONTRACT EDUCATION (EDCE)

The Economic Development and Contract Education (EDCE) Department operates under the auspices of the District ESSS Department. The EDCE's mission statement, which is aligned with the District's mission statement, states: "We empower individuals and communities to thrive by creating career, education, and economic opportunities." The EDCE Department accomplishes this mission and supports the District mission by providing five areas of service for the constituencies and communities it serves:

1. Initiating and sustaining California apprenticeship program partnerships, with credit instruction provided by the CLPCCD colleges
2. Serving both employers and job seekers through the Tri-Valley Career Center
3. Meeting safety training needs through the national OSHA Training Institute Education Center
4. Maintaining Child Welfare Training contracts with Northern California counties
5. Serving as a fiscal agent for the California Community Colleges Chancellor's Office (CCCCO) and other non-profit organizations

EDCE contributes on an ongoing basis to improve workforce opportunities and foster economic vitality in the CLPCCD service area by engaging with industry and community partners in specific ways. Through apprenticeship program partnerships, EDCE supports employer-sponsored earn-and-learn job training programs offering family-supporting wage and benefits. Through a regionally funded Tri-Valley Career Center (serving Dublin, Livermore, and Pleasanton), EDCE assists unemployed and underemployed adults to identify career paths, employers, and job opportunities, and actively supports individuals in the Tri-Valley to reach their career goals. By bringing together employers and job seekers, EDCE connects local residents with local jobs.

On behalf of the District, EDCE responds to public and private sector requests to provide customized not-for-credit training topics. Occasionally, based on sustainable indicators, these training opportunities are developed into college credit and noncredit opportunities with the CLPCCD colleges. For example, the OSHA Training Institute Education Center (OTIEC), one of thirty-four centers authorized by Federal OSHA in the nation, delivers face-to-face, virtual, and on-site safety skills training. The OTIEC aligns its offerings with the CLPCCD colleges to shorten time to an occupational safety or related degree. The OTIEC coordinates training courses and certificates through partnerships that focus on justice-involved adults to increase their qualifications and job prospects. EDCE's Child Welfare Training program offers workforce development courses for people who serve foster and adoptive-care children and their families. Funded through federal dollars, these classes bring much needed continuing education to people working in social services agencies and community-based organizations.

EDCE's training activities and fiscal agency contracts generate revenue for the District General Fund, supporting the financial health of the District and its colleges. The District Planning and Budget Committee oversees how EDCE funds are allocated. EDCE is guided by the District's mission and needs and utilizes key questions to guide program development: Is it mission-aligned? How will the proposed program benefit the District? What is the return on investment (net revenue, reputation, co-relational capital)? Is there current capacity? Is this more appropriately addressed by a CLPCCD college? Does it fit with/complement EDCE's current programs?

Priorities for the Next Five Years:

EDCE has two priorities for the next five years:

- Grow programs in ways that meet economic development need while increasing financial contributions to the District's General Fund.
- Assist the CLPCCD colleges with meeting the *Vision for Success* goals.

FACILITIES, BOND MANAGEMENT, MAINTENANCE & OPERATIONS

The Chabot-Las Positas Community College District (CLPCCD) Facilities and Bond Management Department ensures the District and its two colleges have innovative instructional spaces and safe workspaces designed to address the diverse need of the campus communities. The District's priorities regarding facilities renovation and development are outlined in the CLPCCD 2018 Facilities Master Plan. The District Facilities Master Plan was developed in 2017-18 concurrently with the Facilities Master Plans for both Chabot College and the Las Positas College, to ensure a coordinated approach to and understanding of all future space needs across the District. The three plans reflect the mandate of CLPCCD Board Policy 3250, which requires the District Facilities Master Plan to be updated every six years to support the goals of the District Strategic Plan and two college Educational Master Plans.

