

2011 - 2016
District Education Master Plan



CHABOT-LAS POSITAS
COMMUNITY COLLEGE DISTRICT

ADMINISTRATIVE DRAFT

September 2011



2011- 2016 DISTRICT EDUCATION MASTER PLAN

CHABOT COLLEGE LAS POSITAS COLLEGE

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LETTER FROM THE CHANCELLOR

To be inserted following administrative review

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To be inserted following administrative review

LETTER FROM LAS POSITAS COLLEGE PRESIDENT

To be inserted following administrative review

EDUCATION MASTER PLAN



THE DISTRICT

INTRODUCTION

The 2011 District Wide Education Master Plan (DEMP) provides a roadmap for the future of the District, Chabot College and Las Positas College through the 2016 planning horizon. This Master Plan findings and recommendations are based on faculty and staff input, and the outcome of internal and environmental scans including community and student characteristics and needs. The DEMP will ultimately serve as a foundation of subsequent planning efforts including the development of the District Wide Facilities Master Plan.

Emerging changes and issues in the region and changing demographics in the service area require that the DEMP be treated as a living, fluid document which will guide decisions regarding the educational planning efforts of the District and its colleges.

The development of the 2011 District Wide Education Master Plan began with a review of numerous interrelated documents:

- 2008 District Strategic Plan
- 2005 – 2015 Chabot College Education Master Plan
- 2009 – 2012 Chabot College Strategic Plan
- 2010 – 2011 Chabot College Division Summaries and Program Reviews
- 2003 – 2010 Las Positas Education Master Plan
- 2010-2015 Las Positas Strategic Plan
- 2010 – 2011 Las Positas College Division Summaries and Program Reviews

The DEMP did not create all new internal and external scans as much of that work had been developed by Chabot College and Las Positas College Institutional Research Office. This plan, however, does provide additional environmental scan information relevant and important to the recommendations provided in the plan.

The planning process included a series of meetings at the District, Chabot College and Las Positas College in fall 2010 that provided an opportunity for District and both Colleges' leadership to provide feedback to gkkworks team on their previous planning efforts. Key challenges and opportunities were discussed as well as the planning process at each College and how this District Wide Education Master Plan will support future planning efforts and development of subsequent plans.

Division summaries and Program Reviews completed in 2010 – 2011 planning year serve as a written foundation for each College's program sections. The review and input process by Chabot and Las Positas College included a series of meetings at each College during spring 2011, whereby each program's faculty and staff members attended and actively participated to provide input and feedback on their needs, challenges and opportunities.

MISSION

The fundamental mission of the Chabot-Las Positas Community College District (CLPCCD) is to provide the leadership and resources to ensure that all students within the District will continue to have an equal opportunity to pursue and achieve their educational goals.

The District will provide policy, advocacy, service, and resources for the operation of its two colleges: Chabot College and Las Positas College. The District assumes the responsibility to support the mission, goals and priorities established by each college.

The District will coordinate the allocation of fiscal and human resources, ensure fair hiring processes through adherence to affirmative action practices, and will encourage the colleges to develop strong educational and student services programs.

The District will continue to direct the development and maintenance of each college within the District.

The District will continue to perform its legal responsibility to adopt and to implement appropriate policies and guidelines that will protect and enhance its own function and that of its two colleges.

VALUES

The CLPCCD District Office is grounded in the beliefs that:

- All students are entitled to an education that fosters their intellect, character, and abilities.
- The District Office and Colleges must promote a learning environment that cultivates excellence, inclusiveness, integrity, accountability, and continuous improvement.
- The District Office and Colleges must proactively adapt and expand to meet changes in student expectations, technology, and employment.

COMMITMENT

As part of its Mission, the District Office is fully committed to:

- Student Access and Success
- College Visibility and Access
- Economic and Workforce Development Partnerships
- Organizational Effectiveness
- Fiscal Development and Stability

HISTORY

On January 10, 1961, voters approved the establishment of a “Junior College District” which would later be known as the Chabot-Las Positas Community College District (CLPCCD). The first Board of Trustees was elected on April 18, 1961. On March 31, 1975, Chabot College opened its Valley campus – an extension center to Chabot College – to serve the residents of eastern Alameda County. The Valley campus was designated as a separate college and in 1988 named Las Positas College.

The District is governed by a seven-member Board of Trustees that is responsible for all policy decisions. The Board Members are elected from trustee areas by registered voters from nine communities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, Union City, and other unincorporated parts of Alameda County. The Chabot-Las Positas Community College District currently serves 26,000 students.

Chabot College

Chabot College was first established on September 11, 1961. Since Chabot College initially did not have a campus of its own, the college opened its doors to a temporary, 7.5 acre site in San Leandro. At that time, enrollment was 1,132 students. On September 20, 1965, Chabot College opened its doors to a permanent, 94 acre site on Hesperian Boulevard in Hayward, California. Chabot College primarily serves the residents of Alameda County in the East Bay region, including Castro Valley, Hayward, San Leandro, San Lorenzo and Union City.

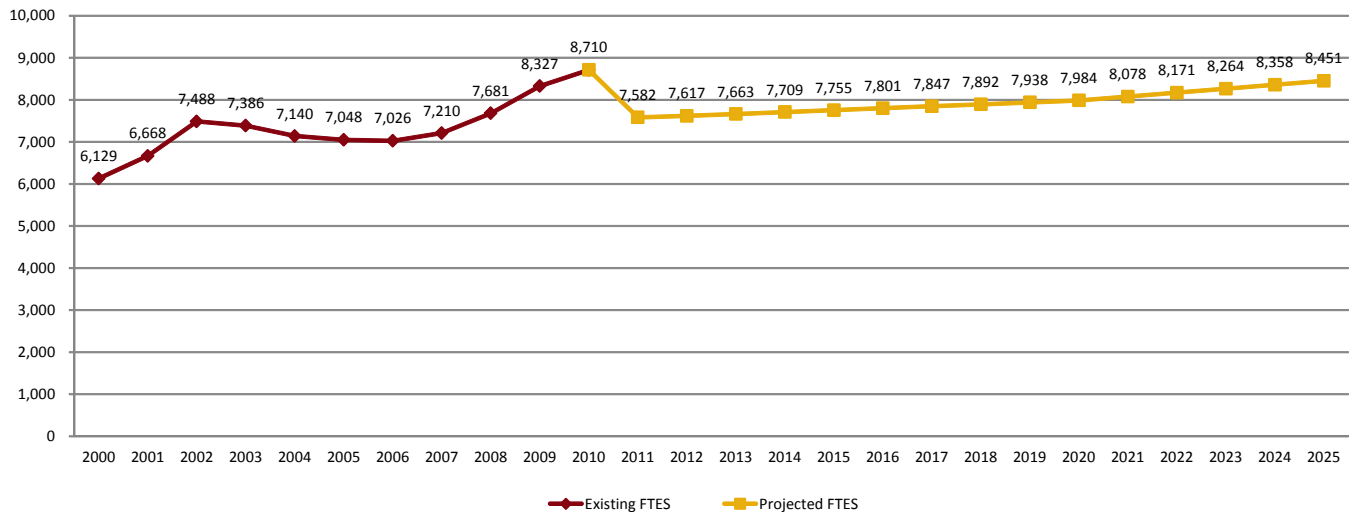
Las Positas College

In 1963, Las Positas College began as an extension center of Chabot College, having an enrollment of 810 students at Livermore High School and two other sites. In order to better serve the residents of eastern Alameda County, Chabot College opened its Valley Campus in Livermore on March 31, 1975. This 147 acre site, was designated by the Board of Governors to be an independent college in 1988 and named Las Positas College. On January 7, 1991 Las Positas College received full accreditation from the Accrediting Commission for Community Colleges. The College primarily serves the residents of Alameda County and a portion of Contra Costa County, including the Tri-Valley area, Dublin, Livermore, and Pleasanton. Currently, Las Positas College enrolls approximately 9,400 day and evening students.

FALL 2010 DISTRICT SNAPSHOT

ENROLLMENT HISTORY AND PROJECTIONS

Between years 2000 and 2002, District wide Full-Time Equivalent Students (FTES) displayed an upward trend with a moderate decline starting in 2003. Since Fall 2008, the District had a 5.5% annual average increase in FTES. By 2025, the District Fall FTES is projected to be 8,451. The average annual growth is based on participation rates.

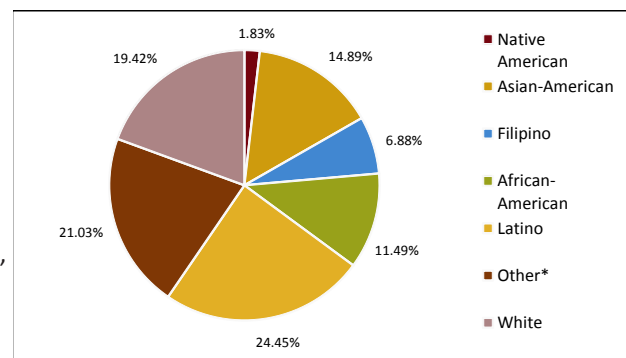


STUDENT DEMOGRAPHICS

As of fall 2010, the District had a total of 25,091 student registrations. Latino students account for 24.45% of the student population, whereas white students represent 19.42%. Other ethnicities that were reported include: African-American (11.49%), Asian-American (14.89%), Filipino (6.88%), Native American (1.83%), and Other (21.03%).

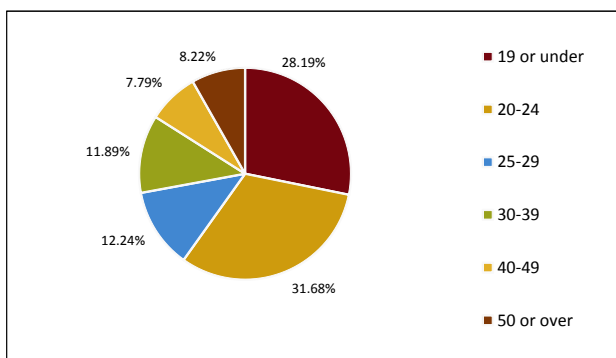
The student population for CLPCCD are mostly younger students, with 60% of the student population being 24 years of age or younger. 28% of the student population is age 19 or under and 32% are ages 20-24 years old.

Ethnicity, Fall 2010



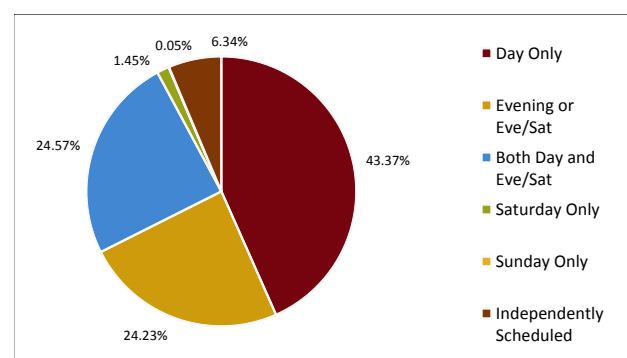
Source: Institutional Research Dataset, Fall Census

Age Distribution, Fall 2010



Source: Institutional Research Dataset, Fall Census

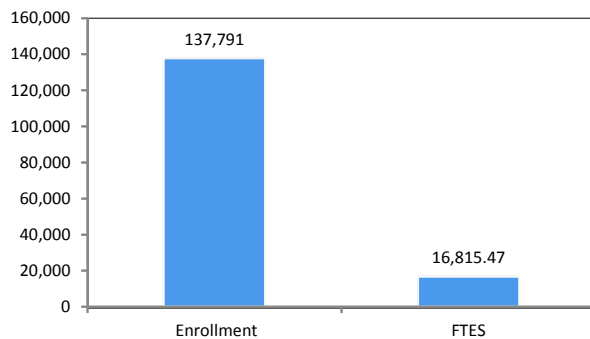
Time of Day Attended, Fall 2010



Source: Institutional Research Dataset, Fall Census

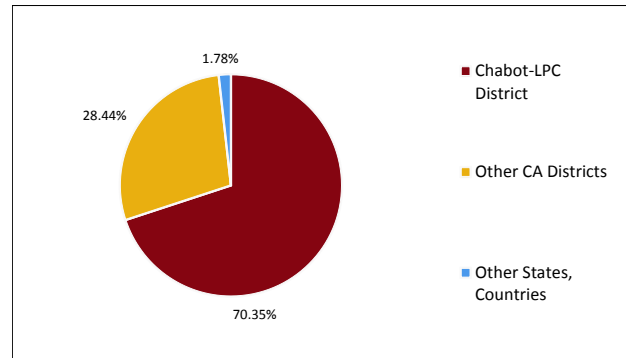
The male to female student body ratio is 45:52 (the rest of student population being unknown). The majority of Chabot-Las Positas students tend to enroll part-time, with 43.37% of District students attending day-only courses. According to the California Community Colleges Chancellor's Office website, the Chabot-Las Positas CCD has 8,360.55 full-time equivalent students (FTES). Nearly three quarters (70.35%) of the District's students reside in the District's service area.

Enrollment, Fall 2010



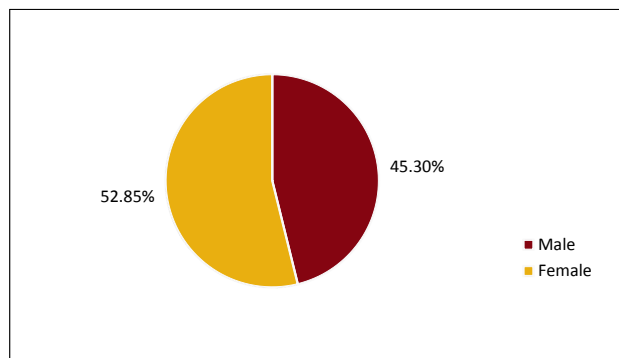
Source: Institutional Research Dataset, Fall Census

Official Residence, Fall 2010



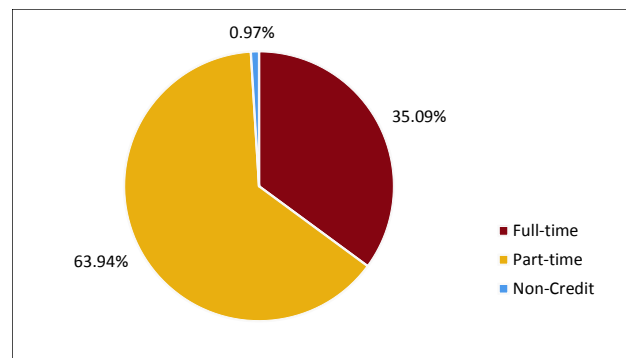
Source: Institutional Research Dataset, Fall Census

Gender, Fall 2010



Source: Institutional Research Dataset, Fall Census

Full-Time/Part-Time Status, Fall 2010



Source: Institutional Research Dataset, Fall Census

DISTRICT SERVICE AREA

Established in 1961, the Chabot-Las Positas Community College District serves a sizable portion of residents of the San Francisco Bay area, covering the areas of Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, and Union City. District's two colleges are located in Hayward (Chabot College) and in Livermore (Las Positas College).

Distance between District Educational Locations in Driving Miles

	Chabot College	Las Positas College	District Office
Chabot College	X	24.2	18.3
Las Positas College	24.2	X	7.7
District Office	18.3	7.7	X

The District has strategically placed these two colleges in locations that can effectively serve the populations within the District service area. The geography of Chabot College is mostly low-lying valley floor, with coastal foothills and mountains to the east. These coastal mountains separate Chabot College from the Tri-Valley area which is located further inland to the east, and is the home of Las Positas College. The Tri-Valley area includes Dublin, Livermore and Pleasanton, which are surrounded by these coastal foothills.

PRIMARY CITIES WITHIN THE DISTRICT

There are six cities and two census-designated places (CDPs) located within the District that are responsible for the enrollment at Chabot and Las Positas Colleges. CDP's are considered a geographic entity that serves as a statistical counterpart of an incorporated place for the purposes of presenting census data with a concentration of population, housing and commercial structures, but is not within an incorporated place.

Castro Valley

Castro Valley is a census-designated place (CDP) located in Alameda County. It occupies 16.91 square miles and has an estimated population of 61,388. Directly west of Castro Valley is San Leandro, Hayward is directly to the south, and San Ramon, Dublin, and Pleasanton are to the east. Castro Valley is somewhat of a bedroom community where residents live and commute to other nearby cities to work.

Dublin

First incorporated in February 1982, the City of Dublin has long been known as the crossroads of the Bay Area. The city sits between two major highways, Interstate 580 and Interstate 680. Dublin is located 35 miles east of San Francisco. With an estimated population of 48,821 and covering 14.59 square miles, the City of Dublin contains major business parks and some of the world's largest corporations make Dublin their main headquarters.

Hayward

Occupying 62.55 square miles, and located 25 miles southeast of San Francisco, 26 miles north of San Jose and ten miles west of the Tri Valley communities, Hayward is known as the "Heart of the Bay" for its central location in Alameda County. Hayward has a diverse residential population and growing business community.

Livermore

Incorporated on April 1, 1876, the City of Livermore is 24.1 square miles and has an estimated population of 83,604. Livermore is located 43 miles southeast of San Francisco, and 30 miles southeast of Oakland. Livermore is a technological hub, home to renowned science and technology centers.

Pleasanton

The city of Pleasanton was first incorporated on June 18, 1894. It has an area of 24 square miles and an estimated population of 70,097. Pleasanton is located in the Tri Valley region of the Bay Area, just south of Dublin and west of Livermore. Pleasanton is a family oriented community with business parks and numerous recreational facilities.

San Leandro

San Leandro was incorporated as a town on March 21, 1872. The city occupies 15 square miles and is located between Hayward, Oakland, and San Francisco. San Leandro, a diverse community, continues to expand with new business and residential development.

San Lorenzo

San Lorenzo is a census-designated place (CDP) in Alameda County. San Lorenzo has a total area of 2.8 square miles and an estimated population of 23,452. It is located east of Hayward and south of San Francisco.

Sunol

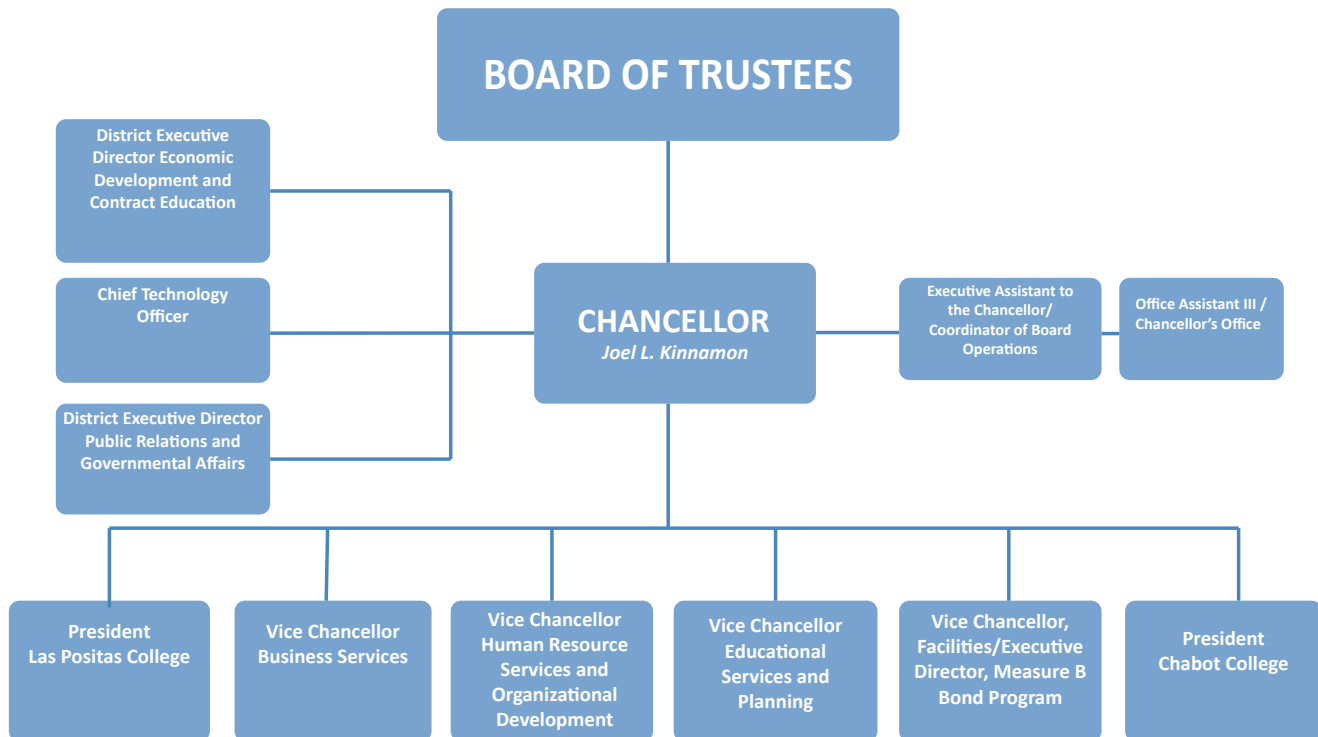
Sunol is a census-designated place (CDP) in Alameda County. Sunol encompasses a total area of 86 square miles and an estimated population of 913. It is located south of Pleasanton, east of Union City and west of Livermore.

Union City

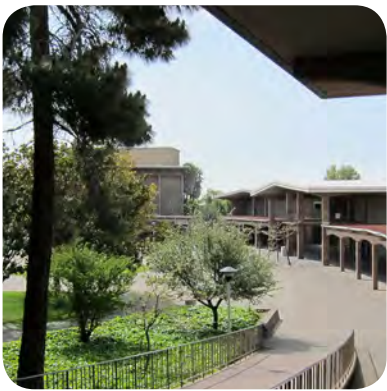
Union City was first incorporated on January 13, 1959. It has about 74,000 residents and serves an area of 18 square miles. Union City is centrally located between San Francisco and the San Jose/Silicon Valley. Union City is known for its strong economy, diverse population, and K-12 educational institutions, such as the New Haven Unified School District which currently serves around 14,000 students.

CHABOT - LAS POSITAS COMMUNITY COLLEGE DISTRICT

ORGANIZATIONAL CHART 2007-08



DISTRICT DEPARTMENTS



DISTRICT DEPARTMENTS

The District Office promotes and supports the work of Chabot and Las Positas Colleges by providing comprehensive and efficient services. The following are summaries of primary District Office departments including their description and mission, challenges and needs, as well as their short and long term goals.

Departments in the District Office

- Chancellor Services
- Business Services
- Facilities Planning and Management
- Human Resource Services
- Information Technology Services
- Public Relations and Governmental Affairs
- Economic Development and Contract Education

DEPARTMENT: CHANCELLOR SERVICES**Department Description and Mission**

The Office of the Chancellor is responsible for the District's total operations. The Office facilitates effective relationships between the Colleges and the District Office and also works on strengthening relationships with educational, business and civic leaders in order to promote a positive image of the District. A large portion of the Chancellor's role is long-range planning to ensure the District's educational quality, fiscal stability, and community involvement.

The Chancellor serves as liaison to the Board of Trustees, administers Board-adopted policies, and represents the Board in its relationships with students, staff, and District residents.

The Office serves the Colleges and District Office by:

- Providing policy, advocacy, service and resources for the operation of Chabot College and Las Positas College.
- Supporting the mission, goals and priorities established by each college;
- Directing public relations and development of a positive image in the communities it serves by working cooperatively with other educational segments, business, industry, and governmental agencies.
- Influencing and supporting the local and state economic development plans, the internationalization of curriculum, the recognition of diverse cultures, and the artistic and scholarly achievement of the world's great artists and thinkers.
- Providing general direction and coordination to the programs and operations of the colleges and providing centralized services and controls by maintaining over-all review of all college operations to avoid duplication and encourage coordination.
- Providing district-wide coordination through the establishment of coordination systems that enhance communications.
- Maintaining and enhancing a productive and open working relationship with the Board of Trustees to benefit the students served by both colleges.

- Engage a facilitator to work with the college and district teams on matter related to shared governance and consultation.
- Designated presence of district employees at each campus to enhance and improve support functions to the colleges.

Changes, Challenges and Needs

The state fiscal crisis continues to adversely impact the level of resources needed to serve students and provide adequate support services.

Goals

- Increase outreach to constituents regarding the impacts of inadequate funding.
- Identification of additional sources of funds to augment the general operating budgets.

DEPARTMENT: BUSINESS SERVICES**Department Description and Mission**

The following services are under the leadership of the Vice Chancellor of Business Services:

Budget Office

Fiscal Services

Purchasing and Warehouse

Maintenance and Operations

Budget Office

The Budget Office works jointly with the Colleges' Business Services departments, their Financial Aid departments, and their state apportionment programs in the following ways:

- **Business Services** – The Budget Office works closely with the College Business Services departments to develop the College budgets. The Budget Office provides the Colleges with state apportionment revenue projections, current year expense estimates and District-directed allocation information. During the year, the Budget Office and Colleges ensure that their budgets reflect projected revenue and expenditures accurately so that funds to support programs and students can be allocated efficiently.
- **Financial Aid** – The Budget Office works closely throughout the year with Financial Aid to draw down funds and resolve discrepancies between the federal site and the Financial Aid Office's fund availability and disbursement. The accurate and timely drawdown of funds is crucial to ensuring a seamless financial aid process for students.
- **Program Directors** – During the audit process, the Budget Office works with program directors of CalWORKS, EOPS, DSPS, VTEA, etc. to provide information requested by auditors.

Fiscal Services

Fiscal Services works closely with many departments at each College as virtually all business transactions requiring either disbursement or collection of funds terminate in Fiscal Services. This includes:

- monthly payroll for all regular and part-time employees
- weekly payments to vendors and students
- recording and collection of revenue

For some transactions, Fiscal Services interacts with external "customers" such as students, vendors, contractors, funding agencies, and regulatory entities.

Critical to the overall effectiveness and stability of Fiscal Services is the ability of the department to process its work in a way that ensures timeliness, proper classification, and fiscal compliance while facilitating the identification, tracking, monitoring, and reporting of activities.

Purchasing and Warehouse Services

Purchasing and Warehouse Services handles many important processes for the District including:

- Requisition processing
- Purchase order issuance
- Formal and informal bidding for equipment, supplies, services and construction
- Reception and distribution of equipment and supplies
- Fixed-assets system processing
- Contract administration

Purchasing and Warehouse Services conducts the majority of its services with the Business Offices at both Colleges, Maintenance & Operations, the Measure B staff/consultants/contractors, and the other Business Office departments at the District. The department has frequent interactions with any departments or individual involved in specific purchasing processes.

Maintenance and Operations (M&O)

The mission of the M&O Department is to provide well-maintained, clean, comfortable, and safe facilities that are conducive to a positive learning environment. The M&O Department is responsible for the maintenance and upkeep of the Colleges and District Office. The department is divided into three sections: Maintenance, Grounds, and Custodial Services. Waste removal, recycling, composting and vehicle maintenance are incorporated into these sections.

At the Colleges, the M&O staff works closely with the Presidents, Vice Presidents, Deans, Security Officers, the IT department and the Theater managers. They also coordinate with P.E./Athletics and the Colleges' Business Offices to schedule outside user groups, games, classes, irrigation times, field preparation, and student bus trip schedules. At the District Office, they are involved with the Purchasing/Warehouse and Accounting departments.

Changes, Challenges and Needs

While a number of changes have been implemented in the last two years, there remain additional building blocks to be put in place before District Business Services runs efficiently and effectively. In order to ensure that the highest quality customer service is delivered, the department needs to be reorganized. This reorganization will ensure that staffing levels and skill levels are adequate.

District Business Services has implemented some technological changes in the last two years. District Information Technology has been critical to this process. However, many projects remain incomplete. Completion of these projects is dependent needed additional resources from District Information Technology. As technology is constantly changing and evolving, there is constant need to complete

more in this area. With more IT resources, we would be able to improve District Business Services processes and provide improved services to staff and students.

The challenges that the department faces to provide adequate support are the following:

- Insufficient departmental budgets for:
 - Supplies
 - Equipment repair and replacement
 - Staff training
 - Professional development
- Reduced staffing
- Inadequate staffing levels for the Mainframe and Operations Department to keep up with the construction of new buildings

Goals

Short Term:

- Continue to improve the responsiveness of Fiscal Services staff and delivery of Fiscal Services
- Continue to improve efficiency of Financial Aid processing
- Continue to improve efficiency and reduce processing errors in the budget transfer process. (This area has been identified by the District Business Process Workgroup as one with opportunities for improvement).
- Continue to develop written procedures for all processes in Fiscal Services and provide training to District and College staff
- Continue to update Banner software and other available tools to provide accurate cost accounting and reporting by program area
- Continue to improve efficiency of the revenue reconciliation/invoicing process
- Work closely with the colleges to streamline the grant management process
- Continue to establish new customer outreach and communication efforts
- Continue to address increasing workload in Surplus Operations as a result of Measure B activities
- Continue to reduce District's carbon footprint by investigating and implementing energy saving technologies. It is our mission to research and implement energy savings opportunities on a continual basis.
- Help staff deal with limited resources by identifying facilities priorities proactively rather than reactively.
- As new funding becomes available, increase staffing levels to meet the demand of new buildings, athletic facilities, and landscaping.
- Maintain LEED status by fully transitioning to green certified cleaning equipment and cleaning processes. Provide necessary training to staff.
- As cleaning square footage increases, transition to team cleaning where feasible.
- Install weather controlled central irrigation system at

Chabot College to facilitate water management and reduce water use. This system is already in place at Las Positas.

- Expand the preventive maintenance scheduling to reduce emergency repairs.
- Investigate and utilize labor saving equipment to get maximum efficiency from maintenance and operations staff.
- Swap locations between the mechanics shop and the warehouse at Chabot College. This will improve internal customer service by providing quicker repairs and less down time. It will also allow easier access for warehouse deliveries and surplus activity in a central location.

Long Term:

- Develop a data warehouse for Banner Finance
- Implement document management system for accounts payable, accounts receivable, and purchasing
- Attain fiscal independence
- Address OPEB obligation
- Automate all Business Services processes to become paperless

DEPARTMENT: FACILITIES PLANNING AND MANAGEMENT**Department Description and Mission**

The Facilities Planning and Management Department is handled by the Vice Chancellor of Facilities Planning and Management. This department coordinates the planning, development and maintenance of all District-wide facilities. This includes the development of the Colleges' Facilities Master Plans, Five-Year Capital Construction Plans, and space inventories for the Colleges.

The mission of our department is to provide the built environment ensuring timely development of sustainable educational facilities for students, faculty, staff and the community through modernizations, improvement and expansion of buildings and infrastructure directly supporting specific programmatic needs and unit plans at each of the Colleges.

Changes, Challenges and Needs

Our department is about change, almost constant change. We are project based; projects are started and completed on a monthly basis. Our staffing and resources are tailored to the needs of each project. The challenges are many, especially with the type of services we provide which deal with design and construction risk on a daily basis. Specifically:

- Our biggest challenge is managing the delivery of public sector projects within the budgeted cost and prescribed schedule at the specified level of quality while utilizing the public contract code to procure outside low bid resources.
- With the facilities modernization program now two-thirds complete, an additional challenge will be continuous right sizing of the project delivery teams to maintain consistency with the rate of project completion while keeping projects on time and within diminishing budgets. As a result of this shift, we do anticipate personnel needs will decrease over the next three years as projects are completed. The exception is the need for a Project Manager for Las Positas College.
- The current bond providing facilities funding is anticipated to be complete in 2 – 3 years. As a result, the current demand for design and construction services will be reduced for the next two years. Thus, another challenge will be the shift from a heavy design and construction period to a master planning effort in preparation of a future bond to fund the remaining facilities needs of each college.
- Our technology needs have been relatively unsupported. This includes our software, hardware and systems in the District Office specific to project delivery and construction management; procurement systems and processes; project/activity based cost accounting, communication; document management, sharing and collaboration; and most

importantly the need for internet access speed and capacity, currently at DSL levels. As a result, we have very limited, timely, efficient access to our current or historical data required for critical decision making. This area is so critical that we have to rely on outside resources, which is costly.

Goals**Short-term:**

- Manage the Measure B Bond Program funds in a professional and efficient manner, getting the greatest value out of each public dollar spent.
- Hire a Project Manager for Las Positas College.
- Update the facilities master plan to reflect the current needs of the Colleges and their programs.
- Maintain the 5 year annual capital plan to include viable project proposals allowing the Colleges to have projects defined and submitted to the State Systems Office to capitalize on funding that could be made available for projects as a result of a future state bond issue.
- Acquire and implement online Project Management Systems to include Activity based accounting and reporting; online procurement; electronic document management and collaboration.

Long-Term:

- The 10 year vision is to fund and complete the new facilities master plan, completely rebuilding our two colleges and providing our students, faculty and staff with state of the art sustainable educational facilities equipping them with the ability to compete in a global economy.

DEPARTMENT: HUMAN RESOURCES

Department Description and Mission

The Office of Human Resource Services provides leadership and support for personnel-related actions for the Chabot-Las Positas Community College District. Working closely with Chabot College and Las Positas College, Human Resource Services plays a critical role in all personnel-related decisions and activities in the District. The office is responsible for the implementation of District and Board of Trustees' HR-related policies and procedures. In addition, the Office 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 human resource-related Board policies and procedures
- overseeing and facilitating the application of human resource and human resource-related Board policies and procedures at the Colleges and the District Office
- Administering payroll
- 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 administering District-wide emergency preparedness program and ensuring workplace safety
- Maintaining official personnel files
- Administering compliance with American with Disabilities Act "ADA" requirements
- Overseeing the employee injury and illness program
- Administering District leave programs
- Developing comprehensive and integrated human resources communication activities
- Facilitating organizational development and establishing and implementing comprehensive professional development and training programs for employees
- Developing, implementing, and monitoring the District's Equal Employment Opportunity Program
- Developing and administering District-wide workplace safety program
- Maintaining official personnel files

The Office of Human Resources collaborates closely with all areas throughout CLPCCD and is committed to strong customer service and ongoing and effective communication. To be successful, the Human Resource Services staff must be knowledgeable, accessible, and understand the needs, goals, and timelines of the Colleges and the District Office. Similarly, the faculty, staff, and administrators at the Colleges

and District Office must be able to access the human resource services staff easily and must receive from them consistent, accurate, and reliable information and guidance.

Changes, Challenges and Needs

The Office of Human Resource Services continues to establish and refine priorities and align responsibilities throughout the office. Key processes continue to be reviewed and an analysis of staffing must be revisited. Budget constraints have deferred addressing additional staffing needs.

The ongoing state fiscal crisis requires the Colleges and District Office to find new and different ways to deliver services to students with reduced resources. Human Resource Services must be agile and respond quickly and creatively to ongoing operational and staffing challenges.

Goals

Short Term:

- Assist colleges in their analysis of prioritized organizational needs and program considerations in alignment with current resource allocations
- Implement reorganization plan designed to support strategic priorities (see Chancellor's Cabinet position statement, May 2011)
- Implement an electronic personnel action requisition system (e-PAF) for defined personnel transactions
- Make human resource operations transparent, user-friendly, effective, and efficient by improving all processes and procedures
- Conclude Classification Study for classified represented employees
- Ensure ongoing compliance with sexual harassment requirements for administrators and supervisors pursuant to applicable laws, rules, and regulations
- Assess on-line applicant system (PeopleAdmin), including its use for adjunct hiring pools, and activate upgrades and other modules
- Implement a comprehensive orientation and exit program for all permanent employees
- Enhance the drug testing program with a training component for designated positions
- Revamp the classified staff and administrator performance evaluation processes
- Implement various programs (e.g., Supplemental Employee Retirement Program, reorganization plan, dependent audit verification)
- Review staff responsibilities and enhance training for Human Resource Services staff (as appropriate) to improve services to the Colleges and District Office
- Employ various modes of positive communication (Human Resource Forums, Human Resource Services Newsletter, College Office Hours) to foster a sense of partnership, collaboration, and cohesion District-wide

- Re-evaluate the Chabot-Las Positas Community College District's ability to attract and retain quality employees
- Foster the development of trained and competent human resources staff that is committed to high-quality and effective customer service
- Continue to utilize the Human Resource Services Users Group (with human resource managers and college staff) to improve services, review processes, and develop electronic and web-based systems
- Update and revamp Human Resource Services website

Long Term:

- Eliminate all manual processes throughout the colleges and district and replace with electronic forms/systems
- Expand the use of technology to support information gathering and dissemination
- Continue to ensure that the District is operating in full compliance with all applicable laws, regulations, and statutes
- Continue review of CLPCCD HR-related Board policies and procedures and revise (as necessary) to bring in alignment with California regulations and procedures and Federal law
- Attract, retain, and motivate a high quality, diverse, and sufficiently-sized workforce to meet functional priorities
- Direct and oversee organizational development and effectiveness strategies and initiatives
- Continue to foster an environment of expanded collaboration, consultation and communication within the District and its colleges
- Establish electronic data storage system for personnel records, in conjunction with Information Technology Services
- Continue to provide resources for faculty and staff growth, development and training as a priority towards excellence in instruction
- Facilitate the development of organizational capacity. Establish professional development, leadership, and skills training programs for administrators and staff
- Fully execute a comprehensive emergency preparedness program, and workplace safety program
-

DEPARTMENT: INFORMATION TECHNOLOGY SERVICES

Department Description and Mission

The ITS Department is responsible for centralized information systems and services that provide technological solutions for the Colleges and District operations. The primary services provided by the District ITS include:

- Administrative computing
- Network infrastructure for the Wide Area Network and Local Area Network
- Servers for District-wide applications
- Desktop support
- Web development and support
- Centralized Help Desk services
- User training
- Video Conferencing and Streaming Video Services
- Technology initiatives supporting Measure B Facilities projects

The primary mission of the Information Technology Services (ITS) Department is to provide effective administrative computing services for the College and District communities. In addition, we provide essential utility services that form the foundation for administrative and instructional computing throughout the District which includes networking/server/desktop support, programming for enterprise systems, and user support/staff training.

Changes, Challenges and Needs

District ITS department services continually change as new technology advances occur and the department has proven their abilities to adapt rapidly to these changing technologies as the college and district needs evolve. The current emphasis is the implementation of web based systems for local and remote access and more online self-service features for students, faculty, and staff so they can operate independently and become self-sufficient. The ITS Strategic Plan and the Bond Technology Plan clearly delineate the new technology systems and infrastructure changes that put more and more demands on our limited staff resources. The challenges for the District ITS department continue to be the following:

- Increasingly limited budgets which impact the necessary manpower resources for project implementations within both the user departments and District ITS. Limited budgets also restrict what new software and hardware can be purchased to enhance our environment. When appropriate, software and hardware that comply with the Bond Measure B criteria can be funded by the bond, but that only covers some of these costs. Fortunately, District ITS has made purchases over the last several years in accordance with our District Strategic Plan which will allow us to do improvements over the next few years. However, after that, the ability to purchase the needed resources will become a

challenge.

- Loss of Measure B funds to purchase bond-related technology systems, hardware and software and to perform upgrades. The Bond budgets do cover a substantial portion of the technology advancements at the colleges for computer equipment and smart classrooms. The equivalent pace of innovation will not be able to continue without another follow on Bond measure since the college and district operational funds are not adequate to cover these expenses.
- Inadequate staffing, especially for training. Recent loss of critical positions that cannot be replaced at this time due to budgets impacts the timelines for system implementations. For training, District ITS has for several years recommended that we add a full time staff to do user training on existing systems as user staff changes occur and on new systems when they are implemented, but this has not occurred due to budgets. Currently, District ITS staff who are doing both new development projects and existing system maintenance also perform user training, but that activity is a part time task as needed and is not adequate for the entire district's on-going training needs.
- Colleges and district users do not fully utilize all the Banner and enterprise system features because they continue to follow their older procedures instead of practicing a business improvement process to adjust their operations to take full advantage of the benefits of the available automated features.
- Delays in the adoption and integration of new systems or major additions to existing systems. Over the past several years, District ITS has experienced several situations whereby the systems are installed and live, users are trained on the new system features, but the fully operational systems are not actively used by the departments as an integral part of their current daily environment and this results in retraining and starting over. Emphasis needs to be placed on the importance of making the necessary procedural and department changes to incorporate the new technology as part of the routine activities.

Goals

Information Technology needs for the district as a whole are primarily driven by future college requirements and changing needs, and the ITS group responds accordingly as new technology is required to fulfill the educational goals of the colleges. Technology advances are constantly changing and the District ITS group ensures that the colleges and district are positioned to take advantage of these advances. Technology Plans for District ITS are comprehensive and are documented on the District website www.clpccd.org under the tab

“Technology Services” at the link “Technology Plans.”

Short-term:

1. Complete projects in the ITS Strategic Plan and the Bond Technology Plan
2. Replace critical positions vacated by retirements as budgets allow: Database Administrator and Network Systems Specialist

Long-Term:

Future technology advancements that will be pursued based on the emerging automation needs of the colleges include:

1. Expand Opteman data communication lines and bandwidth across all locations to accommodate increased system usage and future satellite facilities for the colleges.
2. For the fiber installation, continue to perform upgrades for the edge switches and desktops to take advantage of the emerging technology to migrate from 100MB fiber to 1 GB fiber then to 10 GB and finally to 100 GB to support additional bandwidth needed for media convergence.
3. Continue expansion of Document Management System storage and retrieval options throughout the district, ultimately replacing office file cabinets and saving facility space.
4. Implement district-wide mass storage systems for SAN and/or NAS to accommodate Document Management storage and other Enterprise archival data.
5. Increase independent online student and counseling/tutoring services with features for Student Education Plans, Degree Course Requirements, Transcript Access, and Enrollment Outreach capabilities.
6. Increase college course offerings using online course management systems such as Blackboard or other future competitors based on price and features options.
7. Provide Mobile applications for all primary CLPCCD systems such as the Banner Enterprise System, the Course Management Blackboard System, and other third party systems as they become available.
8. Add Lecture Capture software capabilities to record college courses for posting on web servers for student access 24x7.
9. Install centralized Video Streaming capabilities district-wide to allow faculty the ability to broadcast on-going teaching sessions to the Web in “live” streaming mode and to additionally provide Video on demand for students to have desktop video conferencing capabilities and for staff to use for general training.
10. Incorporate social networking media such as Facebook, Twitter, blogs, and texting into the college environment to modernize the forms of student communication.
11. Implement an automated system for Alumni to provide a forum for student mentoring, tutoring, and gift donations for colleges and that promotes and facilitates alumni connections to the college community.
12. Complete conversion of Novell Operating System and Groupwise Email system to an alternate environment.
13. Implement a comprehensive email archive system for usage by college and district personnel and to comply with legal requirements.
14. Integrate Voice over IP into the CLPCCD Network infrastructure, replacing the current standalone phone systems at both colleges and merging the data and voice components.
15. Expand Video capabilities within automated Security Systems at both colleges.
16. The network infrastructure and security protections will be upgraded to implement Virtual Private Network (VPN) capabilities to make on-line resources accessible from off campus.
17. Continue expansion of technology-enabled “Smart classrooms” at the colleges that integrate networking, computers, and audiovisual technologies to allow multimedia and Internet access within the classroom with digital media encompassing audio, video, film, and graphic design.
18. Implement Virtualization of Servers for both colleges and district where appropriate, especially in the college computer lab environments where software availability for students is critical.
19. Continue to upgrade enterprise servers and desktops as needed to comply with new technology advancements.
20. Continue to ensure critical system redundancy for enterprise systems and utilities with disaster recovery protections.
21. Eliminate all manual processes throughout the colleges and district and replace with electronic forms/systems with electronic routing and approval signature capabilities.
22. Take proactive steps to enforce “green” standards where applicable as an integral part of the technology improvements.
23. Review and implement where appropriate the SaaS or IaaS Cloud Technology with required security levels.
24. Expand the technical staff resources as needed to align with the new development projects and contingent on available budgets:
 - Network Systems Specialist
 - System Trainer

DEPARTMENT: PUBLIC RELATIONS AND GOVERNMENTAL AFFAIRS**Department Description and Mission**

Public Relations and Governmental Affairs (PRGA) implements and coordinates public and media relations, marketing, communications, legislative advocacy and governmental affairs. PRGA collaborates with each department and service area within the District and each College and promotes many activities, including foundation support, program marketing, and special events. PRGA provides guidance (and funding in some cases) for various College publications, assists with the research and writing of publications, and serves as a liaison to graphic designers and printers. PRGA coordinates and directs oversight of the District website, special events, tours, visits, press conferences, and maintains a strong public image for the District and to advance the goals and objectives of the Colleges and District at the local, state, and national levels.

The District Executive Director, Public Relations and Governmental Affairs is the primary District spokesperson and alerts the media to stories of interest, prepares appropriate press releases, and hosts media representatives at meetings with the District and Colleges. PRGA coordinates with the Colleges for the disbursement of all publicity and marketing efforts, newsletters, annual reports, and other publications.

Changes, Challenges and Needs

Insufficient staffing is the primary weakness of the current operating system - both within the department itself and at the Colleges. The responsibilities of Public Relations and Governmental Affairs increased significantly while staffing did not. Currently, the District Executive Director, Public Relations and Governmental Affairs is the primary source for publicity for the entire District. Severe cuts in the College budgets are directing requests for additional support to the PRGA office.

The lack of additional marketing and communications staff impacts the amount of publicity and work that can be generated.

Funding is another weakness. The Colleges have many additional projects that are worthy of attention and effort; however, the District budget is not sufficient enough to support these projects in addition to the current workload.

Goals

- Fill the two positions of Director of Marketing and Communications, one for each college, approved June 2009 by the Board of Trustees but unfilled due to budget constraints.
- Expand the system of internal and external communications to advise the District and Colleges on pending legislation at the local, state, and national levels.
- Continue to cultivate relationships with legislators,

their staffs and community college advocacy groups.

- Refine information stream regarding pending legislation at the local, state, and national levels. Enhance the delivery method for these communications to provide information to the District and Colleges.
- Enhance websites to promote ease of use, clarity in messaging, and current information to improve communications.
-

DEPARTMENT: ECONOMIC DEVELOPMENT AND CONTRACT EDUCATION**Department Description and Mission**

The District Economic Development and Contract Education Department works with companies to strengthen their organizational effectiveness, competitiveness, and profitability through education, training and services. The department's interactions are usually with other District Office departments such as HR, Payroll, Purchasing, ITS, and Public Information, which are all directly related to the actual "nuts and bolts" of the Contract Education classes, including the hiring and payment of teaching staff.

In support of the District's goals, our department delivers training to organizations and businesses in our area and beyond. In doing so, we generate revenue for the District.

Changes, Challenges and Needs

There is potential for great expansion of our OSHA/safety services and a market for continuing ed courses (and therefore revenue for the District) if we have the ability to create and market our programs and then respond to those needs with courses and services. We anticipate expansion of our OSHA training center at the minimum, with additional expansion of our contract education programs along with it. We will be adding new offerings, including continuing education for professionals and required motor-vehicle training courses.

We also are looking at adding an international student component for newly arrived IS, providing introductory classes and other services. Providing an introductory program for our international students will allow them to ease into our culture, build a cohort between them, and ultimately supply second-year students to the colleges who will be better prepared. This, in turn, will generate additional revenue for the colleges through international student fees.

Our needs include:

- Staffing need includes hiring new part-time instructors. We also need additional administrative/program help immediately and within a year or so, another manager to oversee the OSHA program. We will require program oversight for both continuing education and international student programs, as well as administrative help for them.
- Equipment needs include equipment, supplies and materials for OSHA, continuing education and DVM courses. For all classrooms, we need "smart (white) boards" that are able to transmit images to a computer rather than just print a copy. As we hire new staff, we will require computers for their working area.
- Facilities needs include additional classrooms, offices and storage for equipment and materials, especially for the OSHA program and for the International

Student program. For the OSHA program, specific needs are additional classrooms (to make 4 total) and a large theatre style room for lectures that will hold up to 100. Kitchen facilities associated with that room would be nice. Classrooms require both additional storage space (supply closet size) and outside equipment storage (shed).

Goals

The Department sees great potential to expand its programs and services and generate more revenue for the District and colleges. To leverage these opportunities, the Department has established the following goals:

Short-term:

- Expand revenue-generated course offerings, including continuing education for professionals, DMV-related programs such as driver training, motorcycle and truck driving
- Expand the OSHA program, including additional staff, facilities, and equipment as described above.

Long-term:

- Create an international students program
- Establish an offsite dedicated education center in Dublin/Pleasanton that can provide classrooms and offices for OSHA as well as house multiple 4-year university satellite centers to offer classes in a shared facility.

ENVIRONMENTAL SCAN



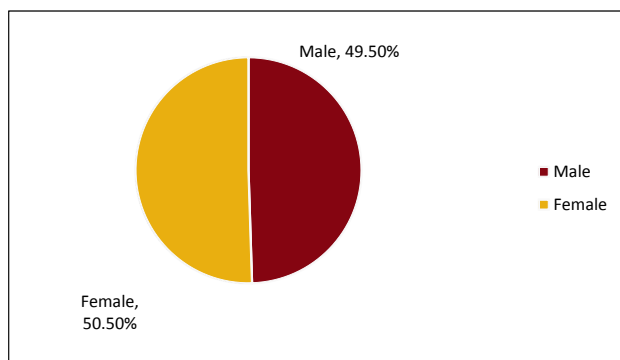
ENVIRONMENTAL SCAN

DEMOGRAPHIC PROFILE

In 2010, the total population in the State of California was 37,218,217. Alameda County's population was 1,499,288. Of Alameda County's population, Chabot Cities account for approximately 28% (412,992) and Las Positas accounts for 15% (225,505). The population of Alameda County is divided almost evenly between male (49.5%) and female (50.5%). In 2010, the age distribution for Alameda County had the highest percentage (30%) of people aged 50 or more at 442,370. The percentage of those aged 14 and under was 19% with 289,010 persons. Only 12% of Alameda County's population is between the ages of 15 and 24, with 184,786 persons. Over half of Las Positas Cities (56%) are White, compared with Chabot Cities at 32%.

Chabot Cities have a larger concentration of Hispanic/Latino

Gender Distribution in Alameda County, 2010



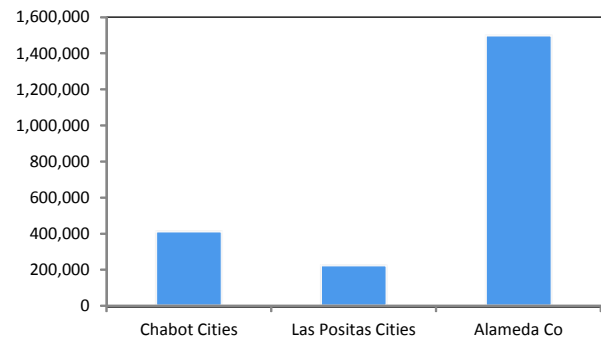
Source: Economic Modeling Specialists Inc.

(28%) and Asian (27%) populations while Las Positas Cities have 21% Hispanic/Latinos and 13% are Asian. Alameda County has double the African-American population (12%) than that of the State of California at 6%. Chabot Cities account for 7% of Alameda County's African-American population.

In 2005, Alameda County had 543,790 households. 23% of those households were from Chabot Cities, and 12% were from Las Positas Cities. Chabot Cities had 2.94 persons per household, compared with Alameda County, which had 2.72 persons per household in 2005 and Las Positas Cities had 2.75 persons per household.

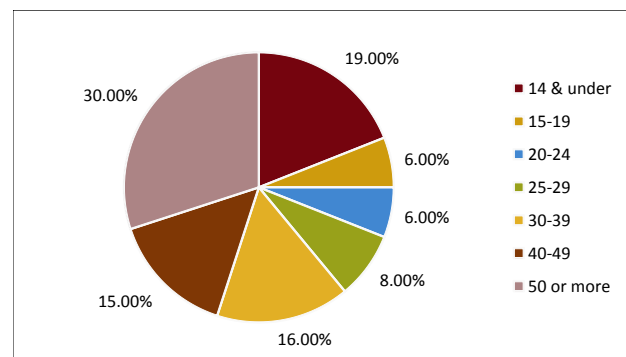
Alameda County's mean household income was \$88,800. Chabot Cities were just under the County at \$82,858. The mean household income of Las Positas Cities was \$31,463 higher than that of Alameda County, at \$120,263.

Total Population by College Cities, Alameda County, 2010



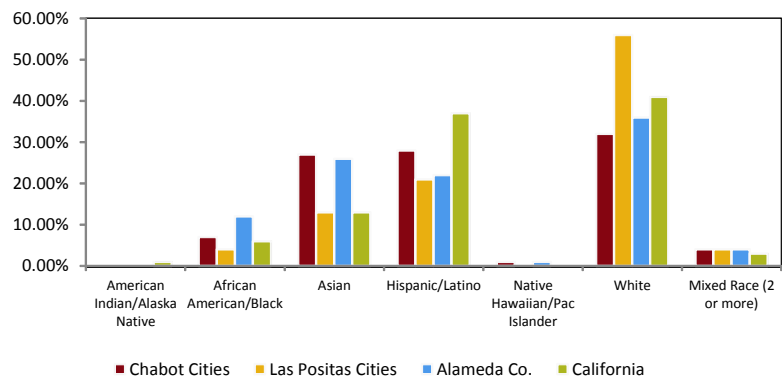
Source: Economic Modeling Specialists Inc.

Age Distribution for Alameda County, 2010

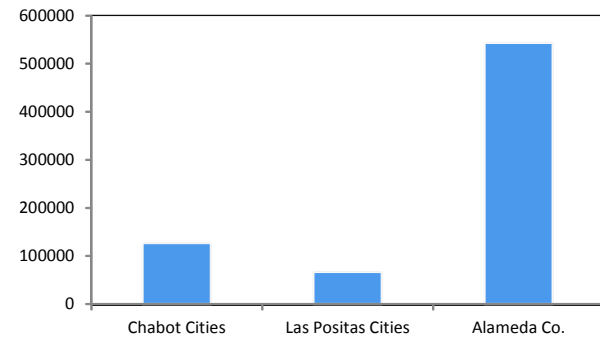


Source: Economic Modeling Specialists Inc.

Population by Race-Ethnicity, 2010

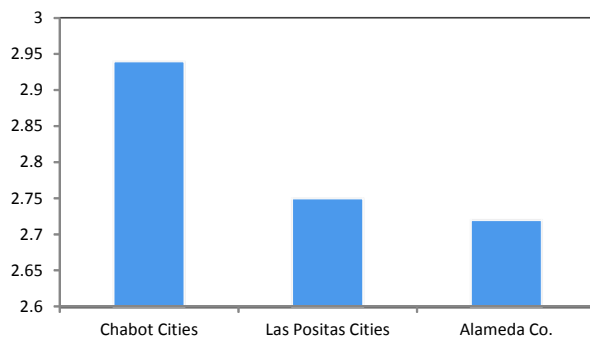


Source: Economic Modeling Specialists Inc.

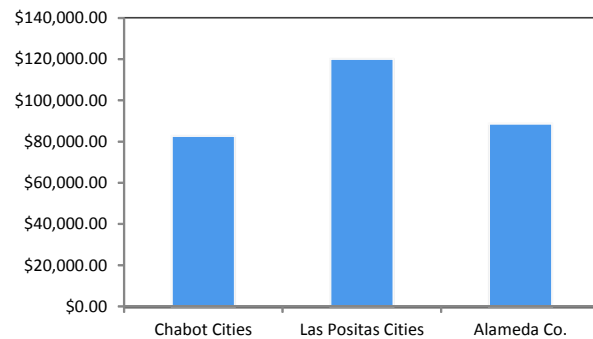
Number of Households, 2005

Source: Association of Bay Area Government (ABAG) Projections 2007

Alameda County had 705,900 employed residents in 2005. Chabot Cities had 173,810 employed residents and Las Positas Cities had 96,410 employed residents. The annual unemployment rate in 2010 for Alameda County was 11.3%. Las Positas Cities are well below Alameda County's rate, at 6.7%. Chabot Cities have a somewhat higher annual unemployment rate at 9.9%.

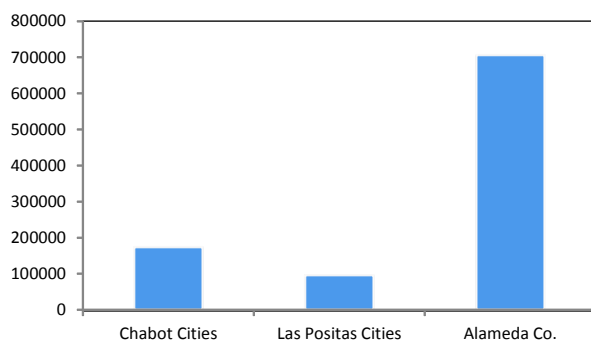
Persons per Household, 2005

Source: Association of Bay Area Government (ABAG) Projections 2007

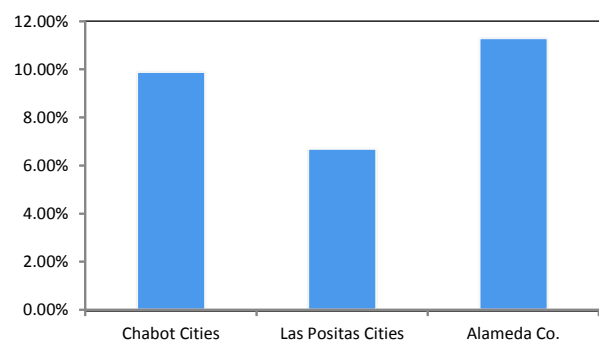
Mean Household Income, 2005

Source: Association of Bay Area Government (ABAG) Projections 2007

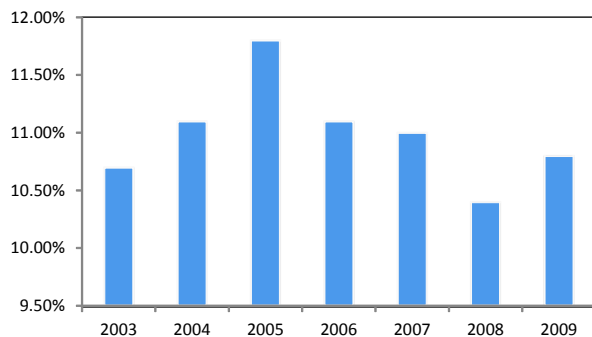
The number of employed residents for Alameda County in 2005 was 705,900. 25% (173,810) of employed residents were from Chabot Cities, while 14% (96,410) were from Las Positas Cities. The poverty status for Alameda County from 2003-2009 peaked in 2005 at 11.8% and then dipped to its lowest percent in 2008 at 10.4%. For 2009, the percent of the population in Alameda County that is in poverty has risen to 10.8%. The percent of children in poverty in Alameda County from 2003 to 2009 peaked to its highest in 2004 at 14.9%. In 2008, the percent of children in poverty dipped to its lowest at 12.9%. In 2009, the percentage of children in poverty in Alameda County rose again to 14.1%.

Number of Employed Residents, 2005

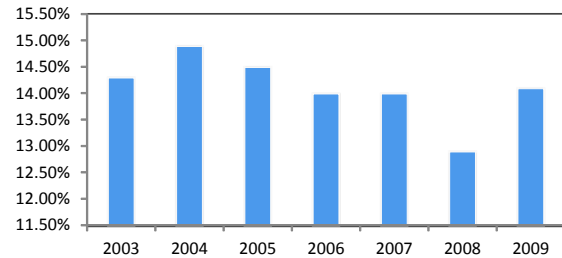
Source: Association of Bay Area Government (ABAG) Projections 2007

Annual Unemployment Rate, 2010

Source: Association of Bay Area Government (ABAG) Projections 2007

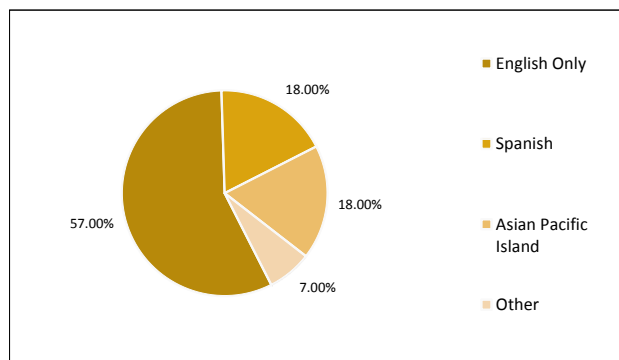
Percent of Population in Poverty, 2003-2009

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates

Percent of Children in Poverty, 2003-2009

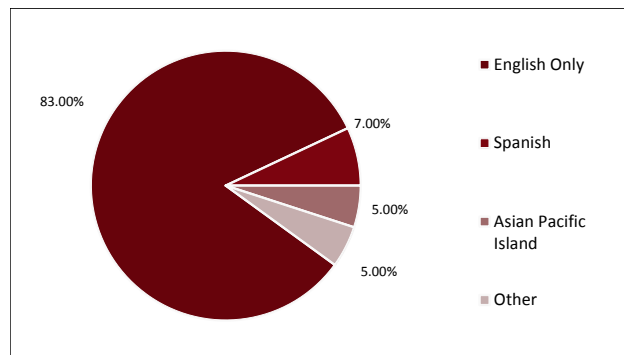
Source: U.S. Census Bureau, Small Area Income and Poverty Estimates

In 2000, the primary language spoken at home for Chabot and Las Positas Cities was English. For Chabot Cities, 57% spoke English only and for Las Positas Cities, 83% spoke English only. In Chabot Cities, 18% spoke Spanish as their primary language, and 18% spoke Asian, Pacific Island languages as their primary languages at home. In Las Positas Cities, 7% spoke Spanish as their primary language and 5% Asian, Pacific Island languages.

Primary Language Spoken at Home, Chabot Cities, 2000

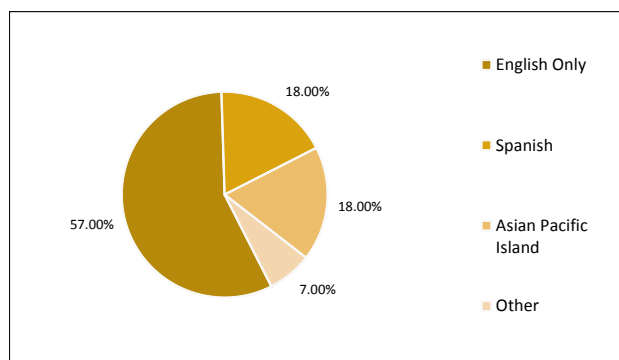
Source: U.S. Census Bureau, Census 2000

Note: Majority of Non-English speaking homes also speak English as a second language

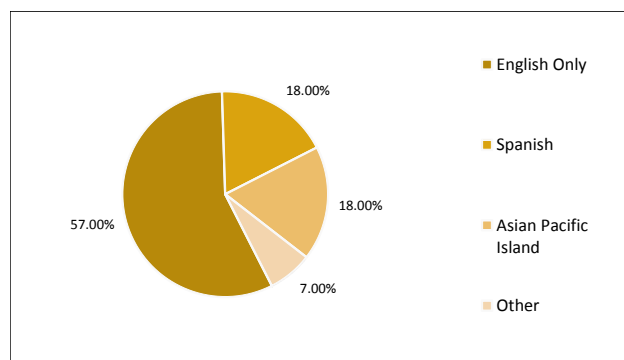
Primary Language Spoken at Home, Las Positas Cities, 2000

Source: U.S. Census Bureau, Census 2000

Note: Majority of Non-English speaking homes also speak English as a second language

Place of Birth, Chabot Cities, 2000

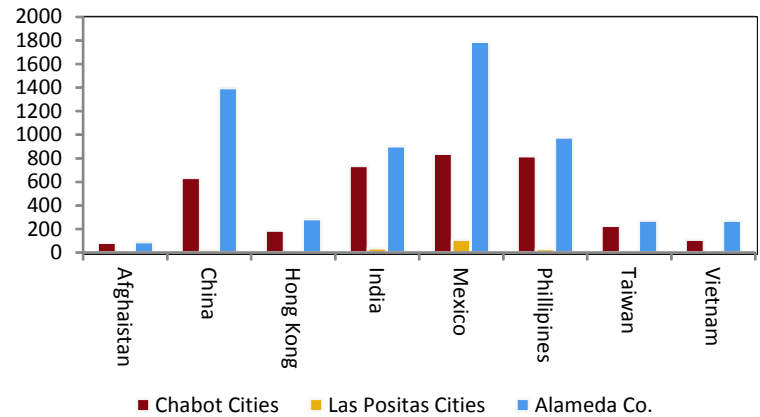
Source: U.S. Census Bureau, Census 2000

Place of Birth, Las Positas Cities, 2000

Source: U.S. Census Bureau, Census 2000

For the year 2000, most residents in both Chabot and Las Positas Cities were U.S. born. In Chabot Cities, 32% of residents were foreign born, and in Las Positas Cities, 13% of residents were foreign born. In 1998, the top country of origin in Alameda County was Mexico, with 1,788 persons. Mexico was also the top country of origin for Chabot Cities and Las Positas Cities, with 841 persons in Chabot Cities and 112 persons in Las Positas Cities. Persons originating from China, Philippines, and India were also dominant in Alameda County and Chabot Cities.

Legal Immigrants, 1998



Source: Rand Corporation, INS Demographic Statistics

EDUCATIONAL PROFILE

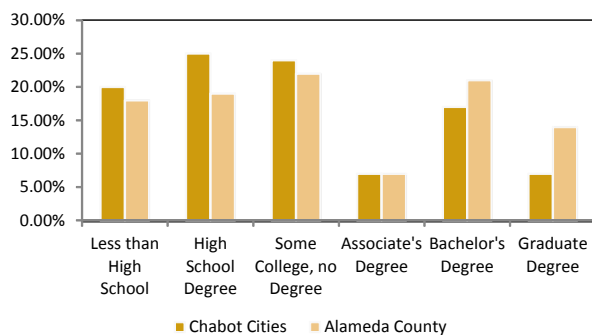
Education attainment plays an important role in the overall economic condition. It serves as an indicator of future earnings for full-time salary and employment status.

In the year 2000, the degree level for persons aged 25 years and over in Chabot Cities with the largest percentage, is a high school degree. Compared with Alameda County, 25% of Chabot Cities have a high school degree while Alameda County has 19% with a high school degree. Chabot Cities also have a higher percentage of population with some college, no degree (24%) than Alameda County (22%). However, only 17% of Chabot Cities have a Bachelor's Degree, which is lower than Alameda County as well as Las Positas Cities. Finally, only 7% have a Graduate Degree, representing a 50% less attainment compared to Alameda County.

In the year 2000, the degree level for persons aged 25 years and over in Las Positas Cities with the largest percentage, is some college, no degree with 26% of the population. The second largest category of educational attainment are those with Bachelor's Degrees which is 25% of the population for Las Positas Cities.

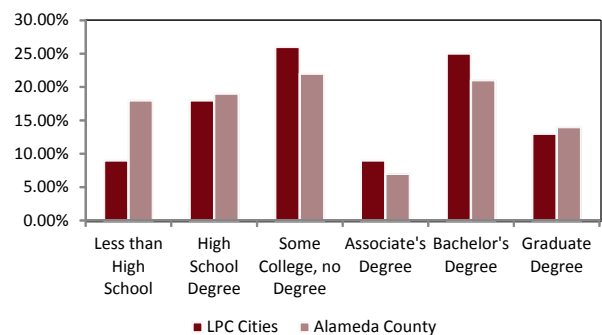
These education attainment percentages are both higher than Alameda County and Chabot Cities, with 22% of persons from Alameda County having some college, no degree and 21% having a Bachelor's Degree. 14% of Las Positas residents have a Graduate Degree.

Educational Attainment, Population 25 Years and Over for Chabot Cities, 2000



Source: U.S. Census Bureau, Census 2000.

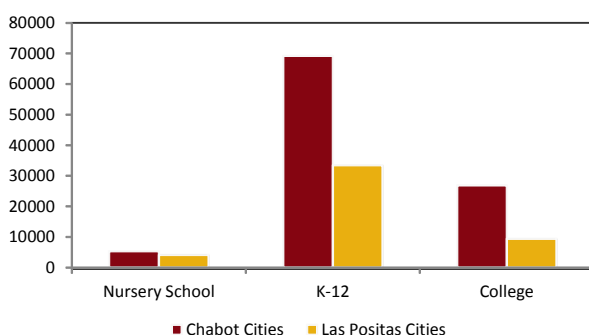
Educational Attainment, Population 25 Years and Over for Las Positas Cities, 2000



Source: U.S. Census Bureau, Census 2000.

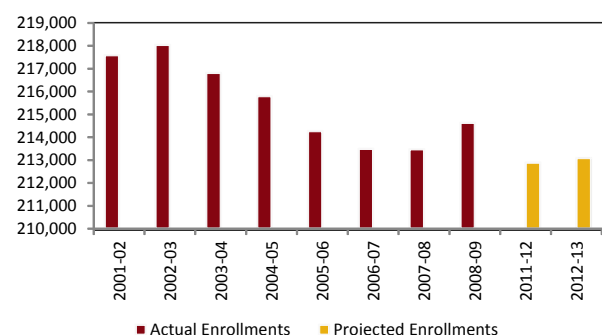
For the year 2000, the school enrollment for kindergarten through twelfth grade (K-12) is highest in Chabot Cities. 69,234 persons are enrolled in K-12 in Chabot Cities, and 33,512 persons are enrolled in K-12 for Las Positas Cities. Chabot Cities have

School Enrollment of Persons 3 Years and Older, 2000



Source: U.S. Census Bureau, Census 2000.

Actual & Projected K-12 Enrollments in Alameda County: 2001-02 to 2012-13

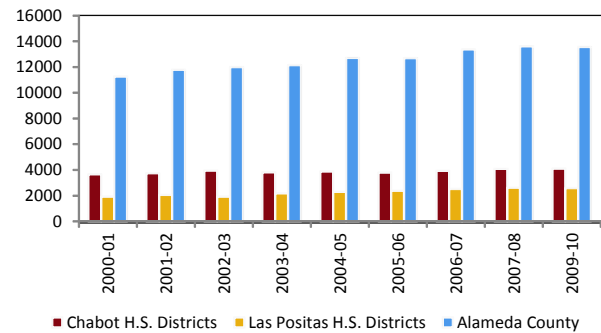


Source: State of California, Department of Education.

a College enrollment of 26,891 and Las Positas Cities have a College enrollment of 9,470. The actual enrollment in K-12 for Alameda County was the highest in the 2002-03 academic year, with 218,041 students enrolled. After 2002-03, enrollment dropped to 213,497 in 2006-07. Enrollment increased in 2007-2009, but is now projected to drop again in 2011-12 to 212,893.

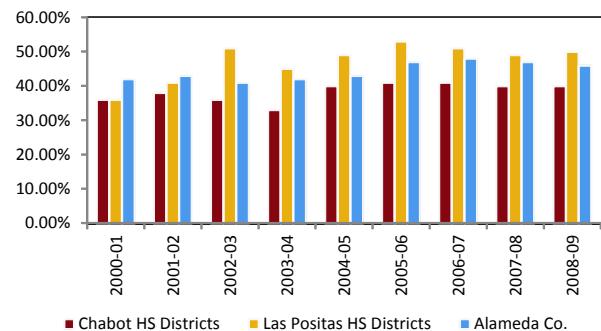
Las Positas high school districts have historically had a higher percentage of high school graduates that are prepared to go to California State University (CSU) or University of California (UC). This means that the graduates from these high schools have met the entrance and course requirements to immediately attend a California four-year public institution. In the 2008-09 school year, Las Positas high school districts had 50% of high school graduates that were prepared to go to a CSU or UC. In that same year, Chabot high school districts had 40% of high school graduates that were CSU or UC prepared, while Alameda County had 46% of high school grads that were prepared to go to CSU or UC schools. This shows that nearly half of graduating high school students are not prepared to enter a CSU or UC in Alameda County, and would need to attend a community college before being able to transfer.

Percentage of High School Graduates by Local High School Districts and County: 2000-01 to 2010-11



Source: State of California, Department of Education.

High School Graduates Prepared for UC/CSU by Local High School Districts and County: 2000-01 to 2008-09



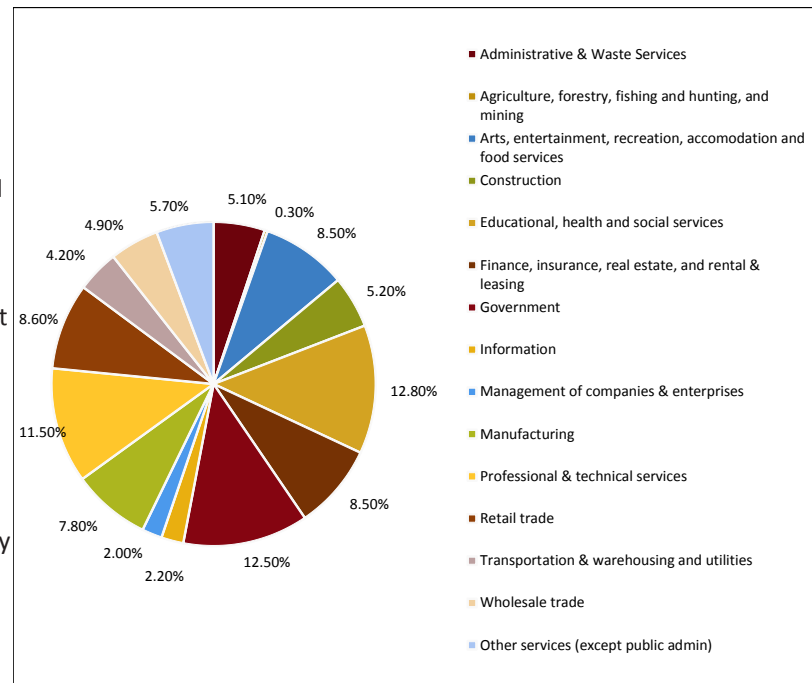
Source: State of California, Department of Education.

ECONOMIC AND LABOR MARKET PROFILE

2010 Alameda County, Chabot Cities & Las Positas Cities

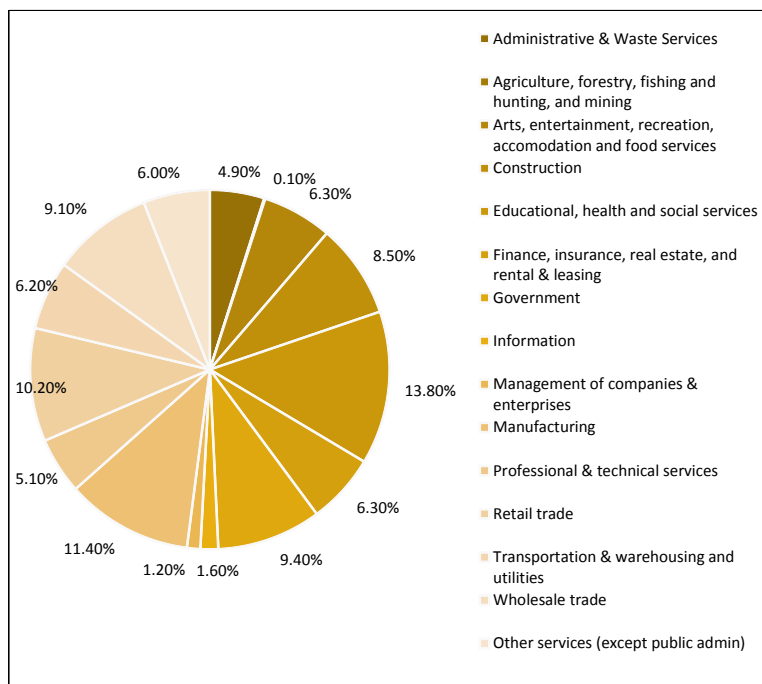
The three pie charts indicate the percentage of employment by industry for Alameda County, Chabot Cities and Las Positas Cities. The educational, health and social services industry has the highest percentage of employment for Alameda County in 2010 with 12.8%. Following close behind with 12.5% is the government industry. Also in 2010, the educational, health and social services industry had the highest percentage of employment for Chabot Cities, with 13.8%. Manufacturing was the next most employed industry for Chabot Cities, with 11.4%. In 2010 the professional and technical services industry had the highest employment percentage with 13.6% in Las Positas Cities. Following close behind is the finance, insurance, real estate and rental & leasing industry in Las Positas Cities with 12.6%.

2010 Employment by Industry, Alameda County



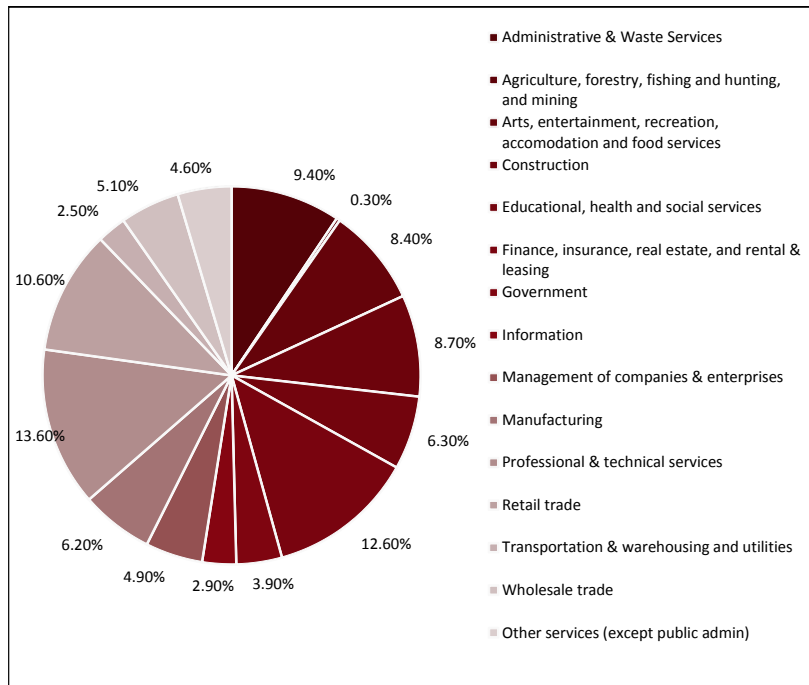
Source: Economic Modeling Specialists Inc.

2010 Employment by Industry, Chabot Cities



Source: Economic Modeling Specialists Inc.

2010 Employment by Industry, Las Positas Cities

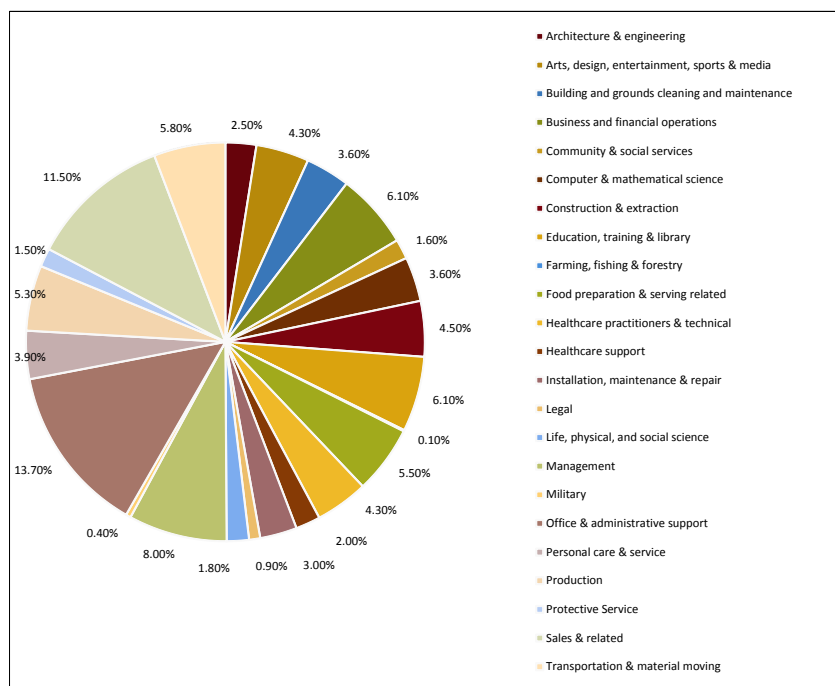


Source: Economic Modeling Specialists Inc.

In 2010, the three occupations with the highest employment rates in Alameda County included:

1. Office and Administrative Support: 13.7%
2. Sales and Related: 11.5%
3. Management: 8%

2010 Employment by Occupation, Alameda County

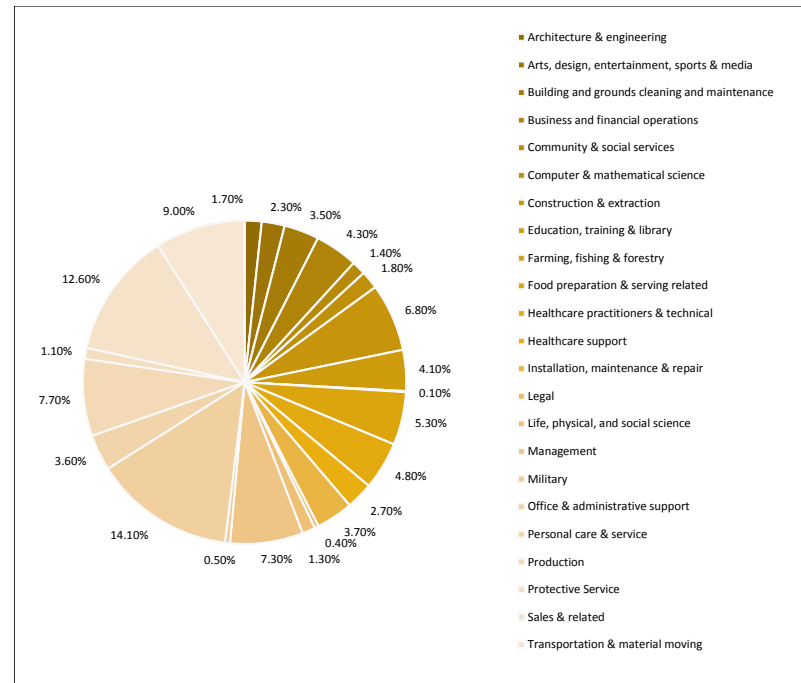


Source: Economic Modeling Specialists Inc.

2010 Employment by Occupation, Chabot Cities

In 2010, the top three occupations for employment in the Chabot Cities included:

1. Office and Administrative Support: 14.1%
2. Management: 12.6%
3. Transportation and Material Moving: 9%.

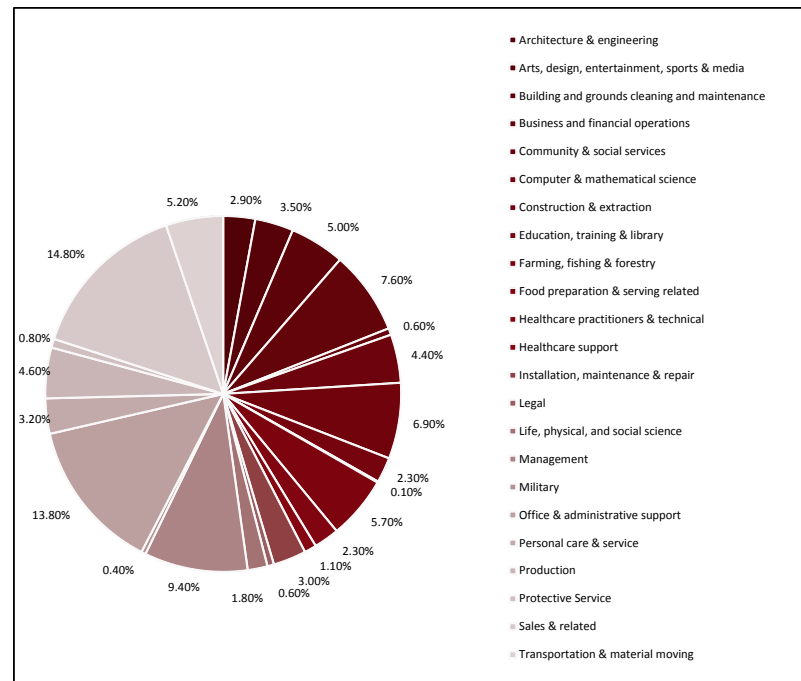


Source: Economic Modeling Specialists Inc.

2010 Employment by Occupation, Las Positas Cities

The top three occupations in 2010 for Las Positas Cities included:

1. Sales and Related: 14.80%
2. Office and Administrative Support: 13.80%
3. Management: 9.40%



Source: Economic Modeling Specialists Inc.

The Bay Area - Population Projections

It is expected that population in the Bay Area will hold a steady increase of approximately 4% every five years, reaching 9% by year 2020 and 24% by 2035. Mean household income is projected to reach 11% by 2020, accumulating to 31% increase by 2035.

General Population Projections for the Bay Area

	2010	2015	2020	Percent Change	2025	2030	2035	Percent Change
Population	7,341,700	7,677,500	8,018,000	9%	8,364,900	8,719,300	9,073,700	24%
Household Population	7,193,000	7,524,800	7,862,900	9%	8,208,700	8,561,300	8,915,500	24%
Households	2,667,340	2,784,690	2,911,000	9%	3,039,910	3,171,940	3,302,780	24%
Persons Per Household	2.7	2.7	2.7	0%	2.7	2.7	2.7	0%
Employed Residents	3,410,300	3,663,700	3,962,800	16%	4,264,600	4,547,100	4,835,300	42%
Mean Household Income	\$102,000	\$107,600	\$113,600	11%	\$119,800	\$126,400	133,400	31%

Source: Association of Bay Area Governments (ABAG) Projections 2009: Regional Projections

The Bay Area - Industries Outlook

Information regarding fastest growing industries for years 2010 – 2035 includes counties of Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano and Sonoma counties.

Industries that are expected to have the strongest and fastest growth in the next 25 years are noted in the table below.

Employment Projections by Industry for the Bay Area

	2010	2015	2020	Percent Change	2025	2030	2035	Percent Change
Information	158,710	170,620	186,710	9%	212,010	233,730	253,640	60%
Professional & Managerial Svcs.	494,280	534,650	582,710	9%	648,860	707,900	768,070	55%
Construction	213,930	230,970	250,750	9%	278,150	302,180	326,420	53%
Retail	347,400	370,880	399,550	8%	453,870	491,310	529,530	52%
Health & Education Services	638,110	695,010	757,260	9%	804,250	880,850	956,750	50%
Financial & Leasing	272,580	289,540	310,840	7%	341,980	368,640	398,190	46%
Arts, Rec. & Other	482,590	521,110	565,390	8%	598,830	649,080	702,990	46%
Mfg & Wholesale	550,640	588,110	633,360	8%	670,830	716,270	759,610	38%
Transport & Utilities	166,540	175,570	185,650	6%	190,340	197,690	207,920	25%
Agriculture & Natural Resources	24,520	24,820	25,070	1%	25,270	25,470	25,490	4%
Total Jobs	3,475,840	3,734,590	4,040,690	16%	4,379,900	4,738,730	5,107,390	47%

Source: Association of Bay Area Governments (ABAG) Projections 2009: Regional Projections

In summary, for the Bay Area, top five industries include:

1. Information [largely positive increase is due to publishing industries, except Internet, motion picture and sound recording industries]
2. Professional, Business/Managerial Services [professional, scientific and technical services are largest contributors, followed by computer systems design]
3. Health and Education Services [private hospitals, nursing and residential care facilities, social assistance for Health; colleges, universities and professional schools as well as private education services for Education]

4. Construction
5. Arts, Recreation and Other [includes performing arts, spectator sports and other related industries]

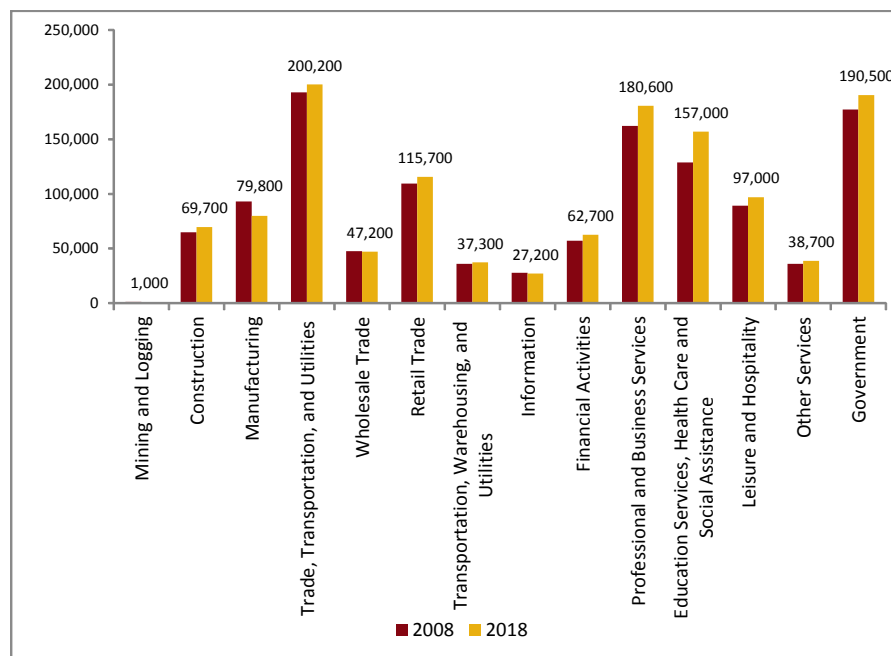
A closer view of Alameda and Contra Costa Counties 2008-2018 Projections as well as San Francisco, San Mateo and Marin Counties 2008-2018 Projections provides a solid snapshot of labor market changes that are of importance to Chabot Las Positas CCD new programs considerations.

INDUSTRY:

In the Alameda County, nonfarm employment contributes to 91% of total employment and it is expected to grow 7.2%. The largest growing industry sectors, based on growth rate include:

1. Education Services, Health Care and Social Assistance – 22%
2. Professional and Business Services - 11.3%
3. Financial Activities – 9.6%

2008-2018 Industry Employment Projections, Oakland-Fremont-Hayward Metropolitan Division



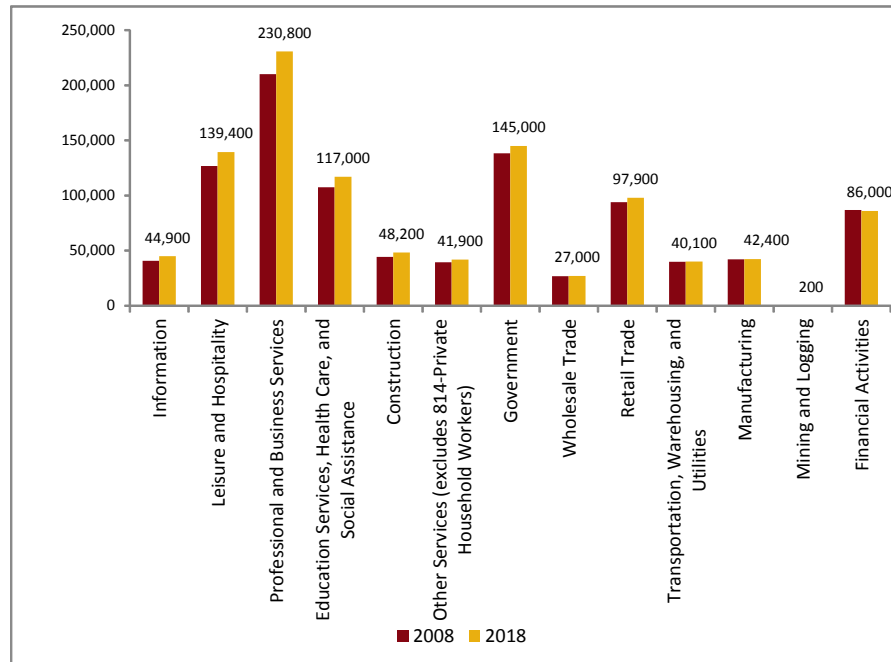
Source: State of California, EDD

These growing industries are expected to generate 46,700 new jobs, constituting approximately 63% of the growth for Alameda County. Other growing industries include Leisure and Hospitality at 8.9%, Government at 7.5%, and Construction at 7.4%. Industry sector that is expected to decline is Manufacturing (-14.3%).

San Francisco, San Mateo and Marin counties nonfarm employment contributes to 89% of total employment and it is expected to grow 6.4%. The largest growing industry sectors, based on growth rate include:

1. Information Services – 10%
2. Professional and Business Services – 9.9%
3. Leisure and Hospitality – 9.9%

2008-2018 Industry Employment Projections, San Francisco-San Mateo-Redwood City Metropolitan Division



Source: State of California, EDD

These growing industries are expected to generate 85% of new the growth for the tri-counties noted. Other growing industries include Education Services, Health Care and Social Assistance, as well as Construction industry. Notably, manufacturing industry growth of 0.7% is largely due to Chemical Manufacturing 36.2% increase. Unlike Alameda County, Financial Services will show a decline (-0.9) primarily driven by Insurance Carriers subsectors. Projected growth in other Financial Services subsectors is expected to mitigate the loss of jobs.

While Information industry is anticipated to remain a source of economic growth for the Bay Area, the projections for Alameda County reveal that this industry is expected to contract by 2.2% by year 2018. However, projections for San Francisco, San Mateo and Marin counties indicate that the Information sector growing at 10% will be the fastest growing industry. It can be concluded that there will be a strong demand for occupations in the Information industry through 2018 and that it will primarily be in San Francisco, San Mateo and Marin counties. Alameda County industries will produce job growth in Education Services and Professional/Business Services more robustly than the tri-counties noted in the Bay Area.

OCCUPATIONS:

Occupational projections data for Alameda County suggest that approximately 96,700 new jobs will be created from above mentioned industry growth. 255,200 job openings will be in net replacements and a combined total of approximately 352,000 job openings.

According to 2010 California EDD, due to the expected growth in the Health Care industry, approximately 40% of the occupations are expected to be in the health care field. The education and training requirements range from short term on the job training to professional degree and have a median annual wages ranging from \$20,000 to \$161,200. Occupations requiring an Associate degree or higher with over half of their job openings due to new job growth include Network System and Data Communications Analyst, Computer Software Engineers, and Registered Nurses.

For San Francisco, San Mateo and Marin counties, California EDD projects that approximately 89,800 of new jobs will be generated by industry growth noted above. About 254,900 jobs will be due to Net Replacements. Total number of new jobs is expected to be 344,700. Higher skilled and higher paid occupations include General and Operations Managers and Registered Nurses, requiring at least a bachelor's degree and some work experience. The fastest growing occupations are projected to

grow 13.9% or higher in the next several years. More than half of these occupations require at least a bachelor's degree. Biomedical Engineers are expected to have the fastest growth at 94.1%.

California Clean Energy Economy:

Innovators and investors are placing resources into a myriad of alternative energy solutions including biofuels, solar power, electric and plug-in, hybrid vehicles, fuel cells, infrastructure as well as sustainable building practices in the construction industry. Companies supporting these growth industries are creating a demand for jobs in research and development, design, construction, production, sales and installation¹ As of December 2009, there were more than 12,000 “clean tech” companies in California, which has five of the nation's top 10 cities for clean tech investment capital. Since 2009, they received approximately \$2.1 billion in 2009. In the Bay Area, green jobs have grown 51% and state wide, according to EDD close to \$500,000 people employed in in clean-tech or green jobs. 93,000 of those jobs are in manufacturing and 68,000 in construction.

Based on noted industry projections for Alameda County 7.4% growth for the Construction industry], there will be a need for skilled and educated work force to support the green jobs and clean-tech type of occupations. San Francisco, San Mateo and Marin counties projections note a significant increase in the Manufacturing industry in chemical manufacturing, suggesting jobs related to large scale productions of various green technologies.

Not only does California attract most of the venture capital in these areas, but the fact that many Bay Area cities are proposing and passing policies and programs that support a clean environment [zero waste, energy and water conservation, residential solar energy and strengthening local food systems] and that their residents tend to be relatively well educated and interested in these issues suggest that this growth will continue.²

1 Silicon Valley Leadership Group and Silicon Valley Community Foundation Report: *Mobilizing for Reform & Recovery: Projections 2011*

2 <http://urbanhabitat.org/node/528>

EDUCATION MASTER PLAN



CHABOT COLLEGE

MISSION

Chabot College is a public, comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a lifelong journey, the college provides opportunities for intellectual enrichment and physical well-being of all community members who can benefit.

VISION

Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of lifelong learners.

VALUES

LEARNING AND TEACHING

- Supporting a variety of teaching philosophies and learning modalities.
- Providing an environment conducive to intellectual curiosity and innovation.
- Encouraging collaboration that fosters learning.
- Engaging in ongoing reflection on learning by students and by staff.
- Cultivating critical thinking in various contexts.
- Supporting the development of the whole person.

COMMUNITY AND DIVERSITY

- Building a safe and supportive campus community.
- Treating one another with respect, dignity, and integrity.
- Practicing our work in an ethical and reflective manner.
- Honoring and respecting cultural diversity.
- Encouraging diversity in our curriculum and community of learners.

INDIVIDUAL AND COLLECTIVE RESPONSIBILITY

- Taking individual responsibility for our own learning.
- Cultivating a sense of social and individual responsibility.
- Developing reflective, responsible, and compassionate citizens.
- Playing a leadership role in the larger community.
- Embracing thoughtful change and innovation.

INSTITUTIONAL GOALS

Listed below are the major institutional goals representing College goals to be achieved in the next ten years. These are not listed in priority order.

IMPLEMENT LEARNING-CENTERED PRACTICES THROUGHOUT THE INSTITUTION

- Establish a vision of a learning college and bring all faculty and staff to that vision.
- Continue ongoing dialogue about what *learning-centered* means for Chabot College, involving participation by the entire campus community.
- Develop student learning outcomes at the college, program, and course levels for instruction and student services, assessing students to determine if they have achieved these levels, evaluating, and making changes to improve outcomes.
- Develop a Teaching and Learning Center to include staff development efforts that support and nurture the Learning College.
- Promote and recognize effective teaching and learning strategies.
- Continue to develop the concept of learning communities.

PROMOTE AN ENVIRONMENT SUPPORTING THE DEVELOPMENT OF THE COLLEGE'S HUMAN RESOURCES.

- Support staff development efforts to promote leadership, innovation, and professional growth.
- Increase support, acknowledgment, and dialogue amongst all staff.
- Promote a healthy college climate that embraces academic freedom and diverse points of view and values, practices respectful communication, and encourages pride in the institution.
- Conduct staff development activities that promote the principles of equity and diversity, and cultivate multicultural awareness in the campus community.
- Ensure that the college dedicates its hiring to the principles of equity and staff diversity in a systematic way, as designed by board policy.

ENHANCE THE COLLEGE'S IMAGE IN THE COMMUNITY THROUGH INCREASED COMMUNITY PARTNERSHIPS, COLLABORATION, AND SERVICE.

- Conduct the ongoing community needs assessments to involve internal and external groups and individuals who are all major stakeholders in the college's success.
- Expand community outreach efforts to middle schools and high schools and community-based organizations to reach potential students for educating families and educating our community at large.
- Continue to improve upon and build new partnerships with business and industry to respond to current and anticipated economic development needs.
- Establish off-campus learning opportunities at community sites.
- Increase experiential learning opportunities for students, including service learning, work experience, and internships in the local community.
- Increase programs and activities that bring the community to the campus.
- Continue strategic marketing efforts to ensure that all communities are informed of the college's educational opportunities, including Community Education.

ACHIEVE INSTITUTIONAL EXCELLENCE THROUGH EFFECTIVE VISIONARY LEADERSHIP, COMMUNICATION, AND PLANNING FOR CONTINUOUS IMPROVEMENT.

- Incorporate the college's mission, vision, and values into the culture of the college.
- Resolve issues of communication, collaboration, and responsibilities for budgeting and service levels between the District and the College.
- Integrate budget and planning to drive resource allocations according to priorities established for institutional effectiveness.
- Link various processes in the institution to avoid duplication especially in the areas of strategic planning, budgeting, program review, and learning outcomes.
- Implement the program review and assessment for instruction, student services, and administrative services and ensure that findings are effectively applied towards improving institutional effectiveness.
- Implement the policy and procedures for program introduction, and program revitalization/discontinuance.

CONTINUE TO IMPROVE THE INSTITUTION'S RESPONSE TO STUDENTS THROUGH PROGRAMS THAT SUPPORT STUDENT ACCESS, DEVELOPMENT, EQUITY, AND SUCCESS.

- Develop specific goals for increasing success and persistence rates in basic skills coursework.
- Increase the number of students transferring to four-year colleges and universities.
- Increase the number of students completing AA/AS degrees and vocational certificate programs.
- Establish specific strategies that increase the success and persistence rates of underrepresented Latino and African-American students in basic skills coursework.
- Establish specific strategies for increasing the number of Latino students at Chabot reflecting our service area population.
- Develop an Integrated Learning Center to provide comprehensive assessment and learning support services in a centralized location.
- Develop the Student and Community Access Center to centralize services and improve access for students and community.
- Conduct a comprehensive program review and assessment of all programs and services identifying barriers that do not support student access and success.
- Continue enrollment management efforts to ensure scheduling of courses to achieve maximum efficiency and effectiveness for improving student access, equity, and success.
- Incorporate curriculum that increases understanding of a culturally-diverse population and the ethnic and gender issues that students need to be aware of for success.

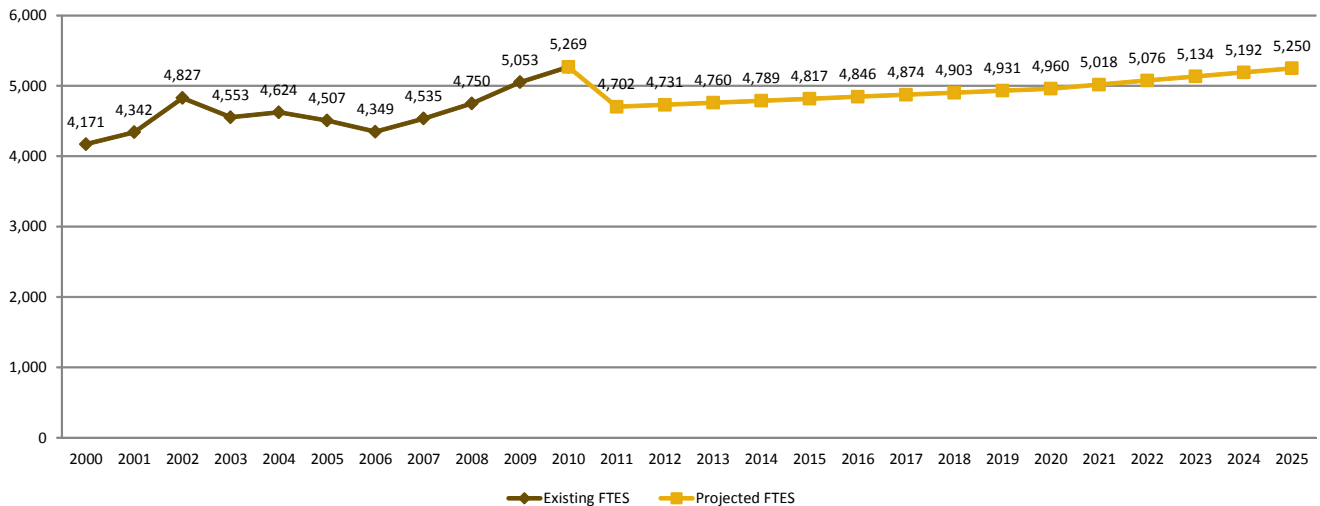
STRATEGIC GOALS

GOAL A:	<i>ACCESS & AWARENESS</i>
GOAL B:	<i>STUDENT SUCCESS</i>
GOAL C:	<i>COMMUNITY PARTNERSHIPS</i>
GOAL D:	<i>VISION, LEADERSHIP & INNOVATION</i>

COLLEGE SNAPSHOT

ENROLLMENT HISTORY AND PROJECTIONS

Between years 2000 and 2002, Chabot College Full-Time Equivalent Students (FTES) displayed an upward trend with moderate declines and increases between 2003 and 2006. Since fall 2006, the college had a 5% average annual increase in FTES. By 2025,



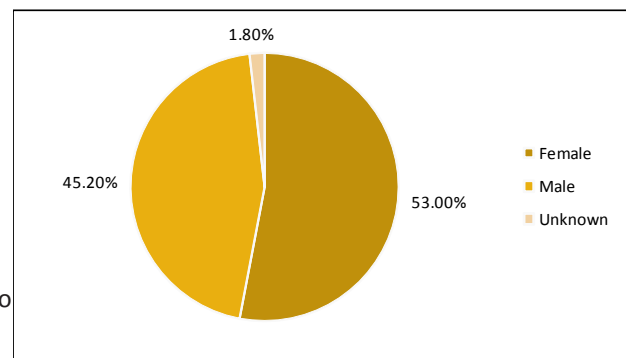
Chabot College Fall FTES is projected to be 5,250. The average annual growth is based on participation rates.

STUDENT CHARACTERISTICS

As of fall 2010, 53% of Chabot College's student population was female. As of fall 2010, 27.8% of students at Chabot College are Latino. 21.5% of students are White, and 16.5% are Asian-American. 15.5% of Chabot students are African-American and 8.7% are Filipino.

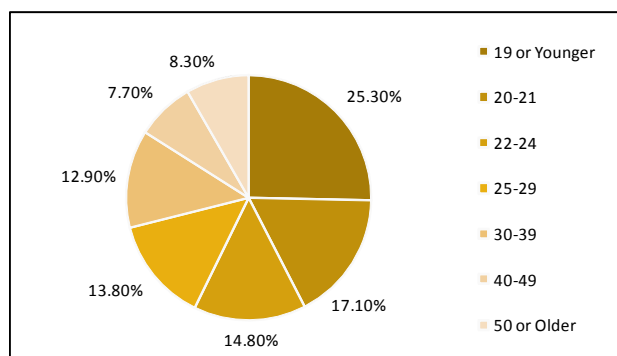
The combination of Chabot Cities in the District profile is similar to Chabot's college snapshot, which shows the top three ethnicities being White, Latino and Asian. Chabot College has a mostly younger population, with 57.2% of the students being 24 years old or younger.

Gender, Chabot College, Fall 2010



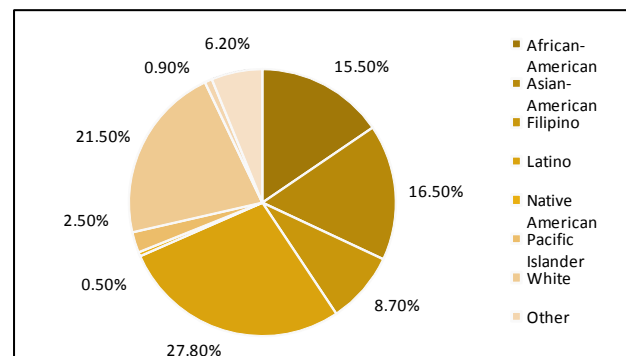
Source: Institutional Research Dataset, Fall Census

Age Distribution, Fall 2010



Source: Institutional Research Dataset, Fall Census

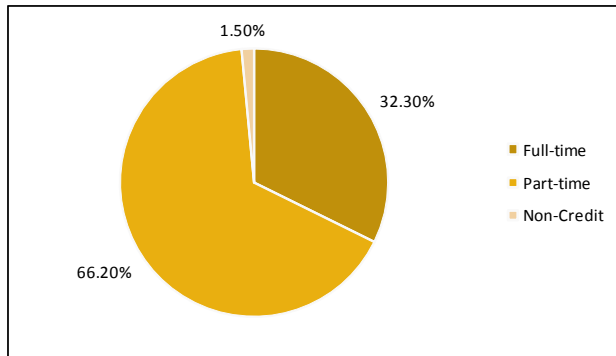
Student Race-Ethnicity, Chabot College, Fall 2010



Source: Institutional Research Dataset, Fall Census

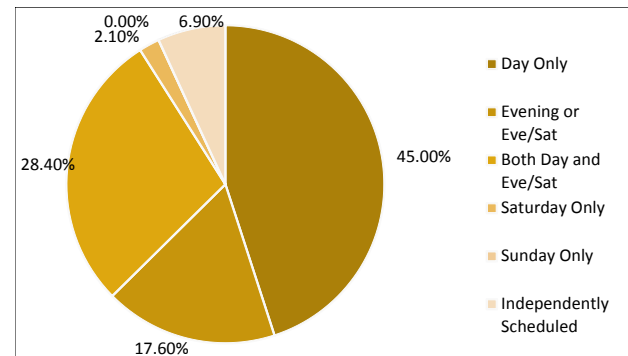
Over half of Chabot College students attend classes on a part-time basis and 32.3% attend classes full-time. 45% of Chabot students attend classes only during the day, and 28.4% take both day and evening/Saturday courses.

Full-time/Part-time Status, 2010



Source: Institutional Research Dataset, Fall Census

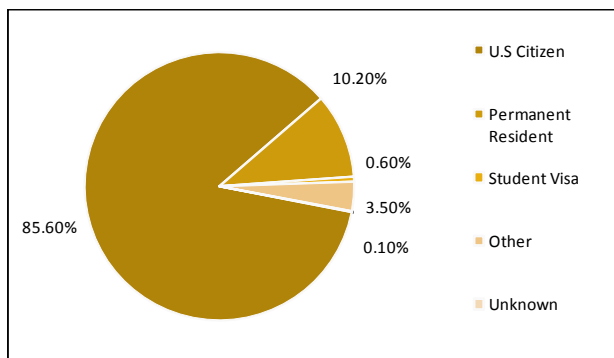
Time of Day Attended, 2010



Source: Institutional Research Dataset, Fall Census

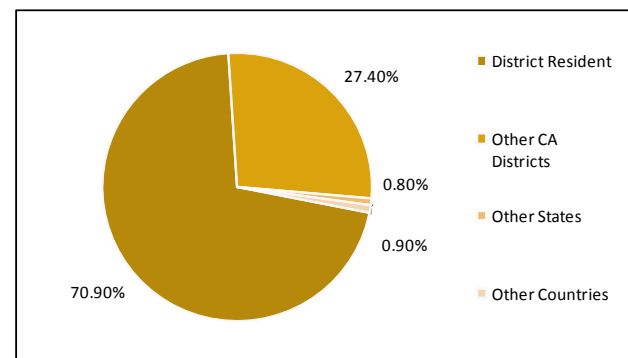
As of fall 2010, 85.6% of Chabot College students were United States Citizens. The official residence of Chabot College students in fall 2010 showed that 70.9% of students reside within the Chabot College District service area, while 27.4% of Chabot students reside in other California college districts. Of the Chabot College students that reside within the District service area, 43.7% of students reside in the city of Hayward – the city where Chabot is located. Out of the 27.4% of Chabot College students that reside outside of the District service area, 39.94% of students reside in the city of Oakland, and 33.84% reside in Fremont.

Student Citizenship, Fall 2010



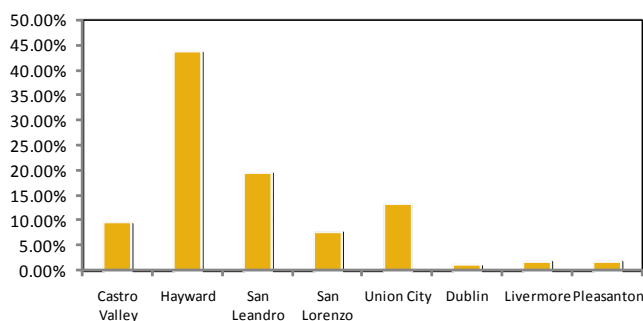
Source: Institutional Research Dataset, Fall Census

Official Residence, Fall 2010



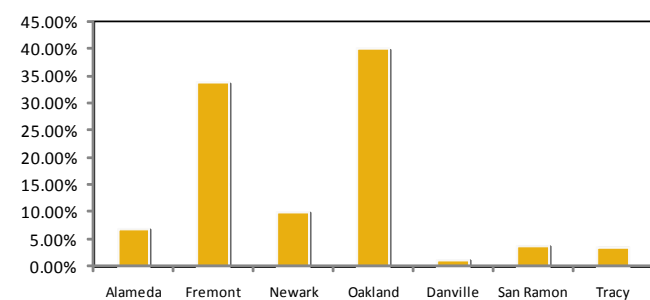
Source: Institutional Research Dataset, Fall Census

City of Residence – In-District Cities for Chabot College, 2010



Source: Institutional Research Dataset, Fall Census

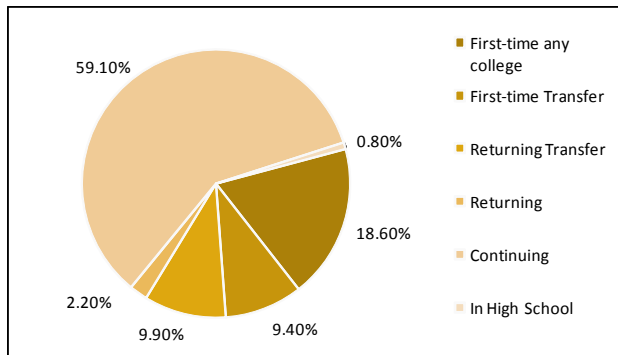
City of Residence – Non-District Cities for Chabot College, 2010



Source: Institutional Research Dataset, Fall Census

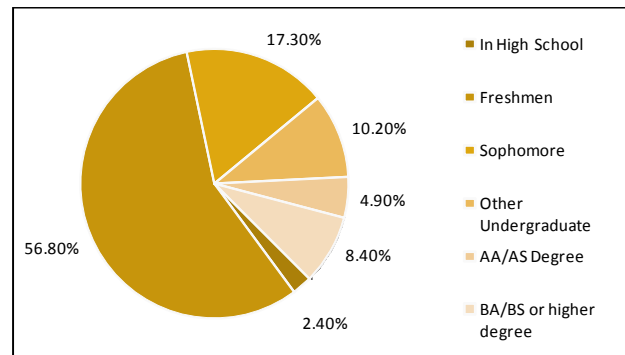
In the fall of 2010, over half of Chabot College students were enrolled as continuing students. 18.6% of students were new to college – their first time at any college. Almost 60% of Chabot students are continuing students. There is also a large proportion of students that remain at the freshmen level. Over 66% of Chabot students are attending classes part-time. What this suggests is that a large portion of the Chabot student population is not enrolling at full-time status to help them move past the freshmen educational level.