The department provides services in four areas: Facilities Planning; Construction and Renovation; Maintenance and Operations; and Custodial Services. Through its Facilities Planning component, the department works to ensure adequate program space is available to accommodate the various needs of campus stakeholders (students, faculty, classified professionals, and administrators), as well as the public. In terms of Construction and Renovation, the Bond Program provides funding and support services for the renovation of existing facilities and the construction of new facilities, in alignment with the District's mission and strategic planning priorities. Bond funds also help cover the costs of equipment, furniture and information technology equipment necessary for educational programs and services. Maintenance and Custodial Service in conjunction, provide for the safe workplace practices necessary to ensure access, public safety and safe work environment on the campuses. Overall, the departments support the Board Priorities by ensuring facilities are capable of serving all students, in terms of needs or functional restrictions, and by providing facilities that are comfortable, engaging and appropriate for the function and instructional delivery methods established by the colleges.

The department supports the District Office regarding space allocation, rental agreements and management of the assets of the District for best long-term use. The department also supports the properties owned by the District, including the Inman Property (Doolan Road & Collier Canyon Road) and Murray Ranch, and coordinates negotiations for additional land acquisitions and land use designations. The Bond Program staff support the college capital construction program to ensure compliance with standards, engaged user discussion and decision process and financial accounting for required reporting. Staffing within the bond funding includes staff members in Fiscal Services and Information Technology, as well as the Bond Program Managers and outside vendors who work as extension of District staff to manage projects.

Priorities for the Next Five Years:

Priorities for the Facilities and Bond Management Department over the next five years include:

- Implementation of the capital program based upon the facilities master planning documents and revisions to the document
- Maintenance of all facilities in accordance with the Total Cost of Ownership standards established for campus facilities and designated Association of Physical Plant Administrators (APPA) level for facility management
- Management and collaboration with the colleges on safe work practices, and development of workplace safety efforts across the District for the health, safety and wellbeing of all users
- Further develop local climate change and sustainability goals
- Continued support of on-campus learning activities and instructional modalities (online; on-site).

HUMAN RESOURCES (HR)

The Human Resources (HR) Department is responsible for helping to shape an equitable and inclusive culture for the District and its two colleges, helping CLPCCD actualize its commitment to diversity, excellence, and innovation by supporting talent, engagement, and the employee work experience. Working closely with Chabot College and Las Positas College, HR plays a critical role in all personnel-related decisions and activities throughout the District. The office is also responsible for the implementation of CLPCCD Board of Trustees' HR-related policies and procedures.

The HR Department provides leadership and support in the following areas:

- Providing high-quality professional service
- Engaging in proactive employee relations processes
- Facilitating the recruitment and selection of employees
- Developing, interpreting, and applying HR-related Board policies and procedures
- Overseeing and facilitating the application of HR and HR-related Board policies and procedures at the colleges and the District Office
- Administering benefit programs, and employee health and welfare programs
- Negotiating with Collective Bargaining units and administering labor contracts
- Developing and administering the classification and compensation system
- Developing and implementing employee development programs
- Collaborating with emergency preparedness and ensuring workplace safety, as well as adapting to new work environments as required, and maintaining official personnel files

Priorities for the Next Five Years:

Priorities for the Human Resources Department over the next five years include:

- Structure and staff the Office of Human Resources to provide the professional expertise required to ensure integrated and proactive human resource services and support for the District and its external customers
- Continued work to enhance equity, diversity, and inclusion throughout HR's work
- Improve processes and procedures with the goal of making human resource operations transparent, user-friendly, effective, and efficient
- Provide timely, relevant, and reliable human resource information and ensure this information is easily and widely accessible. Solicit and utilize information from internal and external customers to help improve the human resource unit, guide future actions, and address current issues
- Facilitate the development of organizational capacity. Establish professional development, leadership, and skills training programs
- Foster the development of trained and competent HR staff that is committed to high-quality and effective customer service

INFORMATION TECHNOLOGY SERVICES (ITS)

The CLPCCD Information Technology Services (ITS) Department supports the technologies that are foundational to achieving the District's mission. This entails adapting new and existing technologies to address the complex issues faced by the District's community of educators and learners. ITS is responsible for maintaining the platform that makes it possible for course registration, financial aid applications and disbursements, recorded student achievements, District payroll, and financial management functions.