Enrollment Status, Fall 2010



Source: Institutional Research Dataset, Fall Census

Student Educational Level, Fall 2010

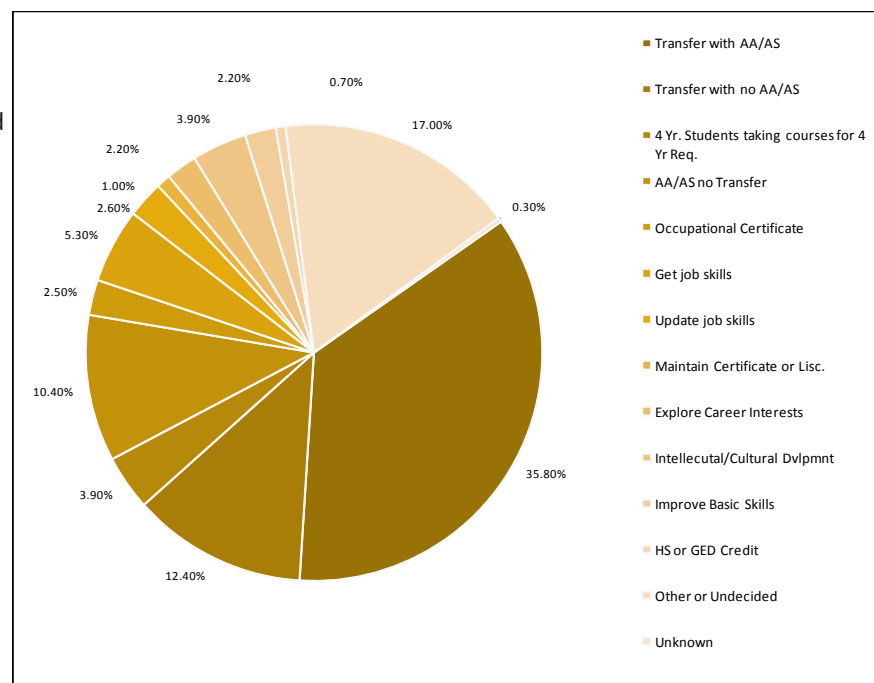


Source: Institutional Research Dataset, Fall Census

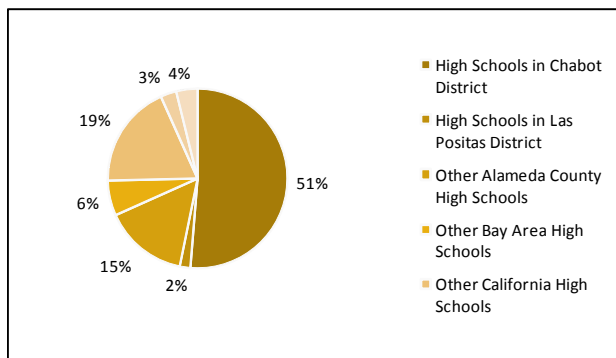
As of fall 2010, the educational goal for 35.8% of Chabot College students was to transfer to a four-year college with an Associate's Degree. 17% of students say their goal was undecided, and 12.4% intend to transfer to a four-year college with no Associate's Degree.

Over half of Chabot's first-time freshmen come from local high schools within the Chabot's service area, while only 2% of first-time freshmen come from local high schools within Las Positas' service area. 19% of first-time freshmen come from other high schools within California and 15% come from high schools located within Alameda County. This shows that Chabot College is serving the residents of its community service area. The source of transfer students into Chabot College come mostly from other community colleges in California. 12% of transfer students come from a California State University. The number of transfer students from other California Community Colleges seems high, however, data was not provided on which community colleges students are transferring from. If they are transferring from Las Positas College or other community colleges in nearby Districts, it may explain a higher percentage of transfer students from other community colleges.

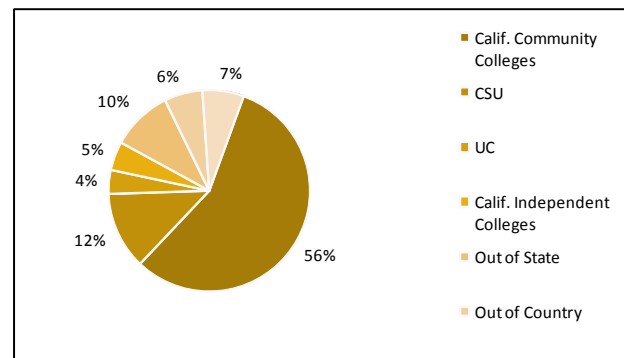
Educational Goal, Fall 2010



Source: Institutional Research Dataset, Fall Census

Source of First-time Freshmen, Fall 2010

Source: Institutional Research Dataset, Fall Census

Source of Transfers, Fall 2010

Source: Institutional Research Dataset, Fall Census

In summary, the top A.A. degree major at Chabot College is Nursing, and the top A.S. degree major is Accounting. Some of the top A.A. and A.S. degree majors include Business Administration, Business Studies, Early Childhood Development, Fire Technology, Business Development and Business (Emphasis Management). These degree majors correlate with some of the top employment industries currently in Alameda County, such as Administrative Support, Management, and Sales occupations.

Top 10 A.A. and A.S. Degree Majors at Chabot College

A.A. Degree Majors	Chabot
Nursing (C)	1625
Business Administration	528
Early Childhood Development	384
Fire Technology	333
Business (General)	319
Business (Emphasis Management)	236
Dental Hygiene (C)	224
Liberal Studies	224
Biology	222
Medical Assisting (C)	207

A.S. Degree Majors	Chabot
Accounting	361
Business Studies	216
Automotive Technology ©	150
Welding Technology	55
Machine Tool Technology (A)	49
Interior Design	39
Computer Science	35
Engineering Tech/Electronics (C)	35
Health Information Technology (C)	27
Radiation Technology	27

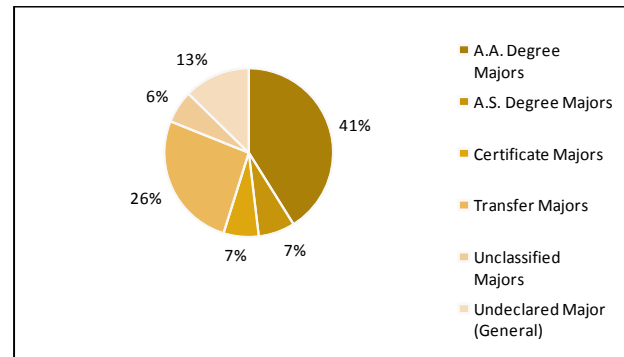
The top certificate major at Chabot College is Early Childhood Development, and the top transfer major is Psychology. Other top certificate majors include Medical Assisting, Fire Service Technology and Real Estate. Other top transfer majors include Administration of Justice, Business Administration, and Biological Sciences.

Top 10 Certificate and Transfer Majors at Chabot College

Certificate Majors	Chabot
Early Childhood Development	230
Medical Assisting (C)	82
Fire Service Technology	66
Real Estate	56
Automotive Mechanics (C)	53
Accounting Tech	46
CAS - Support Spec, programmer	45
Welding	43
Sports Injury Care	34
Machinist	25

Transfer	Chabot
Psychology	509
Administration of Justice	195
Business Administration	186
Biological Sciences	168
English	149
Sociology	143
Early Childhood Education	142
Criminology	140
Criminal Justice	127
Engineering/General	120

Classification of Self-Declared Majors, Fall 2010



Source: Institutional Research Dataset, Fall Census

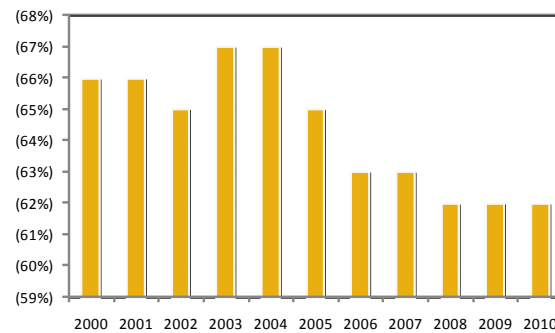
41% of self-declared majors at Chabot College are A.A. Degree majors and 26% of self-declared majors are transfer majors. As previously noted, 35.8% of students educational goal was to achieve transfer to a four-year school with an Associate's degree.

STUDENT CHARACTERISTICS OVER TIME

An official active registration is similar to enrollment, meaning the number of students that are officially enrolled at Chabot College. The percent of official active registrations for Chabot College have been decreasing over the last five years. In fall semesters of 2003 and 2004, official active registrations peaked at 67%. The years following slowly declined, with 63% in 2006 and 2007 and 62% from 2008 to 2010.

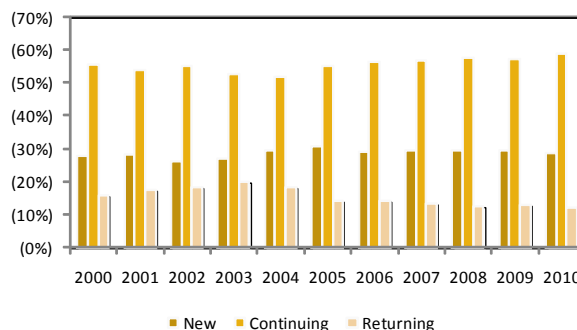
Continuing students are defined as the students that were enrolled in classes during the prior semester and did not drop their classes. A returning student is defined as a student who has enrolled at the college previously, but did not attend classes the prior semester. For the last ten years, continuing students have the highest percentage of enrollment for Chabot College, remaining steadily between 50 to 60 percent. Continuing students have consistently had enrollment levels between 28% and 31%, while returning students account for anywhere from 12% to 20% of enrollment for fall semesters 2000 through 2010. In the 2009-2010 academic year, Chabot College had seen a dramatic drop in transfers to California State Universities and Universities of California four-year institutions. 379 students transferred to a CSU, and 139 transferred to a UC. One reason for the dramatic drop could be the high increases in college tuitions for these state funded universities.

Official Active Registrations for Fall Semesters 2000 to 2010



Source: Institutional Research Dataset, Fall Census

New, Continuing and Returning Students for Fall Semesters 2000 to 2010



Source: Institutional Research Dataset, Fall Census

Notes: 'New' includes new transfers. 'Returning' includes returning transfers.

Chabot College Transfers to CSU/UC, 2000-2010

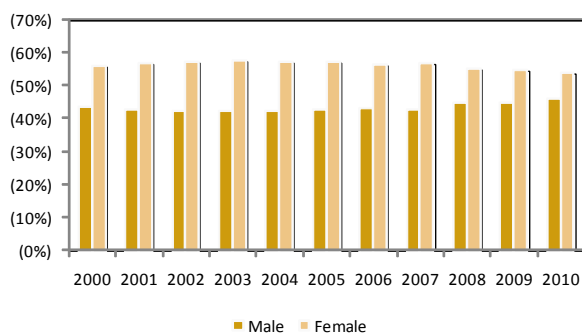
Institution	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
CSU	627	612	660	564	636	580	556	624	588	379
UC	127	132	120	140	149	153	135	140	123	139
Total	754	744	780	704	785	733	691	764	711	518

Source: California Postsecondary Education Commission, Transfer Pathways

The student level with the highest percentage of enrollment for Chabot College has been freshmen. Part-time registrations have also accounted for the largest portion of enrollment at Chabot College from 2000 to 2010. Full time registrations seem to be on the rise, which could also increase the educational level at Chabot College from freshmen to sophomore. Historically, Chabot College students attend classes during the day, however in 2010; the percentage of students who attend had risen to 27%. This could be due to the economic status of the state at this time, with many people working full-time while attending classes during the evening.

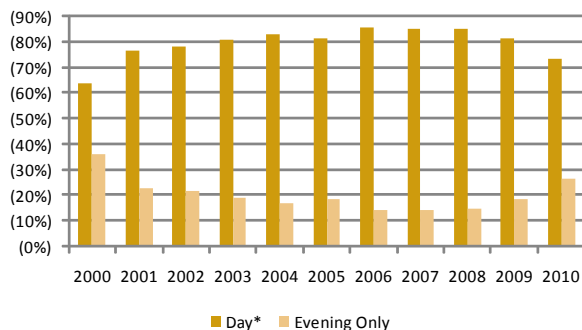
Historically at Chabot College, female enrollment has been higher than male enrollment. Over the last ten years, female enrollment has accounted for 54% or higher at Chabot. The student population at Chabot is also a mostly younger population, with 57.2% being 24 years old or younger. The Latino population at Chabot College has also been increasing over the years. In 2000, 20% of Chabot students were Latino, and in 2010, that number has risen to 30%.

Gender by Year



Source: Institutional Research Dataset, Fall Census
Note: Unknown not included

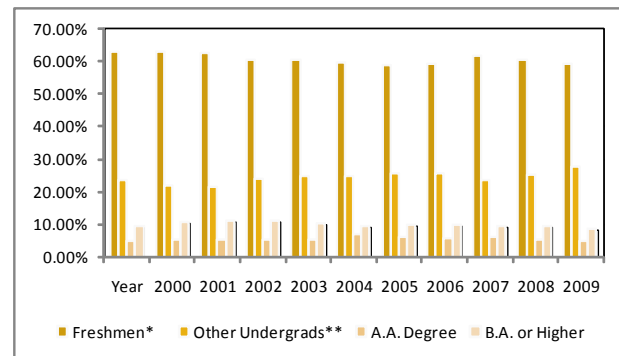
Day & Evening Registrations by Year



Source: Institutional Research Dataset, Fall Census

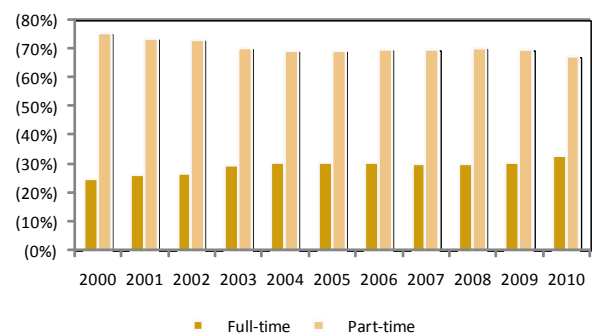
Notes: * Includes Students Registered in both Day and Evening classes, ** Includes Saturday only Registrations *** Starting Fall 1994, Saturday only is included in Evening only + Includes students in classes at the following times: day only, both day & evening, both day & Saturday, and day, evening, and Saturday ++ Includes students in class at the following times: Saturday only, Sunday only, evening only, both Saturday and evening, and independently scheduled

Percentage of Freshmen, Other Undergraduates and Bachelor's degree Holders by Year



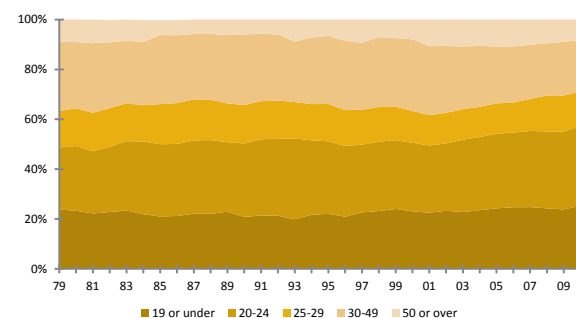
Source: Institutional Research Dataset, Fall Census

Full-time & Part-time Registrations by Year



Source: Institutional Research Dataset, Fall Census

Percentage of Students by Age Group by Year

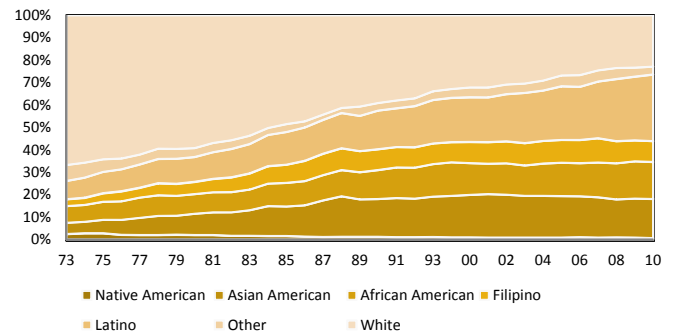


Source: Institutional Research Dataset, Fall Census

Note: Some percentages do not sum to 100 because of "unknown" ages.

The majority of Chabot students are U.S. Citizens who reside within the Chabot-Las Positas District service area. Historically, the majority of Chabot College students reside within the Chabot-Las Positas District service area. The number of students who reside in other California districts has risen since 2007, and in 2010 the number of students that reside in other California districts was 4,231 students.

Percentage of Students by Race-Ethnicity Group by Year



Source: Institutional Research Dataset, Fall Census

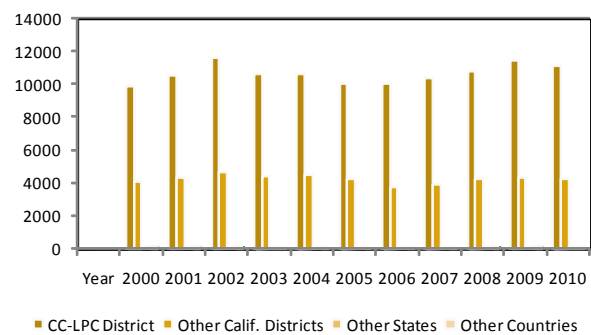
Percentage of Permanent Residents and Other Non-U.S. Citizens by Year



Source: Institutional Research Dataset, Fall Census

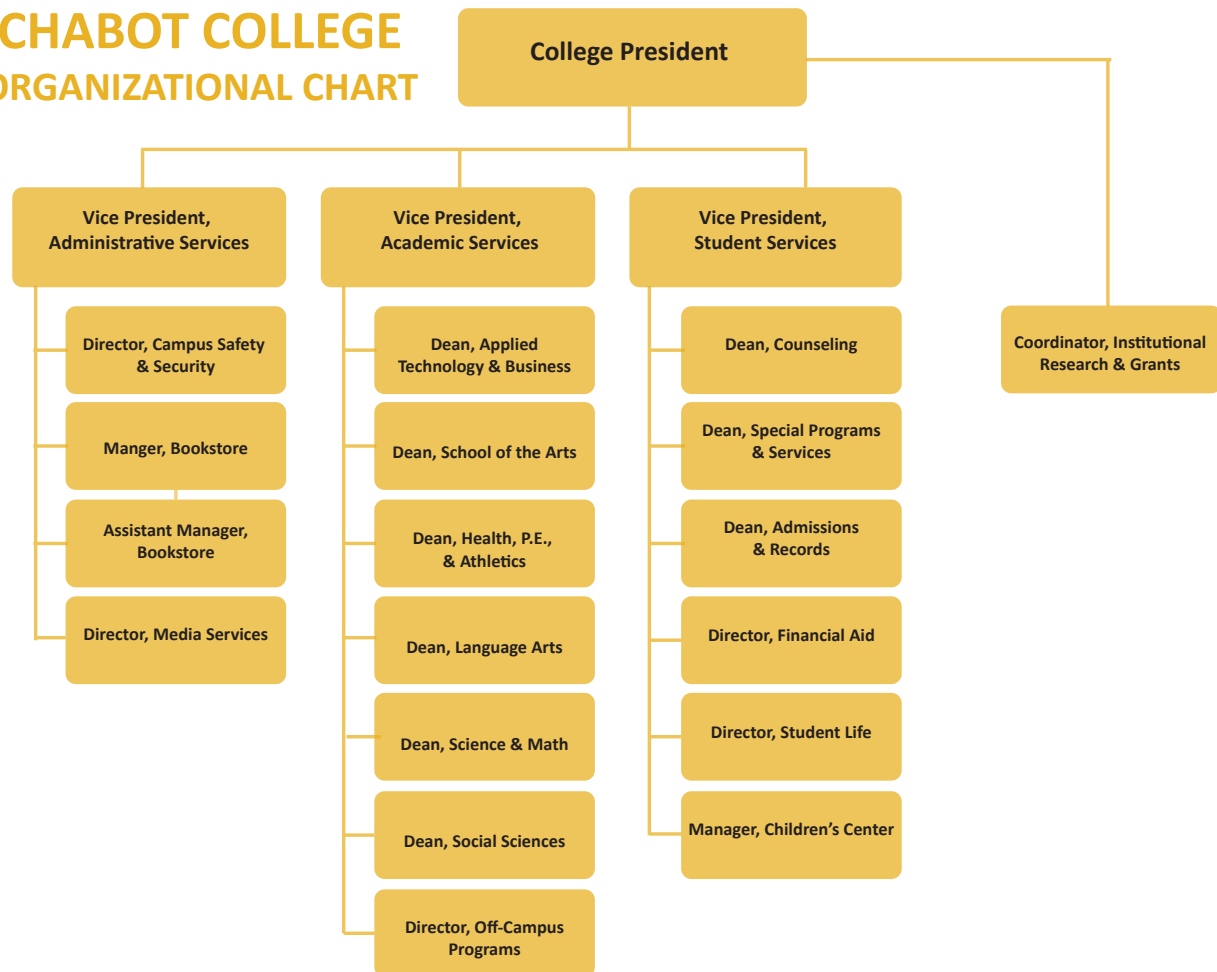
Note: Other Non-U.S. Citizens: Students with student visas and other temporary residents.

Percentage of Students by Residence by Year



Source: Institutional Research Dataset, Fall Census

CHABOT COLLEGE ORGANIZATIONAL CHART



DIVISIONS & PROGRAMS



Applied Technology & Business Division

Division Description

The Applied Technology Division allows students to receive education and gain preparedness for a chosen career field. The Division offers a variety of programs and many degree and certificate programs.

Programs in the Applied Technology & Business Division

- Automotive Technology
- Business
- Computer Application Systems
- Electronic Systems Technology
- Entrepreneurship
- Fire Technology
- Machine Tool Technology
- Real Estate
- Welding

Degree Programs

- Accounting
- Administrative Assistant
- Automotive Technology
- Automotive Technology (Emphasis in BMW Manufacture Training)
- Business (Emphasis General Business)
- Business (Emphasis Management)
- Business (Emphasis Marketing)
- Business Administration
- Electronic Systems Technology
- Entrepreneurship
- Fire Technology
- Fire Prevention Inspector
- Industrial Technology
- Machine Tool Technology
- Numerical Control
- Real Estate

- Retail Management
- Software Specialist
- Welding Technology

Certificates of Achievement

- Accounting Technician
- Administrative Assistant
- Automotive Maintenance Technology
- Automotive Chassis Technology
- Automotive Drivetrain Technology
- Automotive Engine Machining
- Automotive Engine Performance Technology
- Business (Transfer)
- Fire Technology
- Fire Prevention Inspector
- Health Care Management
- Human Resources Assistant
- Industrial Electronic Technology
- Machinist
- Management
- Numerical Control Programmer
- Office Technology
- Small Business Management
- Tool Maker

Certificates of Proficiency

- Administrative Assistant Entrepreneur
- Automotive Technology Entrepreneur
- Bookkeeping
- Business Graphics
- Business Skills
- Inspection and Pipe Welding
- Real Estate Entrepreneur
- Retailing
- Welding

Division Challenges and Needs

Much of the general fund support for the programs has been removed. Program integrity relies on categorical funding for supplies and equipment. There will be a need to fund programs with institutional (general fund) resources.

economic recession. State Core Data reflect that student completion of certificates and degrees (even course completion) has declined as students have opted to cease their education for job opportunities. CTE skills are often marketable even before official completion by students.

New and Emerging Initiatives:

- Support student internship programs.
- Implement software to award “completion status” for certificates and degrees (no need for student petition process), which will positively impact accountability data.
- Expand Advisory Committees to allow for stronger partnerships with local businesses and industry.
- Sponsor student competitions and community-based activities.
- Maintain community awareness of CTE opportunities through marketing and increase outreach to under-represented populations.

Division Opportunities and Goals

Division is active in grants and external funding. The following external funding sources have been gained:

- State support for Entrepreneurship.
- Training for dislocated NUMMI workers.
- Advanced training for Hybrid and Electric Vehicles.
- Associate Degree program for certified BMW technicians.

Success data have been impacted by the unprecedented

PROGRAM: AUTOMOTIVE TECHNOLOGY

Program Description

The Chabot College Automotive Program provides necessary training opportunities to learn the skills needed to understand, diagnose and repair today's vehicles. The program is well-established and is NATEF certified, giving students the same quality and breadth of training that many of the high cost automotive training programs advertise. The program's goal is to provide students the skills necessary to understand, diagnose and repair a vehicle. Students learn basic theory of operation followed by hands on experience in a state-of-the-art repair facility. Students train side by side with apprentices from local dealerships that use Chabot exclusively to train them. All students use current industry grade equipment.

The program has a partnership with BMW and has added hybrid vehicle training to prepare graduates for employment opportunities and earning potential.

Learning Outcomes

Learning outcomes have been developed, assessed and the necessary program changes and improvements have been completed or requested.

Program Challenges and Needs

Due to constant changes in the automotive industry and with the regulatory environment in California, improving flexibility and timeliness of the curriculum approval process is critical to maintaining a successful program.

The college budget for the automotive discipline has remained equal or reduced in recent years. This is an on-going challenge due to increased expenses for consumables and other items necessary for instruction. Without these items, students will not be able to perform some of the skills necessary to prepare them for entry level employment. Major expenditures for the automotive program have been supported by Measure B funding or Perkins funding in recent years. With the current budgetary issues and nearing the end of Measure B, future funding sources must be identified. Without this funding, maintaining relevance to industry needs with tools and equipment is not possible and may mean the loss of accreditation.

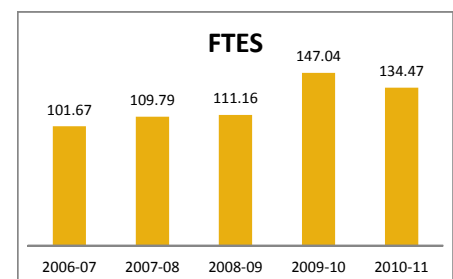
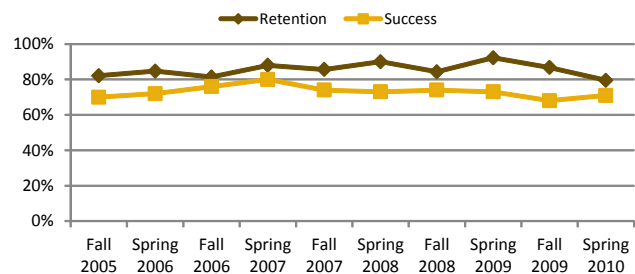
Reduced availability of course offerings due to budgetary restrictions has resulted in students taking longer to complete their programs.

The program needs assistance in understanding completion rates. At this time there is no mechanism to identify which students in the program are interested in gaining a degree.

Program Opportunities and Goals

- Explore changes in the curriculum review / approval process to be responsive to changing technologies and regulations experienced in the CTE areas.
- Complete a revision of the entire automotive program that will achieve the following goals: (A) improve alignment with NATEF requirements, (B) better align courses with ASE certification areas, (C) ensure course content focuses on understanding and application of fundamentals, (D) allocate appropriate amount of contact time for individual courses (Units), (E) provide increased course availability to students through scheduling and delivery modality, (F) develop courses to be as "independent" as possible, (G) eliminate prerequisites and sequences unless necessary, (H) improve flexibility for faculty/course assignments, (I) manage costs through clearly defined needs based on course curriculum and desired outcomes, (J) reduce costs for students thru the implementation of custom text for Chabot program, (K) evolve the program into "hybrid-delivery" or paperless without major revisions.
- Expedite completion of the 3400 building remodel that will result in an expected revenue source when utilized by BMW North America for industry update training.
- Provide ongoing tool and equipment updates and maintenance to ensure the program is relevant to industry standards and achieves accreditation.

Automotive Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	28	27	25	30	29
Enrollment	544	529	573	768	631
FTEF	8.01	9.44	8.9	8.79	10.2
WSCH/FTE	765.3	722.33	763.69	1012.15	810.67

Budgets must support instructional costs. Explore additional sources for funding including grants and other revenue generating opportunities.

- Implement available database programs that can identify students who have completed the requirements necessary for graduation, thus, reducing the number of eligible graduates who have not applied for graduation.

PROGRAM: BUSINESS

Program Description

The program's mission is to provide a high-quality, affordable education that prepares diverse students for entry-level positions in business and/or transfer to four-year colleges and universities.

Chabot's Business Department is the largest department (serving 6,074 in 2010) in the Applied Technology & Business Division. The program is a unique blend of transfer-level classes and vocation-specific programs. The program teaches diverse classes in the areas of General Business, Accounting, Law, Management, Marketing, International Business, Retail, and Work Experience. The program offers four associate degrees and nine certificates of achievement.

Learning Outcomes

The program is constantly reviewing its outcomes and appropriately making changes and adjustments as discovered through the assessment process. The program has discovered challenges as the result of this process. Those challenges and the related goals are detailed below.

Program Challenges and Needs

Program course fill rates are higher in the spring than the fall semesters. Traditionally, the program is allocated fewer FTEF in the spring. The numbers advocate additional FTEFs for the spring semester.

Classes are over-capacity and were filled at 117% in 2010 as faculty agreed to take in additional students. There are not enough sections to fulfill need.

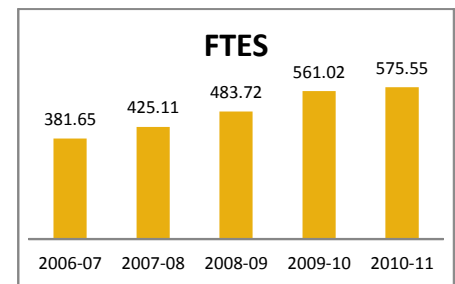
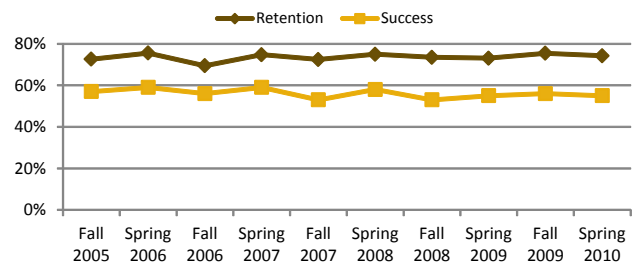
In the assessment of outcomes, it was determined that students are experiencing difficulty in reading and comprehension of course materials. They are often unprepared for writing college level papers. This impacts their success in completing business courses, certificates and degrees. This effect has been documented by the Basic Skills Committee. However, at this time, there are not sufficient sections of basic skills offered on campus for students.

According to the data from the survey on Student Engagement with Learning Assistants (Fall 2010 and Spring 2010), students enrolled in courses with Learning Assistants consistently perform better (about 20% above) than in the courses without Learning Assistants. Faculty need to improve the success and retention rates of the courses in Business, (especially Bus 1A), and want continued funding for tutors and Learning Assistants in the business program.

Program Opportunities and Goals

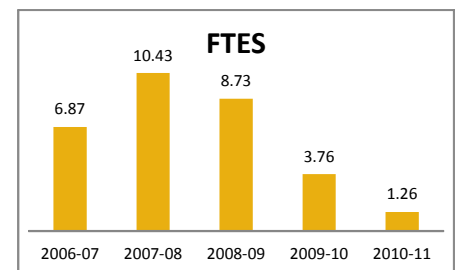
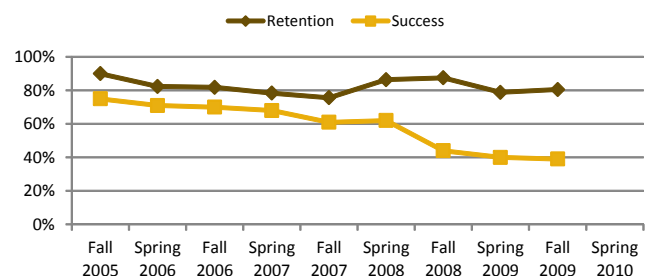
- As there are insufficient sections of basic skills on campus, the program will work with the Basic Skills Committee to implement the

Business



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	106	112	123	133	133
Enrollment	3,457	3,967	4,537	5,271	5,582
FTEF	22.08	23.3	25.9	26.96	27.27
WSCH/FTE	1067	1121	1914	1278	1301

Work Experience



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	8	7	5	0	3
Enrollment	118	185	165	72	24
FTEF	0.73	0.94	0.94	0.13	0.2
WSCH/FTE	553.07	695.93	578.15	858.21	203.98

following:

- Opportunities for professional development instruction on how to infuse basic skills into coursework.
- A plan to infuse basic skills instruction into classes for both full-time and part time instructors.
- Assessment of progress through the CLO discussions and assessments.
- Gain the necessary Learning Assistants and tutors to fill the need of Business/Accounting students.
- Improve success and retention rates of African-Americans. The success rates lag those of the college by 15%, primarily due to much higher withdrawal rates.
- Improve retention of Latino students, and attract more Latinos to business classes. The withdrawal rate is 5% higher than the college. Perhaps more importantly, only 20% of program enrollment is Latino (28% college-wide).
- Increase success and retention rates in Introduction to Business (BUS-12), the “gateway” course. Success rates in this class continue to lag those of the discipline by 5%.
- Ensure faculty, courses, and programs are relevant and include changing business standards and trends. The world of business is constantly changing, as are needs of employers.
- Increase the number of business certificates and degrees awarded. Growth in enrollment has not resulted in an increase in the number of business credentials awarded.
- Carefully balance the mix of on-campus day, on-campus evening, online and hybrid online offerings. While online classes provide maximum access, the tradeoff is lower retention and diminished offerings for students who prefer on-campus classes.

PROGRAM: COMPUTER APPLICATION SYSTEMS

Program Description

The Computer Application Systems Program provides comprehensive courses to enhance students' abilities to use computer applications and recognize the impact of computers on society. Students take CAS courses to fulfill general education requirements, earn certificates and degrees, and enhance job performance and personal marketability.

Learning Outcomes

The program has written CLO/SLOs and rubrics for all CAS courses. These have all been entered into eLumen.

Program Challenges and Needs

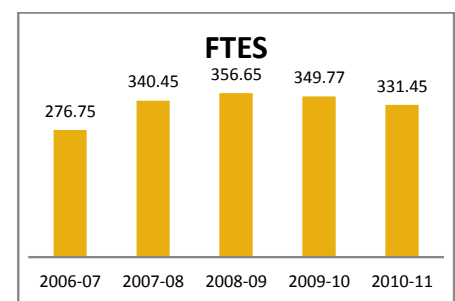
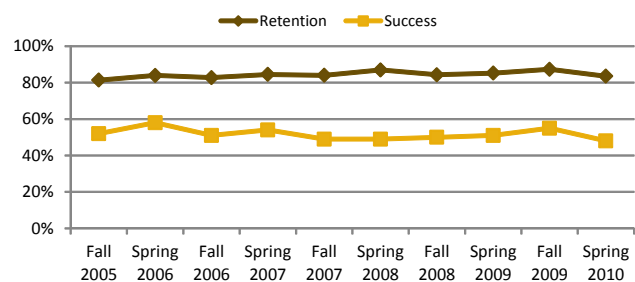
The program has created goals outlined below that are difficult to implement and are on hold as a result of staffing reductions.

It is important for the CAS program to provide the latest technology to students that allow them to learn in a relevant environment. Microsoft Office 2010 and Windows 7 are necessary for the program.

Program Opportunities and Goals

- Increase breadth of courses with CAS 55, CAS 92 A-D, and new courses for integration with applications in the Adobe Creative Suite. Currently this goal is on hold pending staffing changes.
- Gain FTEF needed to develop and provide an Office of the Future Course.
- Upgrade to Microsoft Office 2010 and Windows 7 and provide necessary training to faculty.
- Improve student success and retention. Assess learning outcomes and make the necessary adjustments in an on-going effort to raise success and retention rates.

Computer Application Systems



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	76	76	79	77	73
Enrollment	2274	2394	2615	2,693	2,622
FTEF	19.58	17.93	18.25	14.29	13.93
WSCH/FTE	2647.11	2301.44	2234.72	2535.14	2477.33

PROGRAM: ELECTRONIC SYSTEMS TECHNOLOGY

Program Description

Since fall 2009, the Electronic Systems Technology (ESYS) Program provides comprehensive courses to enhance the students' abilities to install, configure, troubleshoot and maintain electronic systems and associated peripheral systems. Students take ESYS courses to earn certificates and degrees and to enhance job performance and personal marketability.

Learning Outcomes

Due to the recent start of the program, CLOs development is ongoing, and the assessment is behind schedule. As the heavy workload of new course introduction lightens, the assessments will be completed. This is a goal for the program.

Program Challenges and Needs

ESYS has not had academic learning support, but needs a student lab assistant immediately to assist with success and retention.

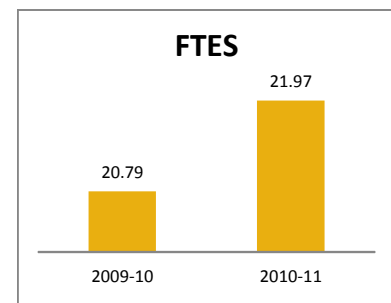
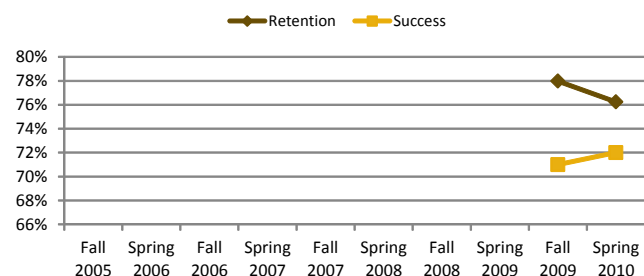
As with any technical training program, there are continuing costs to maintain equipment at appropriate industry standards. The majority of the current funding has come from VTEA and Measure B. The funding has been adequate, but as budgets continue to tighten and funding is expended, there is concern regarding the opportunity to remain relevant with updated technology and systems.

Enrollment suffers from the strict prerequisite sequencing that is currently in place. The program would like to remove this sequencing to open course enrollment to a greater number of students.

Program Opportunities and Goals

- Hire a lab assistant.
- Write CLOs for remaining courses. Assess completed courses. Reflect on CLOs and propose any needed changes.
- Complete online curriculum reorganization in an effort to improve the online format and incorporate it into courses.
- Partner with Las Positas for ESYS course delivery at both campuses. Determine faculty, equipment, and facility requirements in an effort to implement this effort by fall 2013.
- Gain a secure source of funding.
- Increase enrollment. Remove the strict prerequisite sequencing currently in place.

Electronic Systems Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	-	-	-	12	17
Enrollment	-	-	-	210	224
FTEF	-	-	-	2	2
WSCH/FTE	-	-	-	648.71	688.63

PROGRAM: ENTREPRENEURSHIP

Program Description

The mission of the Entrepreneurship Program is to equip students with the skills required to open a new business or improve an existing small business. This provides a different career pathway beyond the traditional employee pathway for students from across Chabot's many disciplines, and also improves the economic vitality of the region.

The program offers 3 certificates, is cross-disciplinary and new to Chabot.

Learning Outcomes

As a new program, there has not been sufficient time to assess the courses. All SLOs have been completed. Courses will be assessed by the end of fall 2011.

Program Challenges and Needs

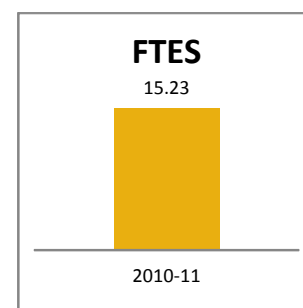
Consistent course offerings must be developed to enable students to quickly move through the program. Additionally, the program should offer more courses on-campus (most are offered online), and develop a "Business Incubator" laboratory class that transitions students from a business plan to a business startup. This requires an increase in FTEF from the current Business discipline plan.

To allow students to learn how to launch a business, computers and printers are needed.

Program Opportunities and Goals

- Gain the FTEF necessary to offer more courses on-campus and add a laboratory course to the program.
- Gain technology -- hardware and software -- to operate the laboratory class.
- Develop a business incubation lab class to serve as the "launching pad" for new businesses.
- Secure funding to offer a schedule that enables students to rapidly progress through the curriculum, to offer courses in varied modalities (the current focus is online, which doesn't work for many students), and to meet strong demand.
- Network across campus to develop additional program-specific certificates, akin to the current Automotive Technology Entrepreneur, Real Estate Entrepreneur, and Computer Assistant Entrepreneur certificates.
- Develop a business plan competition that focuses students on developing quality business plans and provides a range of incentives (funding, free business services, free health insurance, and recognition) to the winners. This will require extensive interaction with local business service providers (banks, health insurance companies, computer companies, lawyers, etc.).

- Develop a Community Education series of weekend workshops to enable continued training of the entrepreneurship students and, perhaps more importantly, current or potential entrepreneurs in the broader community. Workshops could be offered through Community Ed to eliminate funding issues and to give them a "continuing education" appeal.
- Begin to build entrepreneurship pathways from high schools to universities.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	-	-	-	-	5
Enrollment	-	-	-	-	180
FTEF	-	-	-	-	0.86
WSCH/FTE	-	-	-	-	1074.13

PROGRAM: FIRE TECHNOLOGY

Program Description

The Chabot College Fire Technology Program offers training opportunities for entry-level and employed fire service professionals, including a two-year sequence of Fire Service, Physical Education, and Emergency Medical Technician courses, with a State Fire Marshal Certified Fire Fighter 1 Academy. The mission of the program is to provide an education and training environment that fulfills the diverse needs found within the professions involved in fire service. This environment promotes the opportunity for intellectual, social, and occupational growth in three major areas: 1) A comprehensive pre-employment curriculum leading toward an associate degree and/or transfer to a four-year institution; 2) Regional training center for state-mandated certificate programs; and, 3) In-service training programs that provide professional course offerings reflecting the current needs of fire service.

Learning Outcomes

The program is in the process of aligning CLO's for courses with the California Compendium Project for Fire Technology Student Learning Outcomes. The instructors of these courses will review these SLOs and modify them for their CLOs. The 70 series of Fire Technology courses are yet to be taught since SLO's have been required and these courses do not have the FTEF to offer sections at this time. Many courses are taught by adjunct faculty, which has slowed this process as they are not required to complete this task.

Program Challenges and Needs

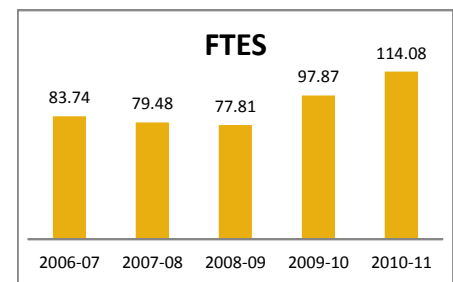
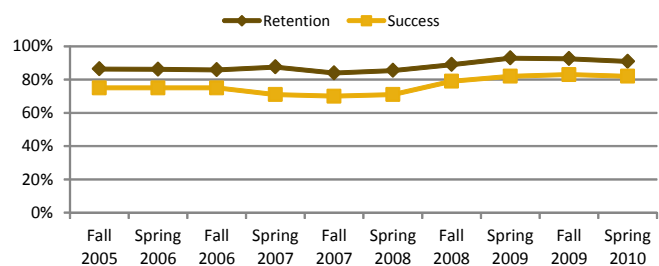
- There is no dedicated space for the Fire Technology program on campus. The program is split into multiple locations on and off-campus, which is confusing to students who are trying to navigate through this program.
- The Fire Technology Instructor/Coordinator is the only full time faculty position in the Fire Technology Department and the job duties have expanded beyond coordinating the overall program. The release time takes far more than the 40% time allotted due to the retirement of the Fire Academy Director, the addition of the Wildland Firefighter certification program, the reinstatement of the Fire Prevention Inspector program, and the coordination of the Fire Academy skills with the Fire Science Conditioning program in the Physical Education Department.
- Many of the students are academically and physically unprepared for this career path. Although the Fire Conditioning training addresses the psychomotor development, the students who lack mathematical competency, writing proficiency and reading comprehension face a significant disadvantage taking the Fire Technology courses.
- Some students lack the resources (computers,

internet access at home), necessary to succeed.

Therefore, their computer and internet access is limited to campus computers. Evening students working 9-5 weekday jobs find it difficult to complete online assignments due to the lack of on-campus access to computers on Fridays, Saturdays and Sundays.

- Due to the technical elements of the cognitive components in the face-to-face class offerings, some students have difficulty following along in class, and the resources are not in place to effectively assess student comprehension during content delivery.
- The program requires financial support for the equipment and supplies needed in the lab sessions.
- The lack of an on campus fire training tower requires annual facility use fees to compensate the Alameda County Fire Department for use of the training facility in San Leandro. There is uncertainty as to whether the San Leandro site will be sold for residential housing in the future, so Chabot needs to plan for its own site to ensure the Fire Academy delivery is maintained.
- The program needs additional learning assistants and student assistants to support the on-campus resource needs and effectively run the program and support students.
- The new FT 91D Firefighter Survival skills course requires that two independent primary instructors observe the Chabot instructors as they teach the course for the first time and to be certified to teach in

Fire Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	37	36	35	35	35
Enrollment	988	962	872	1094	999
FTEF	7.04	6.73	11.11	7.45	6.69
WSCH/FTE	715.09	713.13	630.86	821.91	918.52

the future. This adds an expense to the program for at least two course offerings until Chabot instructors have satisfied the new state standard.

- Impending relocation from the Fire Conditioning training room (2904) during the PE Complex renovation for possibly two to three semesters will impact the ability to deliver the on-campus physical skills training to support the Fire Academy as well as the FT 89 Introduction to Fire Academy course, a prerequisite to the rest of the Fire Academy courses.
- Uncertainty of Community Education's future significantly impacts the option to offer the Fire Officer and Driver Operator courses as required under the Regional Fire Training Program accreditation.

Program Opportunities and Goals

- Expand the use of Fire Technology Learning Assistants across 13 courses. Support funding up to 8 LA's.
- Use radio frequency audience response technology compatible with Mac and PC platforms to obtain student feedback to assess the progress of student comprehension during content delivery.
- Obtain an additional student assistant as an equipment technician to support on campus resource needs.
- Encourage students to complete the English and Math Placement tests.
- Assess Learning Styles in the First Phase FT courses to encourage students to apply effective study skills as early into the fire technology training as possible.
- Require Fire Conditioning training before entry into the Fire Academy to improve student performance and reduce injuries.
- Convert two additional Fire Technology courses to the online hybrid format.
- Fund the professional specialist positions requested to support the Hazardous Materials course, the Firefighter Survival skills class, and the SCBA repairs.
- Fill the full time Public Safety (Fire & Law Enforcement) Conditioning Instructor position in the near future. Until then, continue to fund the professional specialist costs for fire conditioning as requested for the past two years.
- Offer the Fire Officer and Driver Operator courses through Community Education and provide the option for credit by examination to those students who want to receive the 2-unit credit for these courses.
- Obtain sufficient equipment that makes the Chabot Fire Technology program less dependent on the resources of outside agencies to provide training to students.
- Obtain secure storage solutions for Fire Technology Program equipment. Maintain equipment within serviceable condition and replace outdated and broken equipment.
- Acquire a surplus Fire Engine from CAL FIRE for shared use with Las Positas College to support the Wildland Firefighter courses at both campuses.

PROGRAM: MACHINE TOOL TECHNOLOGY

Program Description

The Machine Tool Technology (MTT) Program is a core of vocational classes involving theory and practical skill development. The major emphasis is on integration of theory with laboratory experiences, which allows students to make parts and assemblies similar to the tasks they will encounter in industry. The program is presented in two major parts, interlaced completely.

The beginning classes offered in the MTT Program are traditional manual machine shop courses, the core and starting point to all careers in any manufacturing field. The tools and fixtures that students manufacture represent a significant value, as these items are many of the tools required to enter the job market as a Machinist. The second component of the MTT Program is Computer Numerical Control Programming and Operation, commonly referred to as CNC. This is offered as both manual part programming and computerized part programming in our state-of-the-art dedicated CAD-CAM Computer Laboratory.

Learning Outcomes

Student learning outcomes have been developed and assessed. The program is in the process of implementing changes as a result of SLO assessment.

Program Challenges and Needs

It is critical to the success of the program and for achieving our goal of providing students with the skills they need to succeed in the industry that the program has the tools and equipment necessary. At this time the budget for equipment and tools is not adequate to ensure sufficient program operation.

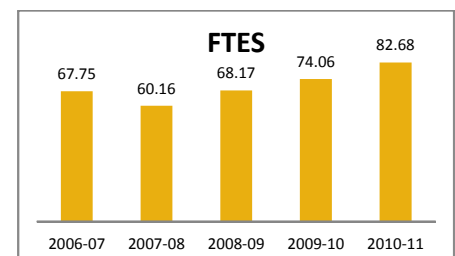
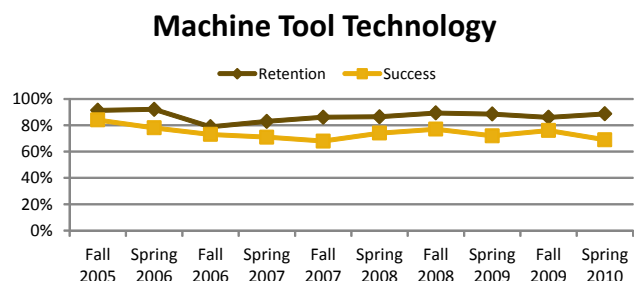
For the program to succeed in the future it is important that the number of Board approved teacher's increases at this time. Additionally, it is important to continue to promote the program in an effort to maintain and grow enrollment.

Program Opportunities and Goals

Obtain the tools necessary to maintain relevance in the industry and to allow students to succeed.

Maintain enrollment numbers and staffing while equipment and software are updated. The program will:

- Recruit from high schools, local programs and ROP's.
- Enlarge the number of Board approved teachers and staff to continue the program well into the future.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	29	33	32	24	26
Enrollment	319	283	307	323	374
FTEF	6.7	6.28	7.17	7.13	6.69
WSCH/FTE	1169.13	578.27	580.66	627.36	760.55

PROGRAM: REAL ESTATE

Program Description

Chabot offers students the choice of pursuing an Associate in Arts Degree or a Certificate of Achievement in Real Estate. The degree program includes business and general education courses as well as skills in real estate. The Real Estate Program at Chabot provides students with the theory, knowledge and skills necessary for entry level real estate positions and will prepare students for state licensing and state certified residential and general real estate appraisers.

Learning Outcomes

Ninety percent of SLOs have been developed with an average of 3 per course. However, learning outcomes have not been assessed at this time.

Program Challenges and Needs

The standard employment metrics directly affect the program including unemployment rate, number of housing starts, annual and quarterly real estate re-sale volume, annual and quarterly real estate new home sales volume and GDP and state of California productivity levels. In addition, changing state licensing requirements and continuing education guidelines also have an impact.

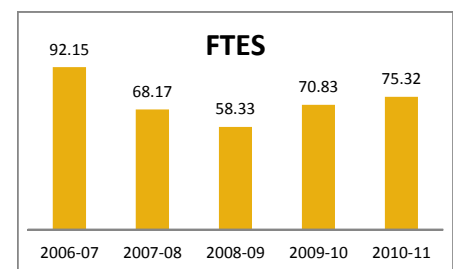
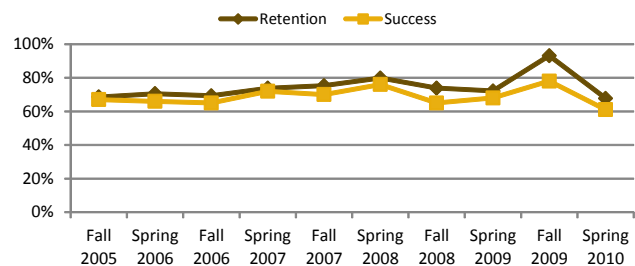
The discontinuation of many courses and offering of no adjunct assignments has made it difficult to maintain the integrity of the program. As a result of drastic course reductions, the department's ability to fully serve student's needs and achieve the program objectives has been prevented.

Improvements needed include bringing the important message of the program offerings and results these course offerings can create in the student's life and career aspirations.

Program Opportunities and Goals

- Grow the course offerings and continuing to recruit talented adjunct instructors who bring firsthand knowledge to students. Their experience and knowledge of practical application are extremely valuable to the student learning experience. Consistency is required in order to maintain such a staff once they are in place. There are currently no adjunct assignments.
- Bring real estate education and awareness to a larger percentage of Chabot students by utilizing various outlets such as the school newspaper, local television programming and coordinating with community education offerings.
- Complete the SLO process.

Real Estate



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	29	28	25	21	20
Enrollment	955	704	601	726	748
FTEF	5.6	5.46	4.86	4.26	4.02
WSCH/FTE	1004.3	759.75	725.79	986.33	1125.8

PROGRAM: WELDING

Program Description

The Welding Program's mission is to provide high-quality, innovative education to students who are striving to attain the welding skills and knowledge necessary to secure successful career opportunities. The program strives to continuously improve in an effort to provide an outstanding educational experience, and to assist the local and regional community in pairing emerging industries needs and opportunities with the student's abilities, skills, and goals.

Learning Outcomes

The learning outcomes have been developed and assessed. At this time the program is analyzing them, and actions will be determined by the department under the guidance of the Dean of Applied Technology and Business.

Program Challenges and Needs

The supply budget is insufficient to provide the needed supplies for students. The program is able to obtain needed funding from the VTEA fund to run daily operations. However, VTEA funding is intended to fund technology advancement, essentially for introducing new technologies and innovations from the industry into the classrooms, and not operational supplies. A budget that addresses the operation for Welding is essential to successful operation.

With the completion of the renovation scheduled 5 days before the start of the fall semester, it is critical that all of the machines and equipment are functional and operational before classes begin.

Due to the renovation, no classes were available in summer 2010 and spring 2011. Therefore, it is a concern that class registration for fall 2011 may be low. The program will reach out to contacts and the website in order to inform interested students.

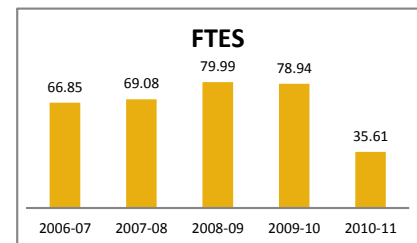
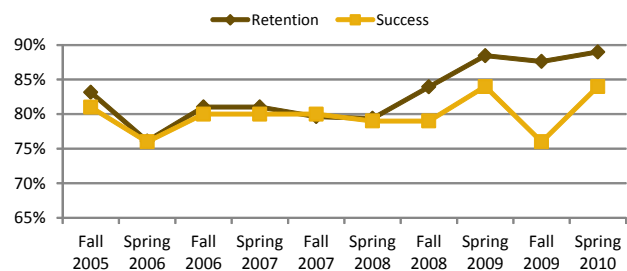
Program Opportunities and Goals

- Identify new sources for funding, and increase existing funding. The program is still greatly dependent on the VTEA funding for its day-to-day operations.
- Maintain or improve existing relationships and build new ones as opportunity arises. The program has established new relationships within the industry, which has led to increased support such as technical assistance and donations of raw materials, which are essential for the survival of the program. Some of these relationships are with Gilig Corporation, Delta Star, Inc., and Alpha Magnetics, Inc.
- Attract underrepresented students such as female and disadvantaged students. This will be done through outreach directly to students, and by providing a way in which they can quickly

attain a skill set to aid them in their ultimate goals.

- Engage the surrounding community through open houses and direct contact with the ultimate goal of: gaining new contacts to possibly provide the opportunity of new training for their workforce and increasing the general student base.

Welding Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	28	56	52	38	25
Enrollment	348	361	427	401	190
FTEF	4.89	4.66	4.82	4.77	2.49
WSCH/FTE	831.78	902.13	1013.68	996.39	436.04

Health, Physical Education & Athletics Division

Division Description

The programs included in the Health, Physical Education and Athletics Division are designed to serve students seeking to transfer, earn an AA degree and/ or enter a career.

Programs in the Health, Physical Education and Athletics Division

- Health
- Physical Education
- Athletics
- Nursing
- Nutrition
- Medical Assisting
- Dental Hygiene

Degree Programs

- Physical Education
- Nursing
- LVN to RN
- Dental Hygiene

Certificates of Achievement

- Aquatics
- Coaching
- Fitness Instructor
- Sports Injury Care

Certificates of Proficiency

- Aquatics
- Coaching
- Fitness Instructor
- Sports Injury Care

Division Challenges and Needs

The Division struggles to meet mandates amid the on-going reduction in State funding. While almost all programs have suffered, this Division is challenged by the State reducing funding specifically for Physical Education programs. Nevertheless, the physical education programs are a central part of the mission, vision and values held by the District and the College.

Registration of student athletes has increasingly become a challenge. Student athletes are required to have 12 units to compete. At this time there are no dedicated resources (academic counselor, priority registration), to assist these students with matriculation. With classes becoming increasingly hard to register for, these students must have the resources to assist with matriculation.

The programs in the Division that previously did not heavily rely on technology now rely on technology to meet new requirements and maintain relevance in their related industries. It is important for the technology needs of the Division to be addressed in the near future to keep programs current and competitive. For example, implementing electronic charting for Nursing, Medical Assisting and the Dental Hygiene program will be critical in the near future to program success. Additionally, the Department has lost the opportunity for open computer lab time. Immediate needs include software, hardware, and the support personnel to implement changes and upgrades. The reduction in IT staff has affected the Division. Ultimately this support must be restored to help students be successful.

Many of the programs suffer from a lack of dedicated facilities which would make them more desirable for students. Antiquated sports facilities are in need of renovation. Facilities needs to support academic programs are detailed in the individual program pages that follow.

The Division requires a large computer room that could be shared and includes dedicated stations for software requirements that are specific to their programs.

Classrooms that were not renovated as a part of the Dental Hygiene projects should be renovated into Smart Classrooms.

Division Opportunities and Goals

This Division would like to have more interaction with District operations and personnel. There is concern that the location of the District offices does not facilitate a collaborative working environment and that District functions might be better located at the Colleges. If this is not a possibility the Division would like to work with the District to develop a better method of communication and collaboration.

The Division is interested in greater coordination with the Physical Education/Kinesiology/Health/Athletics Division at Las Positas College. Through working together, faculty may discover opportunities to share resources, increase efficiency and limit any over-duplication of programs.

PROGRAM: GENERAL HEALTH

Program Description

The General Health Program recognizes that health is an integration of many aspects of an individual's life. The healthier an individual, the better equipped he/she will be to meet challenges in his/her personal and professional life.

The mission of the General Health Program is to deepen students' awareness of common, current health behaviors and issues. By providing long-lasting tools to aid in their development of skills, students are empowered with the knowledge necessary to decrease their risk of developing preventable, and at times, chronic diseases during their lifetime. These lifelong tools allow individuals to apply their learning beyond their college career, which will ultimately enrich their quality of life and longevity.

All of the courses offered by the Health program are transferable to UC and CSU/GE. Additionally, Introduction to Health and Women and Health fulfill the General Education requirement for the Associate in Arts Degree.

Learning Outcomes

Currently the program is working to discuss and assess Student Learning Outcomes for courses. Outcomes have been developed, yet it has become difficult to coordinate time out of class with adjunct faculty members that provide courses. The reduction in the budget has left 1 full-time instructor to teach as well as develop courses and coordinate resources. As time allows and adjunct faculty can participate, the SLOs assessment will be completed.

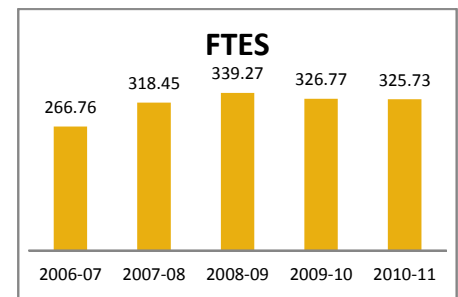
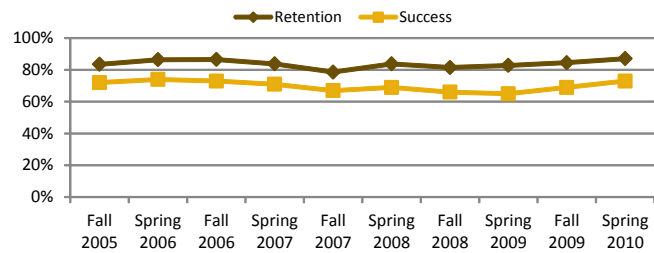
Program Challenges and Needs

The program has one full-time faculty member. The reduction in budget has meant removing sections and adjunct teachers. To return the Health Information Technology program and add the Environmental Health coursework, another full-time instructor will be necessary. The additional full-time instructor will allow for greater continuity in the program.

Program Opportunities and Goals

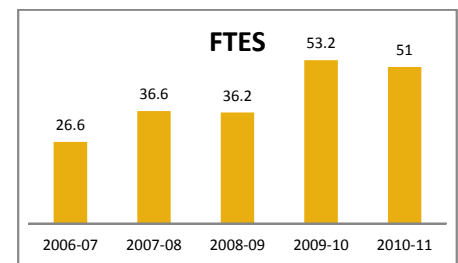
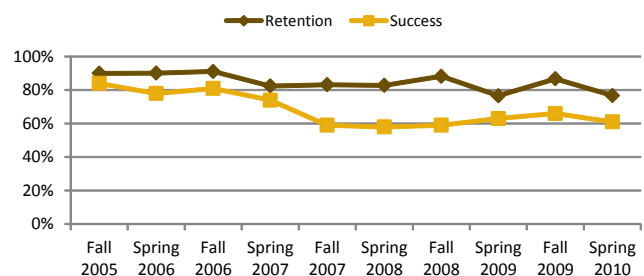
- Discuss and assess SLOs.
- Offer Environmental Nutrition.
 - Students are increasingly requesting this type of program.
- Reinstate the Health Information Technology program.
- Hire additional staff to appropriately support new offerings and resume the Health Information Technology program. The following are needed:
 - 1 Full-time Faculty
 - 1 Instructional Assistant (this position may aid starting the environmental health coursework).

Health



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	67	72	71	65	61
Enrollment	2,574	3,112	3,310	3,170	3,121
FTEF	14.26	15.35	13.67	13.63	12.92
WSCH/FTE	2338.03	2619	2980.03	3113.92	3528.63

Nutrition



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	5	8	6	8	8
Enrollment	272	371	371	542	521
FTEF	1.16	1.78	1.48	2.06	2.02
WSCH/FTE	1409.13	1251.67	1504.83	3129.14	1549.16

PROGRAM: NURSING

Program Description

The Nursing Program provides a learning environment that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The Nursing Program furthers student learning, and responds to the educational needs of the local population and economy. The program functions as a unit of the college and in partnership with local hospitals. In this program students are encouraged to embrace life-long learning, particularly in the health care field. Most of the graduates of the program are employed in the region served by the District thereby contributing in a meaningful way to the local economy.

All courses in the nursing curriculum have been approved by the Board of Registered Nursing (BRN). Courses may not be deleted and new classes cannot be added without prior approval from the BRN.

Student Learning Outcomes

Faculty is required by regulation to develop and implement evaluative tools that reflect the individual student's ability to meet the learning outcomes of each and every course. The terminal objectives of the nursing curriculum indicate what the expectations are for nursing program graduates. Students are oriented to the learning outcomes at the beginning of the nursing program and at the beginning of each course.

Program Needs and Challenges

The financial situation has made it extremely difficult to hire tutors and clinical assistants which are needed to aid with retention. The retention rate in nursing has been 60%. The nursing program is challenged with increasing the retention rate. Criteria have been developed for merit-based admission beginning fall 2013. These criteria will rate several components in a prospective student's application, and award aggregate points. Use of this system should admit stronger students into the program, which will improve the retention rate.

Another challenge is the difficulty in locating acceptable clinical sites for students in various disciplines. Identifying nurse preceptors in clinical facilities for 4th semester students is also a challenge.

The lack of a computer lab has impacted the program for years. The Nursing program must have a computer lab to meet the dedicated software requirements of the program.

It has been extremely difficult to identify and hire specialty clinical instructors in areas such as pediatrics, obstetrics, psychology and mental-health nursing.

Grant monies were received for construction of a state-of-the art simulation lab. This enhances student

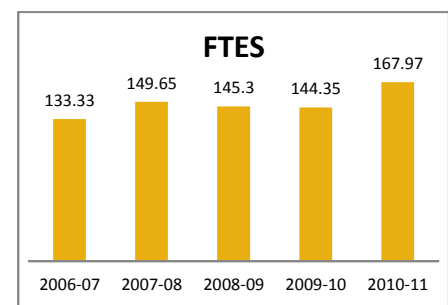
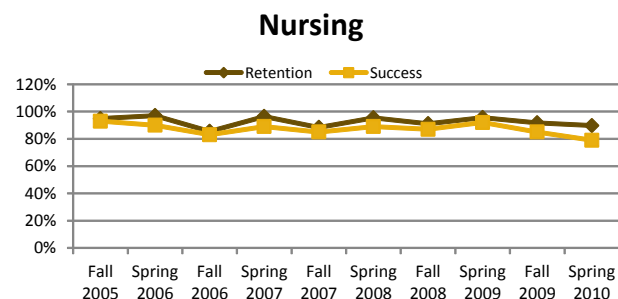
competency in performing skills and in keeping pace with technological advances in the medical field. At this time, a coordinator for the laboratory is needed as well as the opportunity for better telecast from the lab.

Additional staff needs include:

- Full-time Psychology Instructor
- Obstetrician Instructor
- Clinical assistants
- Part-time case manager to assist with retention

Program Opportunities and Goals

- Increase the retention rate from 60% to approximately 85%. Nursing faculty is working on strategies, which include tutoring, clinical assistants and the simulation lab, to improve the retention rate.
- Find and maintain clinical placements for nursing students.
- Hire the faculty and staff necessary to increase success and complete the program requirements.
- Gain a computer laboratory with dedicated software.
- Implement electronic charting.
- Work with local businesses by continuing the successful partnership with Valleycare and St. Rose Hospital.
- Work closely with CSUEB to allow for seamless transfer and the successful completion of the BSN degree.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	50	55	1022	51	55
Enrollment	841	970	862	940	1118
FTEF	18.8	19.91	20.14	20.13	22.04
WSCH/FTE	436	463.25	438.05	432	460.63

PROGRAM: MEDICAL ASSISTING

Program Description

The curriculum in the Medical Assisting Program and the process of teaching and learning is based on the following premises: The Chabot College Medical Assisting Program is competency based and is intended to prepare students by providing them with the entry level skills and knowledge that may lead to employment as a professional medical assistant. The program's intent is also to prepare students for the Certified Medical Assistant (CMA®-AAMA) exam.

The Medical Assisting Program is completed in two semesters. The program is competency based and requires a practicum. Upon successful completion of the program, the expectation is that the graduate will find entry level employment in the field.

The Medical Assisting Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Student Learning Outcomes

The program is required to complete an annual review and meet certain thresholds to retain accreditation. If the program fails to meet thresholds, an action plan for correction must be completed. Continuing failure to meet outcomes requires an accreditation visit prior to the program's next accreditation date.

The program would benefit from recognition that it is subject to learning outcome based review annually by the CAAHEP and by having the SLOAC committee accept the requirements for CAAHEP accreditation and the annual monitoring results submitted to MAERB in place of SLOs, CLOs, PLOs and CWLOs.

Program Needs and Challenges

Medical assisting shares a computer lab with nursing; however, the lab is not large enough to accommodate testing needs and requirements.

A current challenge for the program is technology. Computers are very slow and IT support is not available given the reduction in staff.

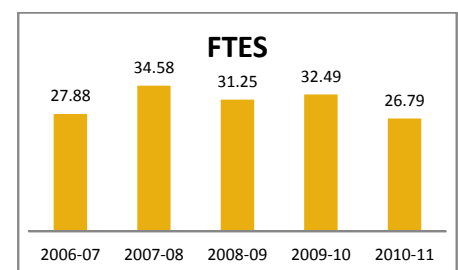
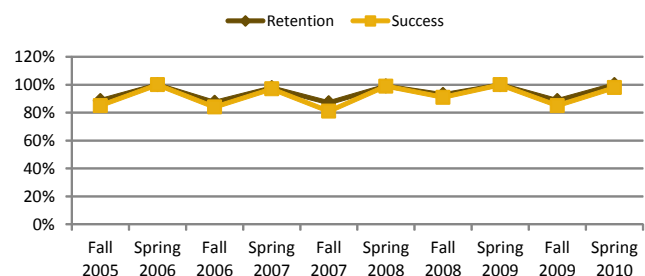
In 2009 the Chabot College Medical Assisting Program did not meet all outcomes required but accepted an action plan. The program fell short in graduate placement due to the lack of jobs. Hiring has slowed significantly as a result of the economic downturn.

Program Opportunities and Goals

- Provide a 60-station computer lab that will serve the program and allow for completion of the testing component of the program.

- Obtain new computers and software or resolve the problem regarding slow computer speed.
- Reconstruct existing classroom space into smart classroom facilities to meet technology needs. Have a dedicated laboratory space that resembles a doctor's office.
- Increase job placement efforts to meet accreditation requirements.

Medical Assisting



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	8	10	7	7	7
Enrollment	179	211	187	195	176
FTEF	1.52	1.61	1.61	1.61	1.61
WSCH/FTE	1097.71	1286.81	1158.04	1207.9	1001.32

PROGRAM: DENTAL HYGIENE

Program Description

The mission of the Chabot College Dental Hygiene Program is to educate students who will positively impact the oral health status of the community. The two-year Dental Hygiene program at Chabot College is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and by the United States Department of Education. Through this special admission program, students are exposed to primary oral health care, clinical practice, research, educational theory, adult learning concepts and communication.

In order for students to progress from one semester to the next in the dental hygiene program, they must successfully complete all the coursework each semester. Dental hygiene is a two year program, and students must complete all of the required coursework within the two year time frame.

Student Learning Outcomes

The Dental Hygiene Program meets annually to review student learning outcomes, assessment data and curriculum. The program must meet strict accreditation standards to continue to offer a degree in dental hygiene. The accrediting agency requires a complex set of didactic and pre-clinical lab CLOs that involve significant faculty time to administer and grade. The CLOs developed for the pre-clinical lab require that the instructor spend time monitoring each individual as they complete the competencies required to meet the CLOs.

Program Needs and Challenges

The biggest challenge for the Dental Hygiene Program is to stay viable. Though fees are collected, they are nominal and there is on-going consideration of the fee structure to ensure program viability while providing a service to low income patients.

The accrediting agency requires the program to demonstrate how CLOs are measured, tracked and evaluated. This requirement has led the program to investigate and identify a computerized tracking system. IT support is necessary to implement a new program but has not been received. Thus, implementation has not occurred.

To complete clinical requirements, students depend on the availability of patients. To recruit patients, additional information was to be placed on the program website. A year has passed since the template for the website was developed, yet IT has not implemented the changes.

The Chabot dental hygiene clinic serves over 1,500 patients annually and the supply budget continues to increase. With changes in the economy, the program is experiencing a decrease in the price breaks traditionally given to dental hygiene programs statewide. Therefore, the program must investigate alternative avenues of

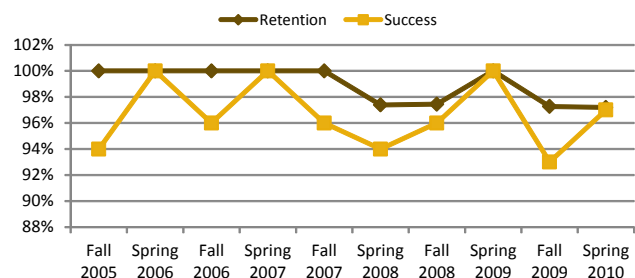
funding and support cost containment.

The accrediting agency is requiring faculty and staff to show proof of cultural and linguistic competency. Unfortunately, the dental hygiene community has provided limited coursework in these areas. Therefore, it is a challenge to create or find the coursework necessary to meet the requirement.

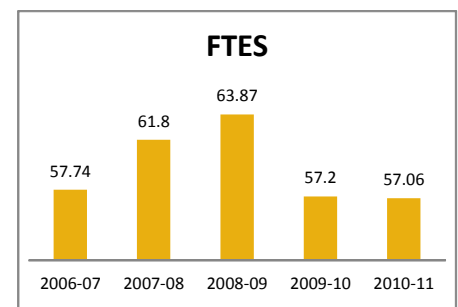
Program Opportunities and Goals

- Implement digital dentistry computer programs. This will allow the program to maintain relevance in the industry as dental offices move to digital systems.
- Implement a computerized tracking program for clinical CLOs. The program is considering use of a technology contractor for implementation of the program to complete this goal.
- Develop or find coursework and training to meet the accreditation agency's requirement for proven cultural and linguistic competency.
- Assess the opportunity to add a public health dentistry component. Obtain the grants that would allow this program to operate.
- Develop a continuing competency component of the program. This aspect of the program would be directed at providing currently licensed dental hygienists avenues for taking clinical courses to improve their skills.

Dental Hygiene



FTEs



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	41	38	38	37	40
Enrollment	598	604	637	578	623
FTEF	11.02	1.66	11.06	11.23	11.26
WSCH/FTE	323.44	335.96	347.02	324.07	330.33

PROGRAM: PHYSICAL EDUCATION – PUBLIC SAFETY FITNESS

Program Description

The primary focus of the Public Safety Fitness Program is to provide a comprehensive, multi-faceted physical training-based curriculum to Fire Technology and Administration of Justice students. The program is committed to building the level of confidence, presence, and critical thinking necessary to succeed in the demanding field of public safety. Through a broad-based in-class, on-line, and in-the-field curriculum, the program is dedicated not only to the physical education and training of the public service student, but to the development of the whole student.

Additionally, the Public Safety Fitness Program is dedicated to supporting the on-going training efforts of local public safety agencies. This is critical as injury and fatality are realities for the police and fire-fighting industries. The public safety program is tailored to the needs of fire and police employees to lengthen and enhance their careers and lives and to benefit the community served by these employees.

Student Learning Outcomes

Student Learning Outcomes for specific courses are being developed.

Program Needs and Challenges

It is of particular importance that a dedicated location be preserved for the physical training of Public Safety students and incumbents. Because of the specific nature of the training, a high need for qualified supervision, and the challenging equipment, this population will benefit greatly by having a dedicated setting.

Budget constraints threaten the ability to educate students with the latest equipment and keep existing equipment maintained. Equipment knowledge is critical in job training.

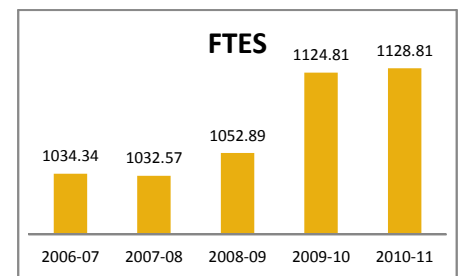
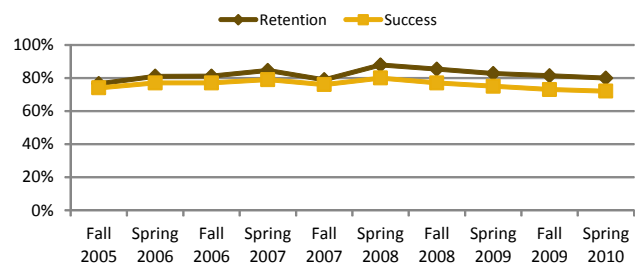
Historically, female candidates do not have the pass rates on the CPAT test that men do. Nationwide, the pass rate for women is 50% as compared to 80% for men. Additionally, certain elements of the law enforcement pre-employment testing are a challenge for women (climbing the 6 foot wall and the 165 pound mannequin drag). It is critical that the college work to make all candidates successful.

Program Opportunities and Goals

- Maintain a relevant and challenging curriculum to enable the student to achieve success in pre-employment, academy and employment settings.
- Prepare the students who possess the necessary physical skills to successfully compete for very competitive public safety positions.
- Prepare students to meet physical standards established by regulating Fire Service and Law Enforcement-governing agencies.

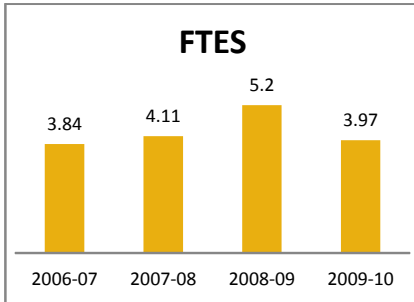
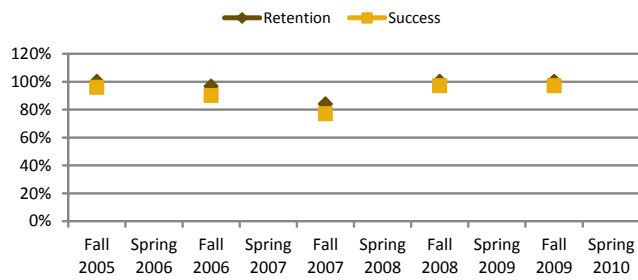
- Continue to provide course work that satisfies the Firefighter I certification process.
- Create outreach opportunities to the local public safety community for continuing education in physical fitness, health and wellness.
- Provide a training and testing location for incumbents and/or candidates.
- Repair or replace non-functioning and poorly-functioning equipment and add new equipment.
- Increase the enrollment of underserved students, particularly in the Fire Conditioning courses, through fostering a supportive learning atmosphere and providing conventional training equipment, such as suppression Turn Out gear and CPAT training vests that are properly fitted.
- Increase the success rate of all students, particularly female students, in Fire Technology 89 and the Chabot Fire Academy.
- Increase the success of female candidates in the CPAT test through test-specific training and proper goal setting.
- Increase student success in law enforcement pre-employment testing, particularly for female candidates, by providing access to and instruction on test elements known as barriers to female candidates.

Physical Education Activities



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	307	281	266	255	265
Enrollment	9,298	9,184	9,290	9,806	9,698
FTEF	53.59	51.81	49.64	46.73	44.58
WSCH/FTE	2107.82	2066.47	1996.26	1479.2	1558.68

Recreation and Rehab Therapies



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	1	1	1	1	-
Enrollment	29	31	33	30	-
FTEF	0.27	0.27	0.27	0.27	-
WSCH/FTE	445.69	479.4	584.27	460.67	-

PROGRAM: PHYSICAL EDUCATION-ATHLETICS

Program Description

It is the mission of the Physical Education and Athletics program to provide learning opportunities for intellectual and physical development that will lead to an enhanced sense of physical and psychological well-being.

The Chabot College Physical Education department seeks to educate students in the importance of physical fitness and its effect on well-being. It is dedicated to preparing students for transfer to other institutions by providing general education physical education courses, activities and intercollegiate teams. Certificates are offered in the areas of coaching, physical education and fitness. All of the coursework within Physical Education is transferable to the CSU/UC system and is applicable to a transfer degree in general education. Additionally, by providing prerequisite courses, the physical education department prepares students to enter health and fitness related careers.

Student Learning Outcomes

SLOs have been developed with the exception of the fitness classes. Those are being developed at this time with a projected date of completion in 2012. The most important learning outcomes for this program are:

- 1) The student understands that discipline and consistency are needed to achieve a lifelong personal goal.
- 2) Health promotion and disease prevention can be achieved through daily activity and proper nutrition.
- 3) The student develops the ability to work within a group to achieve a higher goal (teamwork).
- 4) There is an inter-relationship to health and well-being and that our body is directly affected, either positively or negatively, by what we do on a daily basis.

Program Needs and Challenges

This unit's ability to successfully operate is highly dependent upon facilities and equipment. Physical Education/Athletics is a facility and equipment based unit. The decrease in the funding available for equipment has affected the ability to remain current.

In addition to equipment, the program is currently understaffed. There is a need for 3 head coaches and 1 assistant coach to support the program.

Community presence is important to the success of the athletic program and intercollegiate teams. The program is constantly working toward increased presence in the community. Chabot College has raised facility rental costs beyond what local schools and the community can afford. As a result, high school and community championship events no longer take place at Chabot. Control over facility rental should

be returned to the Division for optimal coordination, and price setting with those seeking rental.

Currently, the physical education and athletic programs struggle to keep programs going with aging facilities. Fee generation for facility rental is dropping because groups are losing interest in renting outdated and poor athletic facilities. There is concern about the ability to keep athletes interested in Chabot programs due to need for renovation. For this program, facility advancements are the same as technology and renovation must occur to keep programs current.

The stadium press box leaks, is not ADA or NCAA compliant, and has electrical problems. The stadium (with the exception of the playing field) needs to be redone and turf is needed. The peeling track needs to be redone and the fencing replaced.

The baseball facility must be improved due to safety concerns and to meet NCAA regulations. The baseball field has inadequate drainage, illegal dugouts and presents safety hazards. If the situation is not rectified immediately, Chabot will not be allowed to host games. This will negatively impact the athletic department and will prevent the College from responding to the strategic plan in regard to high school outreach and the community learning needs.

The lack of technology throughout the facilities and within the program has affected the ability to meet requirements and educate students in a modern athletic environment. Additionally, the Athletics Department is mandated to submit statistics for sports, but there is no internet available out on the fields. There is a great need for wireless internet to cover sports fields and facilities.

The athletic program currently has 342 students without priority registration. Getting the right courses and units is a struggle. Completing student plans within the first 4 weeks of school is an additional challenge. Student athletes have a limited time-frame in which to participate in athletic programs, so it is important that they move through the system efficiently to meet their goals and full potential. An academic counselor would aid this effort.

Program Opportunities and Goals

- Take responsibility of the athletic and physical education facility rental operation. Increase community presence on campus through the use of these facilities. Return to hosting high school and community championship events at an affordable cost.
- Hire 3 head coaches and 1 assistant coach.
- Increase presence in the community by offering courses at local high schools where physical education facilities are available in the evenings. Develop an outreach

program to increase high school concurrent enrollment in the Chabot Fitness Center. This will aid in recruiting as well as increasing the presence of underrepresented groups within the program.

- Develop community education courses, both in traditional and online formats, to provide specific training in athletic skills for local high school and community athletes.
 - Provide a Comcast line to the fields. This would allow games to be filmed and increase their outreach.
 - Hire an event coordinator / assistant to aid in hosting and organizing events, community activities and facility rental.
 - Improve the baseball, stadium, press box and second pool deck facilities.
-
- Expand the use of technology throughout the program and increase the number of courses in physical education that utilize Blackboard to improve learning skills. By including Blackboard in the courses, students will be exposed to basic use of the internet and will learn how to retrieve information using a standard distance education learning tool. Make greater use of video content to teach and reach students on-campus and through distance education.
 - Hire 1 academic/athletic counselor for athletes.

Language Arts Division

Division Description

The Language Arts Division serves as a model of a strong relationship between Academic Services and Student Services. The Division is comprised of traditional academic disciplines of English, English as a Second Language, Communications Studies, World Languages, and Sign Language. In addition, the Division includes the Library and the Learning Connection, which provides student support across disciplines designed by faculty, and a growing Center for Teaching and Learning to support faculty. Creative faculty is engaged in leadership in Service Learning, Learning Communities, Basic Skills, Title III, and three grant programs. Academic faculty works together both within and across programs and with student support colleagues to explore ways to best identify and address student needs.

Programs in the Language Arts Division

- American Sign Language
- Communication Studies (formerly Speech)
- English
- English as a Second Language (ESL)
- Learning Connection
- Library
- World Languages

Degree Programs

- English (Emphasis in Literature)
- French
- Spanish
- Communication Studies

Certificate

- Creative Writing
- Writing

Division Challenges and Needs

Student access is a concern as many classes are overfilled within the discipline.

All programs have high numbers of adjunct faculty (i.e., 60 for the division for Spring 10, with about 80 on the seniority list) and work hard to provide orientation, mentoring, and evaluation of adjuncts to ensure integrity of their programs.

This major staff development need is typically housed and addressed within each program due to the unique curriculum and pedagogy of the programs. However, with reductions in students support services (tutors, lab assistants), full-time faculty are struggling to complete all that is required of them.

Students within the division are struggling with the decrease in student services and must have additional support including laboratory time and tutoring to succeed.

Through the program review process faculty came together to review data and plan for new curriculum and student support services. However, campuses such as Chabot, who practice faculty inquiry, can go in greater depth to understand program review results or to further investigate a question of interest. Due to leadership in the statewide Faculty Inquiry Network, Basic Skills, and Title III, the division has found the practice of Faculty Inquiry highly successful in advancing teaching to improve learning and is interested in institutionalizing these practices through integration into college processes.

As initiatives are shown to increase student retention, success, and persistence, ways to have college-wide discussions about how to integrate these best practices must be found.

During this time of economic challenge, Chabot College has assigned the functions of the library and the Learning Connection to the Dean of Language Arts. In prior years, these programs had a dedicated library dean. Three years ago, with funding from a Title III grant focused on “improving basic skills to increase student success, persistence, and institutional effectiveness,” innovative interventions have been piloted and documented and have met grant goals. The grant was also intended to develop student learning outcomes and assessments at course, program, and college level to ensure planning was data driven. To sustain these programs and as part of the Title III plan for institutionalization, the College should hire a Dean of Academic Services, reporting to the Vice President and supervising the Library, Learning Resources, Center for Teaching and Learning, and other academic services such as student learning outcomes, assessment work and program reviews.

With Chabot's statewide leadership toward the scholarship of teaching and learning, including faculty development, qualitative research, and making student and faculty work visible, the Library/ Learning Connection/Center for Teaching and Learning should have a close relationship with the Office of Institutional Research. As a part of recent planning efforts, all of these programs were to be housed together in Building 100. This should be a consideration for future planning and programming.

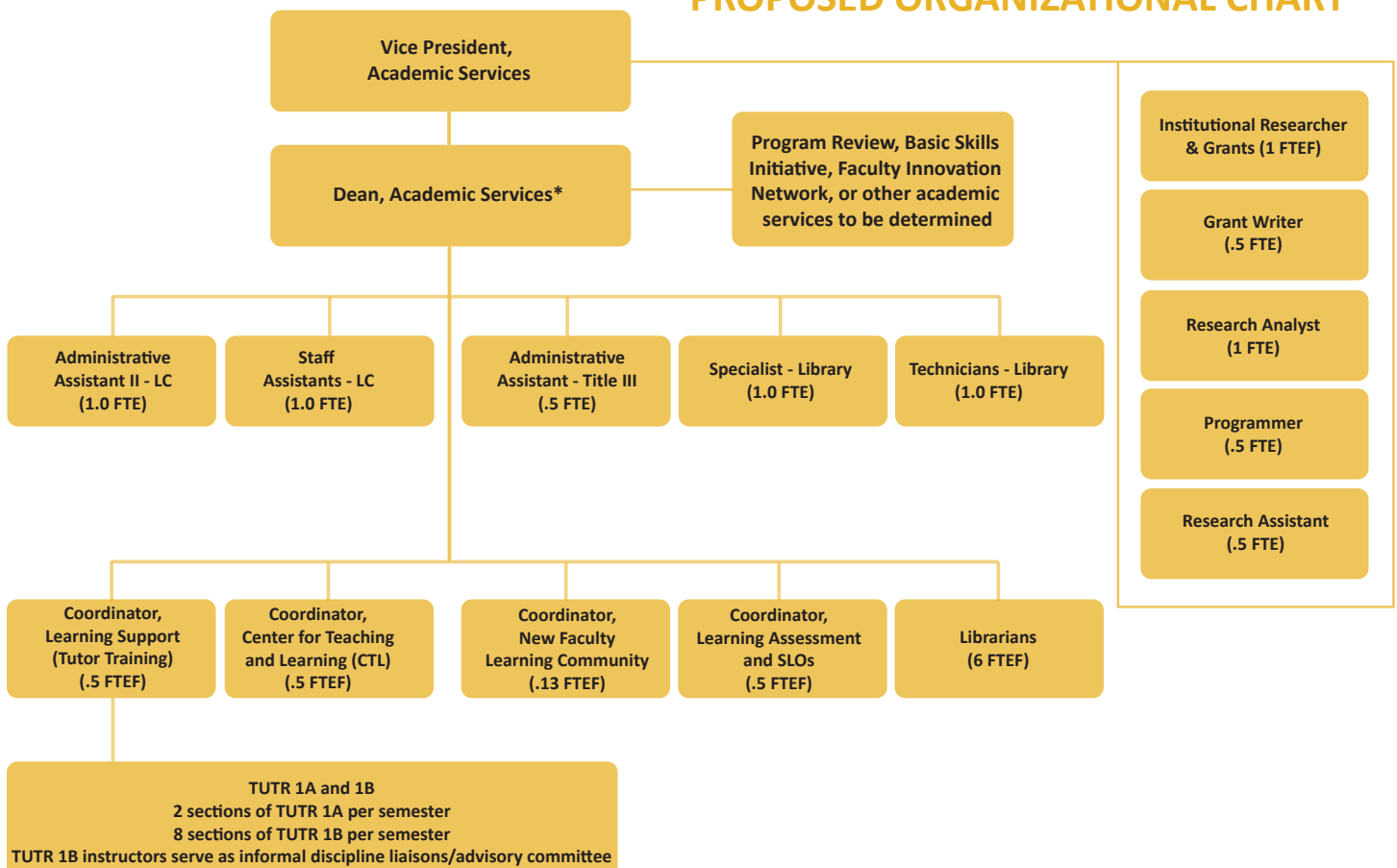
A newly proposed organizational chart, identifying the changes proposed, is included. This proposed organization chart was shared at the Faculty Prioritization meeting in October 2010.

The library is in desperate need of renovation. It is antiquated and falls short of meeting the great need for this learning space and its resources on campus.

Division Opportunities and Goals

- Add the additional learning support staffing for labs necessary to achieve greater student success. Additionally, update lab equipment throughout the discipline.
- Increase tutor support for individual and small group tutoring in all disciplines in Language Arts.
- Institutionalize of faculty Inquiry practice.
- Hire a Dean of Library and Learning Services. This is necessary because the current needs of this program are so great and it needs a leader, solely dedicated to restoring the facilities with appropriate adjacencies, and bringing the programs together to facilitate greater learning and support.
- Reconstruction of the library and the Learning Connection facilities is a critical need. Prior to reconstruction, determine appropriate staffing needs and ensure in advance that the new facility will have the resources necessary to be maintained and operated.

Dean Academic Services PROPOSED ORGANIZATIONAL CHART



PROGRAM: AMERICAN SIGN LANGUAGE

Division Description

All American Sign Language (ASL) courses are dedicated to providing quality, comprehensive language learning, and skills development for American Sign Language and the training of advanced students who may work with Deaf and Hard of Hearing consumers. The student-centered program applies real world applications to academic courses. The program is committed to growing in response to the needs and interests of the community and to keeping abreast of evolving methodologies and emerging technologies. The program seeks to facilitate cultural awareness and prepare students to be confident, successful users of American Sign Language. The Sign Language classes are transferable to 4 year institutions.

Learning Outcomes

Course Learning Outcomes have been developed and some have been assessed while others have yet to be assessed. Faculty continues to work toward this effort.

Program Challenges and Needs

The long-term plan for the ASL program is to offer a comprehensive AA degree that would include:

- SL 64, 65 (five unit courses with a one hour lab course work incorporated) and SL 66 and SL 67 (a four unit course with a one hour lab).

As the program progresses and enrollment increases, an additional full-time faculty member will be needed. It would also assist the program to have two full-time faculty members who could work together and improve the quality of the program.

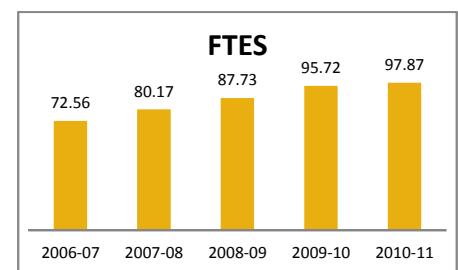
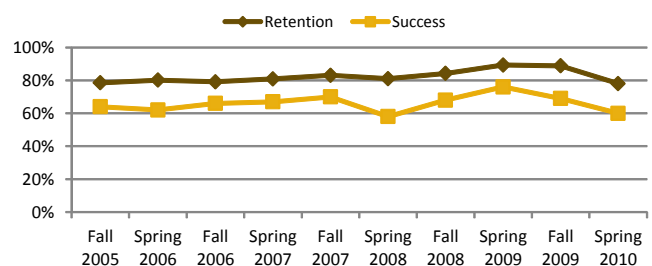
The ASL program does not offer tutoring services for students at the Learning Connections/PATH Center. This negatively impacts students' success. The program needs to provide tutoring services to support students' learning as well as an ASL lab for students to work on and improve their skills.

Program Opportunities and Goals

- Create an Associate's degree program in ASL. There is a need to make the program a four-semester program so there is more growth in enrollment in SL 65, 66 and the future SL 67 class. Students may be more motivated to take four semesters of ASL classes if they have the chance to major in ASL. Therefore, having an Associate's degree program will help enrollment in classes.
- Implement the Signing Naturally curriculum in fall 2011. In order to be consistent for all students, curriculum and instructional materials/ methodology will be the same across all classes. *Signing Naturally* is a pedagogically sound textbook to use for American Sign Language classes.

- Incorporate an ASL lab component during which time students could work on their signing skills. Learning assistants and tutors would work in the lab and provide enrolled students with training in course content signing and assistance. A component of the ASL lab would be having ASL tutors who could work with struggling students to improve their skills.

Sign Language



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	18	22	23	23	21
Enrollment	737	813	892	972	994
FTEF	3.6	4.4	4.74	4.74	4.14
WSCH/FTE	1241.75	1112.67	1388.16	1237.08	1440.74

PROGRAM: COMMUNICATION STUDIES

Program Description

The mission of the Communication Studies Program is to serve the students of Chabot College as they seek to transfer, earn degrees or certificates and/or develop skills for the work place.

Communication Studies is an essential part of most students' education in that it provides the necessary critical thinking and communication skills vital to a student's success. In addition, Communication Studies supports student success in other classes where they are often asked to present reports and presentations that require public speaking skills, as well as success in the workplace by teaching them necessary professional communication skills. The Communication Studies area is committed to serving students by ensuring access to courses, including but not limited to addressing basic skills issues and the needs of non-native speaking students, as well as students preparing for transfer. The program offers transfer courses that prepare students for success at a four-year institution and a two-year degree that prepares the student for success on the job.

Learning Outcomes

All Communication Studies courses have SLOs. Currently, training for adjuncts to ensure the program is completing all required SLO work is under way. Fifty percent of the program is comprised of adjunct faculty and thus the complete process (development of learning outcomes, assessment, discussion, development and implementation of necessary changes), has not been completed.

Program Challenges and Needs

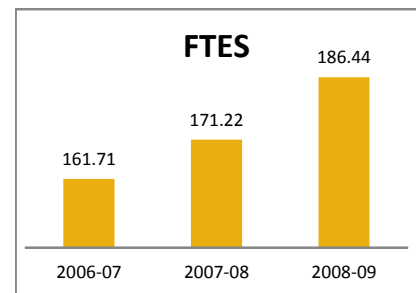
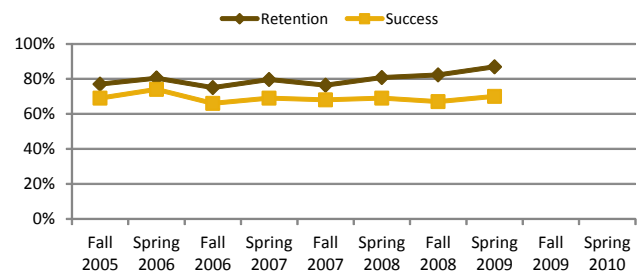
An additional faculty member is needed to accomplish the following:

- Provide additional sections (classes are 108% full and students are turned away).
- Complete the learning outcomes process.
- Develop field/curricula.
- Support the national award winning and nationally ranked Forensics program (filled at 150%).
- Assist with campus responsibilities such as committee work and adjunct coordination.
- Open a communication lab.
- Restart the Speak Easy workshop.

Courses needed to complete the program degree requirements are not offered regularly enough to allow for timely degree completion. The program is seeking to change this situation with revisions to the AA degree (AA-T).

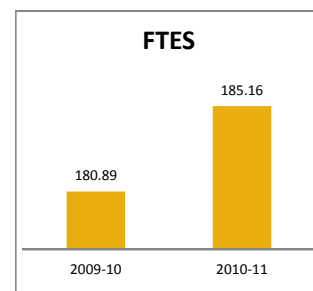
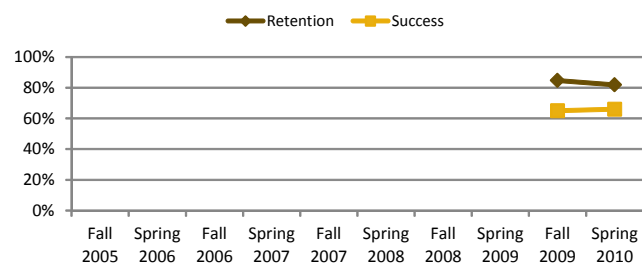
An informal group, the Speak Easy, was started to help those interested in strengthening their presentation skills. This program should be formalized.

Speech



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	73	74	73	-	-
Enrollment	1643	1721	1882	-	-
FTEF	15.08	14.08	14	-	-
WSCH/FTE	1266.94	1508.3	1929.21	-	-

Communication Studies



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	-	-	-	69	70
Enrollment	-	-	-	1797	1855
FTEF	-	-	-	13.94	14.4
WSCH/FTE	-	-	-	1558.52	1504.99

The funding for forensics is in constant jeopardy and a secure source would allow the time needed to focus on the program and the students.

A 0.5 FTEF increase for a dedicated Tutoring 1B section for Communication Studies is needed to assist students with their skills and success in communication studies courses.

The program is requesting a move to the School of the Arts (SOTA) Division. The move to SOTA will provide communications students with a stronger understanding of the field and its relation to Mass Communication and Philosophy and strengthen elective offerings in the Humanities. It is important that the courses remain current and provide a solid foundation for any career path. Working in partnership with colleagues in Theater, Philosophy, and Mass Communication will allow a complement of curriculum that will provide a better foundation for students.

Program Opportunities and Goals

- Hire a full-time faculty member.
- Complete the AA-Transfer and revise requirements.
- Add .5 FTEF for tutoring.
- Move to the SOTA division.
- Offer a hybrid-online course in fall 2011 and work to offer more online courses to increase student access.
- Formalize the Speak Easy workshop.
- Create a new course in Tutor Training. In this course tutors will get valuable teaching/counseling training through peer tutoring. Providing most tutors with units (rather than pay) will create a sustainable future for the communications lab.
- Find secure funding for forensics.

PROGRAM: ENGLISH

Program Description

The Chabot English Program offers a wide range of instruction, including basic skills and transfer-level composition and critical thinking courses, and a variety of elective offerings. In the basic skills curriculum, the primary goal is to provide students with the preparation needed for success in college-level academic courses. In transfer-level courses, faculty work with students to develop the higher-level reading, writing and rhetorical skills necessary for transfer to a four-year college, completion of a certificate program, or an A.A./A.S. degree. This program offers courses which students can take simply for personal growth and educational enrichment. In all of the courses, faculty challenge students to read critically, make connections, and ask complex questions, preparing them to be engaged citizens of the world. It is a goal to foster a life-long love of literature and confidence in reading, writing, and critical thinking.

Learning Outcomes

Learning outcomes have been developed and assessed. When determining success, students' development in achieving outcomes at a proficient level as well as at actual course pass rates is considered. The goal is to support student development and increase course pass rates.

Data from SLOAC plus individual projects are now being considered during a series of retreats and online by the entire department to assess learning outcomes.

Program Challenges and Needs

The following are challenges for the English program:

- Too little time and too few effective strategies for communication.
- No program coordinator.
- Elimination of reassigned time to pursue and coordinate program support and requirements.
- Reduced learning support hours/staff.
- Facilities that do not always support pedagogy.
- Not enough support for meaningful professional development.
- Too dependent on grant funding, making institutionalization of successful initiatives difficult.
- Reductive approach to capturing student learning at the institutional/administrative level.

To improve the English program the following must occur:

- Curriculum reconsideration after further study of basic skills program.
- Professional development around adult academic literacy learning.
- Ongoing pursuit and development in broadening data regarding the basic skills program.
- Efficacy in assessment and placement.
- Exchanging more ideas about teaching,

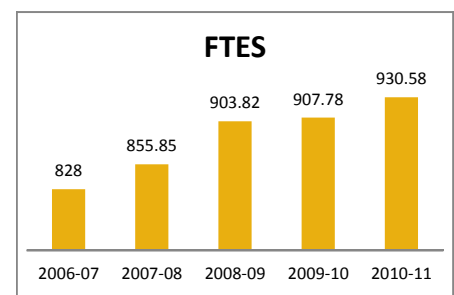
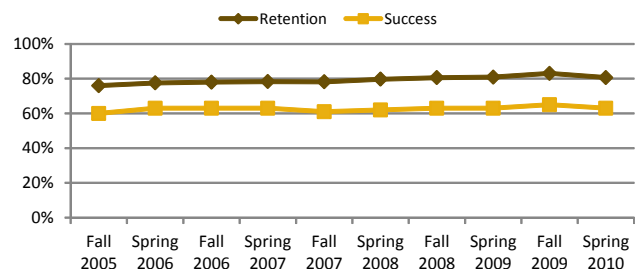
improving and celebrating the culture of the program and pursuing the enhancement of coherence and cohesion in the department's programs.

From an institutional standpoint, it is necessary that faculty are empowered to continue serious research, discussions and professional development by reinstating resources that were cut, including money for a three-day retreat and reassigned time for a program and other coordinators, i.e., an adjunct coordinator, service learning coordinator, and a WRAC coordinator.

Program Opportunities and Goals

- The program created five work groups, each of which is studying an aspect of student success and developing ideas for action. The five groups are: Broadening Data, Program Coherence, Department Culture (including review of the Articulated Assumptions and Throughline), Placement/Assessment, and Exchanging Ideas about Teaching. Some immediate actions have been initiated by these groups, including developing better self-placement guides to assist developmental students in understanding the curriculum and launching an English program online space for the sharing of teaching ideas.
- Work groups have been pursuing their areas, and each group has reported back and/or led activities to show

English



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	300	296	287	277	277
Enrollment	7,108	7,405	7,718	25,642	7,786
FTEF	78.33	78.57	75.02	72.8	72.01
WSCH/FTE	2613.27	2594.32	2761.46	2339	2484.53

progress. These work groups are directly or indirectly tied to the assessment of learning outcomes as well as program outcomes and course-level outcomes. Broadening Data is currently conducting a survey of the basic skills students and faculty to determine reasons behind their passing (or not) the courses, as well as whether and to what extent a discrepancy between student and faculty perceptions regarding these reasons exists. The program will then move forward to determine steps to address them.

- Department Culture has a focus on both interpersonal dynamics and pedagogical philosophies. Placement and Assessment, as it affects more than 50% of the English student population, is a key area in which discussions around learning outcomes and the means to assess them play a role. Understanding this as a means to achieve greater success is a goal.

PROGRAM: ENGLISH AS A SECOND LANGUAGE (ESL)

Program Description

The primary goal of the ESL Program is to prepare students with the English language and study skills needed to reach their goals, whether academic, vocational, business, or social.

The program is designed for both full-time students and working adults. The six unit integrative core courses offer four levels of academic language proficiency (from high-beginning to advanced). In addition, a variety of smaller unit courses to enhance students' vocabulary, spelling, grammar, editing, and listening and speaking skills are offered. Courses occur during the day, night, and on weekends as well as during the summer session. In addition to classroom instruction, students can work independently in the Language Center (PATH) by engaging in a variety of activities such as computer-assisted language learning, peer tutoring, conversation and reading groups, and one-on-one studies with an ESL instructor through the Faculty-Student Tutorial.

Learning Outcomes

ESL has made extensive use of the SLO framework as a means to evaluate effectiveness, assess practices, and ultimately revise these practices. A Faculty Inquiry Group (FIG) was created to train adjunct instructors to assess and document program's SLO's using eLumen, and a continuing discussion of practices and program is occurring based upon findings. Also, the program has been notably conscientious in keeping current with SLO assessment and documenting the findings.

Program Challenges and Needs

Significant program funding cuts have meant that students have been turned away from the core classes in large numbers. The program has partially addressed this by seeking and obtaining temporary, alternate sources of funding. At present, the program is seeking creative ways to serve more students and to serve them better without drawing further on limited resources. Chabot could be doing more for this community if the resources were available to expand the ESL program.

As we review the findings of the Program Development FIG, we find ourselves unable to affect many of the changes called for in the research. The program will seek ways to make some changes on the limited budget. However, these worthy improvements pale in comparison to what could be accomplished with the needed resources.

The program needs a dedicated computer classroom for ESL students with current learning software programs. At present, evening ESL classes do not have access to an open computer lab. Students need the ability to complete their studies on a semi-independent basis. A lab would also allow for more on-campus tutoring and support services, from which many

students would greatly benefit.

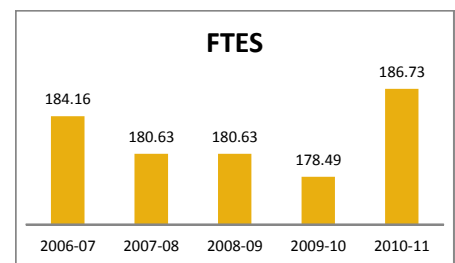
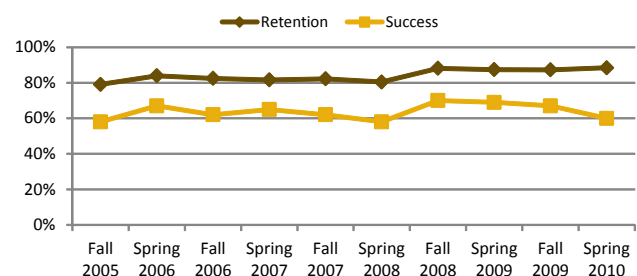
Program Opportunities and Goals

During the three years of the program review, ESL has enthusiastically embraced the faculty inquiry model to better understand and improve the program, and other forms of support offered to students. Four Faculty Inquiry Groups have been conducted and gathered data, reviewed findings, and applied those findings to the program. This allows an on-going opportunity to better serve students.

Research and experiences during the past three years have provided insight into a number of ways to improve the program. Some will soon be implemented; others will have to wait until the economic crisis has run its course or until alternate sources of funding are found.

- Complete the rewriting of 111 courses and implement.
- Revisit core curriculum to:
 - Reduce the number of grammar points to be covered in 110b and 110c,
 - Introduce a lab component,
 - Explore ways to make the core classes more accessible for students who cannot make the investment of time required by a six-unit class.
- Create an ESL language lab. In the interim, deliver as many lab services as possible through alternate means.

English as a Second Language



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	53	51	50	44	46
Enrollment	1307	1236	1235	1165	1230
FTEF	17.27	16.93	17.12	16.03	15.87
WSCH/FTE	675.81	677.83	670.33	717.91	744.75

Create more vocational courses.

- Explore the feasibility of creating an Intensive English Program to attract international students when funds for expansion become possible.
- Create online or hybrid ESL courses to reach students in and outside of the community.
- Create an ESL newsletter to raise awareness of the program.
- Improve coordination with Counseling and the Assessment Center so that students are given more thorough advising before starting the program.
- Work better with counseling/assessment so that ESL students are retained and succeed.
- Create a film similar to *Reading Between the Lives* that will document Project Excel and make visible the learning that takes place in the project.

PROGRAM: LEARNING CONNECTION

Program Description

The mission of the Learning Connection is to ensure that instructors, staff, and students have the support they need to achieve their teaching and learning goals.

The Learning Connection houses and promotes the full development of the Center for Teaching and Learning, in which Chabot staff may gather for the sharing of instructional ideas and practice and the storing of instructional materials gathered and developed by college staff. The Learning Connection supports tutorial services across the curriculum and ongoing dialogue among instructors across the disciplines to share, practice and encourage innovation.

Programs currently making up the Learning Connection include:

- * Center for Teaching and Learning
- * Math Lab
- * Peer Academic Tutoring Help (PATH)
- * Writing and Reading Across the Curriculum (WRAC) Center
- * Peer-Led Team Learning
- * Learning Assistants
- * Tutor Training Programs
- * Learning support pilots: Online tutoring (in pilot phase)
- * Tutorial Program Extensions

Student Learning Outcomes

In the Learning Connection, the data collected this year shows an increase in student success and persistence for students receiving tutoring. For example, results of the engagement survey for fall 2010 show increased engagement (asked questions more, participated in small group discussions more often; worked harder; discussed class topics or assignments with other students more), for students in sections with Learning Assistants.

Program Needs and Challenges

The establishment of a renovated Learning Connection Center (in Building 100), that promotes student improvement and coordinates successful learning interventions is a great need at Chabot. The first floor of Building 100 has been dedicated for Learning Connection activities and will be a part of the reconstruction project. This is where spaces will be available for students to receive tutoring and learning support. Currently, the Learning Connection activities are spread throughout campus. Lack of proximity serves as a barrier to collaboration for staff and tutors and ease of use for students. Additionally, many of the tutoring programs are not operating as a result of reductions in the budget.

The Institutional Research Office is too small and needs to be expanded. An additional full-time staff member is needed. Ultimately, the Learning Connection would like to see the following program facilities located

together:

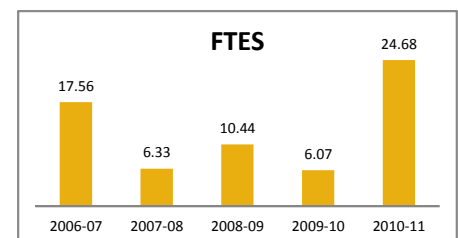
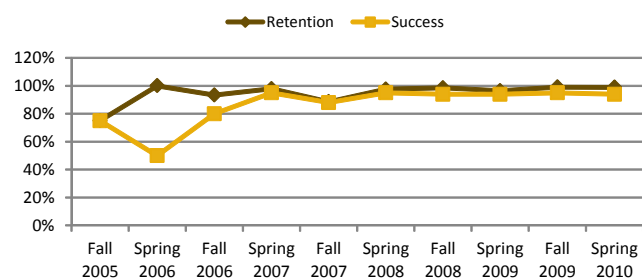
- Center for Teaching and Learning for faculty
- Institutional Research
- Learning Assessment Center
- Learning Connection

Grants have been received to fund some tutoring programs (for example, Title III, TRIO). A challenge for the program is that no vehicle exists to financially support programs once provided a grant. Successful programs are not institutionalized and funded by the District/College once the grant money is depleted.

Almost all tutoring taking place is now housed in the PATH tutoring facility where students can schedule tutoring. Drop-in tutoring has been significantly cut and is almost non-existent. This is problematic for students when they are struggling with a homework assignment and cannot schedule a time in advance.

The technology and infrastructure supporting the Learning Connection are not available. The program is severely impacted without it. Ultimately, the program should allow for on-line scheduling of tutoring services and on-line tutoring. An on-line program cannot be implemented because there are no computers and staff for the program.

Tutoring



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	6	15	20	18	19
Enrollment	109	327	458	396	415
FTEF	0.16	0.53	0.72	0.66	0.66
WSCH/FTE	17087.65	812.01	934.07	620.99	2320.24

Targeted learning support is necessity and students are currently at a disadvantage without tutoring resources. There is a large amount of data that supports the fact that students utilizing tutoring programs are more likely to succeed. Unfortunately, the system at Chabot is not functioning well. However, there is an appropriate structure set up to make the program work if the facilities and resources are available.

Program Opportunities and Goals

- Realize a new Learning Connections Center in Building 100.
- Institutionalize grant funded programs that achieve success.
- Restore the personnel needed to provide for increased service so that all students will have an opportunity to succeed.
- Re-open all tutoring labs and restore drop-in tutoring.
- Implement on-line scheduling and tutoring.
- Enhance student assessment, drive innovation, develop curriculum and provide learning support. To accomplish these goals, offer Blackboard training, technology training and an adjunct orientation program (currently only offered for new full-time faculty). Additionally, the program should support Student Learning Outcomes development and assessments.
- Add a part-time staff assistant.

PROGRAM: LIBRARY

Program Description

It is the mission of the library to provide all users with a safe and welcoming environment conducive to learning, collaborating, and encouraging lifelong learning.

Core values include:

- Facilitating access to information by providing multiple access points that support diverse student needs.
- Teaching students, faculty, classified professionals and administrators how to find, evaluate and ethically use information in their respective academic, professional and personal lives.
- Operating at a high level of professionalism and service.
- Creating a safe and welcoming environment where students want to come.
- Fostering lifetime relationships with libraries.

Learning Outcomes

The Library Program is working with the Office of Institutional Research to design assessment projects related to student needs, to review data, and to use data in planning. A bullet was added to the program review template, asking faculty what their students' learning support needs are based on their own data review. In the library, more service area outcomes will be written and assessed. The library will meet the 2012 requirement for accreditation.

Program Challenges and Needs

As the library transitions to increasing electronic resources, the library will purchase more databases and e-books. Though these models will need more research, librarian professional organizations are taking the lead in establishing efficacy as well as looking for ways to reduce costs for community colleges, such as working with vendors as an aggregate. Currently, there are 25 databases, but these are not comprehensive; for example we do not have a history database.

Instructors would also benefit from having more online content tutorials. This would allow students greater access to the support needed. If these resources were available, greater learning support would be provided to alleviate the crisis in tutoring and laboratory support that students need to succeed.

The library would greatly benefit from the purchase and use of new software or making it available through servers. Library computers do not have all of the software students need for their courses. Examples include math, science, world language, digital media, and many more. Materials to increase student and college success must be readily available for students

using library computers.

The library would like to develop more activities to bring the campus and community to the library. It would benefit the students to establish a library laptop check-out program to provide more opportunities for disadvantaged students.

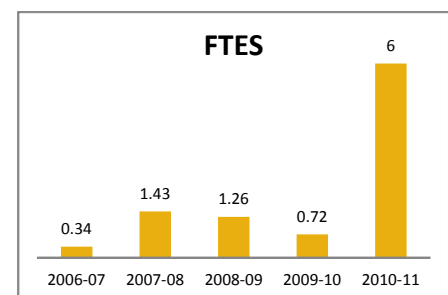
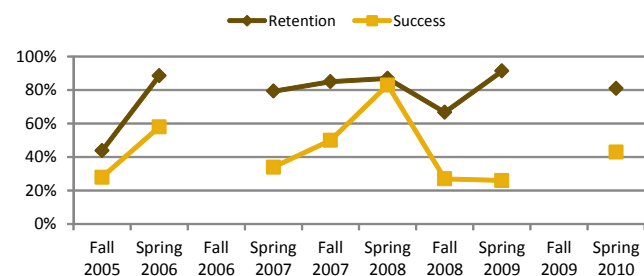
Though there are library liaisons to the divisions and learning communities, additional work with these groups to develop additional support for providing information competency skills to students is needed.