The District ITS department currently consists of 22 full-time staff members, including a dedicated administrator for bond-funded technology-related projects. The ITS department provides centralized management for most of the information technologies used throughout the District. Technology department administrators report to the District ITS Chief Technology Officer (CTO), but most academic technologies, the Learning Management System, Canvas by Instructure, and audio-visual hardware, as well as the college websites, are funded and maintained by the local technology departments at each college.

The ITS department is responsible for maintaining the Enterprise Resource Planning (ERP) system that centers on Ellucian Banner and supports business functions for Payroll, Accounting, Human Resources, Student and Academic Services, as well as Financial Aid. Nearly half of the ITS staff (10) directly support Banner through system administration, database management and application programming. It should be noted Banner is both an application and platform for other programs.

The email system is another district-wide technology supported by ITS. While the colleges and District use different domains (laspositascollege.edu, chabotcollege.edu and clpccd.org) they share a single cluster of servers through a "trust relationship". Similarly, the help-desk system, ServiceNow, is centrally maintained. ITS also provides technical support for the District Office consisting of audio-visual, desktop support.

All technology purchases from the colleges or the District are approved through the Chief Technology Officer's office and, in the case of the latter, processed through Business Services. Technology projects funded via the Measure A and B bonds are managed through ITS rather than through the colleges or the Bond Office.

Priorities for the Next Five Years:

Priorities for the District ITS department over the next five years include:

- Strategically analyze, and when appropriate, deploy technologies to the cloud
- Support Bond-funded major-technology projects
- Improve information technology security
- Adapt the organizational structure to a changing environment

In addition to the items listed above, in recent years the ITS department has seen an expansion in the number of software programs purchased throughout the District. In response, ITS is building a five-year "look ahead" model, to identify any increases in spending and opportunities to cut costs.

The ITS department also recognizes the need to improve user interfaces in self-service applications. Faculty, staff and students have increasing expectations for system usability and, as a result, applications from Ellucian and other vendors continue to improve. ITS must allocate resources and/or rely on third party vendors to implement these improvements in the midst of competing priorities. Over the next five years, the ITS department will continue to pursue changes in technologies and systems as needed to support the mission of the District and its colleges.

PUBLIC RELATIONS, MARKETING AND GOVERNMENT RELATIONS (PRMG)

The CLPCCD Public Relations, Marketing and Government Relations (PRMG) Department plans, organizes, directs, and evaluates a variety of activities in order to develop and maintain a strong public image for the District and advance the mission-based goals and objectives of the District at the local, state, and national levels.

PRMG designs and implements communications to support the District's mission and strategic goals; directs the District-wide advertising efforts for student recruitment; promotes events; develops and directs strategic goals and efforts as related to public relations, government relations, community relations, and/or media relations; and oversees the graphic design, web design, and printing activities of the District.

The PRMG has three main aims:

1. Increase District brand presence
2. Build/strengthen community partnerships
3. Support the CLPCCD colleges with marketing and communication infrastructure to promote student enrollment and retention

Ongoing responsibilities include: develop annual brand/enrollment marketing communications strategy; conduct annual qualitative market research to inform marketing strategies; conduct public and community relations activities to get the District's key messages out to important audiences; and support additional opportunities to promote specific programs and initiatives via micro campaigns.

PRMG places greater emphasis on marketing strategies rather than the traditional focus of communications (events, public relations, etc.) in its efforts to assist the District and the colleges in their efforts to boost enrollment. In particular, PRMG uses digital marketing tactics that are matched to the marketplace and informed by qualitative market research. Recent marketing efforts included introducing Apply Now Button; using digitized calls and direct email marketing; and using Google Analytics to review the effectiveness of landing pages, social media advertisement, and engagements.

Priorities for the Next Five Years:

Over the next five years, the PRMG will work with the District and the two colleges on the following:

- Continue to identify and refine effective outreach strategies and systems for promoting the CLPCCD college experience and recruiting and engaging new students.
- Enhance the work of the PRMG by developing user-friendly communication tools that elevate student voices and feature student and alumni success stories, along with talking points shareable on social media, and developing approaches to leverage faculty and staff to act as "ambassadors" for their college and the District.