The vision for the Library and Learning Resource Center, Building 100, is to be the hub, center, or heart of the campus, "conducive to learning, collaborating, and encouraging life-long learning." The current library cannot meet the academic needs of the students. The facilities are terribly antiquated and in desperate need of a renovation. A cross-disciplinary faculty team, librarians, classified professionals, and administrators have collaborated for years, and with the assistance of Steinberg Architects has developed a schematic design for a remodeled Building 100. A new building in the same location is preferred.

Program Opportunities and Goals

- Create databases of ebooks for the academic programs.
- Increase tutorials and ensure that computer labs have the

Library Skills



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	1	2	2	1	2
Enrollment	29	43	38	21	46
FTEF	0.07	0	0	0.07	0.26
WSCH/FTE	164.18	0	0	328.36	1383.45

software available that students need.

- Establish outreach and services to satellite campuses so that they have remote access to resources
- Utilize teleconferencing from classrooms to the main library for orientations.
- Implement a laptop check-out program.
- Increase outreach through the offering of events at the library. A dedicated fund to support special events is required.
- Increase library skills course offerings and workshop offerings, such as the term paper workshop, to support college-wide learning goals.
- Develop new instruments for measuring information competency across disciplines in collaboration with professional organizations and the campus. This will allow the library to gauge success and determine if additional work is needed.
- Reconstruct Building 100 and provide the resources necessary to maintain and operate it effectively.
- Work with Las Positas and the District office regarding the online catalog, upgrading SIRSI, building on-line presence and considering the sharing of costs for electronic databases and vendors.

PROGRAM: WORLD LANGUAGE

Division Description

The World (Foreign) Languages (WL) Program encourages a set of offerings that mirrors the diversity of the Chabot community. A World Languages Program is “a key component for an educational institution which strives for an open, inclusive lifelong learning and interdisciplinary education for its students.”

The program offers opportunities for study and practice not only in classrooms, but also in the Learning Connection, which includes the World Languages Lab; the Language Center for traditional and computerized study for a variety of independent and collaborative pursuits among students (such as small conversation groups and study groups); and PATH (Tutorial Services) for one-on-one and small group, directed consultations.

Learning Outcomes

Learning outcomes have been developed, assessed and entered into eLumen. PLOs for the next 2 years have been completed and include the reporting of all 3 SLO rubrics created by the WL faculty that will be implemented in all the languages and levels.

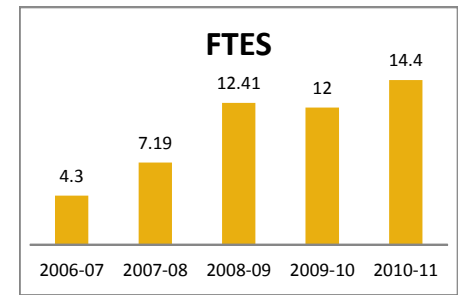
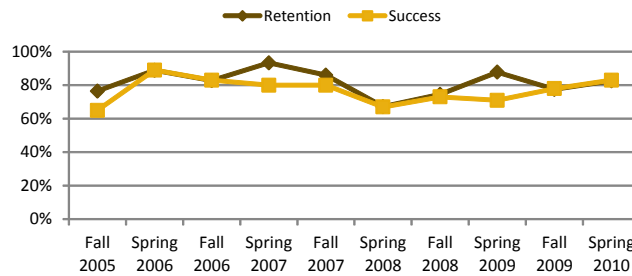
Program Challenges and Needs

World Languages has made strong arguments for increasing student success by reducing their capacities to 35 (from 40) in their first semester 1A courses, as similar courses at other institutions have 20-35 as their capacities.

The program needs to increase the percentage of full-time faculty to improve program quality, cohesion, and consistency:

- World Languages currently offers 46 sections in a year, about 23 per semester and 3 in the summer. For 2009-

Chinese



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	2	5	5	2	2
Enrollment	44	111	100	63	72
FTEF	0.4	0.67	1.07	0.76	0.78
WSCH/FTE	660	681.7	733.25	986.94	1116.28

2010, this represents a total of 19.4 FTEF, but there are only 3 full-time World Language instructors. Therefore, 16% of the FTEF is taught by full-time and 84% by part-time instructors.

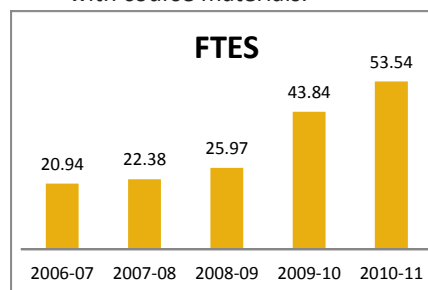
- Only 3 full-time instructors are available to recruit, hire, mentor, and evaluate 14 adjuncts as well as build a strong World Language program that includes a new World Language laboratory.

The program is in need of a student assistant, learning assistant and tutor support for the WL lab. WL tutors/learning assistants have been hired to work as student assistants at the WL lab. They have a dual role of monitoring the lab and helping students with questions related to homework. Tutors/learning assistants in French and Spanish have been hired. Currently, there are 21 open hours at the labs.

A large number of video files are used for hybrid/online courses, and cannot be loaded on Blackboard because the server space does not exist. A dedicated server for the increasing need of video/audio files is necessary to teach these classes.

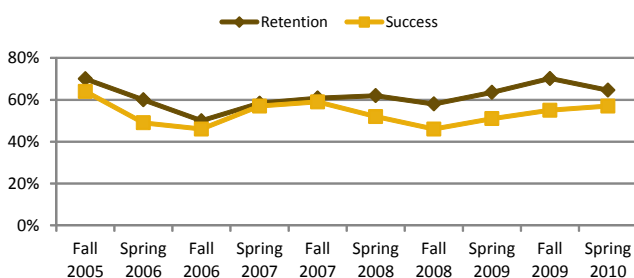
The program needs a voice discussion tool on Blackboard such as Wimba voice. While the need has been acknowledged, the funds are not available. The Wimba voice will allow for the following with online users:

- Enhance the instructor's presence and involvement with course materials.



- Add additional, re-usable explanations of complex concepts.
- Personalize engagement between instructors and students.

French



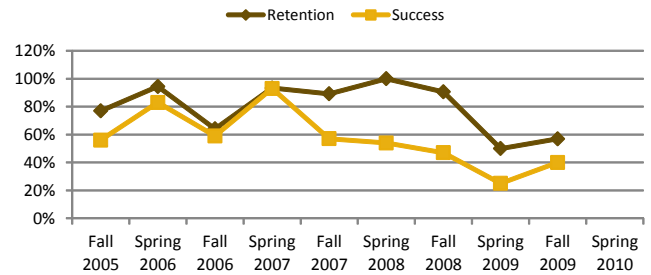
	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	6	6	7	8	9
Enrollment	132	145	176	268	290
FTEF	2	2	2.2	2.8	3.21
WSCH/FTE	647.64	707.71	747.35	954.97	1017.81

- Teach correct pronunciation and provide audible learning cues to students.
- Enhance the instructor's ability to reach students who learn best by hearing.
- To better address students with visual and print disabilities.

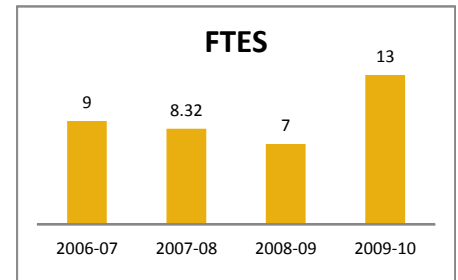
Program Opportunities and Goals

- Reduce course capacity to 35 students to increase success rates.
- Add an additional full time World Language instructor, with an emphasis in Spanish and the ability to teach another language.
- Add student assistant support for the WL lab.
- Obtain a dedicated server for online course content.
- Obtain Wimba voice to allow for a pilot program to assess its use.
- Create a unifying World Language identity
 - Create articulated assumptions for WL that will include the mission, use of target language, integration of culture in all WL courses, integration of the lab component, and emphasis on critical thinking.
 - Standardize and streamline prerequisite challenge form to expedite the process for students.
 - Have faculty contact students having problems and consult for possible aid and/or referral to intervention services.
 - Propose a World Language Day at Chabot
 - Develop a marketing video for WL

Italian

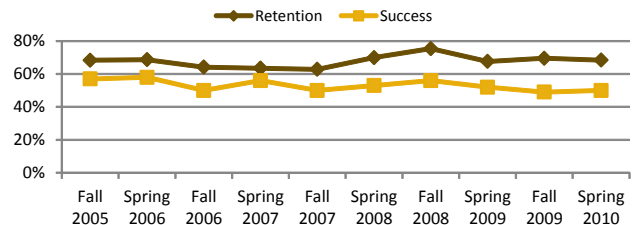


FTES

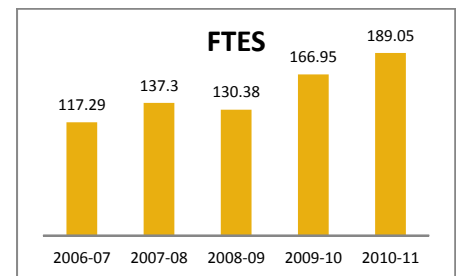


	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	2	2	2	2	-
Enrollment	54	50	44	65	-
FTEF	0.66	0.66	0.66	0.77	-
WSCH/FTE	810.82	750.76	660.66	509.14	-

Spanish

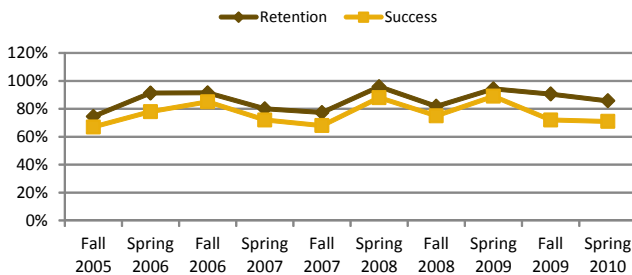


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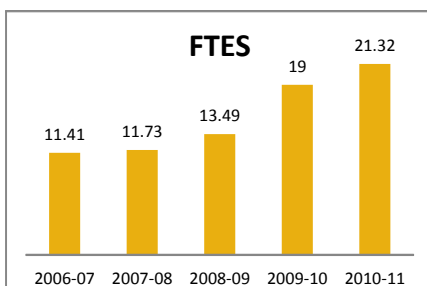


	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	31	35	35	30	30
Enrollment	776	928	897	906	995
FTEF	8.13	9.69	9.33	10.09	10.06
WSCH/FTE	889.45	868.91	1579.79	1003.91	1137.94

Japanese



FTES



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	2	2	2	2	2
Enrollment	72	77	90	99	106
FTEF	0.66	0.66	0.66	0.76	0.78
WSCH/FTE	1090.09	1162.17	1351.36	1,550.91	1,754.52

School of the Arts [SOTA]

Division

Division Description

The Arts division offers a wide array of courses designed to enhance intellectual and artistic understanding and achievement.

The division offers instruction in architecture, art, digital media, mass communications, music, humanities, philosophy, photography, religious studies, and theater arts. The Division houses the Performing Arts Center and Chabot's Cable TV Channel.

Programs in the School of the Arts Division

- Architecture
- Art
- Art History
- Digital Media
- Film
- Graphic Design
- Humanities/Philosophy/Religious Studies
- Interior Design
- Mass Communication
- Music
- Performing Arts Center
- Photography
- Radio/ TV Operations
- Theater Arts

Degree Programs

- Architecture
- Art
- Art – Emphasis in Ceramics, Painting or Sculpture
- Humanities
- Interior Design

- Journalism
- Mass Communications
- Music
- Photography
- Radio and Television Broadcasting

Certificates of Achievement

- Interior Design
- Marketing

Certificates of Proficiency

- Digital Media
- Graphic Design
- Photography

Certificate

- Digital Design
- Illustration

Division Challenges and Needs

The future of the arts at Chabot is dependent on quality curriculum, world-class instruction, modern facilities, and appropriate funding. We must address and envision what the programs will look like, how they will function, and how demands of the 21st century student and workforce will be met. The future of the Chabot College School of the Arts lies in embracing technology, revising curriculum and degrees, and re-inventing the approach to analyze and adapt curricular content. The division must face and meet the demands posed by SB1440 and the development of certificated vocational programs while continuing to serve as a cultural leader for the community and region. Factors contributed to the future

of this division are determined in large measure by the willingness to create and support more exclusively on-line and hybrid courses in arts education, shorter-duration certificates, new technology and new-media certificates, and radical new models that maintain and increase the cultural viability of arts education.

The School of the Arts (SOTA) has encountered a significant reduction in FTEF in this past year. In many areas, SOTA only has allocations for full-time faculty to make load and have been forced to lay-off all adjunct instructors and cancel courses needed by students for transfer, degrees, and remediation.

There is confusion and possibly inconsistency regarding the policy of charging materials fees. A clear and uniform policy (District-wide) needs to be provided regarding these fees.

Division Opportunities and Goals

- Full-time faculty members are needed to serve as visionaries and stewards of program areas.
- Resources must be allotted to meet the needs of Transfer Model Curriculum (SB1440) and Certificate Programs.
- Funding requests must be fulfilled to meet the unique curricular needs in the arts.
- Exemption from further staff cuts to maintain the integrity of its programs and the quality of instruction.
- In terms of the arts, this division needs to create a vision that is cognizant of all facets of performance, broadcast art, music and the users' and audiences' experience. All planning must follow this vision to integrate the facets in a way that they support one another, thrive and

offer performances worthy of their skills. Broadcast these performances in an effort to reach out to the community.

- A 500 seat theater is needed to serve a number of the arts programs in this division.
- At least one large lecture hall dedicated to this division is needed to increase efficiency and allow additional opportunities for students to take the courses they need within the timeframe that they need it.
- Technology upgrades, equipment replacement and maintenance, and facility maintenance affect every program within the Division. Budgets and schedules will need to be created and followed to allow the programs to maintain their resources, to prevent falling behind on industry standards and practices.
- A new program focusing on the creation of animation and video game design is a longer term goal supported by student demand.

PROGRAM: ARCHITECTURE**Program Description**

The Chabot College Architecture Program is a well-established transfer program that prepares students to transfer into architecture programs at 4-year universities. Students may complete the program by earning an Associate of Arts (AA) or an Associate of Science (AS) degree in Architecture or transfer without a degree. The program provides upgraded Building Information Modeling (B.I.M) computer labs and drafting studios. Required courses cover design, drafting, building code, construction materials, interior design, graphics, 3-D modeling, urban design and landscape architecture. As part of the program's coursework to provide real-world, hands-on and industry-related experiences, students visit local job sites in various stages of development to study design and construction.

Learning Outcomes

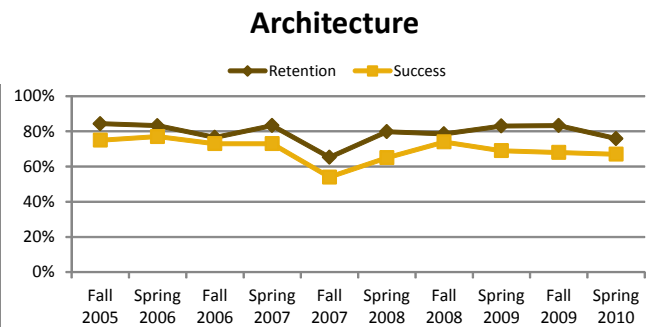
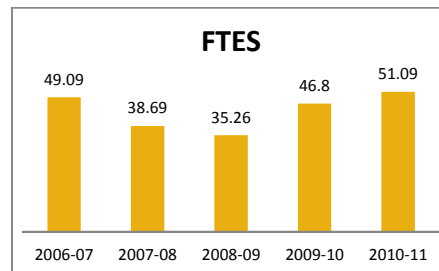
Within the program, all classes accomplished SLOs and CLOs. These data have shown that the architecture program is a fully developed program.

Program Challenges and Needs

Computer and drafting lab hours are currently insufficient to meet students' needs. The studio and computer lab must be available to most of architecture students after class hours, which requires additional FTEF. Support for students has been greatly reduced. Additional tutoring hours are also needed to help students reach optimum success.

Due to budget reductions, all classes necessary for transfer are not offered in a timeframe that allows students to efficiently complete the coursework needed. As a result, students take classes at other colleges. Currently, architecture alternates classes every other semester. Therefore, students must wait an entire year to take particular class if they miss or cannot get into the current term.

Additional vocational and technical classes are needed to satisfy the Architecture / Engineering and Construction



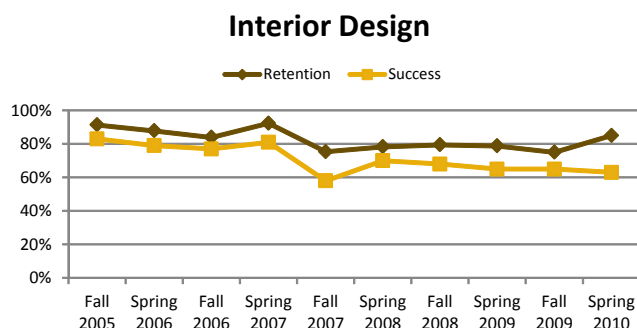
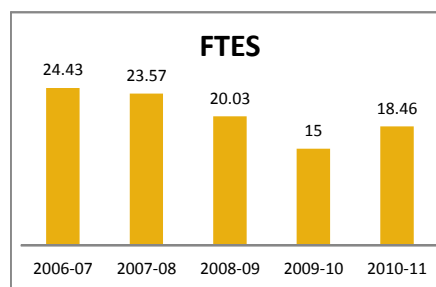
	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	21	11	8	10	13
Enrollment	296	230	210	275	305
FTEF	4.53	3.45	2.79	3.1	4.01
WSCH/FTE	662.71	736.21	805.54	946.33	799.33

industry need.

It is critical that students learn with industry standard software. At this time, the Architecture program is utilizing software that is many versions behind the current standard. In order to continue providing a relevant education in certain courses, updated software must be implemented.

Program Opportunities and Goals

- Hire a staff lab supervisor to increase laboratory hours for students. Add 4 hours of tutoring time available for Architecture students.
- Increase the Department's FTEF budget to allow for 3.582 FTEF to be able to offer the complete Architecture program. Currently there are 1.882 FTEF. This is a long-term goal.
- Design and create technical/ vocational courses such as internship, model making, and computer generation models to suit Building Information Modeling (B.I.M).
- Develop an internship program.
- Complete the Certificate of Achievement Program.
- Update key instructional tools such as drafting software, BIM software and include AutoCAD software in building 900.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	6	8	7	5	4
Enrollment	190	186	173	120	133
FTEF	1.36	1.56	1.48	1.08	0.96
WSCH/FTE	1082	928.55	730	895.78	1165.63

PROGRAM: ART

Program Description

The Chabot College Art Department is fully accredited and offers superior opportunities in art instruction in an environment enhanced by personalized attention. The faculty is comprised of accomplished artists, who offer their students exceptional instruction that fosters their highest potential. The program offers courses which provide visual and aesthetic enrichment for the general college student and the college community at large. The Art program includes transfer level courses for students seeking careers in the arts or who want to fulfill general education elective requirements.

It is the mission of the Art program to seek to instill in our students a deep appreciation for art as a professional activity, as well as an opportunity for personal growth and enrichment. The program seeks to prepare students to enter transfer institutions fully prepared to succeed, to recognize the importance of art, to become exhibiting artists, and to fulfill themselves through creative expressions.

Learning Outcomes

All SLOs have been developed with three per course being assessed and reviewed. Changes have been made as a result of assessments. All course outlines have been updated.

Program Challenges and Needs

Classes are taught without student material fees. This reduces the ability to supply basic materials for students. At the same time, the art materials budget is inadequate.

The program is in need of increased FTEF. Courses are not being offered due to limited faculty as a result of budget cuts. Additionally, students were turned away in classes such as figure drawing and watercolor. Not only is the program limited in its offerings, it cannot grow.

A transfer model is being developed but a challenge exists because coursework is not being offered in each term to allow students to efficiently complete the model.

The ceramics equipment is not being maintained. It is often better to replace ceramic equipment than to maintain it because of the cost. There is a concern with the current approach that any broken equipment may not get replaced. Since ceramics is included within the Art program transfer model, this becomes a greater concern.

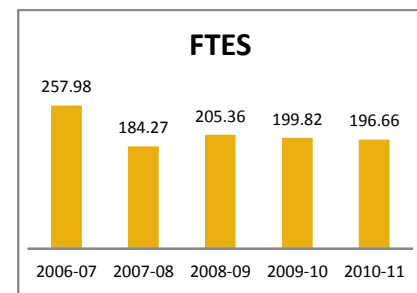
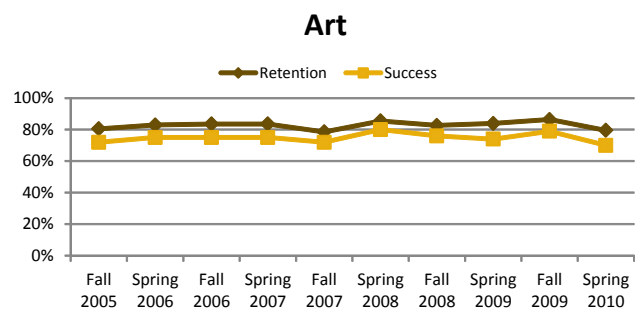
Faculty is now functioning in lab assistant roles in an effort to get the work done that is necessary to operate a program and their courses. This limits the amount of time available for faculty specific work activities and is inefficient.

The program is working with Digital Media in

considering a program for teaching animation and video game art and digital design. This program is being developed to meet industry needs in the area and to support student interest. Drawing is planned to be a component of the program.

Program Opportunities and Goals

- Increase FTEF to open additional sections and fill student demand.
- Offer program model coursework that will allow students the opportunity to complete the model within a 2 year timeframe.
- Replace a kiln in ceramics.
- Replace, repair and update equipment as needed.
- Add a laboratory assistant.
- There is new focus on commercial art such as animation and video games drawing. The Art program is now discussing and developing in collaboration with digital media a potential program and related curriculum. One FTEF will be needed to support this program and to teach figure drawing.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	81	42	50	46	38
Enrollment	1756	1011	1113	1051	1030
FTEF	16.55	13.34	13.84	12.3	12.03
WSCH/FTE	2427.39	1395.99	908.19	984.09	988.56

PROGRAM: ART HISTORY

Program Description

Art History faculty persist in their commitment to serving students in both the classroom (academic) setting as well as the gallery (vocational) setting, to ensure disciplinary and experiential breadth for transfer-ready students.

The Art History discipline successfully facilitates top college priorities, including transfer education, and career and technical education. Students take Art History classes to complete general education coursework, or to complete an elective in their degree or transfer program, and for self-improvement / general interest purposes.

Learning Outcomes

Art History learning outcomes are calibrated for continuity from course level to program level and finally to college level learning goals. Some learning outcomes have been developed but others are in process. It is a goal of the program to complete the full SLO process for all courses.

Program Challenges and Needs

Facilities are underutilized and are not properly maintained. Art History was renovated as a part of Measure B but was not done correctly. Budget cuts to the facility meant that appropriate lighting, digital projection and resolution needs were not achieved. Thus it is challenging to share art work in the room and it is difficult for students to grasp the lecture and how the art work relates. Colors in the art are difficult to see with the new lighting system that was modified against faculty advice.

An additional large lecture room would allow the Art History program to serve more students and increase WSCH/FTEF efficiency. During reconstruction, 2 large lecture rooms that served the art/ art history programs were removed and replaced by one lecture room that serves a larger number of programs.

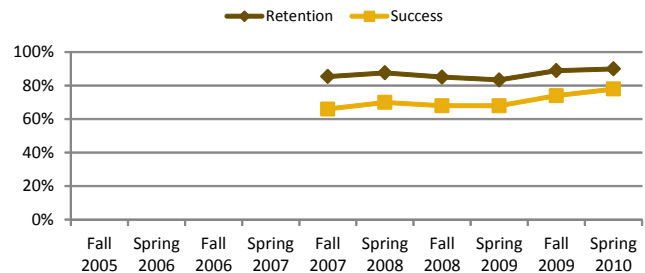
Funding for learning resources such as library materials and DVDs is not sufficient to keep materials current.

The gallery program has not been able to thrive as gallery courses are not recognized as vocational, and the gallery has no budget. The gallery provides the opportunity to:

- Increase activities that bring the community to the campus, strengthen existing relations and develop new partnerships with local businesses for purposes of securing meaningful placements for students.
- Provide coursework to increase students' understanding of the culturally diverse college population and the ethnic and gender issues that students will face in society and the workplace.

Space and lighting in the gallery are areas of needed improvement as currently both are inadequate. Sound

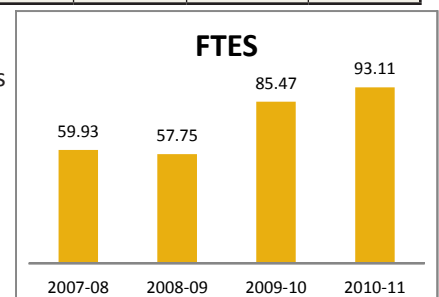
Art - History



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	-	15	13	15	15
Enrollment	-	610	595	835	891
FTEF	-	3.46	2.55	3.93	4.19
WSCH/FTE	-	2086.33	2831.99	2690.29	2611.09

attenuation continues to be a big challenge as it serves as a busy classroom and lab for students. The sound within the gallery is "live" enough to create discomfort for people utilizing the space. Additionally, faculty cannot be heard in the gallery space.

Improving the sound attenuation would improve the quality of instruction and create a pleasant experience for visitors.



Program Opportunities and Goals

- Complete SLOs process.
- Replace the lighting and digital projection system in the art history lecture facility.
- Addition of a large lecture room to campus that will be utilized (in part) by the Art History program.
- Gain funding for additional learning resources and materials.
- For the gallery the goals are to:
 - Acquire vocational status for coursework and the Carl Perkins/VTEA funds.
 - Have a secure source of funding and student staffing.
 - Focus on youth-oriented exhibits of relevance to 18-25 year-old students.
 - Use set-building and false walls to modify the gallery space.
 - Place appropriate lighting in the gallery.
- Utilize new instructor-created workbook instead of the traditional ARTH1 textbook.
- Introduce new pedagogical strategies for story-telling and instructor created and narrated video, as derived from disciplines of Art History and History. (please provide reason or the challenges created by current situation)
- It is a goal of the program to create and offer a multi-cultural art course.

PROGRAM: DIGITAL MEDIA

Program Description

The Digital Media program encompasses a variety of creative and artistic activities that are done with the aid of a computer: imaging, illustration, animation, interactive scripting, and video editing. Students learn to use the industry's leading software applications and work toward creating professional-level projects. We seek to instill in our students an appreciation for digital media as a vehicle for communication and self-expression. Those who wish to work as artists, photographers, filmmakers, and web-designers learn the technical skills they need; while all students, regardless of their career ambitions, acquire problem-solving and critical-thinking skills, learn to take pride in and responsibility for their creative work, and become familiar with the practical and theoretical underpinnings of our increasingly digitized world.

Learning Outcomes

A rubric-style SLO has been developed for each course, and they are being assessed. However, this process does not yield many useful insights or plans for action for this particular program as students take these classes for a wide variety of reasons including mild curiosity, artists looking for a new way to express themselves, career seeking, and satisfaction of degree requirements. Nevertheless, the SLO requirement is completed to satisfy accreditation requirements.

Program Challenges and Needs

Currently the funding is unavailable to operate the computer labs for a sufficient amount of time to meet student need. As a result, students without computer and software resources of their own are not likely to succeed. The software utilized in design courses is very expensive and most students do not have access to these programs outside of the College. Students must have access to digital labs, especially during peak hours (Fridays, evenings and weekends).

The program offers courses in every fundamental area of digital media except one: page layout and design. Computers are equipped with the Adobe Design Premium suite, whose core applications are Photoshop, Illustrator, Flash, Dreamweaver, and InDesign; of those, only InDesign (the page-layout application) goes unused and untaught. All current FTEF goes toward courses in the other four applications along with Final Cut Pro, the industry-standard video editing application. Students have been requesting an InDesign course for years. By not offering InDesign, students search for other digital media programs at other schools and as a result the College loses enrollment in the Photoshop and Illustrator courses as well.

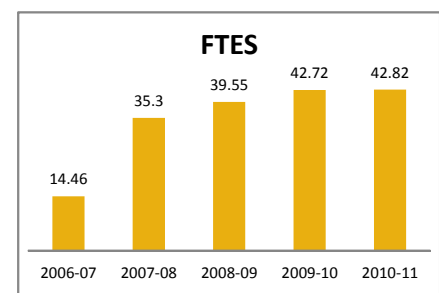
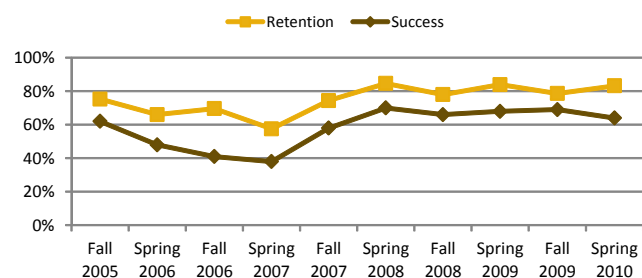
Access to the most current versions of industry-standard software is required to prepare students for the continued growth of the information industry.

Software must be consistent on all computers utilized by digital media students as files often cannot be moved from one program version to another. Software is not updated on a regular basis and a plan should be in place for programs to receive software updates on a planned and regular basis. Software update should be a part of the annual operating budget.

Program Opportunities and Goals

- Return computer lab time needed to allow all students the opportunity to succeed. Hire the necessary lab support. This alone will greatly increase student success. Another option is to set up a campus-wide software server so that students can access the software they need at any computer on campus (for example, in the library).
- Add at least .23 FTEF to offer an InDesign course for once an academic year. The addition of .46 FTEF would allow the course to be offered during both semesters.
- Update the software and current programs on all 76 program computers that are necessary to teach students with industry standard materials.
- Increase FTEF. The primary goals are to rebuild the Digital Media program to the point where it was before the budget cuts: where there is more than 1 faculty for the entire program, where students can be assured of seats in the classes they want and need,

Digital Media



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	13	20	20	20	20
Enrollment	127	365	337	392	387
FTEF	1.21	2.52	2.52	2.36	2.62
WSCH/FTE	750.56	871.69	946.73	1127.72	1011.03

where courses are offered at multiple times of day, where higher-level courses are not reduced to being offered only once every two years.

- Supplement the basic curriculum with more advanced and specialized courses in video editing, digital imaging, and web development. Given the economic conditions, this is a long term goal. Additionally, the program should offer courses in growing fields such as 3D graphics, animation and game design. Offering these courses would require:
 - An increase in FTEF
 - Increased laboratory space
 - Investment in more powerful computers and software, video equipment, and web servers
 - Funding for non-faculty positions, such as lab supervisors and aides to check equipment in and out

PROGRAM: FILM

Program Description

It is the Mission of the Film program to instill in students an appreciation for film as a universal way to creatively express emotions and ideas to others. This program seeks to prepare students to be film artists, film writers, and film scholars, skilled in state-of-the-art film production techniques, visual storytelling, and film research.

Learning Outcomes

The program is relatively new and lacks a full time faculty member; therefore, SLO development has not been completed. It is a goal to develop SLOs and complete the process of assessment.

Program Challenges and Needs

A full-time faculty position is critical to the successful growth of the Film program. In addition to the two current Film courses, (FILM 50, Beginning Film Production, and FILM 60, Documentary Film), the Curriculum committee has approved three new courses for 2009 – 2010, (FILM 9, Film Colloquia, FILM 14, Film Pre-Production, and FILM 89, Special Projects). Additional course proposals are in the development stage and proceeding as planned. These courses are needed in order to offer the Film A.A. Degree, which is also developing quickly. However, this excellent progress could easily be derailed without a full-time position to continue providing necessary leadership.

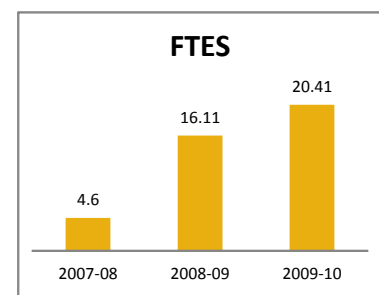
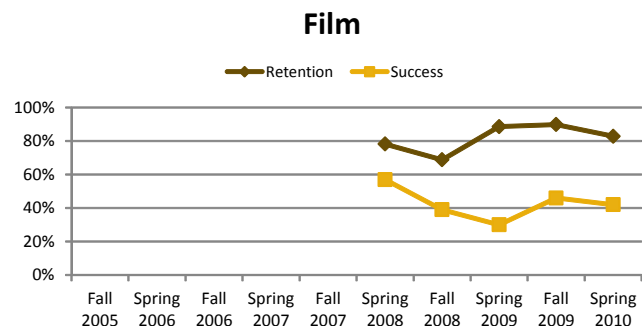
Effective long-range planning as well as completion of requirements, such as SLOs, is best accomplished by a full-time faculty member with a vested interest in guiding the Film program on its path to success. Activities such as grant-seeking, large-scale film production, planning for major events such as film festivals and guest filmmaker workshops go well beyond the semester-only commitment contained in an adjunct contract, and all these activities require the dedication and perseverance of a full-time leader. Forging strong connections within the film community on behalf of the College goes beyond the normal scope of an adjunct's duties, and occurs slowly over a long period of time. When an adjunct leaves, Chabot loses those connections as well.

Most importantly, Film students' needs are best served through the guidance and stability provided by a full-time Film faculty member. Students want a strong Film program; one within which they can confidently carry out their studies, and can proudly claim to be a part of. Chabot College now has the opportunity to create a good reputation for itself amongst students and within the film community by demonstrating its full support of the Film program through allocation of a full-time faculty position.

Program Opportunities and Goals

- Gain a full time faculty member.

- Provide excellent educational leadership for study and active engagement in the film arts.
- Offer quality college-level programs in film that blend history, theory, and aesthetics with practical experience, and which lead to Associate degrees, Certificates, and marketable job skills.
- Maximize opportunities for students to observe and participate in professional film productions and activities by developing and promoting internships, special studies, fieldwork, and visiting filmmaker programs.
- Create and expand opportunities for students and the community to understand, appreciate, and enjoy the rich history, artistry, technology, and social impact of film by hosting and/or promoting screenings, guest speakers, film festivals, industry panels, job fairs, and other public events.
- Serve as a key film education and training connection between the private sector and educators, counselors, and students from a wide spectrum of disciplines including film, theater, music, photography, language arts, digital media and video, and from an array of educational entities including ROP, secondary and post-secondary public and private institutions through the use of print, video, cable/satellite, and web communications.
- Develop partnerships with film and other arts organizations and with the professional film industry



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	-	1	5	7	-
Enrollment	-	23	121	195	-
FTEF	-	0.28	1	1.2	-
WSCH/FTE	-	487.63	953.33	1034.71	-

which enhance and inform the Film program, and which are valued as highly esteemed resources by students.

- Interim use of School of the Arts, and other on-campus facilities will be maximized to enable continued growth of Film program until a new, state-of-the-art Film facility is constructed.
- Additional grant funding will be identified and applied for to continue support of the Film curriculum development process.

PROGRAM: HUMANITIES, RELIGIOUS STUDIES, PHILOSOPHY

Program Description

The humanities, religious studies, and philosophy disciplines help create a culture of thoughtfulness and academic excellence and the commitment to creating a vibrant community of lifelong learners. Students are encouraged to see their lives, way of life, interactions with the world, and ways of being in the world: these are all Art. Thus, our curriculum strives to be holistic, multicultural, transformative, academically challenging, and rooted in our disciplines. The courses and programs offered in our disciplines help students develop their reading, writing, speaking, and thinking skills and to find their voices while broadening their horizons and understanding how the arts and letters are integral to their lives.

Learning Outcomes

SLOs have been completed and assessed.

Program Challenges and Needs

Budget trends have affected this area significantly with reductions of courses and a full-time position not being filled. There is only 1 FTEF that is serving the Humanities, Religious Studies and Philosophy programs.

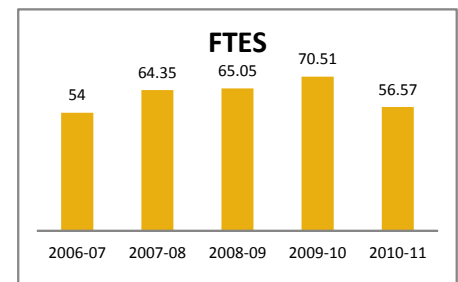
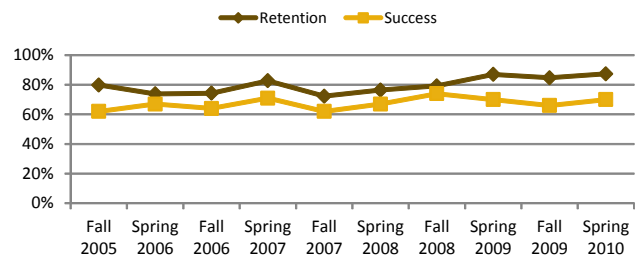
A smart classroom would support the program but the greatest concern at this time is the commitment to a standard of education deserved by students.

The Title 5 general education pattern specifies a course in this discipline or other related areas must be completed. The college general education pattern requires a course from this and related disciplines to be completed. The new critical thinking requirement offers the discipline an opportunity to offer a course in critical thinking, which is often required by transfer institutions. The critical thinking course is often taught by the Philosophy program. The Humanities and Religious Studies courses provide important contributions to four out of five of the college-wide learning goals. All of these factors support the importance of this discipline in general education and transfer preparation.

It is impossible for one faculty member to anchor all three programs, teach courses in all three programs, maintain a presence across college committees, complete the required discipline materials (curriculum, program review, assessment, etc.), and work with adjuncts to ensure the health and vitality of the programs. As a request for 1 additional FTEF has been made, yet never approved, this affects these programs to the detriment of the students and faculty.

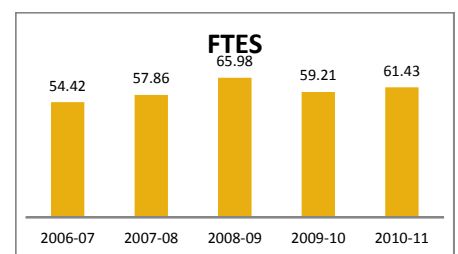
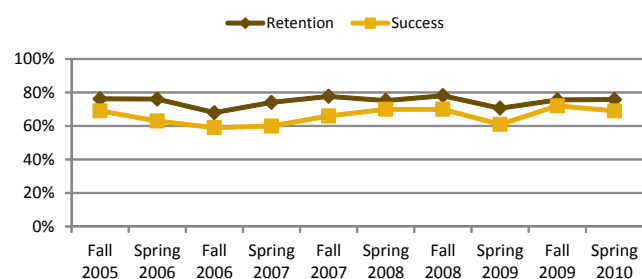
Faculty are efficient, though class sizes do not always reflect this. Part of the problem is that there are no large classrooms available. There is only 1 large lecture

Philosophy



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	15	15	11	11	9
Enrollment	560	662	671	717	583
FTEF	3.02	3.18	2.38	2.78	2.26
WSCH/FTE	1109.77	1257.94	1729.54	1546.82	1536.3

Humanities



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	17	18	13	12	14
Enrollment	561	603	673	593	628
FTEF	3.5	3.34	2.8	2.4	2.8
WSCH/FTE	1823.19	2493.37	2730.5	2833.33	2568.75

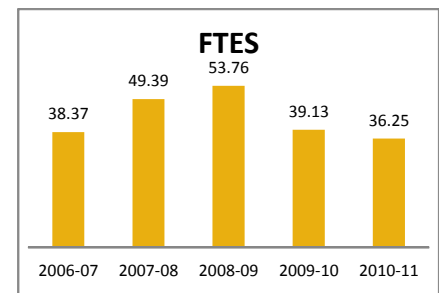
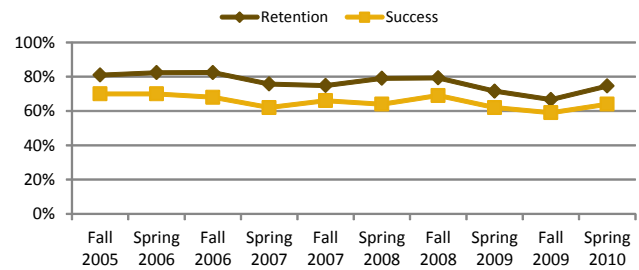
hall for the Arts programs.

There is a lack of on-going resources to maintain the most basic needs. If equipment and supplies are not broken, they receive no attention. Maintenance appears not a priority and initial investments are often ill-cared for if not lost. The District must focus on its mission and support the educational practice they are supposed to be committed to.

Program Opportunities and Goals

- Hire 1 additional full time faculty.
- Add a large lecture room to be used (in part) by the Humanities, Religious Studies and Philosophy program. New lecture rooms should be smart classrooms.
- Updated and maintain facilities and equipment on a planned and scheduled basis.

Religious Studies



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	12	14	14	7	7
Enrollment	391	505	564	405	378
FTEF	2.42	2.9	2.88	1.6	1.4
WSCH/FTE	1002.48	1042.9	1165.87	1505	1605

PROGRAM: MASS COMMUNICATIONS JOURNALISM

Program Description

The Chabot College Journalism program is designed to educate students in the basics of 21st Century newsgathering, content development and presentation covering elements of traditional and new media platforms. Academic programs cover writing for print and online journalism, but the heart of the program is publication of the online and print versions of the student newspaper, *The Spectator*. In preparing both print and online editions of a weekly newspaper, students study and actively participate in developing story ideas, identifying elements of newsworthiness, writing, reporting, photography, graphic design, multi-media development and deadline time management skills to cover campus and local news of interest to the Chabot College community.

Learning Outcomes

For MCOM (Journalism), 72% of the courses for the discipline have SLOs and Rubrics developed. More attention needs to be paid to updating SLOs and CLOs for courses throughout the program to ensure that they meet appropriate standards to benefit students who are enrolled in the courses.

Program Challenges and Needs

The MCOM (Journalism) program has been seeking continued sources of funding to cover the costs of maintaining a functional and successful student run newspaper. Funding has been uncertain over the past few years and requests are being made for the amount needed to continue running the program. Changes in the Journalism industry such as convergence make it necessary to be able to create mediated messages for distribution. *The Spectator* newspaper has developed an online presence to match industry trends.

Journalism is an equipment-based program and requires periodic updates to continue educating and preparing students for today's industry. There are ongoing costs associated with the production and printing of the newspaper including maintaining and/or replacing old equipment, purchasing new equipment, student conferences and workshop attendance. To continue to offer a safe and relevant program and aid students in preparing for continued education or careers, our funding needs to be secured.

The *Spectator* has generated helpful but inconsistent revenue to assist in offsetting some operating costs. However, the cost of printing the newspaper is not derived from alternative sources of revenue. These sources of revenue have declined as the economy has taken a downturn. Over the past few years the circulation has been reduced from 3000 to 2000 and then to 1500 to alleviate some of the printing cost. The *Spectator* has also transitioned from a weekly to a bi-weekly publication.

The newspaper currently has computers that are

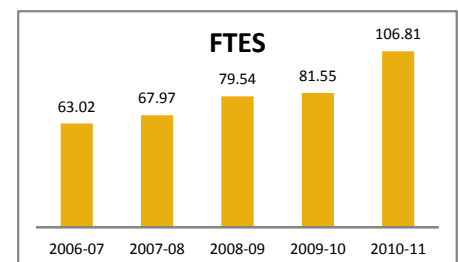
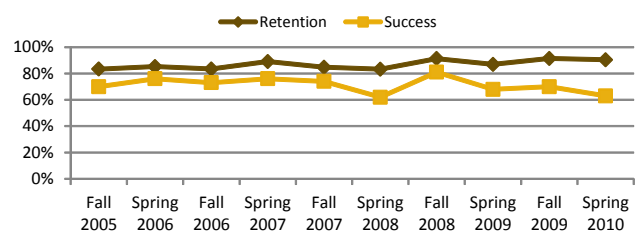
roughly 6 years old and are awaiting a scheduled upgrade which is supposed to occur every 4 years. If provided with the hardware and software updates, the production environment will be such that students can learn on equipment that meets the current standards of efficiency.

Without funding from the college to maintain the printing costs, the printed version of the newspaper will struggle to continue.

Program Opportunities and Goals

- Consider forming an Associated Students of Chabot College (ASCC) club for *The Spectator*. If successful in setting up a club, the ASCC will match any fundraising up to \$500 dollars a year.
- Gain on-going funding from the College to maintain a functional and successful student run newspaper.
- Develop and fill additional roles in the newsroom to provide hands on experience in creation and delivery of multimedia content.
- Increase awareness of the school newspaper and program to new and continuing students and staff on campus.
- Develop an on campus advisory board for the program.
- Build up high school outreach efforts as a recruiting tool.

Mass Communication



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	27	22	22	18	26
Enrollment	498	555	663	656	958
FTEF	4.74	4.69	4.37	4.58	1.33
WSCH/FTE	822.13	878.77	1111.38	1097.66	1149

PROGRAM: MASS COMMUNICATIONS RADIO AND TELEVISION BROADCASTING

Program Description

The Chabot College Radio & Television Broadcasting Program offers hands-on training using modern equipment in both audio and video production. This prepares students to work in the competitive world of broadcast communications. The program includes KCRH 89.9 FM (broadcast radio station), as well as KCTH-TV Channel 27 (television station). These stations are staffed entirely by students who have completed the necessary coursework to be ready to apply that knowledge in a live setting.

The mission of the Mass Communications program is to provide the students with the opportunity to develop and enhance their skills in all aspects of broadcasting. This includes, but is not limited to, on-air personality, production, programming, promotions, news, sports, music, copywriting and advertising sales. Additionally the program strives to:

- Provide a broad range of radio and television broadcasting experiences to our student-staff.
- Demand the highest standard of excellence from each student and staff member.
- Provide effective management for the purpose of realizing significant educational experiences that are rewarding to the student-staff, the college, and the community.

Learning Outcomes

With the exception of new courses, Mass Communications (MCOM) Broadcasting courses have SLOs and rubrics that have completed the assessment cycles. Changes have been made to the SLOs and courses based on the results of the assessments and all course outlines were updated. Courses taught by adjunct faculty have not been entered into the eLumen system as this is not an adjunct faculty responsibility. This remains a problem in the assessment cycles.

Program Challenges and Needs

An important part of a mass communications program is outreach. Whether working with feeder high schools to promote the program, or advertising the radio and television broadcast, or contacting industry professionals to seek internships, it is an on-going need of the program to be actively involved in outreach.

The Federal Communication Commission (FCC) mandates that licensed stations operate *safely*. Without a full-time staff member for the radio station it is almost negligent in terms of safety and it has almost debilitated the program. An enormous amount of volunteer time from faculty has kept the station operational. However, this detracts from other important duties faculty need to perform.

We have periodically been able to have a part-time Instructional Assistant work at the radio station. This

support has been funded by VTEA and other one-time monies. On-going financial support is necessary for the program.

The majority of MCOM classes involve hands-on experience requiring the use of the radio and television studio labs. To keep the labs open for student use, the Instructional Assistant position must be reinstated.

MCOM faculty offices are located in different buildings and this is a barrier to collaboration and therefore, could be a barrier to student success. MCOM would greatly benefit by co-location of faculty offices.

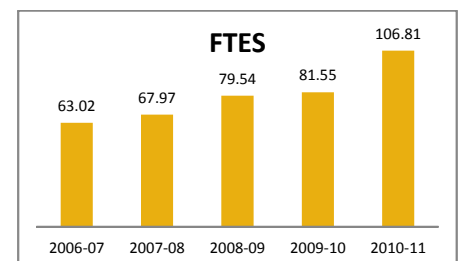
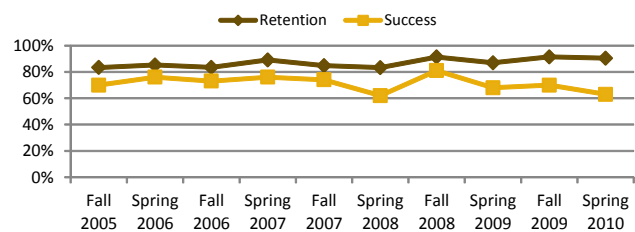
Maintenance of equipment and repair and replacement of broken equipment are necessary to keep the stations operational. Additionally, facilities maintenance is needed on an on-going basis. Replacement of air filters and general cleanliness support the functioning of the equipment.

The television studio was originally built in 1961. It is in need of renovation for a modern television program. Infrastructure necessary to operate new technology and equipment needs to be provided.

Program Opportunities and Goals

- Continue to create more linkages with industry professionals.
- Contact members of Bay Area media companies to

Mass Communication



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	27	22	22	18	26
Enrollment	498	555	663	656	958
FTEF	4.74	4.69	4.37	4.58	1.33
WSCH/FTE	822.13	878.77	1111.38	1097.66	1149

complete formal internship agreements.

- Finish creating the underwriting packet for TV and update the radio underwriting packet.
- Work with the Foundation to create an annual fundraising event.
- Secure funding and personnel to operate the radio station as required by the FCC and needed to operate a successful student radio program.
- Hire an Instructional Assistant and reopen labs for student support and success.
- Co-locate MCOM faculty offices for increased collaboration.
- Gain funding desperately needed for: a) equipment maintenance, repair and replacement, b) supplies, and c) dues for ASCAP, BMI, NACB.
- Provide closed-captioning to reach all students.
- Renovate the television broadcast studio.
- Ensure on-going maintenance and cleaning of program facilities.

PROGRAM: MUSIC

Program Description

The Chabot College Music Department is fully accredited and offers superior opportunities in music instruction and performance in an environment enhanced by personalized attention and world-class facilities. The faculty is comprised of accomplished performers, academics, composers, and authors, who offer their students exceptional instruction, including private lessons that foster their highest potential. The program offers performance opportunities in five wind bands and three jazz bands comprised of more than 500 students. The program also offers courses that provide cultural and aesthetic enrichment for the general college student and the college community at large.

This program seeks to instill in our students a deep appreciation for music as a professional activity, as well as an opportunity for personal growth and enrichment. The Music program seeks to prepare students to enter transfer institutions fully prepared to succeed, to become working musicians, and to fulfill themselves through creative expression.

Learning Outcomes

MURT course SLOs need to be assessed and PLOs need to be drafted and implemented. Otherwise, existing courses have developed learning outcomes and they have been assessed.

Program Challenges and Needs

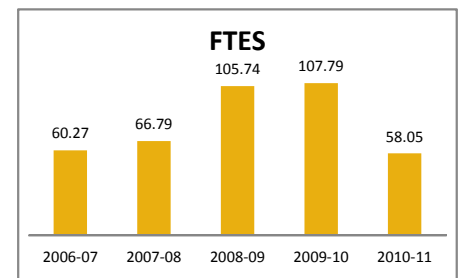
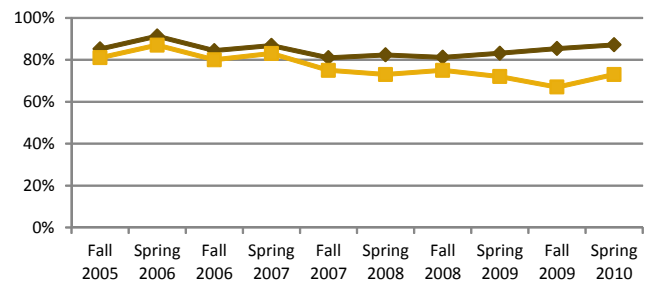
Music technology software and hardware are detrimentally outdated and need to be brought up to current industry standards. The music technology lab and recording studio are operating with an extremely limited menu of music recording and production software. The availability of relevant, industry-standard software and hardware in this program is crucial. Additionally the program needs increased website support.

A half-time staff position to expand the accessibility and expertise of supervision of the music technology open lab hours would tremendously benefit student success rates as well as provide a creative outlet for the most at-risk student populations. This support will be particularly relevant and necessary when the new facility opens in fall 2012.

Ideally, every introductory-level technology course (MURT 21, MURT 22A, MURT 25) would have a dedicated student or learning assistant. Given the current course offering models, this would equal four, 3-credit courses each fall and one, 1-credit course in the spring.

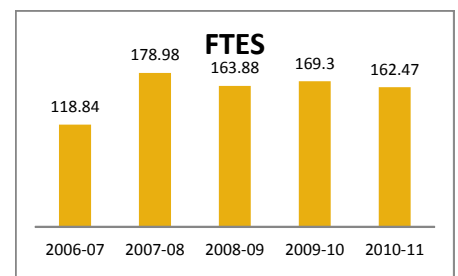
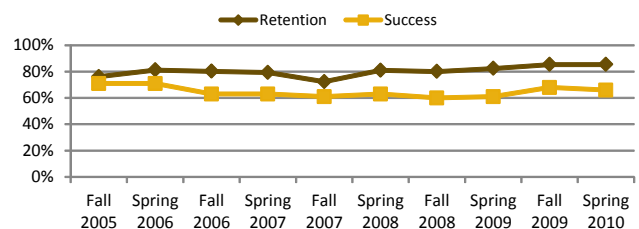
The data show that African-American students in the Applied Music courses demonstrate, by far, the largest non-success rate of any student population (36%/23% in 09/10). As the

Music - Applied



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	16	15	52	49	47
Enrollment	322	366	544	547	404
FTEF	3.74	3.74	5.25	4.94	4.05
WSCH/FTE	1004.08	1093.83	1245.35	1311.93	949.23

Music - Literature, Theory and Music



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	28	37	24	23	22
Enrollment	1136	1450	1225	1254	1236
FTEF	6.19	7.38	5.2	5.55	5.98
WSCH/FTE	1196.99	1514.6	1,959.40	1882.48	1703.36

music technology courses have high populations of African-American students, these courses need to focus on corrective steps to promote success rates among African-Americans.

Music has been dramatically affected by the reduced budget and non-funding of specific curricular needs. Funding must be restored to maintain and repair equipment. The college has well over a million dollars in equipment in the music area and it has not been repaired or maintained. This deferral has caused damage to district property and has affected curricular instruction and student success in the instrumental courses.

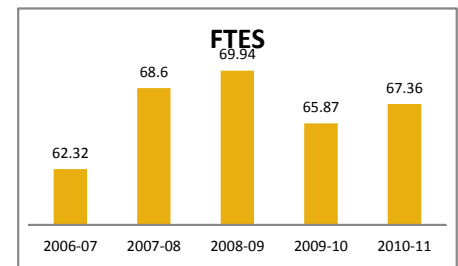
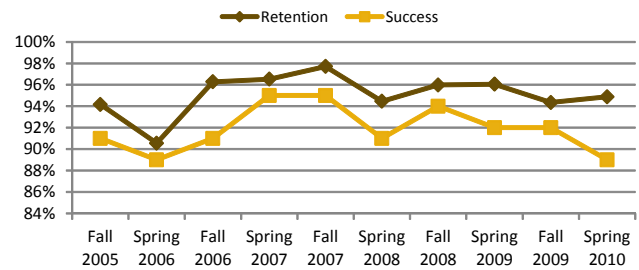
The Music program must proactively align its curriculum to meet the new requirements of SB-1440 and to reflect the trends and industry standards of the 21st Century music program/ musician. Budget support is needed to meet the unique curricular needs of the music program.

A faculty member is being lost to retirement and this position must be filled.

Program Opportunities and Goals

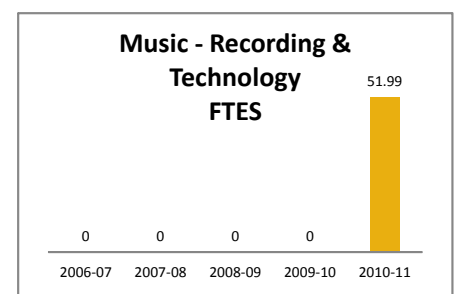
- Hire a full-time staff position to supervise and administer the studio. The Music program will open a new music technology addition in the fall of 2012. This facility will feature a proper recording studio. The potential for this recording facility to offer hands-on, real-world training with external clients is enormously beneficial. Any semi-professional use of the studio will require such a position.
- Update music technology software and the outdated music recording hardware and gain website support.
- Increase success rates among African-American student populations by increasing 1) staff support for more open lab times; 2) support for in-class learning assistants; 3) support for music technology tutors who are available during open lab hours.
- Add a half-time staff position for the music technology lab.
- Obtain funding for the repair and maintenance of equipment/ instruments.
- Align curriculum to meet SB-1440 requirements and receive the funding necessary to complete this activity.
- Establish an AA-T in Music.
- Replace retiring faculty member.
- Restore the choral program which has been eliminated at Chabot and Las Positas as a result of the current budget crisis. This is a long-term goal.