CHAPTER FIVE: IMPLEMENTATION OF DISTRICT-WIDE STRATEGIC PLAN

The CLPCCD District-wide Strategic Directions are a guide and vision for planning and resource allocation for the next five years. During the planning process, culminating in the development of these district-wide strategic directions, there were significant questions raised about the viability of district-wide directions given the fact that both Chabot College and Las Positas College agreed each college should be able to determine a course of action for itself, reflecting the individual needs and vision of each college.

With thoughtful consideration to supporting the unique cultures, priorities, and goals of Chabot College and Las Positas College and recognizing the District's seven-member governing Board's desire to unite those efforts across the District in a way that ensures fiscal stability and creates efficiencies for the District, CLPCCD students, and the region -- this brief section addresses the implementation and evaluation of progress toward implementing the District-wide Strategic Directions over the 2021-2026 period.

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

Integrated Planning and Budget Model:

Within the District's integrated planning and budget model, the Planning and Budget Committee (PBC) is the primary committee that makes recommendations to the Chancellor. Within the PBC's charge is the responsibility to "evaluate, discuss, and make recommendations on the District Strategic Plan, College Educational Master Plans, and Budget Allocation Model."

Due to the committee's charge, PBC will oversee reflection on the DSP priorities and the measurement of progress toward each of the adopted District-wide Strategic Directions on a periodic basis or as needed. Furthermore, due to the interconnectedness of planning and budget, PBC will manage the timeline and format for regular, meaningful, and sustainable assessment of progress from the colleges and District Support Centers.

Based on the broad span of the Strategic Directions, it is important to recognize it will take a wide range of personnel to lend knowledge, expertise, and insights to the conversation on how the District is doing towards its goals and what additional needs may exist to support the excellence for which the District strives. It is expected other committees and groups will be consulted to sustain a meaningful dialogue over the next five years. Through this collaborative approach, CLPCCD can ensure a coordinated and inclusive approach to implementing the strategic vision of the Colleges and the District.

GLOSSARY OF TERMS

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

ACCJC

Accrediting Commission of Community and Junior Colleges

Anti-Blackness

The Council for Democratizing Education defines Anti-blackness as being a two-part formation that both strips Blackness of value (dehumanizes), and systematically marginalizes Black people. This form of anti-Blackness is overt racism. Society also associates politically incorrect comments with the overt nature of anti-Black racism. Beneath this anti-Black racism is the covert structural and systemic racism which predetermines the socioeconomic status of Blacks in this country and is held in place by anti-Black policies, institutions, and ideologies. Anti-Blackness is also the disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. Cited in The Movement for Black Lives (M4BL) Glossary and by the UCSF Multicultural Resource Center <http://web.archive.org/web/20200109004008/https://policy.m4bl.org/glossary/> <https://mrc.ucsf.edu/racial-equity-anti-black-racism>

Anti-Racism

"The opposite of racist is not 'not racist', it's anti-racist". -Dr. Ibram X. Kendi

- **Anti-racism:** is a powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracists.
- **Racist:** one who is supporting a racist policy through their actions or inaction or expressing a racist idea.
- **Anti-racist:** one who is supporting an antiracist policy through their actions or expressing an antiracist idea.

Source: How to Be an Antiracist (Kendi, 2019)

CCAP

College and Career Access Pathways (CCAP) Agreements are a result of AB288 to increase a college-going culture by incorporating opportunities for early college credit into a student's high school experience. The CCAP Partnership goal is to promote and develop seamless pathways from high school, including continuation high school, to community college for career technical education or preparation for transfer, improving high school graduation rates, and help high school pupils achieve college and career readiness; an approach to meeting the goals of effective intersegmental education.

CSU

California State University, a system of public higher education in California.

CTE

Career Technical Education

College-going rate

Commonly measured by the percentage of high school completers who enroll in a postsecondary institution.

Culturally Relevant

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

Disproportionate Impact

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

DGCC

The District-wide Comprehensive Planning Guidance and Coordinating Committee
<http://districtazure.clpccd.org/dgcc/index.php>

DSP

District-wide Strategic Plan

EDCE

The Economic Development and Contract Education (EDCE) Department is one of seven District Support Centers and reports to the Vice Chancellor, ESSS.