Music - Performance



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	21	23	21	21	19
Enrollment	503	559	578	539	533
FTEF	3.56	3.46	3.16	2.96	2.86
WSCH/FTE	1076.1	1200.13	1351.75	1346.44	1432.98

Music - Recording & Technology FTES



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	-	-	-	-	11
Enrollment	-	-	-	-	298
FTEF	-	-	-	-	2.61
WSCH/FTE	-	-	-	-	1201.93

PROGRAM: PERFORMING ARTS CENTER

Program Description

The mission of the Performing Arts Center (PAC) is to support the college mission and strategic plan, as well as remain a viable revenue center for the college.

The PAC is utilized, for the most part, by the outside community as a rental, or “fee for service” events. Therefore, the majority of the PAC’s activities are community based. As such, it creates enough revenue to support itself, and serves as a significant community outreach tool.

The PAC, as an auxiliary unit of the college, does not complete a formal program review. The PAC is not an academic program but an operations center. The PAC operates as a self-supporting revenue center and is continually seeking ways to support the college mission effectively while being conscious of cost.

Program Challenges and Needs

The PAC was originally on the list to receive funds from the Measure B local bond. However, when the time came the PAC agreed to allow the funds to be used to complete the Music program projects. As a result, the PAC renovation should be a priority in receiving future bond funding as the facility is in desperate need of renovation. The facility is not ADA compliant and does not have the infrastructure in place to fully support the operation. A renovated facility would provide for greater financial success and community outreach.

The PAC needs additional hourly on-call stage technicians and House Managing Specialists to handle the increase in bookings. The cost of support personnel would be directly recovered through billing the hours needed to the client/lessee of the PAC. These are specialized positions that are contracted for on a show by show basis as directed by the Facility Use Agreement.

At this time there is one person performing the duties of theater manager, operations coordinator, bookkeeping, employee director, staff scheduling, marketing and more. If box office services begin, 1 full time employee, serving as house manager will be needed.

Program Opportunities and Goals

- Realize a renovated, state-of-the-art PAC facility and supporting facilities (parking, etc.). With renovation, the PAC will have the opportunity to increase revenue. A renovation should include upgrades to technology and the infrastructure to support it. The PAC would like the opportunity to broadcast performances and events. Renovations should also include concession,

box office and major ADA improvements. Accessibility is currently a problem in the existing facility.

- Addition of a 500 seat theater with a fly-loft on campus. This would allow for another venue on campus and free the PAC for larger events and allow it to double its revenue. Location of this facility in relationship to the PAC is important and should be considered as a part of the facility master plan process. Co-location facing the Performing Arts Center would be best. A facility that would accommodate art displays is desirable.

PROGRAM: PHOTOGRAPHY

Program Description

The Photography program provides opportunities for students to learn traditional and digital forms of this essential medium of contemporary art and industry. Students learn to be intelligent image makers as well as critical and analytical viewers of images.

The program provides transfer level courses to students seeking careers in photography as well as instruction in black and white, color photography, studio lighting, special processes, digital media, portfolio development, and the history of photography.

Learning Outcomes

Learning outcomes have been developed.

Program Challenges and Needs

The photography program has suffered severe reductions. Students of the program attended a Board meeting to request that the program be retained. Three years ago a facility renovation was completed but now the program offers only 3 courses. Additional qualified faculty are necessary to instruct classes. The lack of qualified faculty, especially of full-time faculty to provide program leadership has made it difficult to operate the program at the level desired.

Time must be volunteered by faculty to staff the laboratory or there is no laboratory available. A photography program must have lab time available. A lab technician is a goal of the program in order to keep it operating effectively.

A challenge of the program is the lack of equipment maintenance and funding.

Courses needed for an AA degree or the certificate, are not offered regularly enough for students to complete them in an acceptable amount of time. Students seeking an education in photography are looking to other colleges.

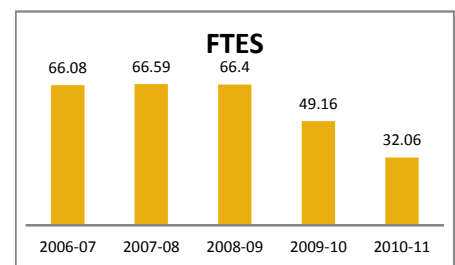
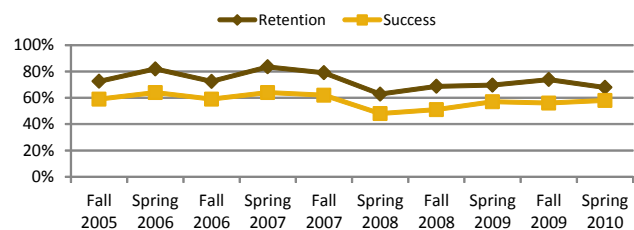
An inadequate budget to purchase supplies has created great challenge in operating the program.

Program Opportunities and Goals

- Restore program funding to hire additional faculty and lab support and to reopen courses and increase the number of sections being offered.
- Expand the variety of courses currently offered to allow for program growth and relevance within the industry.
- Hire a laboratory assistant.
- Gain the funding needed to maintain and repair equipment and purchase supplies necessary to successfully operate the program.
- Provide the courses necessary to complete the degree or certificate program in an appropriate

amount of time.

Photography



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	25	15	18	13	8
Enrollment	389	377	390	287	169
FTEF	5.43	3.97	4.76	4.39	2.76
WSCH/FTE	744.22	1010.02	846.3	677.5	721.05

PROGRAM: THEATER ARTS

Program Description

The Theater Arts Department at Chabot College is a vital, integral, and active participant in the creation and maintenance of the cultural vibrancy of the college. The Theater Arts program is dedicated to educating the community college student as a whole theater artist, with an emphasis on story-telling as key to the art of the theater. Story-telling has been and always will be central to the health and evolution of our culture, as our values, our ideas, our very identities shape (and are shaped by) the stories we tell in various forms. Embedded in these stories are always resonant and often timeless questions that demand reflection, invite exploration, and invoke possible change. And so, the goals in theater are often no less than this: we aim to change the audience, and we start by changing ourselves.

Theater Arts supports and produces original plays, as well as a more traditional season of work. It produces Emerging Work, a series that is dedicated to developing new work; this series is linked to our dramatic writing course, which is the first stage in this process. The program produces previously published plays (classics and contemporary work), small and large musicals, as well as children's shows and plays for teenagers.

Learning Outcomes

All SLOs and PLOs are written and they have been sent to the appropriate offices. A schedule of assessment is in place.

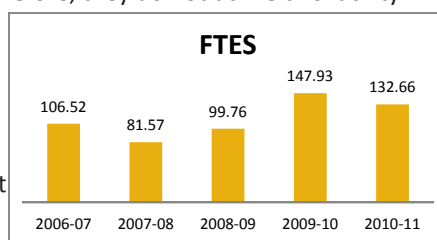
Program Challenges and Needs

The program is in the planning stages for revising the curriculum to include vocational courses. Some existing courses may be revised to allow them to become vocational. The program will also consider distance education.

The Theater for Young Audiences is currently not operational as there is no funding. The program will work to gain new funding for the program and restore it to the college and community.

It is a five year goal to have additional storage for scenery. This is a high priority as scenery is often damaged as a result of inadequate storage. The program would like to become more efficient by reusing the scenery.

The Performing Arts Center is too large for the Theater Arts productions; therefore, they do not utilize this facility. However, there are no additional theaters on campus. It would benefit the program and the students if a 500-seat theater on campus were available.



The Theater Arts program would like to have an active film component as story-telling has a place in film and television.

Theater Arts would like to work with the television studio to offer courses that support the story-telling component of the program, for example, soap operas.

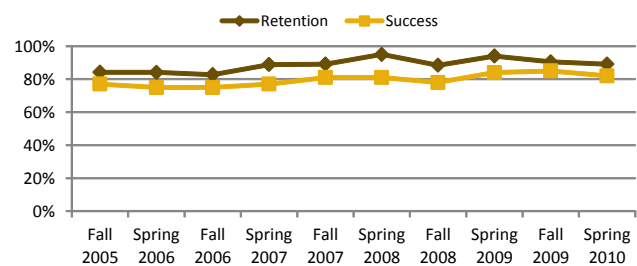
The program currently lacks the resources for a high end brochure that will market both shows as well as the academic program. This could also be done through the Chabot website. The program is seeking support in outreach efforts.

The program needs a box office that could sell tickets more readily for all of our events.

Program Opportunities and Goals

- Create vocational courses within the program and hire the FTEF necessary to teach the new courses. The new faculty will bring technical skills to the Scene Shop.
- Gain new funding for the Theater for Young Audiences program and restore it to the college and community. In the next five years the Theater for Young Audiences program should be thriving. In the next 10 years the Theater for Young Audiences should be its own program. An additional FTEF will be needed to support this.
- Gain additional storage for scenery.
- Add a 500-seat theater on campus.
- Restore the film component in the program and support its development.
- Work with the television studio to expand the program with courses that support story-telling and can be produced in a television studio.
- Develop new marketing materials or an updated website.
- Add a box office supporting the program.

Theater Arts



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	29	24	23	26	24
Enrollment	763	676	791	983	959
FTEF	6.65	6.49	6.07	6.72	6.59
WSCH/FTE	991.01	787.58	992.04	1333.01	1224.12

Science & Mathematics Division

Division

Programs in the Science and Mathematics Division

- Anatomy
- Astronomy
- Biology
- Chemistry
- Computer Science
- Engineering
- Mathematics
- Physical Science
- Physics
- Physiology

Degree Programs

- Biology
- Biology-Emphasis in Allied Health
- Chemistry
- Computer Science
- Computer Science-Emphasis in Mathematics
- Engineering
- Mathematics

Division Challenges and Needs

The Division has no access to data regarding students who have declared science and math majors. The Division needs the ability to collect a list of students who are new and have declared a science and math major for the following reasons:

1. Determining where science and math major students assess into math
2. Conduct longitudinal studies that will help faculty understand completion rates and exit points for students

The Division also needs the ability for the instructors' rosters to indicate what majors students have declared. If faculty knows the student's educational goal(s), they will be able to better serve students who are enrolled across the campus in basic skills math and general education classes. Faculty will then be better able to contextualize the content and more effectively serve students.

The Division needs adequate support to keep up with technology and innovation so students are able to learn in a cutting edge environment.

Division Opportunities and Goals

The Science and Math Division have developed broad initiatives, divided into categories as shown below.

Awareness & Access

- Outreach to local schools
 - Make presentations in high schools and participate in Science and Math events coordinated by local schools.
 - Use service-learning opportunities to reach out to local elementary, middle and high schools.
- In-reach to current students to expose and encourage more Hispanic and African American students to enter science and math fields.

Student Success

- Increase availability of up to date technology in the classroom to enhance learning and assessment of student learning.
 - Ensure reliable, updated computer equipment.
 - Ensure that software products are up to date and expose students to cutting edge technology in science and math.
- Curriculum development
 - Update current curriculum to meet student/ community needs and to facilitate completion.
- Student Learning Outcomes/Program Learning Outcomes
 - Gather and evaluate data collected and make adjustments to course or evaluation process as needed to complete the continuous improvement loop.
 - Research common exams and pre/post testing to determine student learning in a particular class.
- Develop and seek funding for cohort learning in the science and math majors.
- Research and develop MESA (Math, Engineering, & Science Achievement) Program to address student success rates of underrepresented students.
- Implement NIH Bridges Grant in collaboration with UC Berkeley and Merritt College.

Community Partnerships

- Create linkages with industry, K-12's, universities, and community based organizations to:
 - Research and develop internship opportunities for students through collaborative grant efforts.
 - Research and develop fellowships for faculty

through collaborative grant efforts.

- Seek collaborative grants that support student success and completion in math and science fields.
- Support the development of future Science and Math K-12 teachers in collaboration with CSU, UC, and foundations with programs such as the East Bay Teacher Pathways Program and the Summer Science Institute.

Vision, Leadership & Innovation

Adjunct Coordination

- Provide leadership for adjunct collaboration regarding SLOs, PLOs, and curriculum standards and changes.
- Provide mentoring and support for adjuncts.
- Increase communication to adjuncts by providing semi-annual collaboration days in addition to flex days.

Facilities

- Renovate Buildings 1700 & 1800 and update equipment in the science area.
- Provide trainings to support new equipment.
- Present need and advocate for a new Biological Sciences Building to better serve students and address safety issues.

Funding

- Ensure supply budget in science areas meets the needs of labs.
- Ensure Lab tech support is appropriate for course offerings.
- Ensure proper maintenance of new equipment.

PROGRAM: ASTRONOMY

Program Description

The Astronomy Program mission is to assist Chabot's students as they seek to transfer to four-year institutions or obtain an Associate's Degree, and to offer opportunities for developing basic scientific literacy, personal enrichment, career preparation, job advancement and retraining.

The Chabot College Astronomy Program offers two very popular general education transferable physical science lecture courses, and one physical science lab course, that enlighten and prepare students for further study in almost any field. Understanding science is vital to understanding and meeting the challenges of an increasingly complex world. In addition, this unit also oversees the Chabot College planetarium. The planetarium facility was renovated in 2010 and is an asset to the community and students.

Learning Outcomes

The program will continue to assess student learning and success in both Astronomy lecture and lab courses, using SLOs and online systems.

Implementing SLOs, CLOs, and PLOs has been made extremely complex with the required use of eLumen. Only with the tremendous support of the campus webmaster was the faculty able to use a simple web-based interface for the creation of new CLOs and PLOs. Unfortunately, that work did not automatically translate into those objectives being included into the eLumen system for reporting. If faculty is to use the CLO/PLO process authentically, the interface and reporting systems need major revision and a simple web-based system for data entry and reporting must be devised.

Program Challenges and Needs

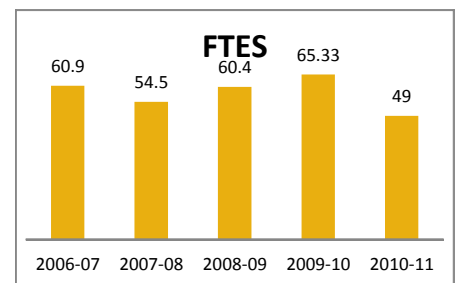
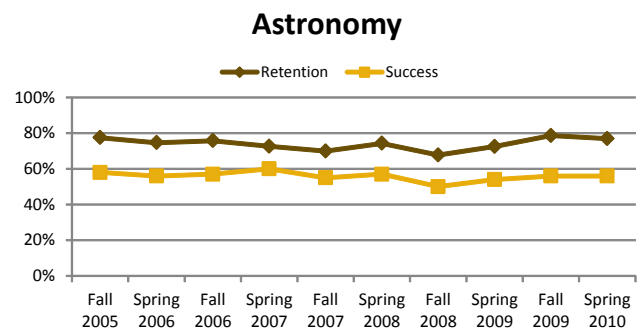
As with any advanced technology, the program has encountered numerous problems with the sound system, AV system programming, and software in the new planetarium. Faculty members are spending at least 5-10 hours a week working with the systems and much more time developing public programs, and learning to program the system for more automated operations. With the challenges presented by the new lecture halls and planetarium equipment and involvement of faculty in the Building 1800 project, there has been no availability to install and begin to use the 12" optical telescope and portable observatory dome.

The lack of a laboratory assistant or lab technician to assist faculty in the maintenance of the physics/astronomy lab and in setting up experiments continues to be a barrier to program success. When physics and astronomy faculty must spend hours setting up and taking down labs, they are consequently unable to spend time improving teaching and helping students learn.

Establishing planetarium school programs and a more vibrant community program requires additional help. Faculty donates their time and energy for community education and special programs held on Friday and Saturday nights. Developing a new community program requires additional staff help. A planetarium educator would greatly aid this effort.

Program Opportunities and Goals

- Learn how to integrate the new planetarium and lecture equipment into classes and public shows. Fund attendance for at least one faculty member to the Spitz Institute training offered annually in Pennsylvania each summer so that faculty might learn how to use the system even more effectively.
- Install and begin to use the new telescope and observatory dome.
- Hire a lab assistant.
- Hire a planetarium educator.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	17	16	16	16	12
Enrollment	620	556	615	655	496
FTEF	3.25	3	3	3	2.28
WSCH/FTE	1166.78	1112	1230	1316.67	1310.52

PROGRAM: BIOLOGY

Program Description

The mission of the Biology Program is to:

- Prepare students for transfer to other institutions by providing general education science components of a transfer degree or certificate.
- Prepare students to enter health career education by providing prerequisite courses.
- Prepare biology majors for upper level coursework.
- Encourage students to think critically through lab work and assignments.

The Biology program provides courses for three groups of students: non-majors, who must complete general education requirements for transfer; health science majors who plan to apply to nursing, dental hygiene, physical therapy, or other allied health programs; and biological science majors who plan to transfer to 4-year institutions.

Learning Outcomes

The Biology Program has developed program level outcomes for the allied health students and biology major tracks. These outcomes have been correlated with individual courses. SLOs have been developed for all courses and assessment is on-going.

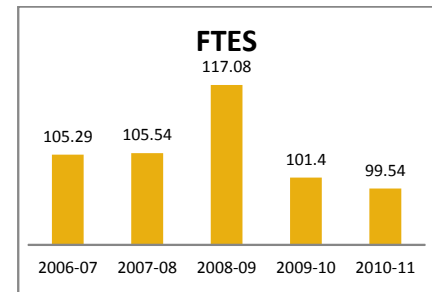
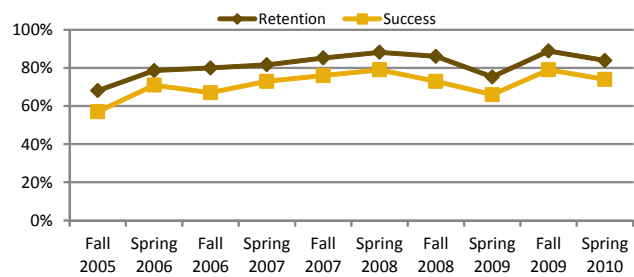
All Biology courses have 3-5 course-level student learning outcomes written. All full-time and adjunct faculty have completed eLumen training. Currently, full-time faculty is in the process of arranging times to reflect upon and discuss assessments with adjuncts. Bringing adjuncts together for reflection appears to be the greatest obstacle in completing the SLO assessment loop.

Program Challenges and Needs

The Biology building (2100) was built in the 1960s. It has become terribly outdated. Modernization or replacement of this building is important for safety purposes and functionality. Some laboratories in Building 2100 lack required safety features such as sprinklers, eyewash stations, and safety showers. The cadaver room was adapted from a room not designed for cadaver lab work and lacks proper ventilation. The functionality of the current building is compromised by the limited storage space for student microscopes, book bags, and lab coats. Some laboratories require a vacuum source, which is available only in a few labs of the building. To meet biology course demands, a new building or renovation is necessary.

Available data (2007-2009), from Learning Connection tutoring services shows higher success rates, and a lower withdrawal rates among students with tutoring in ANAT 1, BIOL 31 and PHSI 1. This represents a total of 492 (18%) out of 2,805 students who were enrolled. To continue or to improve this trend, it is necessary to ensure that biology students have adequate access to learning support services outside of class. This includes

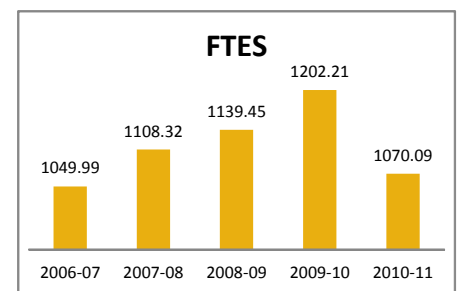
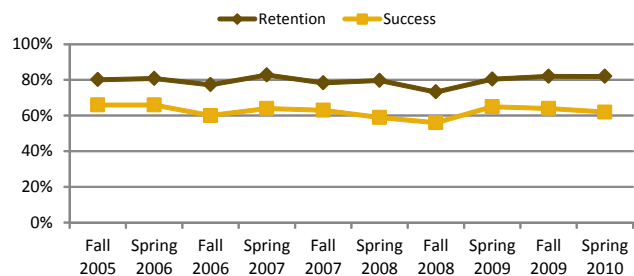
Anatomy



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	14	16	21	12	12
Enrollment	386	435	581	339	331
FTEF	6.06	6.79	10.03	6	6.6
WSCH/FTE	1018.81	1024.72	1514.19	1017	907.58

expanding subdivision efforts to identify and recruit potential

Biology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	54	48	48	46	45
Enrollment	1265	1191	1197	1198	1151
FTEF	15.55	13.7	13.5	13.35	13.99
WSCH/FTE	1049.99	1108.32	1139.45	1202.21	1070.09

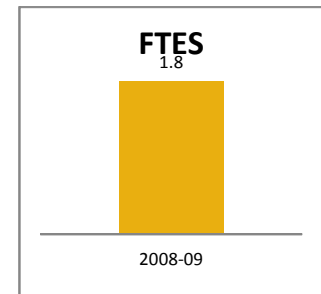
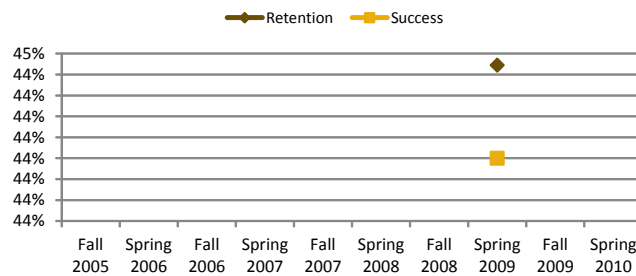
tutors and learning assistants and evaluating how to expand open biology lab offerings.

Although the health-care job market is likely to grow as baby-boomers retire, California community colleges including Chabot are turning away qualified applicants from nursing programs because of limited capacity. There is increasing demand for health care programs at community colleges but only a few colleges in the state are able to accept all qualified applicants.

Due to budget reductions, many sections have been eliminated. The vast majority of program courses are filled before the first day of open enrollment. Therefore, the need for courses is not being met.

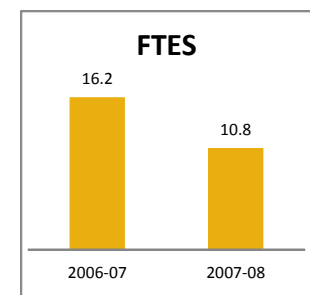
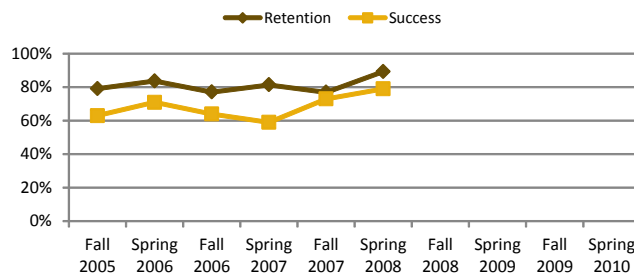
The program struggles with maintaining high quality programs with limited resources. The biology program requested a supply budget of \$57,000 but received only \$40,000. Additionally, the program requested \$36,520 from the bond but only \$16,680 was funded. The program will resubmit requests for equipment and seek resources from other sources.

Biological Sciences Biotechnology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	-	-	1	-	-
Enrollment	-	-	9	-	-
FTEF	-	-	0.35	-	-
WSCH/FTE	-	-	154.29	-	-

Biological Science Ecology



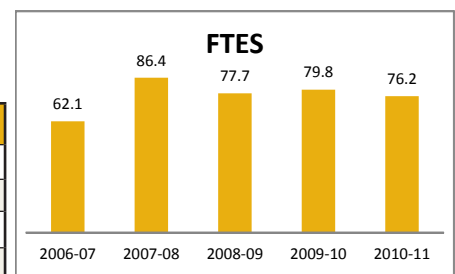
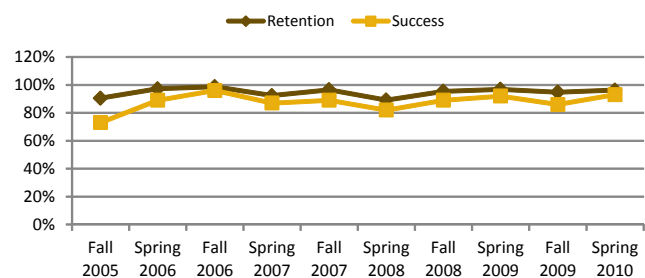
	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	4	2	-	-	-
Enrollment	120	54	-	-	-
FTEF	1.1	0.7	-	-	-
WSCH/FTE	894.55	925.71	-	-	-

Program Opportunities and Goals

- Provide a new science facility or renovate Building 2100.
- Ensure Biology students have adequate access to learning support services outside of class. Identify and recruit potential tutors and learning assistants.
- Identify professions for which the core courses are already offered and develop those that are needed for credentialing to meet the demand for allied-health workers, as well as the expected increases in these fields.
- Add the following sections, and the faculty to teach them, to fill unmet need:

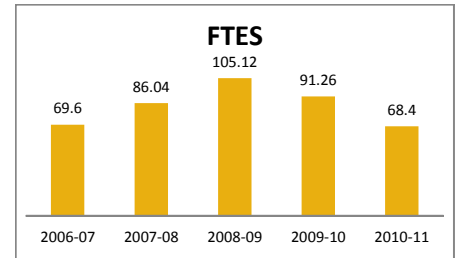
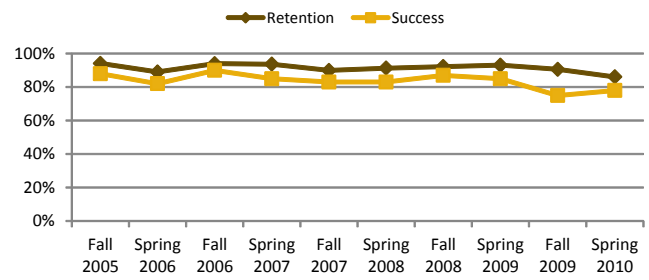
	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	8	12	10	10	10
Enrollment	209	292	262	270	257
FTEF	4	6	5	5	5.5
WSCH/FTE	939.6	876	943.2	972	841.09

Biological Sciences Microbiology



- Biology majors - one section/semester.
- Anatomy 1 - two sections in fall and in spring, one in summer.
- Biology 31 - two sections/semester.
- Physiology 1 - one section/semester.
- Microbiology 1 - two sections/semester.
- Biology 10 – two sections in summer session.
- Gain the funding needed for equipment and supplies.

Biological Sciences Physiology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	12	14	18	14	8
Enrollment	295	357	491	394	231
FTEF	4.25	5.25	5.94	5.31	4.16
WSCH/FTE	1457.66	1462.21	2025.95	1578	999.52

PROGRAM: CHEMISTRY

Program Description

The mission of the Chemistry Program is to:

- Prepare students for transfer to other institutions by providing general education components of a transfer degree or certificate.
- Prepare students to enter health career education by providing prerequisite courses.
- Prepare chemistry, biology, and physics majors for upper level coursework.
- Encourage students to think critically through laboratory work and assignments.

The Chemistry Program consists of allied health chemistry, introductory chemistry, general chemistry, and organic chemistry. Faculty teach lectures and laboratories, guide students in these activities, help them to do chemistry problem solving, and advise them in their career goals.

Learning Outcomes

Student Learning Outcomes (SLOs) have been written and assessed. At this time, assessment data is being analyzed and related to PLOs. New CLOs (2010) are being assessed.

Program Challenges and Needs

One challenge, especially when faculty time and resources are so limited, is not having regular meetings. When communication between faculty members does not occur, program challenges are exacerbated. The greatest resources in the program are faculty and collaboration, coordination and the sharing of ideas and tools.

When issues arise there are no support structures in place to assist. A support person (and a back-up) has not been identified to assist faculty. Not having a well-defined administrative structure in the discipline has made dealing with immediate needs difficult.

An institutional improvement would be to re-define Chabot's science programs. Preliminary analysis indicates that there are some common pathways that science students at Chabot follow. Many, if not most, of Chabot's students take the same chemistry, biology, and physics courses regardless of their declared majors. The Division needs to work across disciplines to define a true program that best meets students' needs.

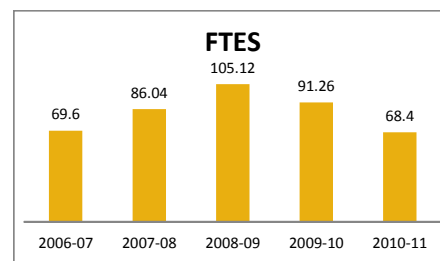
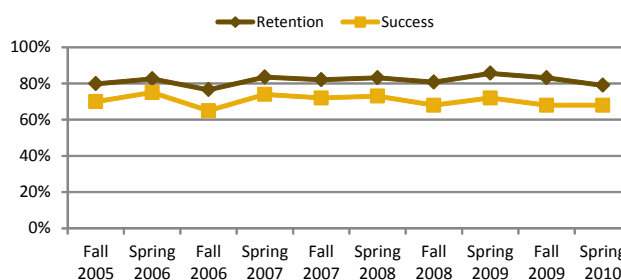
Program Opportunities and Goals

- Establish regular program and division meetings.
- Operate within a defined program/ division structure.
- Create a program that best meets students' needs.
- Develop a faculty-driven process to recommend, interview, and evaluate student laboratory

assistants.

- Finish writing Chemistry Faculty Handbook.

Chemistry



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	12	14	18	14	8
Enrollment	295	357	491	394	231
FTEF	4.25	5.25	5.94	5.31	4.16
WSCH/FTE	1457.66	1462.21	2025.95	1578	999.52

PROGRAM: COMPUTER SCIENCE

Program Description

The Computer Science Program instructs students in computer programming. The primary objective of the program is to prepare Computer Science Major students' for transfer to the UC and CSU systems. Languages and applications currently taught include Alice (CSCI 6), Hypertext Markup Language/JavaScript (CSCI 7), Microsoft Office (CSCI 8), C++ (CSCI 14, 15 and 20), Visual Basic (CSCI 10), Assembly Language (CSCI 21), UNIX (CSCI 41), and Java (CSCI 19A).

Learning Outcomes

Learning outcomes have been developed and assessed. Program changes have occurred as a result of assessment.

Program Challenges and Needs

Improving student success continues to be a challenge. Many students are unprepared for the level of abstraction and logic required by the courses (especially CSCI 14). Starting in fall 2011, students will need either Math 55 or CSCI 7 as a prerequisite for CSCI 14. The new prerequisite should help student success, but there is concern that enrollments may drop initially as some students are blocked from registering. To maintain a viable program, we must offer a minimum of two sections of CSCI 14 per semester. At this time, the program hopes to maintain four sections of CSCI 14 for academic year 2011-12, even if there is a temporary drop in enrollments due to the new prerequisite.

A large number of students cannot read for comprehension (they can form the words, but do not grasp what's important), and their mathematics skills are very weak. Normal skill levels are much lower than they were ten years ago. The program is not equipped to teach reading and algebra in Computer Science courses, and faculty have been forced to look for a math prerequisite to the transfer computer programming sequence (CSCI-14, 15, 20, 21). The program may experience cuts due to decreased enrollments as a result of the addition of pre-requisites.

In a period of declining Computer Science enrollments, the program agreed to split the Computer Science Laboratory (Room 3906) in order that one side could be used by the Mathematics program for the Math Lab. As CSCI enrollments increase, and the Math Lab moves to Building 100, the entire room (3906A and 3906B) should revert to a dedicated space for Computer Science instruction.

There is great potential for growth but the program is hampered by limited FTEF. This is difficult for the program as there is a surge in demand for training in computer technology.

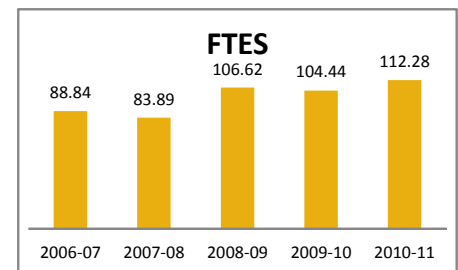
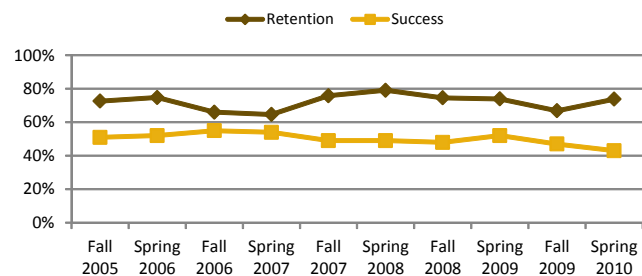
Program Opportunities and Goals

- Improve student success through the

requirement of prerequisites.

- Maintain a viable program offering at least 4 sections of CSCI 14 per academic year.
- Determine a mathematics prerequisite for the transfer computer programming sequence.
- Return the entire computer lab in room 3906 (A&B).
- Retrain faculty in new technologies such as game design, smartphone programming or computer security. Offering a certificate program in one or more of these areas would provide vocational training for occasional students and enhance academic preparation for transfer students. For example, CSCI 6 and one additional course in game programming might form the core of a certificate in computer game design.

Computer Science



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	25	22	22	22	21
Enrollment	638	574	705	691	747
FTEF	6.95	5.64	6.43	6.19	5.95
WSCH/FTE	800.33	937.59	1037.42	1055.48	1173.34

PROGRAM: ENGINEERING

Program Description

The mission of the Engineering Program is to prepare students for success after they transfer to a university college of engineering.

Success for a pre-professional program such as Chabot Engineering is the attainment of professional status by the students who depend on the program. In private-sector engineering, professional status is marked by the earning of a baccalaureate degree in engineering from an accredited university. Without a baccalaureate degree, the chances of a student finding a true engineering professional position decline approximately 98%. Thus, the Chabot Engineering program must provide its students with the skills and knowledge required to earn the post-transfer degree.

Learning Outcomes

All Student Learning Outcomes have been developed and assessed, reflected upon and discussed. Changes have been implemented as necessary.

Program Challenges and Needs

The Materials of Engineering (ENGR45) lab currently contains several classic instruments that date back to the 1950s. This equipment requires replacement.

Complete the current phase of the articulation improvement effort by implementing the course content required by approval of the new ENGR43 course outline, which articulates to the UC Berkeley second-year Electrical Engineering course.

- Work with the Electrical Systems (ESYS) Group to leverage the recent investment in the National Instruments Educational Laboratory Virtual Instrumentation Suite (NI ELVIS) for teaching electrical-circuits and electronics. Articulation to UC Berkeley EE40 requires significantly greater electronics content in the ENGR43 lab component than is currently the case. The NI ELVIS platform is specifically designed for delivery of Electronic lab content. Tentative plans call for team teaching the new ENGR43.
- Continue to have available to Chabot Engineering students the Computer Aided Design Software (AutoCAD), and Computational Methods Software (MATLAB). Without these software programs students cannot learn current engineering practice.
- Move to OnLine+LiveAction course content delivery for courses that would benefit from this format by realizing improved student access and/or convenience.

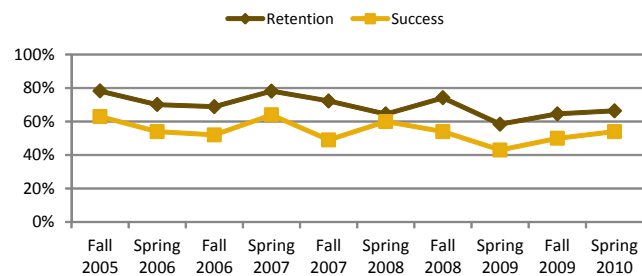
Program Opportunities and Goals

- Replace antiquated equipment.
- Complete requirements necessary for the ENGR43 course.
- Ensure AutoCAD and MATLAB software is

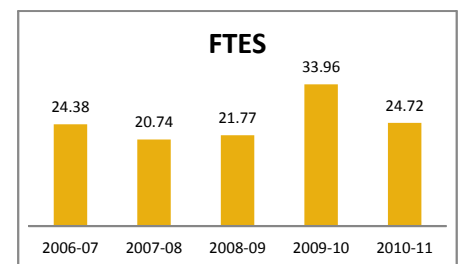
available to engineering students.

- Implement OnLine+LiveAction course delivery.
- Increase student success, particularly a reduction in the withdraw rate.
- Increase enrollment in the calculus-based courses.
- Continue the high school outreach program to encourage students interested in engineering to attend Chabot. Currently, faculty has planned visits with local high schools.

Engineering



FTEs



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	8	8	8	9	9
Enrollment	168	145	158	246	184
FTEF	2.18	2.18	2.18	2.4	2.4
WSCH/FTE	698.83	599.52	621.84	887.99	648.03

PROGRAM: MATHEMATICS

Program Description

The mission of the Math Program is to instill an understanding and appreciation of mathematics and to provide students with the mathematical knowledge they need to succeed in college and their careers.

A wide range of courses are offered, from courses in basic mathematics and algebra to transfer courses in subjects such as calculus or linear algebra. Mathematics courses are offered that are oriented toward degree and certificate students, toward transfer in the Liberal Arts, and toward transfer in science and technology. The Math Lab gives students a place to go almost any time of day to receive tutorial services from math instructors and student tutors.

Learning Outcomes

Learning outcomes have been developed and assessed and changes have been implemented where needed.

Program Challenges and Needs

Analysis of data shows a continued problem with retention and success. In spring 2010 (the most recent semester for which there is data), the success rate in Math 54L and Math 55 classes combined was 44%; in Math 65, it was 35%; and in Math 105 and 105L classes combined, it was 43%. Increasing these rates is one of the greatest challenges for the program.

The program is making a renewed effort to improve the curriculum, instructional methods, and day-to-day interactions with students and colleagues to create the highest quality educational environment.

There is a significant need for a math instructor to assume the role of a Basic Skills Math Coordinator to help to organize and structure the basic skills program to better serve basic skills students. This faculty member will require release time to perform that function.

The math program would benefit by expanding participation of adjunct faculty. This includes supporting adjunct training. Another option to increase participation is to hire a full-time faculty with release time to act as a mentor to adjuncts and to provide training for homework management systems.

Difficulty in finding available computer lab space and getting timely computer tech support creates barriers to implementing the labs. The college must address these issues. Also, additional FTEF are needed to cover additional lab hours. Currently, 2 to 3 FTEF are allocated to staff the Math Lab.

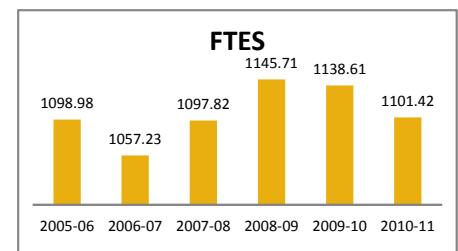
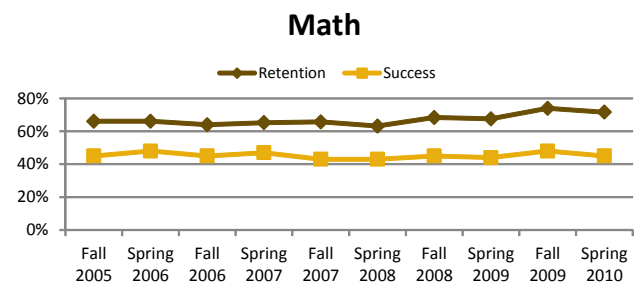
Students are in constant need of tutoring in math. Building 100 is being renovated to accommodate the growing needs of students.

In the last five years, the support received for computer maintenance and day-to-day operation of the instructional labs has steadily diminished. It is difficult to teach in these labs since faculty are expected to trouble-shoot software, hardware, and printer problems while simultaneously teaching classes. There is little regular maintenance, which compounds the problems.

Technological problems in classrooms are similar to those in instructional labs. Under current policy, if a classroom does not have certain equipment, the instructor assigned to that classroom has no access to equipment. This means that if an instructor teaches one section of a course in a well-equipped room and another section of the same course in a poorly-equipped room, the instructor must prepare two different lectures for the same course, one with technology and one without.

Program Opportunities and Goals

- Increase the success rates in basic skills math classes.
- Increase the proportion of active full-time instructors and full-time staff to allow release time for a Basic Skills Math Coordinator and adjunct training without negatively impacting the number of full-time staff in the classrooms.
- Increase adjunct participation.
- Gain additional computer lab space, timely technology support and the FTEF needed to



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	205	193	188	196	189
Enrollment	7,238	7,362	7,526	7,808	7,384
FTEF	64.45	61.94	61.23	61.15	54.19
WSCH/FTE	2119.37	2453.1	3087.14	2761.27	2647.97

support the lab time. An option for staff time is to consolidate lab time into one category, including required lab hours for specific classes, workshops, and hours for Math Lab and determine the most effective way to distribute FTEF.

- Review policies need to improve the conditions in instructional labs and classrooms so that faculty can teach more effectively. Create technology standards for all rooms throughout the campus. Strive to provide parity among rooms.
- Hire new faculty be hired before others retire to preserve continuity, and for new faculty to take advantage of the experience and knowledge of senior faculty. The Math subdivision is likely to see at least one to three retirements in the next one to three years. Furthermore, there will be a significant number of retirements in the next five years. .

PROGRAM: PHYSICS

Program Description

The Chabot College Physics unit offers a wide spectrum of scaffolding courses preparing students for further study in their chosen fields while offering fundamental understanding of the everyday world. Physical Science is becoming crucial to understanding and meeting the challenges of an increasingly complex environment, whether or not students choose to specialize in physics, or related fields in engineering and technology.

Learning Outcomes

The Physics Program has developed learning outcomes and has assessed them. Currently, the program is completing the CLO cycle for all courses, and adding new CLOs as well as PLOs.

Program Challenges and Needs

Quite simply, the Physics program needs help through the hiring of a laboratory technician. The increase in efficiency and support that students receive will be instrumental in increasing their success. Furthermore, additional upcoming efforts (moving equipment and organizing its placement, replacing laptops, customizing computers with required applications and integrating them into the lab assignments), is going to require substantial faculty time. To ensure student success and support the program, a laboratory assistant is critical.

The program needs to realign the Physics 4ABC and Physics 5 curriculum to a four-semester model to match Las Positas College, and pave the way for a future team-teaching opportunity.

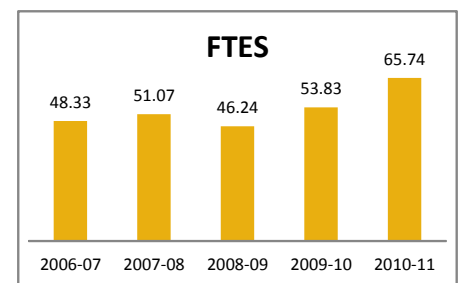
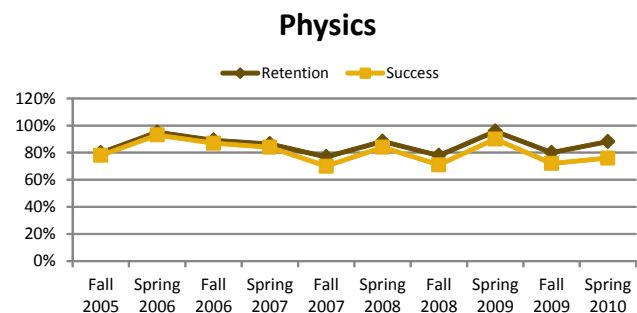
It is important to generate greater student success in Physics 4A as it is a critical class for students moving into the engineering program. The program must also determine and track how Physics 18 is leading to greater success with students who ultimately take Physics 4ABC. In understanding this relationship, there may be new opportunities to create success elsewhere.

The Physics program needs to examine offering Physics 22A/22B (do not have sufficient FTEF allocation at this time), or look at changing Physics 2A/B to a “calculus-lite” version, and explore whether that would benefit students.

Computers are ubiquitous in education today. Yet, as a collective at Chabot, they seem viewed as an afterthought. To keep up and realize the promise increased learning capabilities, the program must have the technology, at the very least, that the students have. Aging computers in the labs should be replaced immediately.

Program Opportunities and Goals

- Hire a Laboratory Technician.
- Realign the Physics 4ABC and Physics 5 curriculum.
- Increase student success in Physics 4A.
- Track Physics 18 success and determine factors that may ultimately be implemented elsewhere.
- Offer Physics 22A/ 22B and/ or consider changing Physics 2A/ B.
- Update all hardware and software for the program.
- Restore Physical Science 15 as a course offering, tied to CSUEB’s Environmental Studies 1000 course, which is a pre-requisite for science teachers.
- The new lab and lecture facilities planned for building 1800, as well as the new Physics Tutorial/Discussion center in that building, should lead to greater student success, retention, and thus, overall program success.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	12	12	11	11	16
Enrollment	239	249	230	264	331
FTEF	4.05	4.2	3.99	4.12	5.32
WSCH/FTE	766.22	787.86	775.78	855.31	776.98

Social Sciences Division

Division Description

The programs in this division are committed to fostering in students an awareness of the importance of active civic engagement and responsibility, a value for diversity within the context of a rich and complex society, and a broad understanding of the social science methods that enable informed citizens to make better choices. This value for the diverse richness and continuity of human society greatly contributes to a productive, fulfilling career and life experience. Social Science classes serve students with AA, AS degree, transfer and Vocational/Technical certificate programs that maintain high standards of pedagogy.

Programs in the Social Sciences Division

- Administration of Justice
- Anthropology
- Early Childhood Development
- Economics
- Ethnic Studies
- Geography
- History
- PACE
- Political Science
- Psychology
- Sociology

Degree Programs

- Administration of Justice
- Behavioral Science
- Early Childhood Development
- Ethnic Studies
- Geography
- Human Services
- International Studies

- Liberal Arts
- Liberal Studies (Elementary Teacher Preparation)
- Political Science (Awaiting State Approval)
- Social Science

Certificates of Achievement

- Early Childhood Development (Basic Teacher)
- Early Childhood Development (Associate Teacher)

Certificates of Proficiency

- Geographic Information Systems
- Multicultural Awareness/ Relations (for the Service Provider)
- Multicultural Awareness (Self-Reflection)

Division Challenges and Needs

Class enrollments in almost all sections are above cap with high WSCH/FTEF across the Division. As a result of deficit-driven class sections reductions; this Division is currently unable to serve the great numbers of students trying to take classes.

The Early Childhood Development (ECD) Center/Lab School is a crucial part of the ECD curriculum, bringing in over a million dollars in categorical funding per year. The Center Director has worked assiduously with the former VP of Business Services to meet and surpass College benchmarks for reducing use of the General Fund in 2010-2011. Mid-Spring Semester 2011

the Director received a mandate to immediately cut use of the general fund for Center functions. Along with Center staff layoffs, it became impossible to hire hourly preschool staff to maintain mandated staffing ratios. This led to a situation in which ECD evening faculty and Center Administrative Staff took over (on an emergency basis) some of the unfilled staff roles to continue delivery of instruction to ECD lab class students. One of the effects of this mid-semester reduction is the impact upon vocational and transfer ECD students who have not been able to receive detailed supervision from ECD lab faculty as specified in their course syllabi, despite these heroic efforts. The Division plans to prevent a repeat of this situation through supplementation of Lab School Vocational pedagogy through Perkins Funds in 2011-2012.

Division Opportunities and Goals

Curriculum and Program Development:

Political Science, Administration of Justice and History are collaborating on an ambitious speaker series and program in Law and Society, which will foster civic engagement in students and the College community.

Geography and Anthropology faculty are working with Counselor Carey Harbin to develop an interdisciplinary Environmental Studies Program.

Early Childhood Development is continuing to strengthen its coordination and collaboration with Chabot's Center Lab School through the Program's Theory to Practice, Practice to Theory Workshops, as well as implementing the new Early Intervention Certificate Degree Program.

History faculty are working on the revitalization of the Latin-

America Travel-Study Program at Chabot.

Political Science has submitted a new program proposal to the State Chancellor's Office to be implemented in 2012-2013. Anthropology is proposing a new AA degree program.

In 2010-2011, faculty continued the process of institutionalizing context-specific Basic Skills pedagogy, including GNST 115 sections, Basic Skills Workshops, and other modes of supplemental instruction in both vocational and transfer disciplines. Persistence and success data indicate the efficacy of these contextualized basic skills approaches in the Division. The Division is institutionalizing these efforts as part of the regular curriculum.

PROGRAM: ADMINISTRATION OF JUSTICE

Program Description

The mission of the Administration of Justice program is to prepare students to meet both vocational and transfer goals. The program seeks to inspire value for diversity, while maintaining student access, success and equality. Core courses are offered both day and evening to students. Administration of Justice 50 and Administration of Justice 60 classes enroll over 100% because of demand. The four remaining required courses also enjoy high numbers, but vary more in enrollment.

The program offers both required and optional classes in a variety of patterns. Efforts are in place for close consideration of three year tracking data to help provide better service to students.

Learning Outcomes

The development of PLOs and CLOs has not been completed and CLO assessment plan has not been submitted. Drafts of the PLOs and CLOs have been completed and are being reviewed. All PLOs and CLOs as well as a CLO assessment plan will be completed and submitted during summer of 2011.

Program Challenges and Needs

Some curricula changes are planned for the Administration of Justice degree to take effect for fall semester 2012. Specifically, the program is recommending the development of an Associate of Science (AS) degree and the adoption of a Transfer Model Curriculum (TMC), pursuant to Senate Bill 1440. The development of TMC is underway and will be submitted to the Curriculum Committee during the fall semester, 2011. Course outlines need to be reviewed and aligned with course descriptions approved by the Chancellor's Office for the proposed Associate of Science degree.

As Administration of Justice program currently does not have a budget, categorical funds will be sought to support career-focused activities for students (e.g., trips, internships, speakers).

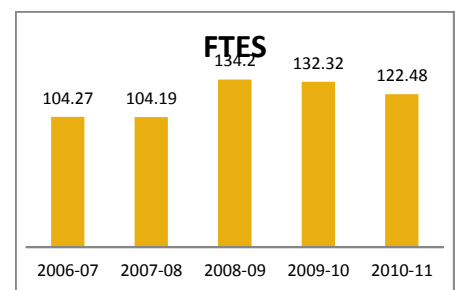
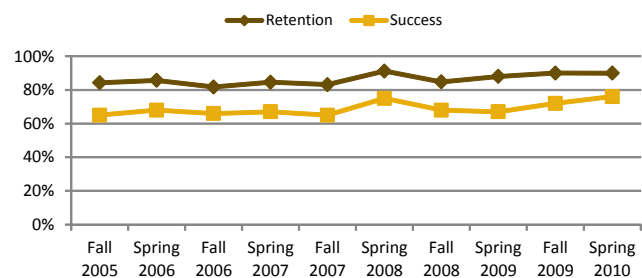
The success rate in ADMJ 50, Introduction to Administration of Justice is 56%, which is approximately 15 percentage points below the discipline success rate. Although there is no current data that explains the low success rate, one possible explanation may be the interdisciplinary nature of the introductory course. Students, generally speaking, come to the course with limited background knowledge about the organizational structure of the justice system. Regarding course content, concepts surrounding legal, sociological, psychological, philosophical, and historical aspects are prominent in the course. Hence, critical reading, analysis and the ability to process interdisciplinary themes and concepts are essential for success in the course.

The average success rate for Evidence, ADMJ 61, is 66% which is approximately 5 percentage points below the discipline average. Evidence is a rules-based and policy-centered course. Some general knowledge about the criminal justice system and criminal procedure is presumed. Although there are no prerequisites, data suggest that prior enrollment and success in Introduction to Administration of Justice and Criminal Law would improve chances for success in Evidence.

Program research also showed a gap between the performance of African American students and that of other ethnicities. Moreover, the research indicates a positive correlation between the highest level of English completed and student success. In response to these findings, the program is developing an Academic Discipline Support course for ADMJ 50 and ADMJ 61 in collaboration with Counseling. Also, new pedagogical approaches (e.g., online/hybrid courses) that may improve student success are being explored.

Faculty in several social science disciplines have begun informal discussions about the feasibility of a contextualized learning laboratory for social science to provide content-based basic skills support for students in the discipline.

Admin of Justice



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	30	27	30	28	27
Enrollment	1055	1089	1398	1385	1295
FTEF	6.2	5.2	5.74	5.34	5.14
WSCH/FTE	1016.31	1215.57	1938.28	1487.84	1440.25

To complete strategies to improve students success rates additional full-time faculty are necessary. Part-time faculty members are a critical and important part of the program as they bring a tremendous amount of real-world experience to students. However, the limitations on their time impacts student advising as well as curriculum review and assessment. The full-time to part-time faculty ratio in Administration of Justice for the past three years is 40:60.

Program Opportunities and Goals

- Complete PLOs and CLOs for all courses and submit CLO assessment plan.
- Implement planned curricula changes for the Administration of Justice degree in fall 2012. Specifically:
 - Develop an Associate of Science (AS) degree
 - Adopt Transfer Model Curriculum (TMC), pursuant to Senate Bill 1440.
- Review course outlines and align them with course descriptions for the proposed degree program.
- Determine the academic support needed (contextualized learning lab, an academic support course, assignment of prerequisites, etc.), and implement it in an effort to increase student success rates.
- Hire additional full time faculty to support increased student success efforts.
- Establish a learning community with adjunct faculty as well as an Administration of Justice student club. This will allow for greater collaboration on curriculum and instructional issues. The club will be a vehicle to explore emerging issues and to facilitate industry contacts and career opportunities.
- Establish an advisory committee for Administration of Justice in an effort to lead to expanded opportunities for student employment, internships and industry input into the curriculum.
- Integrate online learning into curriculum for improved student access.

PROGRAM: ANTHROPOLOGY

Program Description

It is the mission of the Anthropology program to provide students with excellent preparation for majors in a wide array of social and behavioral sciences and to provide the general education student with a keen awareness of, and value for, the diverse richness and continuity of human society on a global scale. The program seeks to engage students actively in the life of the college and to demonstrate to them how learning about human behavior in the context of cultural diversity contributes to a productive, fulfilling career and life experience. The program offers introductory general education courses in cultural and physical anthropology. The core courses constitute typical lower division preparation for a major in anthropology, sociology, psychology or other behavioral sciences.

Learning Outcomes

Although it is a challenge to complete the learning outcomes work in current environment, all faculty together are sharing knowledge about assessment rubrics and tools. The program is currently assessing four courses that will be evaluated in fall 2011. Based on the outcomes, faculty will be able to discuss course-level and programmatic strengths. 66% of courses have CLOs and the assessment schedule has been submitted.

At this time it is a goal to develop PLOs and complete the assessment by May 2012.

Program Challenges and Needs

The program needs more lab specimens for Biological Anthropology offerings due to increased usage and to be able to conduct labs with professional depth. The lab also needs storage for specimens.

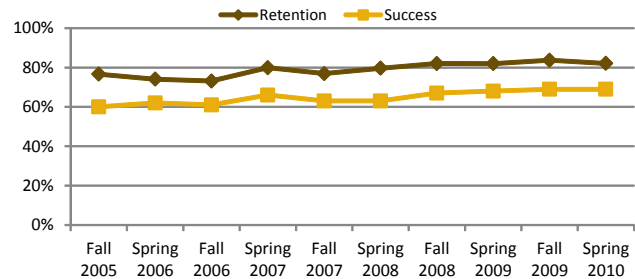
Given budget constraints, the offering of supplemental instruction classes is unlikely. Until the time arises when this program could add additional classes, the plan is to supplement instruction by other means such as for utilization of Student Learning Assistants and Tutors.

The Anthropology courses are popular. Overall, enrollment is at 98% of capacity and many courses are over-enrolled. However, due to budget reductions some courses are only offered once a year. The program would like to expand its offerings. Additionally, as budget allows the program would like to develop an Anthropology AA degree, and an Anthropology 4 (Language and Culture) and Anthropology 13 (Forensic Anthropology) courses. These efforts will lead to fulfilling increased demand for these courses as well as the degree program.

A full-time faculty member is retiring and will need to be replaced.

Field study is an important part of Anthropology however

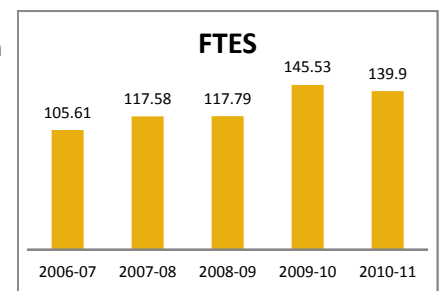
Anthropology



it is not currently offered at Chabot. In an effort to deepen understanding of this aspect of Anthropology, the program would like to develop a field study program.

Program Opportunities and Goals

- Obtain new lab specimens and specimen storage.
- Continue to utilize Student Learning Assistants and expand the number of classes that they can serve.
- Utilize discipline-specific tutors, since students report positive experiences and there is a noticeable impact on grades and persistence for these students. Having at least two tutors for Cultural Anthropology and two tutors for Physical Anthropology is most useful as they provide greater availability and access for students.
- Expand course offerings and offer hybrid courses in an effort to accommodate a growing need for a flexible schedule.
- Hire a full-time faculty member.
- Develop an Anthropology AA degree in response to the increasing number of students who wish to pursue anthropology as their major in four-year institutions.
- Develop Anthropology 4 and 13 to expand class offerings.
- Pursue a study of students' backgrounds and attitudes regarding the theory of evolution. Gather both qualitative and quantitative data to address this issue.
- Develop an Environmental Studies program, in collaboration with Geography, to respond to growing demand for courses/ programs that address environmental issues. The program will be interdisciplinary and make use of existing courses and faculty.
- Renew ties with local high schools and offer Anthropology courses at local high schools.
- Develop field study opportunities for students.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	34	8030	8034	37	35
Enrollment	1089	1204	1279	1487	1432
FTEF	6.3	6.3	6.3	6.9	6.76
WSCH/FTE	2328.37	2405.05	2445.35	2627.61	2702.38

PROGRAM: EARLY CHILDHOOD DEVELOPMENT

Program Description

The Early Childhood Development program is intricately tied to the early care and education delivery system in Alameda County. Students are educated and prepared to join the community of those who work with young children. To accomplish this, the program provides academic classes, practical work experiences in the community and the Chabot Lab School, as well as continuing professional growth opportunities. Through ongoing feedback and dialogue collected from the community and the Advisory Board, classes and programs are offered that meet the range of expressed needs. The program partners with several agencies and institutions (Every Child Counts, Child Development Training Consortium) to create new pathways for student access and success. An example of this is the Spanish Cohort, which to date has awarded certificates of completion to approximately 300 students.