EMP

Educational Master Plan

ESSS

The Educational Services and Student Success (ESSS) Department is one of the seven District Support Centers.

Equity

Ensuring each student has access to tools, resources, and opportunities that are inclusive and personalized to promote their success.

Environmental Scan

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

First-generation college student

A student whose parents did not complete college.

Global Citizen

A student/graduate who contribute in knowledgeable ways to climate justice as a result of integration of social and environmental data through education that supports students and communities to be informed stewards of the planet.

Headcount

Number of unduplicated students.

Inclusive

The welcoming of a diverse group of students including but not limited to: all race-ethnicity groups, all ages, all genders, lesbian, gay, bisexual, transgender+, first generation, students with disabilities, veterans, students with children, all socio-economic backgrounds, including those from

economically disadvantaged backgrounds, undocumented, international, multicultural, religious beliefs and practices—all with varying skill levels and learning styles.

Intersegmental Education

Refers to systems of educational collaboration to reduce transitional barriers for student success; for example, system alignment to enable students to transition from high school to community college and/or students transferring from community college to university.

Low Income Student

By SCFF metrics: low income is defined as a student receiving California Promise Grants or Pell Grants, but solely using financial aid applications is a limiting definition since some student who would qualify for aid may choose not to apply due to fears surrounding their documentation status; additionally, it is likely 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; regional poverty levels are published based on income and family size and are included in the 2020 CLPCCD Environmental Scan.

Metric

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

Mission

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

Mission Critical Priorities

Broad/global areas (10,000 foot level) intended to guide the focus of college work, and demonstrate its connection to mission.

Objective

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

PBC

Planning and Budget Committee

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

PRMG

The Public Relations, Marketing, and Government Relations (PRMG) Department is one of seven District Support Centers and reports to the Chancellor.

Participatory Governance

A structure that ensures faculty, classified professionals, and students can express their opinions and participate in and have influence on decisions affecting college oversight and informing the institution's goals, policies, and actions; for example, per California Education Code, the Faculty/Academic Senate has the responsibility to make recommendations with respect to academic and professional matters.

Populations of Focus

Individuals on whom the college will place deliberate attention and effort for a particular goal, activity, or initiative.

Racism

A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race (Omi & Winant, 1994, p.54)

SCFF

The Student-Centered Funding Formula (SCFF), adopted in the 2018-19 state budget, changed the way California Community Colleges are funded, differing from general apportionment; the SCFF is based on three calculations:

- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of students who have attained the regional living wage.

Stakeholder

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

Strategy

Actions needed to accomplish objectives, such as: who is involved, and a timeline.

UC

University of California, a system of public higher education in California.

Values

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

Vision

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

REFERENCES

CLPCCD Economic Impact Report, May 2020

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

CLPCCD 2020 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/environmentalscan.php>

CLPCCD Organizational Structure

http://districtazure.clpccd.org/chancellor/files/docs/OrgChartChancellor_2020_2021.pdf

Chabot College Educational Master Plan (2021-2026)

<http://www.chabotcollege.edu/planning/educational-master-plan/>

Las Positas College Educational Master Plan (2021-2026)

<http://laspositascollege.edu/emp/>

Racial Equity Resources used for this publication:

The Movement for Black Lives (M4BL) <https://m4bl.org/resources/?type=pdf>

UCSF Multicultural Resource Center <https://mrc.ucsf.edu/racial-equity-anti-black-racism>

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Yvonne Wu Craig

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President Susan Sperling, Ph.D.
President Dyrrell Foster, Ed.D.

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District-wide Guidance and Coordinating Committee, 2020

Noell Adams – Classified Senate, Chabot College
Miguel Colon – Academic Senate, Chabot College
Samantha Kessler – Institutional Effectiveness, Chabot College
Blessing Nkrumah – Associated Student, Las Positas College
Ashanti Robinson – Associated Student, Chabot College
David Rodriguez – Classified Senate, Las Positas College
Theresa Fleischer Rowland, Ed.D. – Educational Services and Student Success, District
Rajinder Samra – Research, Planning and Institutional Effectiveness, Las Positas College
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