The program works directly with the Chabot Children's Center, which functions as program's Lab School where students can have their student teaching experiences. The Lab school is open at night to provide working students the opportunity to complete their AA Degree requirements.

Learning Outcomes

Development of CLOs and PLOs is currently underway in an effort to close the assessment loop.

Program Challenges and Needs

Difficult budgetary conditions have made it challenging to offer the highest quality instruction in the Lab school. As of fall 2011, the Lab will have been downsized from 11 classrooms to 4 classrooms. Retrenchment and downsizing of the Chabot Lab School has meant fewer Lab placements for students because children's classrooms have been eliminated. The ECD program relies on the Chabot Lab for program requirements, such as state required practicum placements and observations. There is a deep concern regarding the impact of eliminating the evening lab program because students will not have access to the lab and thus their opportunity to complete the program may be lost. Evening students are currently working in early childhood settings during the day and cannot take daytime lab courses without jeopardizing their income. All ECD instructors give assignments that require students to observe, assess and conduct research.

In past Unit Plans and Program Reviews, the program has repeatedly asked that Room 3521, the ECD adult classroom in the Chabot Lab, be refurbished and updated with current technology that is in all the Social Science classrooms in building 500, along with chairs, tables and carpet. The situation in the classroom has deteriorated significantly over the years and is a high priority.

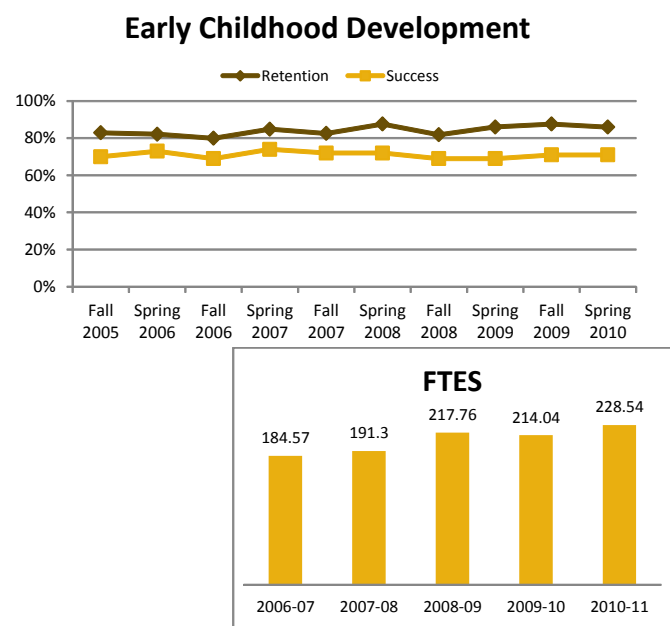
The ECD department will be expected to incorporate the Early Childhood state-wide competencies into the current program which may mean revision of current course outlines. There will be a need for release time in order to work on these revisions to meet state standards and requirements.

Student success for ECD 51 is close to 50%. ECD 51 is a fundamental course as well as a prerequisite in the ECD program. Therefore, the program will need to explore offering a .5 unit class to function as a tutorial/lab to help to ensure student success.

African American students in ECD withdraw at a higher rate than that for the college. The program will explore the reasons for this through use of a focus group.

Program Opportunities and Goals

- Provide a fully functional and comprehensive Lab program (day and evening). Secure another source of funding to help support the Lab.
- Gain release time necessary to revise course outlines to comply with state-wide requirements
- Offer a .5 credit course that serves as a tutorial/ lab to ECD 51
- Increase retention of African American students in ECD classes



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	65	60	63	57	60
Enrollment	1884	1972	2,076	2008	2,140
FTEF	12.67	12.15	12.2	12.1	12.32
WSCH/FTE	885.64	958.94	1077.35	1073.34	1127.76

PROGRAM: ECONOMICS

Program Description

The Economics program seeks to instill in students a broad understanding of the principles and methods of economics and their value in government and in the study of society.

The program offers introductory courses in general economics, micro and macro-economics. These courses constitute typical lower division preparation for a major in economics, and satisfy general education in social science.

The economics teaching faculty are committed to promoting an understanding of the unique insights into understanding economic human behavior provided by the discipline. Faculty seeks to inspire students by utilizing contemporary real world examples and applying economic principles. Alternate solutions to economic problems are provided so as to incorporate differing social values and cultural backgrounds.

Learning Outcomes

The full-time instructor has identified two SLOs for Economics 1:

1. Evaluate and reframe the interaction that takes place among households and firms in a modern economic setting.
2. Demonstrate an understanding of microeconomic principles by answering both qualitative and quantitative questions and problems presented to the students on a daily basis.

The instructor carried out an assessment of the two SLOs in two different sections of Economics 1, the results of which correspond precisely to the grades students earned.

The program will add SLOs for all the courses and assess outcomes in the format that is consistent with grading. An additional set of SLOs will be added over the next review cycle, as now required by the new CSU math prerequisite.

Program Challenges and Needs

Teaching efforts would be greatly aided by having the ability to provide color handouts to students, to which their notes can be added. At this time faculty can show colored graphs but students copy them by taking notes with pencils, thus losing the assistance of color variation.

As of fall 2010, articulated ECON courses will have to have a prerequisite of Intermediate Algebra for CSUEB. Therefore, it is the expectation that there may be a temporary reduction in the number of students enrolling in economics.

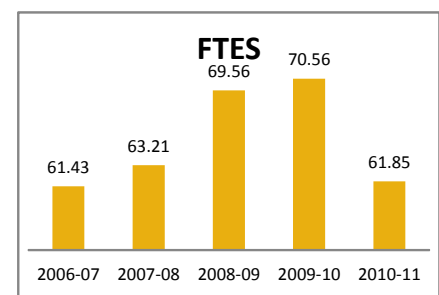
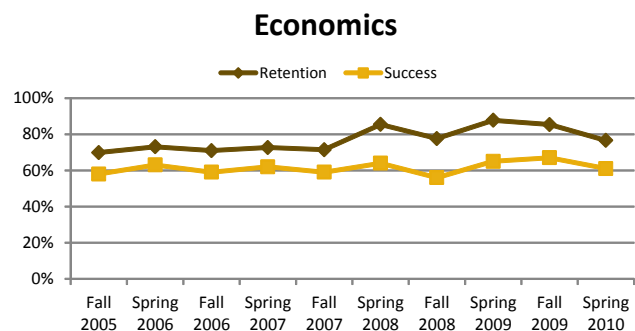
With transfer institutions mandating more attention to the mathematical side of Economics, further instruction will require at least two more hours per week. Few, if any, of the transfer institutions still teach their equivalents of Economics 1 and 2 as three-credit classes. They typically offer those classes as four-credit

classes. If the submitted proposal to offer Economics 1 and 2 for five credits is adopted, the increase in credit hours per student will offset the temporary drop in enrollment and raise program WSCH from present levels once the enrollment recovers.

The 2 hours per week is greatly needed to allow time to problem solve. Student learning would be significantly enhanced if the program provided this additional lecture time with a commensurate increase in unit load.

The transfer institutions have also been generous in letting the three-credit classes in Economics 1 and 2 take the place of their four-credit introductory classes. Eventually, this option will no longer be acceptable by the transfer institutions or demand that students take an extra elective to cover the missing credits. Students should have transferable classes. Economics 1 and Economics 2 should become five-hour classes taken four days a week at 75 minutes per session.

There is student interest in expanding the Economics offerings to include an honors class that would deal with contemporary policy issues, such as Health Care, Rx for the Federal Prison system, or developing paradigms for understanding and implementing world peace initiatives.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	19	18	19	19	18
Enrollment	634	663	741	738	658
FTEF	3.8	3.6	3.8	3.8	3.6
WSCH/FTE	1003.11	1100	1660.55	1171.78	1097.78

Program Opportunities and Goals

- Obtain a dedicated color printer.
- Update the course outlines to reflect the new course requirements.
- Offer Economics 1 and 2 as 5 unit courses. This will allow for greater ease in both learning and teaching the full range of material and meeting the expectations of our transfer institutions. This change will result in lower drop rates, greater retention, and enhanced student success. higher success by students in later Economics classes at their transfer institutions should also occur as well as avoiding any future trouble in transferring.
- Explore the idea of presenting an expanded program to include an honors class that would deal with contemporary policy issues and recruit new adjunct faculty that have an interest in this area or specific experience.

PROGRAM: ETHNIC STUDIES

Program Description

It is the mission of the Ethnic Studies program to be committed to developing a cross cultural studies program that promotes and prepares students to succeed in a multicultural and complex American society. The study is interdisciplinary with a focus on African-Americans, Asian-Americans, Chicano/ Latinos, and Native Americans. Courses explore the relationship of these cultures to each other and to the dominant culture in a comparative fashion to foster understanding about ethnicity, race, gender, sexuality, class, religion and community. All courses are transferable and meet general education requirements.

Program Challenges and Needs

Demographic data indicate that the campus has a very large minority population. Ethnic Studies proposes adding three full time or adjunct faculty members responsible for developing the Asian American, African American and Mexican American and Native American strands. Such new strands being developed reflect the student ethnic make-up of Chabot College.

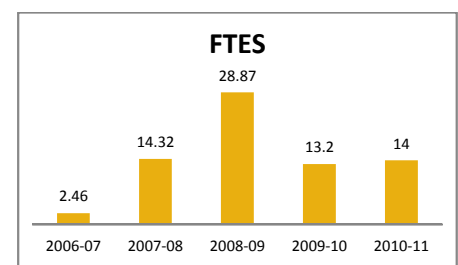
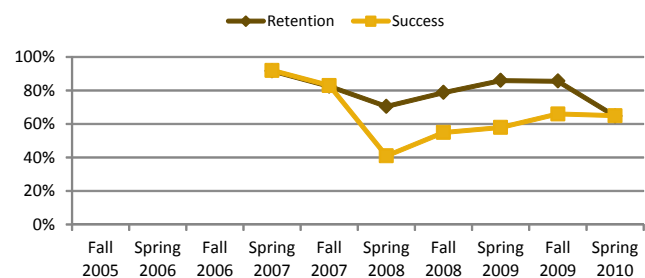
Asian American, Mexican American and African American courses are currently taught by full-time faculty from other disciplines. The Native American course is taught by an adjunct faculty member. Ethnic Studies faculty would develop new courses that address social issues such as race, gender, culture, ethnicity, class, sexuality and community in relation to each other and the dominant American culture. Courses would foster understanding, conflict resolution and tolerance in a multi-cultural society. Community and diversity are college institutional core values promoted through the Ethnic Studies curriculum.

The program proposes to revitalize the Ethnic Studies major by creating a comprehensive core program which may include service learning and travel studies. Such revitalization would support efforts to be recognized as a Hispanic Serving Institution.

Program Opportunities and Goals

- Add three new full time or adjunct faculty members.
- Develop new courses including those that will support efforts to be recognized as a Hispanic Serving Institution and strengthen offerings within the strands.
- Sponsor new initiatives such as travel study programs related to course offerings. This will deepen cultural knowledge and experiences for students.
- Revise the ES degree program as a result of revised and new courses.

Ethnic Studies



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	2	5	7	3	3
Enrollment	24	145	293	134	142
FTEF	0.2	1	1.4	0.6	0.6
WSCH/FTE	370	820	1257.5	1380	1357.5

PROGRAM: GEOGRAPHY

Program Description

Geography seeks to foster in students a broad understanding of the social science methods that enable informed citizens to make better choices, and of the value of these methods to business, government, and to society in general. The program seeks to promote understanding of human-environment relationships, and to interested students in the field of geography as a career. In imparting geographic knowledge, the program emphasizes the usefulness of state-of-the-art learning techniques and tools in spatial analysis: remote sensing, Geographic Information Systems (GIS), Global Positioning Systems (GPS), and other modern technological tools in geography.

Learning Outcomes

Program-Level Learning Outcomes (PLOs) were developed for both Geography programs, and Course-Level Learning Outcomes (CLOs) for GEOG 1, 1L, 1, 2, 10, 19, 20, and 21. Faculty actively participated in SLO training and discussions, and have entered SLO data into the mandated eLumen system.

It is a goal to continue to develop the Geography program strategy for practical and meaningful assessment of course-level SLOs on a regular three-year cycle of assessment and revisions.

Program Challenges and Needs

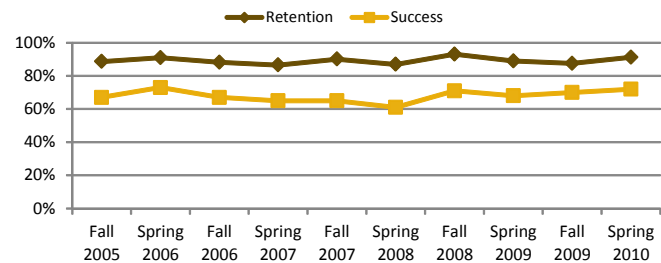
Geography faculty observe that significant disparities exist among students in the level of preparation for college-level work, particularly in the areas of reading comprehension, quantitative methods, and critical thinking skills. This observation raises questions about how to identify the underwriting factors contributing to the inadequate preparation among students. Students frequently demonstrate a reluctance to engage intimately with textbooks and other core readings. Students' grasp of essential introductory concepts relies on multiple modes of exposure to these concepts.

Limitations imposed by the enrollment management process prevent Geography from offering their full complement of courses on a regular basis that could increase the number of students completing our programs.

Lack of regular funding inhibits program's ability to acquire essential software updates and supplies for instruction: printer cartridges, maps, printer paper, jet-ink cartridges.

Funding limitations and administrative policies of the Peer Academic Tutoring Help (PATH) program have inhibited abilities to employ peer tutors needed to fully implement the basic skills initiative based on peer-assisted tutoring. Geography's involvement in the Basic Skills Initiative led

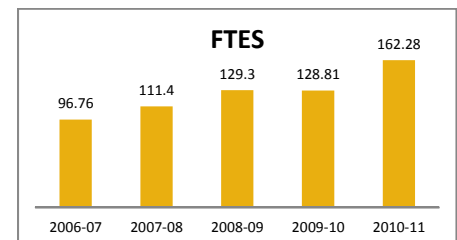
Geography



to the employment of three peer tutors over a 5-semester period for Introductory Physical Geography (GEOG 1). The tutors worked in collaboration with instructor Don Plondke, PATH Center staff, and tutoring instructors. Preliminary assessment of success data in GEOG 1 indicate that student participation in peer tutoring significantly elevates achievement of learning outcomes in GEOG 1. Tutors and Learning Assistants could benefit Geography instruction and increase rates of student success beyond what has been observed thus far in GEOG 1 sections.

Program Opportunities and Goals

- Integrate key techniques of the Reading Apprenticeship, (designed to elevate student engagement with discipline-specific texts), to promote and observe more frequent and more direct engagement between students and geography texts.
- As budget allows, offer the full complement of courses in Geography regularly.
- Advocate, and investigate funding alternatives for at least a ½-time position for the Instructional Assistant/ Systems Administrator for the Social Sciences Computer Laboratory (room 507). This permanent position is essential to future success in delivering computer-based geographic applications and GIS courses.
- Gain the tutoring support necessary to adequately serve students in Geography.
- Communicate with the higher education support staff of Environmental Systems Research Institute, Inc. (ESRI) to establish and regularly update a site license for ArcGIS for Chabot College.
- Continue to work cooperatively with disciplines in the Social Sciences Division to develop an Environmental Studies program that will emphasize a multidisciplinary approach, and place Geography's core courses, including GIS, at the center of the program.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	29	28	30	30	31
Enrollment	1012	1159	1321	1301	1641
FTEF	5.5	5.7	5.7	5.7	5.9
WSCH/FTE	1981.55	2408.68	2630.4	2699.6	3259.42

PROGRAM: HISTORY

Program Description

The History program is committed to fostering in students an awareness of the importance of active civic engagement and responsibility, a value for diversity within the context of a rich and complex society, and a broad understanding of the social science methods that enable informed citizens to make better choices. The program offers several history courses, from the History of Western Civilization to U. S. Women's History. Most of the program's offerings meet general education breadth requirements for the associate degree and transfer, and the core courses in U. S. History meet the CSU American Institutions requirement. The program emphasizes a multicultural approach that seeks out the truth from a variety of perspectives.

Learning Outcomes

The program is preparing to complete three CLOs for each 3-unit History course.

Program Challenges and Needs

History 5 and History 25 have not been offered for 3 years due to budget constraints and cuts in sections. Both are valuable courses, and will be updated so they can be offered in the future.

Additional staff to provide coordination support is needed to ensure that there is an easy transition from the fall semester to the spring semester. Ensuring that students are enrolled in the appropriate section, for example, would be better facilitated by additional support dedicated to the program. This support is needed to serve and coordinate the varied counseling needs of students in this program. This type of support is vital for student retention and program maintenance.

The History section would be better served by the presence of a Learning Assistant (or equivalent), to aid the students' transition into a college, transfer-level Social Science class. Experience has shown that students need assistance adjusting to larger courses in which lectures play a significant role.

Budget cuts have greatly reduced the number of sections that the History discipline can offer. As a result, students, already in desperate need to find classes that satisfy college and transfer requirements, find that they are unable to move through the college in a timely fashion.

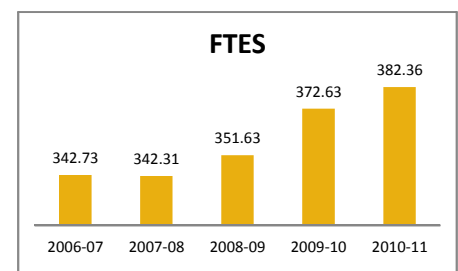
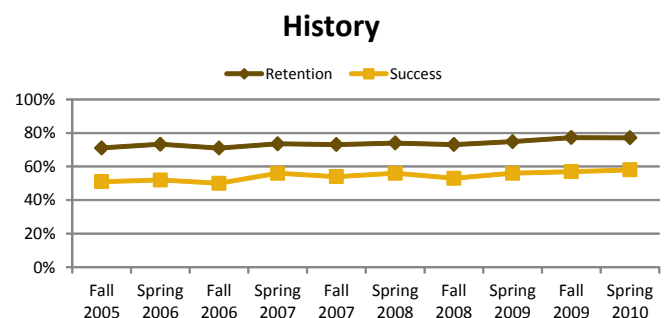
The result of a decrease in section has been an increase in the average section size. While the History faculty has been able to achieve some success gains, there is concern that these gains are threatened by larger classes.

The History discipline needs more full time faculty in order to: (1) teach classes of a reasonable size that

will reach students with a variety of learning styles, strengths and basic skills needs, and (2) accommodate more students, enabling them to move through their education here in a reasonable amount of time.

In the long term, the history budget needs to accommodate greater access to technology. Faculty seek to expand opportunities to integrate more audio and visual across the curriculum. These formats support today's technology-focused students. Adoption of technologies will expand the realm of learning capabilities for our students and increase their ability to learn in a manner that textbooks preclude.

The travel studies program, Faces of Cuba, provided unique cultural enrichment opportunities for our community. The institution's American Culture requirement enables students' appreciation of Cuba's diverse historical experience and relationship to the United States. This program applies a constructive approach to learning: first hand experiences through meetings and discussions with the Cuban people and their institutional representatives. The program began in 1996 and continued through 2004 under United States then regulations. Recent changes, put into effect through an Executive Order in February 2011, enable Chabot to return under similar provisions that led to the establishment of this program. This program should be reinstated.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	101	91	87	85	85
Enrollment	3,499	3,485	3,597	3,721	3,822
FTEF	20.2	18.2	17.4	16.9	17
WSCH/FTE	2112.91	2145.04	2714.6	2517.46	2636.58

Program Opportunities and Goals

- Offer History 5 and 25 as the budget allows.
- Add a Learning Assistant to the program.
- Increase funding to implement technology to support learning.
- Revive the Faces of Cuba travel program.
- Hire 1 Full-time faculty replacement.
- Write several new courses to take advantage of the expertise represented in the discipline in gender studies, ethnic studies, military history, political history, and travel, .
- Add online versions of more courses.
- Make permanent some of the workshop courses developed to enhance basic skills and the learning of history. These courses will enrich our offerings, provide access to students for expanded learning and experiences, and take advantage of the strengths and knowledge of our faculty.

PROGRAM: PACE (PROGRAM FOR ADULT COLLEGE EDUCATION)

Program Description

The PACE Program's purpose is to enable nontraditional students- primarily working adults- to earn an Associate of Arts degree and complete the lower division requirements to transfer to the CSUs and other colleges with the goal of earning a Bachelor's degree. The Program is designed as a small learning community with PACE students having the opportunity to complete all of their Chabot courses in the Program along with other PACE students. Courses are offered in a convenient format for working adults- in the evenings, on Saturdays and online.

Learning Outcomes

The PACE program offers 28 courses from 11 different disciplines. The individual disciplines are responsible for developing CLOs and rubrics, and for submitting a CLO assessment schedule. PACE has proposed two PLOs:

1. The understanding of and appreciation for diversity
2. The ability to communicate effectively in both speech and writing

PACE will also gather data on CLOs for courses that have been assessed to date. Based on this information, the program can design and implement a plan to have as many PACE CLOs as possible assessed and the results evaluated/discussed by the end of the fall semester 2011.

Program Challenges and Needs

PACE students are working adults who cannot attend classes or seek academic learning service during the day and need a flexible, non-traditional course schedule and services. The PACE program offers courses that allow students to transfer, primarily to CSU, East Bay's PACE Program, majoring in either Human Development or Liberal Studies. These students depend on program course offerings to fulfill their transfer requirements or complete their AA degree. With the budget reductions, student support services for PACE students have become severely limited or are non-existent. PACE students must have academic support in the form of learning assistants or extend lab and tutoring hours (evenings and Saturdays).

PACE coordinator and counselor positions are part-time positions. Without an administrative assistant, administrative tasks have become the responsibility of the program coordinator and counselor which takes time away from working directly with students. This is not the best use of a coordinator or counselor's limited amount of time and does not serve students well.

With fewer course offerings at the college level, non-PACE students are flooding PACE sections without wanting to be part of the PACE program. This places an enormous burden on the PACE coordinator and counselor who need clerical help.

Program Opportunities and Goals

- Hire tutors and/or learning assistants in English and Math who are available in the evening and on Saturday.
- Provide online peer advising or tutoring to provide needed support, as many Chabot students do not have the time to meet with tutors or peer advisers outside of class, especially if services are not provided in the evening or on Saturdays.
- Add part-time clerical support.

PROGRAM: POLITICAL SCIENCE

Program Description

The Political Science program is dedicated to fostering a broad understanding of local, national, and international political systems and social scientific methods, encouraging active civic engagement and heightening student awareness of the complex and diverse global connections that define today's world.

The program offers a variety of courses in political science ranging from the core course, Introduction to American Government, to courses in Comparative Government, International Relations, and Contemporary Issues in American Politics. All courses are transferable to CSU (and most to UC), and all meet general education breadth requirements for the associate degree and for transfer. The American Government course helps satisfy the CSU American Institutions requirement.

Learning Outcomes

Learning outcomes have been developed and assessed. A majority of students in political science demonstrate competency or accomplishment on all SLOs assessed in the discipline.

Program Challenges and Needs

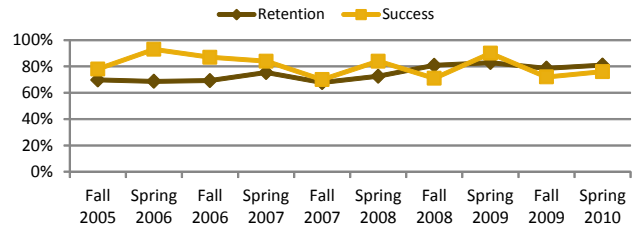
Political Science re-initiated one-on-one support tutors through the PATH Learning Connection. The tutors' hours (approximately 6 hours) were filled mid-semester. Based on this experience, for the next academic year tutors for 15 hours a week are needed. This increase may not meet demand. In spring 2010 (the most recent data available), there were 21 political science visits to the Learning Connection. Political Science students have also taken advantage of the WRAC center, with 34 students visiting for political science related support with writing during the academic year 2009-2010.

There is ample evidence to support the positive effect of tutoring on the success rates for Political Science. From fall 2007 through spring 2010, students who received tutoring for POSC 1 successfully passed the course at a rate of 9 percentage points higher than students who did not receive tutoring. Therefore, tutoring is immensely helpful for the students that receive it. In fall 2010, all regular tutees did well in their classes.

Political Science students have also received support through the Political Science club. This is a valuable activity for students and the effort to support and grow the club is necessary.

It is an on-going goal of the program to increase student success and to determine the coursework necessary for students to complete prior to entering Political Science courses to ensure preparedness and success. CLOs have been developed and assessed to aid in this effort.

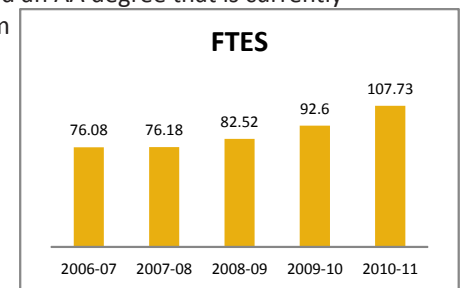
Political Science



The program needs an additional full time faculty member. In spring 2011 the enrollment capacity was 110 across all political science courses. There were 712 WSCH / FTEF. The full-time part-time faculty ratio is currently 42% to 68%. Additionally, with only one full-time faculty member, the assessment and program review processes are singularly driven and, therefore, less collaborative than would be optimal. With additional full-time faculty, this process would be more meaningful, and changes could be implemented more consistently and universally.

Program Opportunities and Goals

- Increase the number of hours tutoring is available for Political Science students.
- Continue to support and grow the Political Science Club. Offer advising support to the recently created Political Science Club.
- Improve student success rates in American Government courses.
- Prioritize contemporary events and application of theoretical ideas across the Political Science Curriculum and familiarize students with issues surrounding the exercise of political power. Provide activities and teaching methods that encourage and require students to draw connections between theory and reality as this has the most effective impact on student achievement. Reorganizing lectures and assignments to be more case-study based and tailoring the readings to this overarching goal increased student success.
- Have 5 - 10 students declare Political Science as a major and graduate with the AA degree by spring 2013. The program has developed an AA degree that is currently awaiting approval from the state.
- Add one full-time faculty.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	24	23	18	21	23
Enrollment	774	766	837	935	1091
FTEF	4.8	4.6	3.6	4.2	4.6
WSCH/FTE	968.33	1011.69	1404.63	1346.82	1423.52

PROGRAM: PSYCHOLOGY

Program Description

The General PSCN Instructional program maintains a high quality instructional program of courses in both academic and student support skills during the academic year. This unit consists of all course work taught by the General Counseling Department under the rubric of PSCN (Psychology-Counseling) which is an Applied Psychology area of curriculum. In Psychology-Counseling, psychological and sociological theory are applied to issues of life, including but not limited to career-life planning, interpersonal relations, self-esteem, multiculturalism, college study skills, university transfer planning, matriculation and retention, international student matriculation and retention, human and social service skills, intercultural communication, and case management skills for human services. Courses in this academic area are offered in the traditional classroom setting and in distance education format, though not all courses are available in both instructional environments.

The Psychology discipline serves an essential role in preparing transfer students for CSU, UC and other colleges and universities. Program psychology course offerings are included in the G.E. and other core transfer requirements.

Learning Outcomes

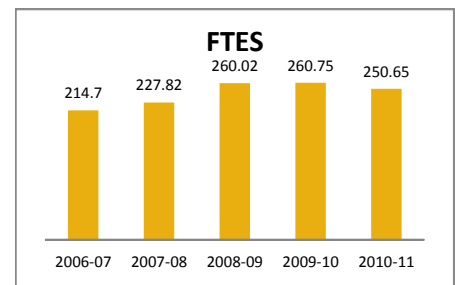
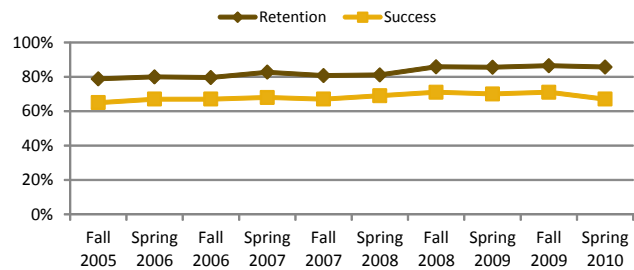
CLO data indicate that while most students demonstrate an understanding of established outcomes, many students still leave class without mastering some important course content. As a result, the program will continue to focus on depth of understanding related to learning outcomes.

Program Challenges and Needs

The Psychology faculty plan to develop a specific psychology transfer major that will comply with SB 1440. The Psychology Associate Transfer Degree will be developed now that faculty have reviewed the psychology transfer model curriculum developed by the CCC and CSU. The model Psychology transfer curriculum recommends offering Psychological Statistics, Introduction to Biopsychology and a research methods course with lab. Currently, the Psychological Statistics course is not offered due to budget cuts. The current research methods course does not include a lab, and there is no biopsychology course. Additional allocation is needed to add the recommended courses to the Psychology Transfer Curriculum.

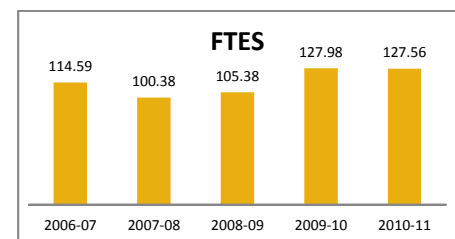
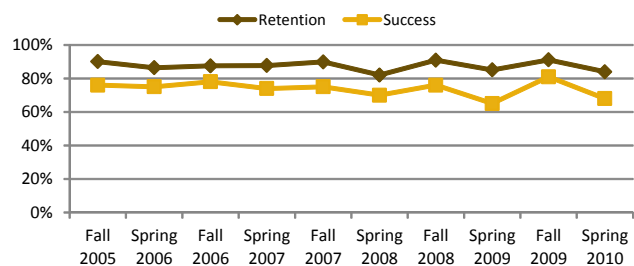
The projected long term budget must include the cost of a lab for the Psychology Research Methods, Biopsychology and Psychological Statistics courses, as recommended by SB1440 Psychology Transfer model curriculum.

Psychology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	19	18	19	19	18
Enrollment	634	663	741	738	658
FTEF	3.8	3.6	3.8	3.8	3.6
WSCH/FTE	1003.11	1100	1660.55	1171.78	1097.78

Psychology - Counseling



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	64	49	55	58	224
Enrollment	2,980	2,475	2,298	3,411	3,676
FTEF	7.22	5.82	6.15	6.14	5.96
WSCH/FTE	1856.89	2060.09	2013.34	2350.63	2391.78

With the additional program requirements of the model Psychology Transfer Curriculum (Psychological Statistics, Introduction to Biopsychology and a Research Methods course with lab), there will be additional need for Learning Assistants and Academic Learning Support, in the form of the faculty led General Studies GNST 115.

Funded through the Basic Skills and Title III Grant Initiatives, the Psychology discipline (Fall 09 semester) partnered with the college WRAC (Writing and Reading Across the Curriculum) Center, to create a faculty led, psychology discipline specific learning support model for students needing additional academic assistance in course work and development of basic skills important in college success. Preliminary results of GNST PSY 115, (Fall 09 and Fall 10 semesters) show that students concurrently enrolled in GNST PSY 115 supplemental academic support and Psychology course, successfully completed both courses. Students indicated greater academic confidence through classroom participation, motivation and the development of new college level basic skills in reading their textbook, lecture note-taking, writing research papers and taking exams in their psychology courses.

The Chabot Psychology Club has been a source of information, idea sharing, collaboration on projects, and academic support. It is a goal of the program to continue to support the Club.

Program Opportunities and Goals

- assessment loop.
 - Be afforded continued general college enrollment allocation from the college to support GNST PSY 115.
 - Continue to support and expand the Chabot Psychology Club
- Hire 4 Learning Assistants, 5 hours per week, to assist students within the classroom and work with Psychology faculty in the GNST 115 discipline-specific academic student support.
 - Continue the Basic Skills integration effort, Basic Skills/ College Success Skills were integrated into many of the PSY 1 courses. Data collected from the integration suggest that students were more likely to report that the courses include content and assignments relevant to college success. Therefore
 - Offer Psychology Transfer Degree with courses in research methods with lab, psychology statistics and biopsychology.
 - Develop biopsychology course
 - Explore the re-introduction of including prerequisite
 - Explore the recommended lab for research methods course
 - Develop specific budget requests for research methods Lab
 - Explore specifics of Psychology Transfer Model Curriculum
 - Pursue increased allocation needed to support Psychology Transfer Model Curriculum
 - Document the number of Psychology transfer degrees earned at Chabot to close the learning outcomes

PROGRAM: SOCIOLOGY

Program Description

As its mission, Sociology seeks to foster in students a comprehensive understanding of the range and complexity of human societies, social structures, and the methods that have been used to study human society. The focus is on the use of the sociological imagination to understand how society shapes people and people shape society. The program also seeks to inspire a value for diversity and to prepare students to meet both transfer and vocational goals. All but one of the courses (Sociology 63), fulfill the Social and Behavioral Science requirement for the Degree of Associate in Arts and Associate in Science. Additionally, all of the courses in Sociology transfer to the CSUs and all but one (Sociology 63- Social Worker Designee Training) fulfill their lower division requirement in Area 4. The Social Worker Designee Training is the remaining gerontology vocational course that prepares students for entry into the employment sector.

Learning Outcomes

During faculty meeting in February 2011, decision was made to revise all SLOs for the courses currently offered to better reflect what is expected and wanted students to learn our classes. SLOs have been revised and will be assessed according to the following schedule:

- Spring 2011 – SOCI 2; SOCI 3
- Fall 2011 – SOCI 1; SOCI 4

There is consensus among at least three Sociology faculty to apply the same measurement tools to assess the CLOs for SOCI 1, fall 2011. Therefore, over 50% of the SOCI 1 courses will be assessed by the end of the fall semester and faculty will meet early spring 2012 to analyze results and close the loop on over 665 of SOCI courses. Instructors of SOCI 2, SOCI 3 and SOCI 4 have agreed to complete assessment, analysis, and recommendations for their course CLOs by January 2012.

Program Challenges and Needs

The only course that has not been offered recently due to budget cuts is SOCI 10. This is an elective course but students count on this course for completion of the Social Science AA or the soon to be established Sociology major.

In the long term, another full-time faculty is necessary. There are two full-time faculty that teach 8 of 16 courses. One full-time instructor is a program coordinator and will retire in the near future. This will leave adjuncts teaching most of the classes.

The enrollment data show that all Sociology courses are over-enrolled at over 100% on average. Sociology 1, the discipline's most offered course, has been overenrolled by an average of 126% since spring 2009. Since 2009, Sociology classes have been reduced from 21 classes to 16 classes in spring 2011. The program is

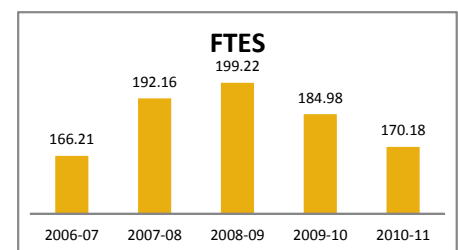
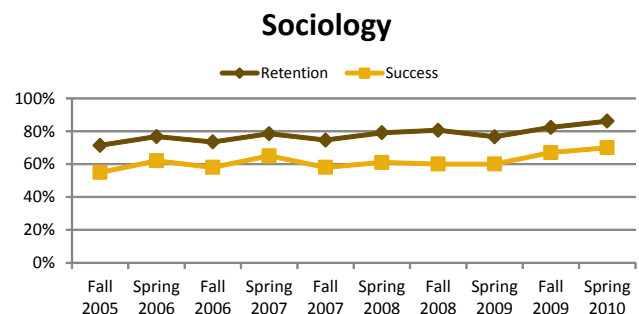
in need of additional sections to satisfy student demand.

SB 1440 provides Sociology the opportunity to offer a major in the discipline with a clear pathway for students to transfer to CSUs. Sociology is charged to offer a major with up to 18 units in the primary discipline (the major requires 18 units but these units may include some units outside of the discipline in relevant courses such as statistics or related courses such as social psychology offered in psychology).

To adequately meet the requirements for this major, the program is proposing to offer two additional courses including Sociological Research Methods and Introduction to Gender. These courses should be offered once a year on alternating semesters.

Program Opportunities and Goals

- Offer Sociology 10.
- Add a full-time faculty.
- Increase existing course sections.
- Offer a major in Sociology and create the transfer model curriculum (TMC)
 - Implement the transfer portion of the TMC
 - Implement the Sociology TMC at Chabot
- Add new courses to meet the major requirements:
 - Sociological Research Methods
 - Introduction to Gender



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	40	47	44	37	35
Enrollment	1706	1978	2010	1869	1744
FTEF	8.13	9.17	8.82	7.4	7
WSCH/FTE	2637.23	2685.54	3402.33	2991.4	2985.17

Student Services

Division Description

Student Services is comprised of a range of programs and learning communities which also include instructional components and many are part of the comprehensive delivery of programs and services spanning community outreach, pre-enrollment services, matriculation, student follow-up, and transition to transfer colleges and/or career employment.

Programs in the Student Services Division

- Admissions & Records
- Children's Center
- Counseling Instruction (PSCN Curriculum)
- Daraja
- Disabled Student Services and Programs (DSPS)
- EOPS/CARE/CalWORKs
- Financial Aid
- Hispanic-Serving Institution
- International Students Program
- Matriculation & Counseling (includes Assessment/Orientation, Counseling/Advisement & Student Follow-Up)
- Office of Student Life
- Office of the Vice President (includes Student Access & Community Outreach, Student Discipline, Non-Discrimination)
- Puente
- Student Health Center
- Temporary Aid to Needy Families (TANF)
- Transfer/Articulation, Career, & Employment Services
- TRIO-ASPIRE
- TRIO-Educational Talent Search
- Veterans Affairs

Division Challenges and Needs

The Student Services Division has suffered major reductions in staff as a result of the challenging economic conditions. Reductions have deeply affected the program, students, faculty, administration, and the people that work within the division. The student services workforce that is still in place strives to complete a mounting workload and is pressured by the fact that they can no longer do more with less. The cuts have been too great. As a result, stress levels are high and morale is low.

At this time, the need to provide streamlined ways to complete student services tasks is great. The reduction in technology service providers has limited the ability to innovate and implement time saving practices for Student Services staff. Without the opportunity to thoughtfully plan for streamlining tasks, this division will continue to struggle.

The Students Services division has great responsibilities and is driven to continue to operate in a manner that provides an on-going high level of service, covering all existing areas. While this is commendable, it is not possible if the necessary staffing does not materialize. The Student Services division will have to prioritize services and consider limiting what can be accomplished and what services can continue to be provided.

Division Opportunities and Goals

Student Access: Continue strategic community outreach planning to reach all segments of the community, promoting

equal access to a college education for families and community members, especially those that are under-represented and under-served.

Provide leadership for Chabot's efforts towards Becoming a Hispanic-Serving Institution through leadership to Latino Community Outreach, College-Wide Retention & Student Success efforts, and institutional community partnerships.

Student Success: Provide high-quality programs and services so all students can reach their educational and career goals.

- Continue the Program Review and Assessment cycle to incorporate Student Learning Outcomes along with Service Area Outcomes Assessment for all Student Services to ensure ongoing quality improvement.
- Provide leadership to the planning and development of a comprehensive array of support programs and services to help ensure student access, equity, and student success.
- Continue to pilot, develop, and implement innovative initiatives to increase persistence and retention for all students.

Community Partnership: Chabot has a great number of partnerships throughout the community that support the goals of Chabot students, their academic, personal and job

related development. The Student Services Department will strive to work at all levels to strengthen these partnerships.

Programs within the division have developed Services Area Outcomes and continue to assess and implement changes based on what is learned through the assessment. This has led the division to increase the number of student contacts and raise service levels even during this fiscal crisis and the resulting loss of staff.

PROGRAM: ADMISSIONS AND RECORDS

Program Description

The Admissions & Records program includes Veterans Affairs and the admissions & attendance reporting of the International Student Program. It is the mission of Admissions & Records to establish and maintain academic enrollment records of the College. The program strives to provide accurate, responsive and respectful services to faculty, staff and students, and is committed to the development of staff, policies, procedures and technology to enhance students' success. The program promotes open communication and mutual support that acknowledge the time and effort necessary to assure information integrity.

The program:

- Serves as the primary point of contact for students, faculty and community for activities related to admissions, registration, attendance, evaluations, certification and educational records maintenance.
- Addresses and accommodates the needs and expectations of prospective students from a highly diverse community.
- Assists in establishing, promulgating and implementing admissions and registration procedures that represent the vision, mission and values of the College.
- Assists in the development, implementation and coordination of the College's strategic plan, marketing, outreach, retention and enrollment management.
- Maintains cooperative relationships with local school districts and other post-secondary institutions to foster partnerships such as Concurrent Enrollment, Dual Admissions and Cross Registration.
- Ensures access to automated student information service delivery systems that are current and timely for students, staff and community.
- Conducts continuous business process analysis to ensure data integrity and security.
- Complies with all state and federal regulations governing Admissions and Records functions.
- Supports faculty with attendance documents and works closely with academic departments.
- Ensures the accuracy of attendance data;
- Ensures the submission of CCSF 320 & 321 is timely and maximizes apportionment potential.

Program Challenges and Needs

One of the greatest challenges the program has faced with regards to staffing trends has been the steady increase of responsibilities due to fewer staff coupled with new mandates and regulations. Without a corresponding increase in staff to handle the workload and new mandates, it has become difficult to address these needs. The loss of staff as well as the technology support for the program has been detrimental

to the service level. It was the intent of the program to implement additional technology that would allow the program to function better with fewer staff. However, the support for this effort has been lost due to layoffs. It will be a challenge for the program to function effectively in light of requirements and overall workload. The continuous employment of hourly on-call staff to perform registration duties has become problematic and is non-compliant with Title 5 employment regulation.

It has been observed that the lack of documentation of procedures is an issue and concern. Service provider reliance on "oral history" in a technology based work environment is no longer acceptable. Sharing of the knowledge base must be documented and recorded.

Although staff are crossed-trained there continues to exist an internal operational need to create a Standard Operating Procedures Manual that is current, accessible and reliable. This is especially important in this era of accountability and financial crisis.

Program Opportunities and Goals

- Maintain current levels of staffing and gain additional staff as soon as feasible.
- Create a Standard Operating Procedure Manual for all units.
- Improve auto-call system to reduce retrieval and return call time.
- Implement online transcript ordering system.
- Implement online verification ordering/processing system.
- Implement e-trans electronic transcript data exchange with other community colleges and four-year colleges.
- Provide more technology and customer services training opportunities for staff.
- Implement document imaging system to serve both campuses and district functions – linked to SIS (Student Information System – Banner).
- Ensure compliance with all Title 5 and FERPA regulatory changes.
- Provide more outreach activities for military service personnel – active and veterans.
- Continue analyzing organizational structure to possibly create a tiered structure to include the positions: Bursar, Admissions & Records Supervisor, Senior Student Records Evaluator and Veterans Office Coordinator.
- Conduct continuous quality control with online admission application and registration process.
- Survey students, staff and community regularly to improve service delivery systems.
- Work with new initiative teams (e.g. BSI, Title 3, HIS, Trio, etc.) to provide student access and success.

- Work with community partners (especially K-12) to promote the college-going culture.
- Conduct campus-wide FERPA training for staff & faculty.
- Integrate more automated systems to address budgetary restrictions such as electronic transcripts and electronic verification using a vendor with an enterprise system (verification, transcripts, parking).
- Implement SARS-tracking for in-person service to identify areas of student service needs and how it affects operational costs.
- Increase collaboration with District and Las Positas with 320 reporting.

PROGRAM: COUNSELING

Program Description

Counseling Services are designed to support student learning and success overall, as well as specific student learning outcomes. The Counseling Division at Chabot College is organized according to the following units all of which underwent Program Review and Unit Planning, and received commendation for integrating Service Area Outcomes into Program Review and Unit Planning by the Accrediting Commission of Community and Junior Colleges in the October 2009 Site Team Visit.

- Counseling Instruction:
 - Psychology-Counseling (PSCN) Curriculum
 - Associate Degree in Human Services
 - Certificate of Completion in Multicultural Awareness
 - Certificate of Completion in Case Management
- Academic, Career/Employment and Personal Counseling
- International Students Counseling Services
- Matriculation & Counseling Services (includes Assessment, Orientation, New Student Counseling/ Advisement & Student Follow-Up/ Student Education Plan, Probation/Dismissal)
- Articulation, Transfer, Employment & Career Services

Program Challenges and Needs

The needs of students during these challenging times have increased. As resources in other areas are cut, students are searching every program for assistance. Unfortunately, as a result of the poor economy, reductions in program resources have diminished the ability of faculty/ staff to serve this need. The counseling program is sensitive to the needs of students and strives to continue to provide service that was experienced in the past. However, the current situation calls for a reevaluation of potential services in light of actual resources. This is essential so that faculty/staff can limit the stress and strain that are impacting them detrimentally.

At this time the program is working to maintain current staffing levels but needs additional staffing.

Program Opportunities and Goals

The goals of the Counseling Division are to:

- Maintain a supportive working environment that nurtures diversity, community, integrity, inclusiveness, and service.
- Maintain student access through acceptable counselor to student ratios (no more than 1 to 1,000) and gain additional staff as soon as feasible.
- Implement and sustain a service approach that is student-centered, integrated, technologically-driven, systems-oriented, and contributes to student learning outcomes.
- Establish a productive framework for lifelong learning and professional development.

- Maintain the courses needed for students to complete the Human Services career-technical programs (certificates and associates degree).
- Assess student learning and service area outcomes in an ongoing continuous improvement cycle.
- Leverage federal and state grants (FIPSE, ACWIB/ARRA, BSI, Title III) to increase the retention, persistence and success of under-represented students in higher education; meet grant outcomes.
- Increase collaboration with instruction through research and student equity initiatives.
- Provide quality academic, career and personal counseling services.
- Increase mental health counseling services through campus-based Health Fee.
- Continue development and implementation of Critical Incident Response Team.
- Continue to provide college going cultural awareness and access events and programs to our diverse communities.

Recommendations for college-wide focus include supporting innovative strategies designed to close the opportunity gap between low-income African American and Chicano/Latino students and their Caucasian and Asian counter-parts. The opportunity gap is most obvious in the retention, persistence and certificate/degree/transfer attainment of Chabot College students. While initial recent data suggests an increase in the access and degree attainment of the Chicano/Latino student population, the degree and transfer attainment gap for African American students is still unacceptably low. Supporting the Counseling Division Priorities above will directly mitigate this epidemic of inequity.

PROGRAM: FINANCIAL AID

Program Description

The Chabot Financial Aid Office empowers a diverse student population to achieve their education goals by providing quality, accessible and timely financial aid services.

Financial aid is vital to student recruitment and retention, and a critical component to ensure and facilitate student learning and success. Finding the resources to assist with educational expenses can make the difference in a student's success in college.

The mission of the Financial Aid Office (FAO) focuses on service to students and stewardship of funds. Chabot students and the community receive exceptional service from the FAO, and are afforded dedicated, accurate and timely financial aid information and services based on fiscally sound practices and compliance with federal, state and institutional regulations and policies.

Federal programs include the Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Academic Competitiveness Grant (ACG), Federal Work Study (FWS), and Federal Student Loan programs. State programs include the California Board of Governor's Fee Waiver (BOG) program, Cal Grants B & C, Chafee Grant (for Foster Youth), and state scholarship program.

Program Challenges and Needs

One of the greatest challenges the FAO has faced with regards to staffing trends has been the steady increase of applicants and increasing responsibilities due to new state and federal programs, mandates and regulations without a corresponding increase in staff to handle the workload. As an institution, appropriate staffing, and prioritization of technology enhancements must be provided to keep up with increases of student applicants and increased demands and mandates.

In spring of 2002, there were four processing staff handling 5,349 financial aid applicants. Seven years, one outreach liaison and three processing staff later, the financial aid office processes 9,300 applicants.

In 2003-04, along with the increase in enrollment fees for the CCC, an increased recognition of need for financial aid services, staff and outreach resulted in augmented funding from the state.

Of ten full-time, permanent staff, five are funded with categorical, state (Board Financial Assistance Program) BFAP funding. While staff have earned step increases and Cost of Living Adjustments (COLA) or contract-negotiated salary raises, market-driven benefit expenses for the college have increased dramatically during that time (double-digit percentages each year). The state acknowledges that our

categorical allocation has not adjusted to account for these increases and there is talk at both the state and district about the need for such adjustments. Currently, the salaries and benefits of staff hired under BFAP take more than the allocated funding, leaving a deficit for outreach and operational expenses.

Program Opportunities and Goals

With increased volume of student applicants and federal/state mandates, we need to obtain additional division / campus / district resources to fund staff positions to provide continuous and timely services to students. Without such resources, we will see the effect of declining enrollment when students are unable to get the financial aid services they need in a timely manner.

Over the past several years, a primary focus of the FAO has been to incorporate financial aid education and information into all aspects of student services. In 2004, a Student Services Financial Aid Outreach Liaison was hired with the express purpose of ensuring that financial aid information was included in all campus and community outreach. The position evolved several times, and successfully educated the campus and community on matters of financial aid.

Studies have shown that reducing the financial concerns of students and their families provides them a greater chance to be successful while in school. The FAO focus on early and accurate application, followed by education of both financial and academic eligibility, assists students to be more successful in completing their educational goals.

On-going goals include:

- Enhance outreach opportunities in the community to ensure that financial concerns are one less obstacle to achieving students' educational goals.
- Provide financial aid on a fair and equitable basis, and award state and federal financial aid in compliance with applicable state and federal rules and regulations.
- Utilize and incorporate available technology to improve efficiency and communication.

PROGRAM: SPECIAL PROGRAMS AND SERVICES

Program Description

While each of the college's special programs have unique guidelines governing their focus and the utilization of resources, they all share the fundamental goal of advancing the college's on going commitment to student access, student equity and student success. The Special Programs and Services unit consists of the following:

- Aspire
- CalWORKS
- Cooperative Agencies Resources for Education (CARE)
- Daraja
- Distance Education
- Disabled Students Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Educational Talent Search (ETS)
- Media Services
- Outreach
- Puente
- Temporary Aid to Needy Families (TANF)

Program Challenges and Needs

Program needs are placed in priority order and mainly relate to staffing needs. The loss of staff and resources has created the greatest challenge for those working within these programs.

1. Elevate the current part-time, College Clerk II position for the Daraja learning community to full-time. The Daraja assistant is responsible for providing administrative assistance to the program as follows:
 - a. Provide ongoing outreach and recruitment of new Daraja students each semester.
 - b. Maintain daily class attendance and student follow up; a research proven successful retention strategy.
 - c. Assist the counselor/coordinator with maintaining the Mentor component of program including Mentor recruitment, communication, and maintenance of a Mentor database.
 - d. Assist in staffing the Daraja/Puente Computer Lab to ensure appropriate student behavior and usage.
 - e. The cost of this increase would mean that an additional \$30,000 needs to be added to the current Daraja budget.
2. Upgrade the current part-time assistant for the Puente, learning community to full- time. Similar to the Daraja request, the current part-time Puente assistant is involved with similar administrative support activities, critical to the success of the programs students.
3. Further enhance and expand the existing Daraja learning community as follows:
 - a. Expand Daraja from its current one- year program, consisting of a learning community, to a two-year program consisting of maintaining

the learning community in the first year and adding a social-cultural community in year two. The second year social-cultural community would consist of field trips with the entire Daraja community, while sharing the same counselor/coordinator and program assistant services that are currently

available in a systematic manner to only first year students.

4. Augment (additional 10 hrs/wk) current part-time position (College Clerk I) for the TANF-CDC program. Clerk would:
 - a. Provide ongoing outreach and recruitment of new TANF-CDC students each semester.
 - b. Assist the program manager with planning/ maintenance of new cohort requirement and service learning opportunities.
 - c. Maintain Foundation for Community Colleges database
 - d. Maintain records and coordination of TANF-CDC files.

Program Opportunities and Goals

The main goal is to gain the resources necessary to adequately serve the needs of the student population. These resources would also allow staff to be supported in completing this important work.

It is an on going goal of the program to complete Service Area Outcomes and continually assess success in an effort to continue to change and improve as needed to provide outstanding service.

PROGRAM: STUDENT HEALTH CENTER

Program Description

The Mission of the Student Health Center is to assist Chabot College to foster a safe learning environment and to keep students as healthy as possible so they can achieve academic goals. The Student Health Center is committed to enhancing the educational process by monitoring, modifying or removing health related barriers to learning. This promotes optimal wellness and enables individuals to make informed decisions about health related concerns. Students are empowered to be self-directed and well-informed consumers of health care services.

The program offers the following:

Medical Care Services

- Non-emergency treatment of common illnesses and injuries
- Work and transfer physicals
- Occupational program health screenings
- Immunizations
- Lab tests
- Over-the-counter medications and a minimal dispensary of prescription drugs
- Communicable disease control
- Referrals

Mental Health Care Services

- Crisis management
- Short-term psychological counseling
- Screening
- Referrals
- Staff Training

Health Promotion and Education

- Annual Health Fair Event
- Blood/Bone Marrow Drive
- Depression Awareness
- Smoking Cessation
- Alcohol Awareness
- Nutrition and STI/safer sex seminar
- Breast Cancer Awareness
- Diabetes Awareness

Campus Emergency Response and Planning

- Assist Campus Security with emergency care in the health center facility
- The SHC works closely with Campus Security, VCHS and the Alameda County Public Health Department to be prepared for possible disasters.
- Automated External Defibrillator Program medical advisor

resources. Also, with the reduction in resources across campus, it becomes more difficult to collaborate and expand as all programs are operating with limited staffing.

Program Opportunities and Goals

The continuing unit goals for the Student Health Center include:

- Identifying the cultural or ethnic barriers to student's health care needs.
- Enhancing wellness promotion programs for all.

The new unit goals include:

- Expanding the partnership with campus safety security and all other academic departments in promoting health and wellness.
- Identifying a health care outreach program that will benefit a healthier lifestyle for students.
- Increasing the promotion of mental health awareness in the campus community.

The Student Health Center seeks to accomplish its goals by working and collaborating with the members of the campus multidisciplinary teams to develop outreach programs that promote positive health behaviors and enhance academic performance.

- Continue participating in Campus Health & Safety monthly meetings to enhance health related topics.
- Collaborate with emergency preparedness manager at the district level.
- Continue the monthly health events and tabling to promote health and wellness.
- Organize spring Health Fair event and Health Club
- Hire a wellness coordinator to expand health and wellness activities.
- Collaborate with peer advisor committee to provide direct contact to the students.
- Provide continual hours of mental health services for students.
- Provide educational presentations on mental health issues to campus community.

Program Challenges and Needs

The increasing needs of students are straining limited

PROGRAM: STUDENT LIFE

Program Description

The Office of Student Life (OSL) is committed to improving student retention by fostering an environment in which students can develop valuable leadership skills that will empower them to become successful leaders at Chabot College and in their communities. The program works to provide linkages to campus resources to support personal and academic success. There is significant collaboration with campus departments, programs, and organizations to develop, plan, and implement college events to enhance the experience of college life for new, continuing and transfer bound students and to provide opportunities for academic and personal growth.

The Office of Student Life and Student Activities plays an essential role by offering a multitude of collaborative campus events and activities for students in an effort to expose students to diverse views and support campus diversity. The Office of Student Life, in collaboration with Associate Students of Chabot College, supports the maintenance and creation of campus clubs to reflect student needs and interests. The Department and ASCC work in unison with the College Bookstore to make Book Awards available to students.

Program Challenges and Needs

The OSL needs additional staff support (administrative assistant) in order to implement its goals.

Program Opportunities and Goals

The OSL budget currently supports the minimal staffing of this Unit. Future plans include the full-time employment of an Administrative Assistant to the OSL Director and to assist with the on-going needs (operational) of the campus clubs.

Develop an Initial Orientation Plan for New ASCC Executive Board & Senators to provide:

- A consistent format to be implemented annually and as needed for orientation of new ASCC Executive Board & Senators.
- A base of on-going information and clarification as needed for ASCC members.
- Knowledge on the Roberts Rules of Order & the Brown Act.

Develop a protocol for ICC chair for the processing and record-keeping of club applications.

Leadership Development for ASCC Students

- Provide students with skills to plan, develop and implement various ASCC activities.

Book Rental Program

- Develop a book rental program that will allow students to rent selected books at a reduced price.

- Develop a book exchange amount for students.
- Work with the Book Store to implement various methods for faculty to order books (e-books, custom cover, by chapter), therefore reducing costs for students.

Online ASCC Activity Calendar

- Provide students with information regarding ASCC activities and deadlines for Book Awards, ASCC. Scholarships and other time sensitive activities.

Academic Leadership Class

- Provide students with strategies for leadership.
- Expose students to various types of leadership.
- Provide students opportunity to explore their own leadership style.

Flea Market

- Provide continued opportunity for students to plan and implement a "business".
- Move from self-supporting to revenue producing.

EDUCATION MASTER PLAN



LAS POSITAS COLLEGE

MISSION

Las Positas College is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community.

VISION

Las Positas College meets our students and community where they are and creates experiences for them that build their capacity, speak to their potential, and transform their lives.

VALUES

Las Positas College thrives as a teaching and learning community committed to integrity and excellence. To nourish this environment and the communities served, we:

- Promote and celebrate lifelong learning.
- Anticipate and meet the needs of the ever-changing workplace.
- Demonstrate social and environmental responsibility.
- Promote tolerance and mutual respect in a diverse community.
- Foster a climate of discovery and creativity.
- Hold firm to the belief that each of us makes an astonishing difference.

INSTITUTIONAL GOALS

Listed below are the major institutional goals representing College goals to be achieved.

- *Reaffirm the commitment that the primary focus of the College is teaching and learning with each of us playing a critical role. Recognize that every decision, activity and function revolves around teaching and learning.*
- *Promote student access, retention and success.*
- *Recognize and support a culture that develops and rewards community service, outreach, economic development, citizenship, and partnerships.*
- *Maintain and enhance an organizational climate that promotes a positive learning and working environment.*
- *Create and sustain a learning community that encourages effective innovation.*
- *Enhance the internal and external perception of Las Positas College's commitment to educational excellence, its dedication to student success, its supportive environment, quality student services, technology expertise, community partnership and dedication to life-long learning.*
- *Provide appropriate technology and information to all members of the College community to enhance student success and expand student educational opportunities.*
- *Maintain fiscal stability by integrating planning and budget and seeking alternative funding to address growth and facility needs.*
- *Manage enrollment with emphasis on greater efficiency and meeting productivity and effectiveness goals.*

STRATEGIC GOALS

TEACHING AND LEARNING

INSTITUTIONAL ADVANCEMENT

ACCOUNTABILITY

ECONOMIC DEVELOPMENT

RESOURCE DEVELOPMENT & ALLOCATION

ACADEMIC AND PROFESSIONAL EXCELLENCE

DIVERSITY AND PLURALISM

COMMUNICATION & INFRASTRUCTURE

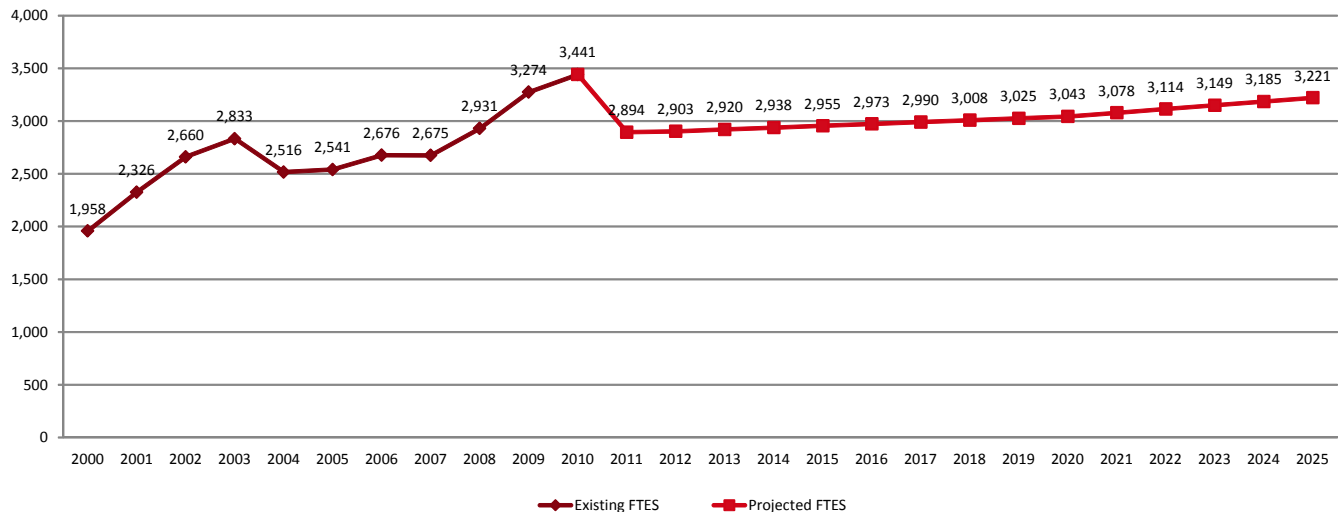
COMMUNITY LIFE

SUSTAINABILITY

COLLEGE SNAPSHOT

ENROLLMENT HISTORY AND PROJECTIONS

Between years 2000 and 2003, Las Positas College Full-Time Equivalent Students (FTES) displayed an upward trend with a moderate decline in 2004. Since fall 2005, the College had an 8.79% annual average increase in FTES. By 2025, Las Positas College Fall FTES is projected to be 3,221. The average annual growth is based on participation rates.

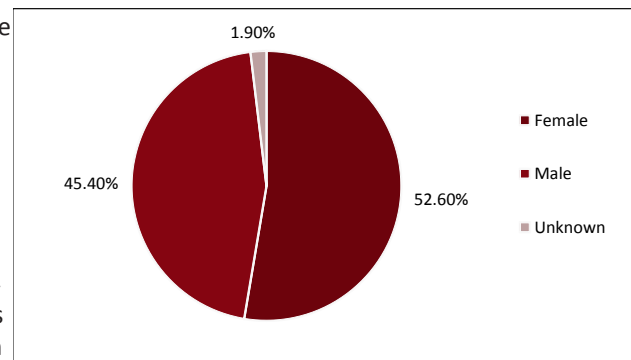


STUDENT CHARACTERISTICS

In the fall 2010 gender make up of students at Las Positas College included 52.6% of female students and 45.4% of male.

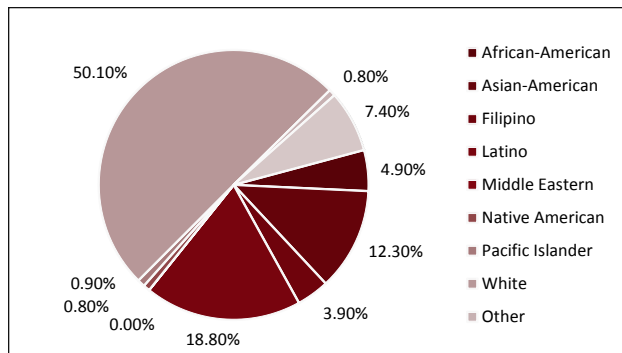
Student race ethnicity data shows that marginally over 50% of student make up is in white student population. The Latino student population makes up 18.8% at Las Positas College and 12.3% are Asian-American. Notably, Las Positas white student population is over two times larger than that of Chabot's white student population. 64.2% of Las Positas College students are 24 years old or younger, 32.9% of that are 19 years or younger. This is comparable to Chabot College, where 57.2% of the population is 24 years or younger and 25.3% of that are 19 years or younger.

Gender, Las Positas College, Fall 2010



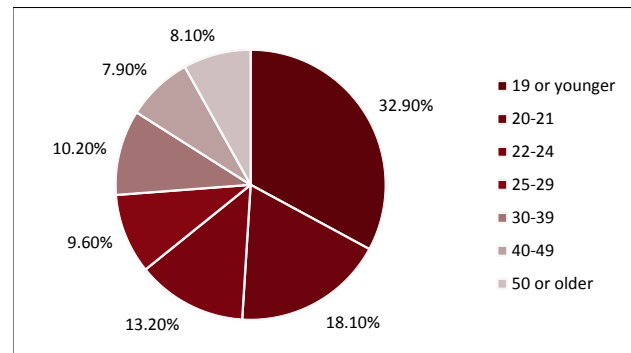
Source: Institutional Research Dataset, Fall Census

Student Race-Ethnicity, Las Positas College, Fall 2010



Source: Institutional Research Dataset, Fall Census

Age Distribution, Fall 2010

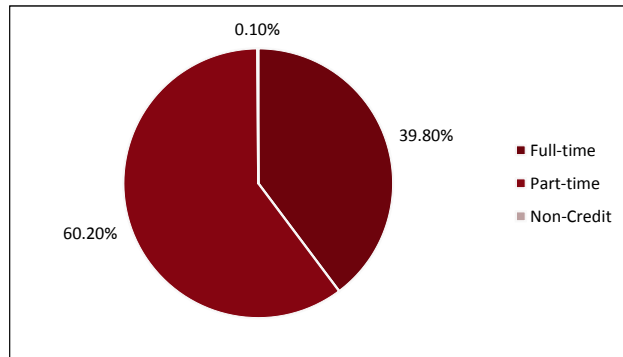


Source: Institutional Research Dataset, Fall Census

Over half of Las Positas College students attend classes on a part-time basis, and most students take classes during the day (40.7%) or take classes both during the day and evening/Saturday (35.2%).

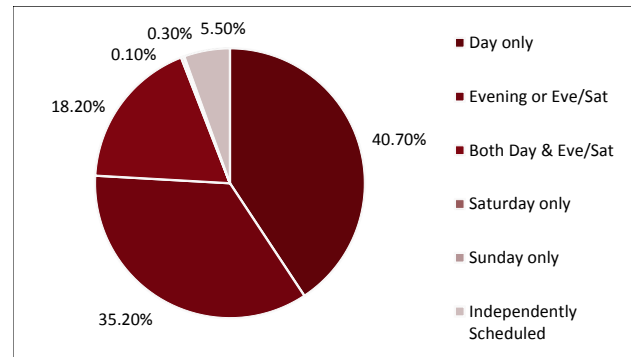
In fall 2010, 90.8% of Las Positas College students were United States Citizens. The official residence of Las Positas students showed that 68% of students reside in the District service area and 30.2% of students reside in other California college districts. Of those students that reside in the District service area, 44.6% of students reside in Livermore. Out of the 30.2% of students that live outside of the District service area, 56.7% live in Tracy.

Full-time/Part-time Status, 2010



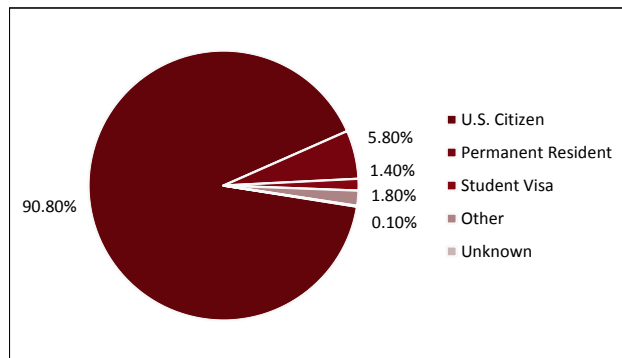
Source: Institutional Research Dataset, Fall Census

Time of Day Attended, 2010



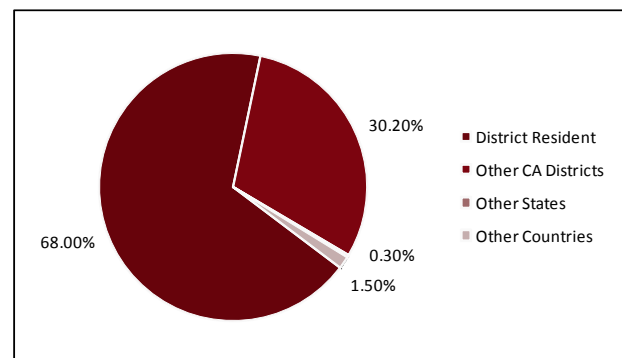
Source: Institutional Research Dataset, Fall Census

Student Citizenship, Fall 2010



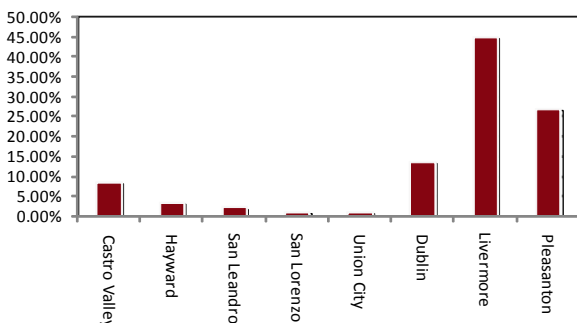
Source: Institutional Research Dataset, Fall Census

Official Residence, Fall 2010



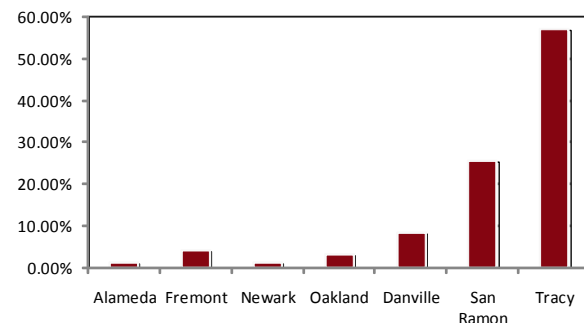
Source: Institutional Research Dataset, Fall Census

City of Residence – In-District Cities for Las Positas College, 2010



Source: Institutional Research Dataset, Fall Census

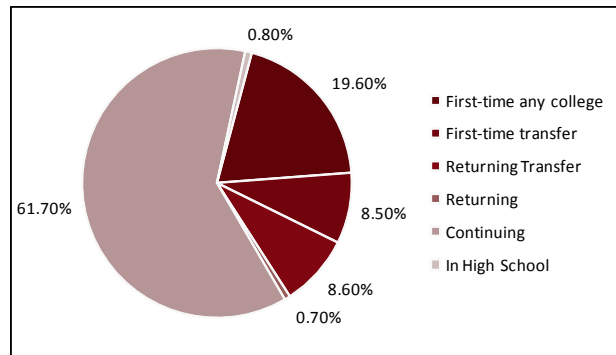
City of Residence – Non-District Cities for Las Positas College, 2010



Source: Institutional Research Dataset, Fall Census

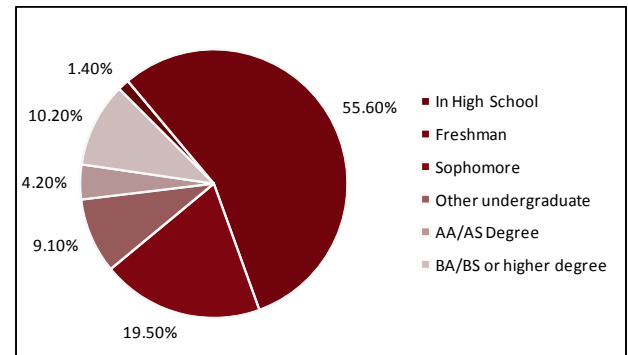
In fall 2010, over 60% of Las Positas College students were enrolled as continuing students. 19.6% of students were new to college – their first time at any college. 55.6% of students are at the freshman level, and 60% of students attend Las Positas on a part-time basis. This is comparable to Chabot College, and suggests that a large portion of the Las Positas student population is not enrolling full-time, thus it is taking a much longer time to move past the freshmen educational level and onto sophomore status.

Enrollment Status, Fall 2010



Source: Institutional Research Dataset, Fall Census

Student Educational Level, Fall 2010

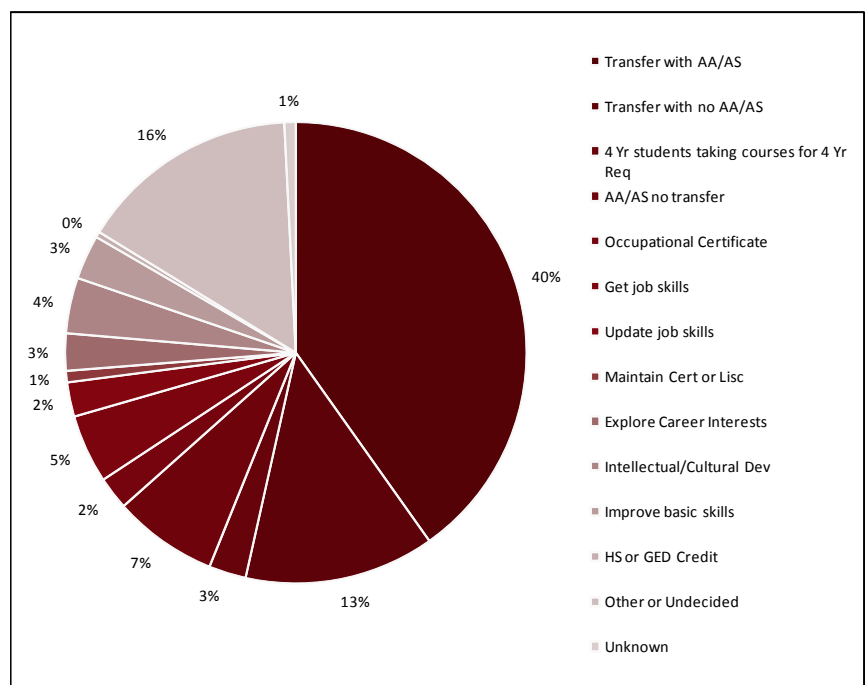


Source: Institutional Research Dataset, Fall Census

The educational goal for 40.1% of Las Positas College students is to transfer to a four-year institution with an associate degree. 15.4% of students are undecided about their educational goal, while 13.3% are planning on transferring to a four-year institution without an associate degree.

46.5% of Las Positas College's first-time freshmen come from local high schools within the Las Positas District service area, and almost 10% come from local high schools within Chabot's District service area. 26% of first-time freshmen at Las Positas College come from other California high schools, while only 2.9% of first-time freshmen come from other Alameda County high schools. This information shows that Las Positas College is serving the students within its community service area. 54% of students that transfer into Las Positas College come from other California Community Colleges. 12.9% of transfer students come from out-of-state colleges and 12.6% come from California State Universities. The number of

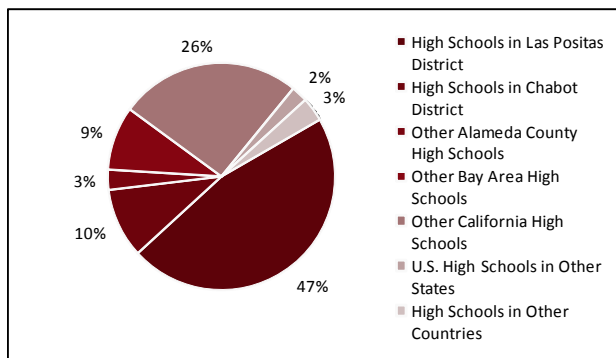
Educational Goal, Fall 2010



Source: Institutional Research Dataset, Fall Census

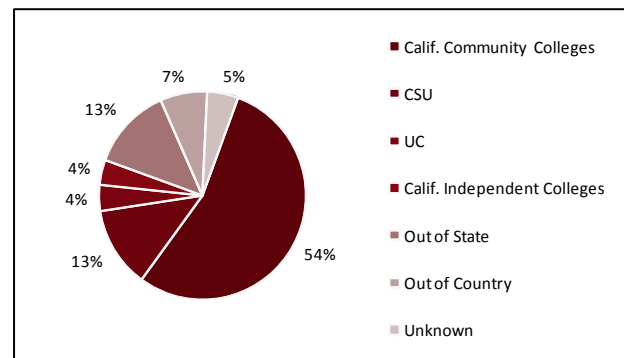
of transfer students from other California Community Colleges appears high, however, data was not provided on which community colleges students are transferring from. If they are transferring from Chabot College or other community colleges in nearby districts, it may make sense as to why this number accounts for over half of transfers into Las Positas College.

Source of First-time Freshmen, Fall 2010



Source: Institutional Research Dataset, Fall Census

Source of Transfers, Fall 2010



Source: Institutional Research Dataset, Fall Census

The top A.A. degree major at Las Positas College is Business Administration and the top A.S. degree major is Business Studies. Some of the top A.A. and A.S. degree majors at Las Positas College are Liberal Arts, Biology, Administration of Justice and Accounting. These degree majors are similar to the top employment occupations for Alameda County, such as Administrative Support, Management and Sales occupations.

Top 10 A.A. and A.S Degrees at Las Positas College

A.A. Degree Majors	Las Positas
Nursing (C)	456
Business Administration	382
Liberal Arts & Science (L)	247
Biology	226
Administration Of Justice	217
Fire Service Technology	193
Early Childhood Development	184
Music	95
Computer Science-General	88
Business (General)	84

A.S. Degree Majors	Las Positas
Business Studies	337
Accounting	79
Welding Technology	58
Interior Design	47
Computer Science	46
Automotive Electronics Tech. (A)	18
Horticulture (A)	17
Radiation Technology	16
Science Technology	16
Automotive Technology (C)	15

The top certificate major at Las Positas College is Early Childhood Development and the top transfer major is Psychology. Other top certificate majors at Las Positas College include Fire Service Technology, Accounting Tech, and Visual Communication (multimedia/print). Other top transfer majors include English, Engineering/Electrical, and Business Administration.

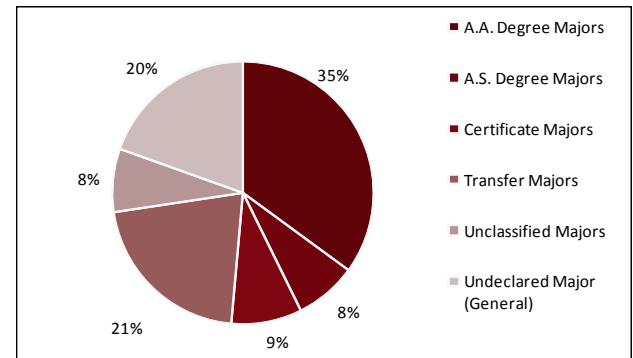
Top 10 Certificate and Transfer Majors at Las Positas College

Certificate Majors	Las Positas
Early Childhood Development	133
Fire Service Technology	118
Accounting Tech	54
Visual Communication (multimedia/print)	43
Interior Design	35
Automotive Technician (C)	29
Administrative Assistant	24
Sports Medicine (L)	22
Viticulture	21
Photography (C)	19

Transfer	Las Positas
Psychology	451
English	108
Engineering/Electrical	105
Business Administration	77
Physical Education	75
Engineering/General	74
Early Childhood Education	73
Biological Sciences	66
Kinesiology	57
Criminal Justice	55

Classification of Self-Declared Majors, Fall 2010

35% of self-declared majors at Las Positas College are A.A. Degree majors and 21% of self-declared majors are transfer majors. These numbers are in line with the educational goal of Las Positas College students, as 40.1% of students would like to transfer to four-year institution with an Associate's degree.

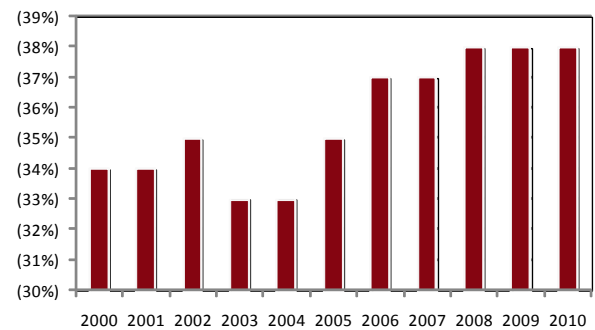


Source: Institutional Research Dataset, Fall Census

STUDENT CHARACTERISTICS OVER TIME

An official active registration is similar to enrollment, meaning the number of students that are officially enrolled at Las Positas College. The percent of official active registrations for Las Positas College have increased over time since 2000. However, the last three years have had steady official active registrations at 38%.

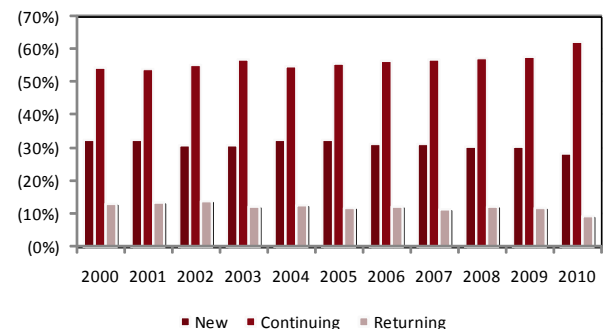
Official Active Registrations for Fall Semesters 2000 to 2010



Source: Institutional Research Dataset, Fall Census

Continuing students are defined as the students that were enrolled in classes during the prior semester and did not drop their classes. A returning student is one who has enrolled at the college previously, but did not attend classes the prior semester. Over the last ten years, continuing students have held the highest percentage of enrollment at Las Positas College, remaining steadily between 54 to 62 percent. In 2010, returning students are at its lowest from the last ten years, with only 9% of students registering as returning students. The number of students transferring from Las Positas College to a California State University (CSU) or a University of California (UC) was 428 students for the 2009-10 academic school year. This transfer number averaged 15% lower compared to the last five years. Although there may be a number of reasons for this decline, continued State budget constraints and increases in four year institutions' tuition has created an impact as well on overall transfer rates.

New, Continuing and Returning Students for Fall Semesters 2000 to 2010



Source: Institutional Research Dataset, Fall Census

Notes: 'New' includes new transfers. 'Returning' includes returning transfers.

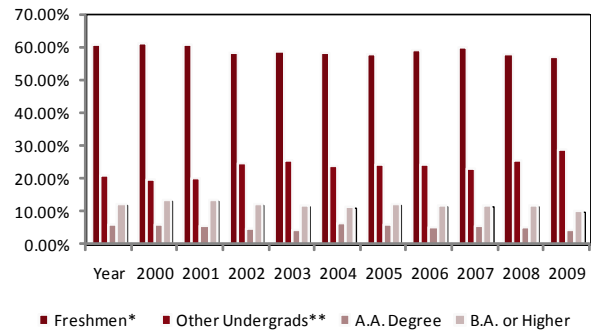
Las Positas College Transfers to CSU/UC, 2000-2010

Institution	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
CSU	213	278	291	281	331	385	408	415	429	317
UC	56	76	80	83	90	100	107	115	100	111
Total	269	354	371	364	421	485	515	530	529	428

Source: California Postsecondary Education Commission, Transfer Pathways

Percentage of Freshmen, Other Undergraduates and Bachelor's degree Holders by Year

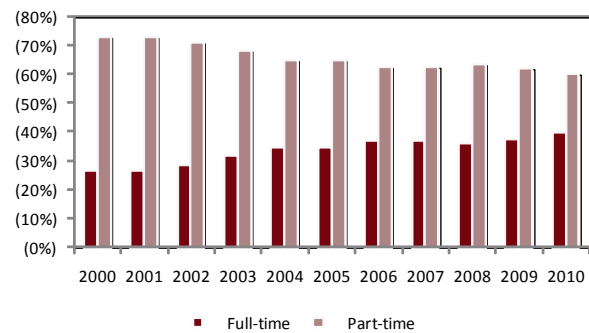
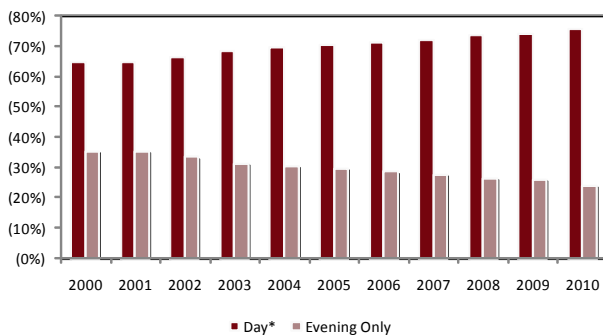
Historically, the student level with the highest percentage of enrollment for Las Positas College has been freshmen. Other undergraduates have been on the rise the last two years. There are a high proportion of Las Positas students who attend classes part-time, although over time, that number is decreasing and Las Positas is seeing a rise in full-time attendance. Over the last ten years, the percentage of students that have registered for day classes has been 64% or higher. This number continues to rise and could be a result of Alameda County's unemployment rate being 11.3%. As more people are unemployed, they are able to attend classes during the day, and increase their enrollment status to full-time.



Source: Institutional Research Dataset, Fall Census

Full-time & Part-time Registrations by Year

Day & Evening Registrations by Year



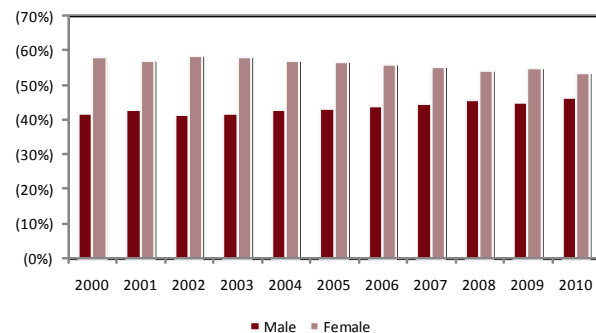
Source: Institutional Research Dataset, Fall Census

Notes: * Includes Students Registered in both Day and Evening classes, ** Includes Saturday only Registrations *** Starting Fall 1994, Saturday only is included in Evening only + Includes students in classes at the following times: day only, both day & evening, both day & Saturday, and day, evening, and Saturday ++ Includes students in class at the following times: Saturday only, Sunday only, evening only, both Saturday and evening, and independently scheduled

Source: Institutional Research Dataset, Fall Census

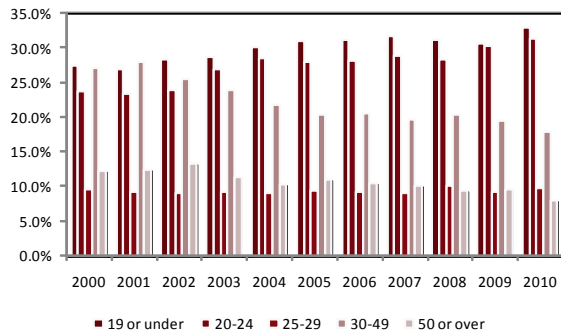
Gender by Year

Over the last ten years, Las Positas College's student population has been over 50% female. The student age distribution at Las Positas College has changed somewhat throughout the last ten years. The 30-49 age group has been declining. At its peak in 2001 with 28%, only 17.39% of 30-49 year-olds attended Las Positas College in 2010. Historically, over half of students at Las Positas have been of White race. However, that number is steadily declining, as it was 71.0% in 2001 and was 54.0% in 2010. The Latino and Asian American populations are continuing to rise.



Source: Institutional Research Dataset, Fall Census

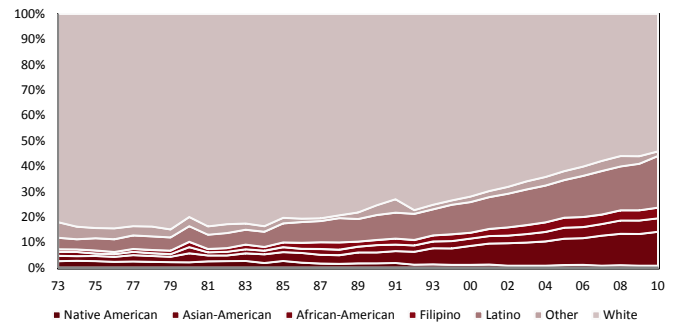
Note: Unknown not included

Percentage of Students by Age Group by Year

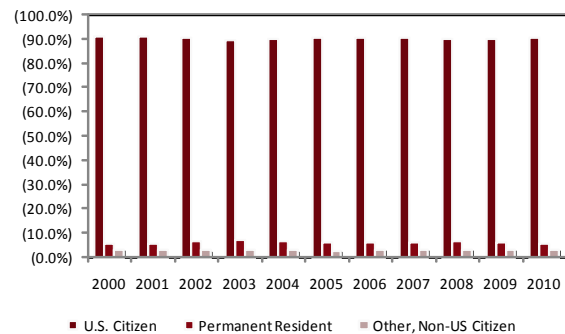
Source: Institutional Research Dataset, Fall Census

Note: Some percentages do not sum to 100 because of “unknown” ages.

Historically, the majority of Las Positas College students have been United States Citizens that reside in the Chabot-Las Positas Community College District service area. This reveals that Las Positas College has been servicing the residents of its community service areas and will continue to do so.

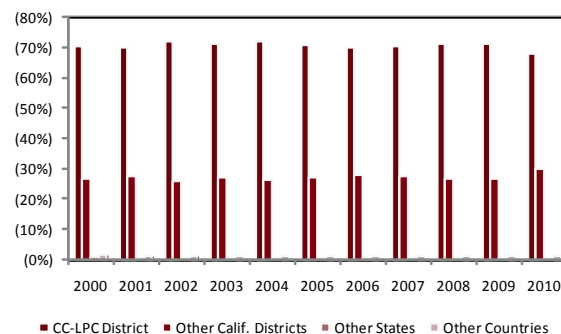
Percentage of Students by Race-Ethnicity Group by Year

Source: Institutional Research Dataset, Fall Census

Percentage of Permanent Residents and Other Non-U.S. Citizens by Year

Source: Institutional Research Dataset, Fall Census

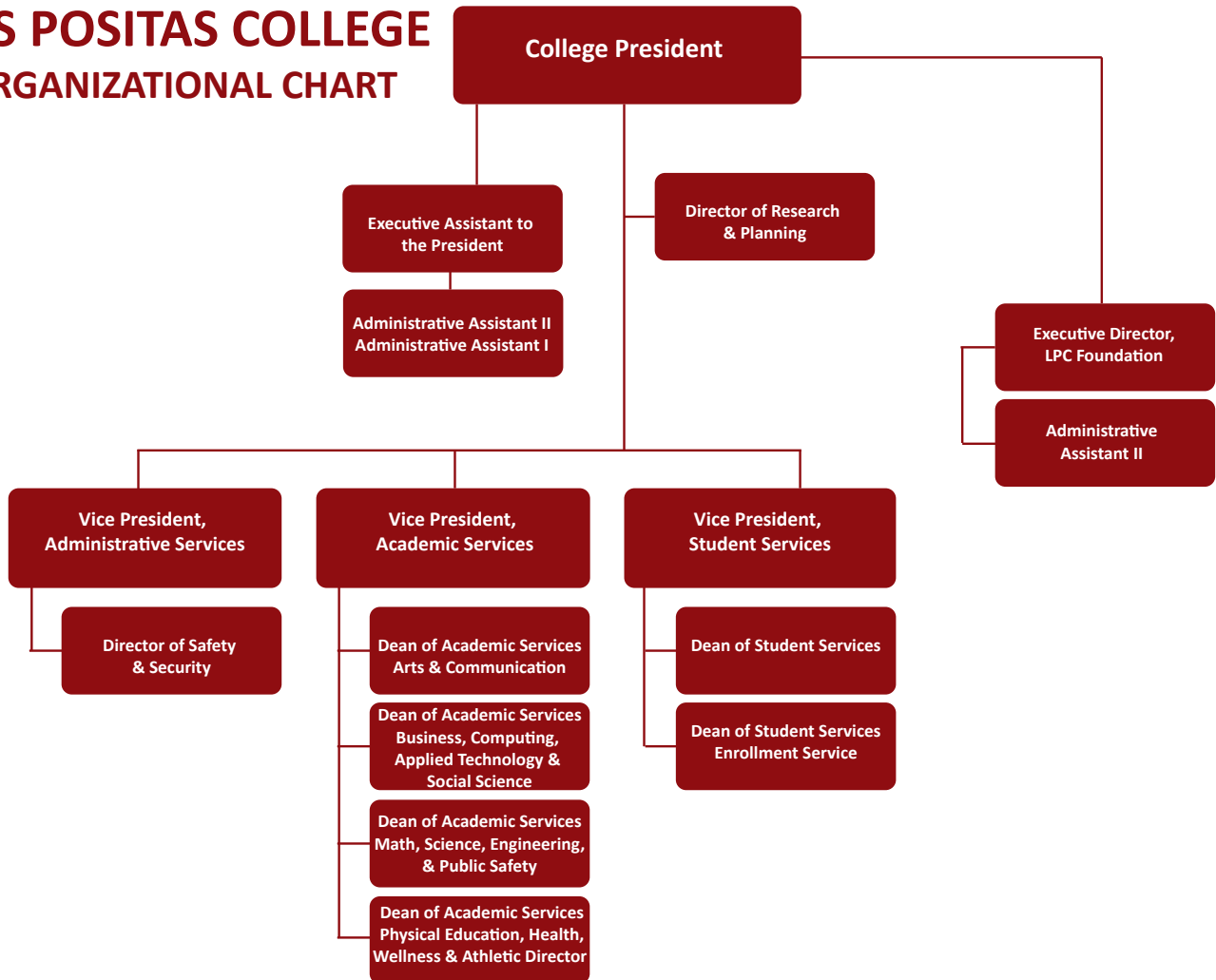
Note: Other Non-U.S. Citizens: Students with student visas and other temporary residents.

Percentage of Students by Residence by Year

Source: Institutional Research Dataset, Fall Census

LAS POSITAS COLLEGE

ORGANIZATIONAL CHART



DIVISIONS & PROGRAMS



Arts & Communication Division

Programs in the Arts and Communications Division

- Art (Emphasis in Painting)
- English
- ESL
- Foreign Language
- Humanities
- Interior Design
- Library
- Mass Communications
- Performing Arts
- Performing Arts - Dance
- Performing Arts - Music
- Photography
- Speech
- Visual Communications

Degree Programs

- Design Technology
- English
- Humanities
- International Studies
- Interior Design
- Liberal Arts and Sciences
- Music
- Speech
- Theater Arts
- Visual Communications

Certificate Programs

- Design Technology
- Interior Design
- Mass Communications - Journalism
- Mass Communications - Radio
- Music - Beginning Piano Pedagogy
- Music - Intermediate Piano Pedagogy
- Photography
- Certificate in Visual Communications (Emphasis in Print)
- Certificate in Visual Communications (Emphasis in Web)

PROGRAM: ART

Program Description

The Las Positas College Art Program (ARTS and ARHS) offers students the opportunity to explore Art from a variety of perspectives. Beginning students may select several introductory courses (Drawing, Water Color Painting, Design and Materials, Oil/Acrylic painting), and continue through several increasingly advanced levels as they strive for proficiency and ultimate mastery. Students may also enroll in more academic courses such as Introduction to Art, Art History (two courses), and Museum and Gallery Techniques.

Students who elect to major in Art have a variety of career opportunities available to them: teaching, art criticism, museum and/or gallery management and/or display, as well as work as practicing artists in drawing and/or painting.

Students may earn an AA in Art with an emphasis in Painting and the program fulfills typical lower division requirements for transfer to four year institutions.

Learning Outcomes

Art SLOs have been written and are regularly assessed for all courses. Analysis indicates that the SLOs that have been assessed are effective. The spread in course SLOs seem to align logically and well with the overall grade distribution for these courses. It is the goal of the program to continue improvement through this process.

Program Challenges and Needs

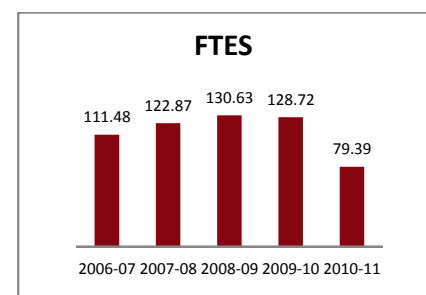
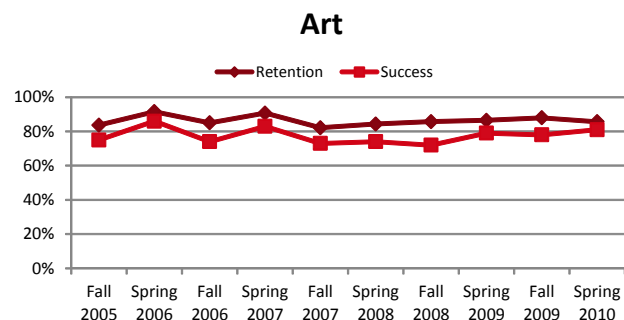
It is important to maintain adequate budget for basic materials and supplies and, more important, to support the expense of professional models for well-enrolled Life Drawing class, which is essential for Art majors and transfer students.

The lack of additional space has truly inhibited the Program's ability to expand offerings. Ultimately, this very well enrolled Program must provide greater opportunities for students, especially as the college grows and becomes even more diverse. New courses, supported by an expanded facility, will provide all students (majors, transfer, or those simply exploring their potential) greater opportunities to discover hidden talents and abilities, offering wonderful ways to enhance their lives long after their academic careers have ended.

Program Opportunities and Goals

- Guarantee that minimal supplies for the entire program can be funded through the college budget; essential to the curriculum is adequate funding to continue paying for professional models for the Life Drawing class.
- Expand the facility for Art (in a new or newly remodeled existing space), so curriculum can include such studio courses as ceramics, print

making, and sculpture.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	30	32	28	29	18
Enrollment	808	885	921	902	430
FTEF	7.07	6.98	6.94	6.94	4.65
WSCH/FTE	986.32	1079.01	1148.05	1149.08	1054.21

PROGRAM: ENGLISH

Program Description

The English program consists of basic skills composition courses and transfer-level composition, literature, and creative writing courses. These courses help students become strong readers, writers, researchers, and thinkers. Since composition courses are requirements for most degrees and transfer agreements, this program serves almost every student on campus.

The English program's core offerings, -- English 1A, 3, 4, and 7, -- fulfill Las Positas College's AA and AS degree requirements as well as CSU and UC general requirements. Aside from basic skills courses, virtually all courses offered in the discipline are transferable to CSU, UC, or both. The large basic skills program, comprising a two-course sequence and one-term accelerated course, is the point of access to these transfer courses for many students. Creative writing and literature classes allow students to explore the aesthetic and creative aspects of literature.

Learning Outcomes

The program has developed and assessed SLOs for most of the courses. The program is committed toward improvement for greater student success. While this process may ultimately yield results, the use of eLumen has been a frustrating component and has not yielded valuable information, for example obvious trends are not identified and data are often inconclusive.

Program Challenges and Needs

There has been a sharp decrease in the percentage of courses taught by full-time faculty; in basic skills it dropped from 71% in spring 05 to 52% in spring 09. In English transfer courses it ranges from 36%-44% taught by full-time faculty. As full-time faculty members have been lost they have not been replaced. Full time faculty are a critical part of the program and must be replaced.

Since approximately 50% of traditional basic skills courses are being taught by adjunct faculty, it is highly important that they are trained in teaching the joint curriculum, offered opportunities to participate in shaping that curriculum, and participate in norming for the holistically-graded final exam. Funding should be made available for stipends to increase participation by adjunct faculty.

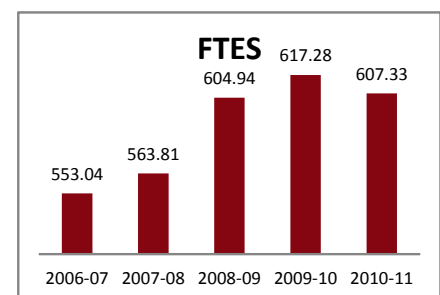
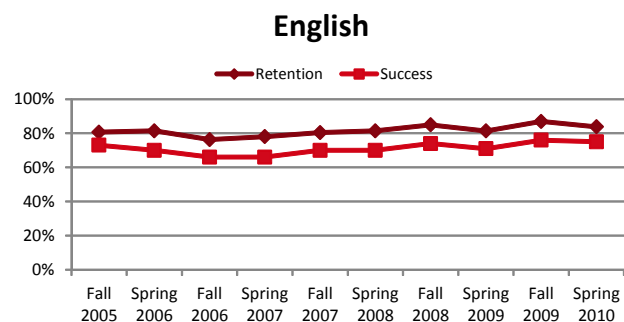
The program administered student surveys, given to every student in traditional basic skills English, which consistently supported the value of the labs. For example, in the most recent surveys, (spring 2010), 87% of 100A students agreed that the grammar topics strengthened their writing, and 90% agreed that the labs helped them master the grammar topics. In 100B, the percent agreement on these two

questions was 91% and 89%. In 104, the percentages were 86% and 88%.

As demand for basic skills courses has grown, limited instructional assistant hours have been a primary factor along with facilities, and more recently, limited FTEF allotment, prohibiting increase in basic skills section offerings. Augmenting the 14-hours-per-week instructional assistant position to 20 hours would allow staff for more labs and increase basic skills offerings once FTEF becomes available.

A challenge has been inconsistent technology available in classrooms, particularly document cameras. The document cameras in the smart classrooms are invaluable to the English program. However, they are not available in every classroom. As a result, faculty may have to prepare for a single class in a variety of ways. This is inefficient.

The English budget was cut to 22% of its former amount. This year, the supply budget has been cut to \$272. This means that faculty will have to be extremely sparing in white board marker usage. Presumably the program will run out of markers by the end of the year, at which point they will be requested from the division. The program will not use the printer in Building 400 as the toner cannot be afforded. While the need for budget cuts is understood, it will be important to



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	239	248	239	246	245
Enrollment	4,992	5,330	5,505	5,661	5,668
FTEF	43.87	43.89	44.61	45.82	46.46
WSCH/FTE	770.17	773.92	817.43	801.78	818.38

regain the supply budget and professional organization budget (cut to \$22) in the future.

The program's financial resources were greatly aided by the FIN grant. This grant provided the funding for needed activities such as the Work and Planning sessions (funded by the college until 2007), summer coordination, and final exam norming sessions. In the future, similar funding will be required to continue to provide the same high level of coordinated, innovative instruction.

In tight budgetary times, outside support through grants seems to be a prudent way to fund these needs. However, equally important is college support for finding grants, writing applications, and allocating funds from those grants. The college needs dedicated staff or administrators who can support faculty in managing grants, particularly the payroll and accounting aspects.

Program Opportunities and Goals

- Increase full-time faculty in the program.
- Make adjunct faculty stipends available for increased participation in release time activities.
- Increase instructional assistant hours to support the labs.
- Increase the number of courses taught in smart classrooms.
- Regain an adequate supply budget.
- Institutionalize the budget for release time activities formerly provided for through the FIN grant.

PROGRAM: ENGLISH AS A SECOND LANGUAGE (ESL)

Program Description

The ESL program offers a variety of courses in a three-year sequential program. The focus of the program is academic preparation in reading and writing with additional courses in grammar, oral communication, and pronunciation. The courses in the first two years of study (beginning and intermediate) are non-transfer and non-degree applicable. Third-year courses (advanced) are transferable to CSU and/or UC. The courses offered at each level serve a variety of local community members' needs including preparation for transfer, improvement of skills necessary to compete in a tight job market, and self-improvement. The program also serves many international students with similar needs.

Learning Outcomes

Currently, there is at least one course SLO written for each course. For all grammar courses, four course SLOs have been written and assessed at least once. For the reading/ writing courses, one SLO has been written and has been assessed four times for most courses. It is a goal of the program to continue additional SLO development and assessment.

Program Challenges and Needs

The Integrated Learning Center has been of great value to ESL students. This was learned through an informal student survey. The program aids in the success and retention of ESL students. It is important that this asset continues to be available to students

The program is offering more sections to fulfill additional need created by international students. As a result, an additional full-time faculty member is needed. Currently, 78.5% of the courses are being taught by an adjunct instructor, and 21.5 % of courses are being taught by a full-time instructor. An additional full-time faculty member would even out the ratio and allow students to have access to a full-time instructor at all levels of ESL. This would also bring consistency in information that is shared with students.

Available classroom space is an obstacle to offering courses at times that would best meet students' needs. Because of their length, ESL courses will never fit into the block schedule recommended for lower unit value courses; therefore, dedicated ESL classrooms continue to be the best way to meet students' needs, and these classrooms, and the flexibility they provide, represent the greatest need for physical resources for ESL.

The reduction in supply budget affects all programs but it is important to note that ESL is also adversely impacted and needs the original supply budget restored.

It is important to understand students' perceptions

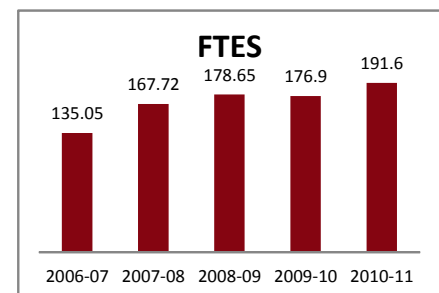
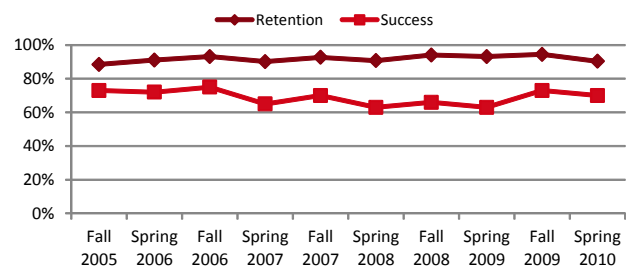
of the program and gain their recommendations regarding program improvement. The ESL program will be working to complete student surveys to aid in program improvement.

The ESL program needs to include adjunct faculty in the holistic scoring meetings held twice a year. These meetings are an essential element of the program, for they help maintain fair and consistent grading standards, promote communication, collegiality, and collaboration among faculty, allow coordinators to share crucial information about the program, and create a forum for staff development. The program must fund stipends for adjuncts for this to occur.

The program is working to maintain a focus on ongoing staff development and funding to support instructors' participation in relevant workshops, conferences, and other training opportunities. The constantly changing nature of the field of ESL requires that all instructors be knowledgeable about current practices, issues, trends, and techniques in the field, and participation in staff development events, both on campus and off, is the best way to acquire and maintain this knowledge.

The English, ESL, and Foreign Language programs would like to work together to plan and develop a language laboratory and the supporting curriculum and learning tools. This effort would greatly aid students in mastering verbal communication

English as a Second Language



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	53	59	60	66	54
Enrollment	1324	1363	1468	1695	1452
FTEF	14.99	16.66	18.68	21.14	19.8
WSCH/FTE	653.34	764.84	737.43	678.12	681.73

skills. The lack of a language laboratory is a deficiency of the program.

Program Opportunities and Goals

- Create technology, study skills, and reading SLOs for reading/writing courses.
- Continue to utilize and promote the Integrated Learning Center (ILC).
- Add a full time faculty member.
- Create a document for the assessment center and students to clarify which assessment test (ESL or English) to take.
- Revise ESL course offerings flow chart to meet Basic Skills Committee standards.
- Evaluate and revise final essay rubrics for reading/writing courses.
- Acquire dedicated classroom space to facilitate flexibility in scheduling.
- Continue to expand Extensive Reading libraries for all beginning and intermediate courses.
- Explore standardized departmental reading and grammar exams.
- Create a student survey to research students' perceptions of the ESL program. Research ESL 23 and 26 with student surveys.
- Acquire funding to supply stipends to adjunct instructors to attend the twice annual holistic scoring meetings.
- Gain the funding necessary to continue staff development.
- Gain a language laboratory.

PROGRAM: FOREIGN LANGUAGE

Program Description

The Foreign Language program offers primarily first- and second-year transfer-level courses in Spanish, French, and Italian. Some courses are scheduled on a rotating basis. The transfer-level courses are designed to prepare students to continue with their language studies in upper-division courses. In addition, there is an emphasis on learning about the culture of the people who speak the individual languages.

The Foreign Language Department is a small department with one full-time instructor and two adjuncts in Spanish, three adjuncts in French, two adjuncts in Italian and two adjuncts in American Sign Language.

Learning Outcomes

SLOs have been written and recorded for most of the languages, but only the data from classes taught by full-time faculty have been entered into eLumen.

In compliance with the Foreign Language SLOs, students in language classes are given specific assignments midway through the semester and at the end of the semester to measure their abilities. The current SLOs for the program for French, Italian and Spanish measure the student's ability to write and to read the language. A future goal of the Department is to add an SLO for oral assessment.

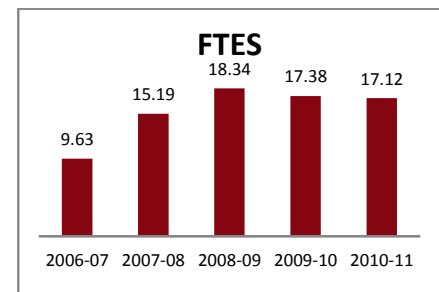
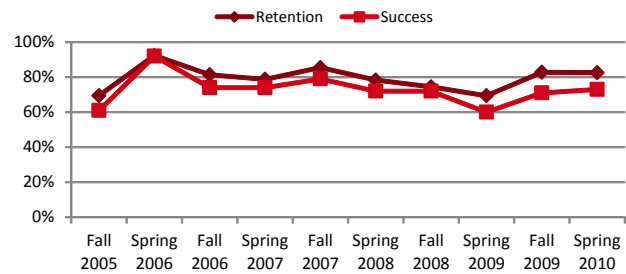
Program Challenges and Needs

The Foreign Language Department is in dire need of a language laboratory where students from all languages and at all levels would be able to enrich their language experience through authentic visual, oral and audio activities. The need for a language lab is becoming ever more urgent because the trend in textbook development includes numerous auxiliary activities that cannot easily be supported in a traditional classroom. A full-time faculty member to teach in the facility and to help manage the facility will be needed.

The language laboratory will need to be maintained and serviced on a regular basis. The day-to-day up-keep of the lab will allow for longevity and program sustainability. When the source of funding for the lab is secured, it will be paramount that the budget includes funds for replacement of outdated technology, damaged or broken materials, normal maintenance and servicing. It will also be important to secure funding to train and pay a part-time instructional assistant who will run the lab when instructors are not using it with their classes.

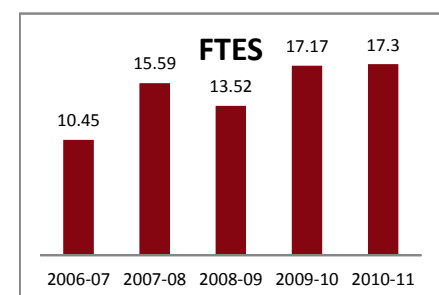
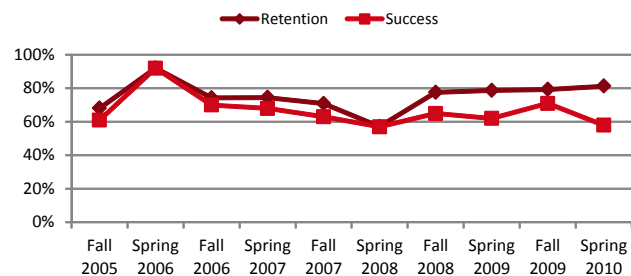
As the Foreign Language program continues to grow, it will be important to hire another adjunct instructor in Spanish. Additionally, having more than one full-time instructor in a program strengthens it by allowing

French



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	5	7	7	7	4
Enrollment	90	108	109	121	92
FTEF	1.67	1.86	1.6	1.86	1.27
WSCH/FTE	442.99	589.09	-600.21	717.85	646.72

Italian



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	5	6	5	5	5
Enrollment	113	76	110	106	102
FTEF	1.66	1.4	1.4	1.34	1.34
WSCH/FTE	474.99	606.88	609.61	736.89	780.78

students to have regular access to an instructor, and builds commitment to, and consistency within, the program.

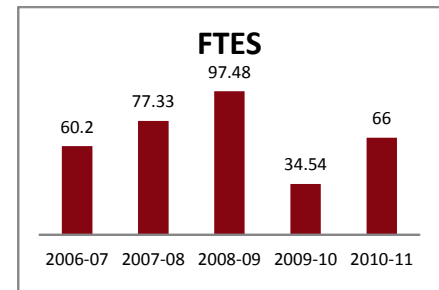
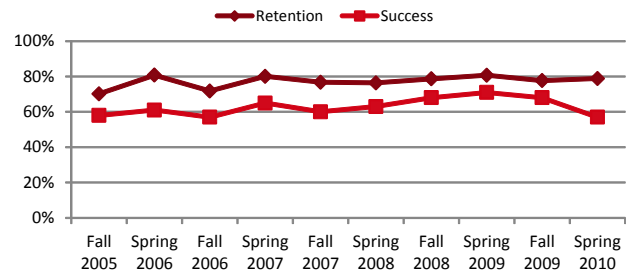
Additional language tutors for students who need additional help above and beyond class time and office hours are necessary. The hours in the STAR Tutorial Room were cut this fall and the Center only has one student volunteer in Spanish and one adjunct instructor who holds drop-in hours there. The program needs to recruit strong students from the advanced language classes who would be willing to volunteer as language tutors. These students could in turn receive community service credit for their time and a letter of recommendation documenting their service.

The program has never had a budget. It is absolutely essential that the program have a working budget to fund basic materials.

The program does not have a website. Creating and maintaining a website that represents all of the languages and also lists the requirements for assessment, credit by examination and, in the future, courses of study for certificates will be an important part of the communication with students and the community.

Currently, textbook adoption in the Foreign Language program occurs approximately every 5 to 7 years. French, Italian and Spanish are overdue for an opportunity to meet and review texts. In addition to the need for time to evaluate and review texts, once the new texts are adopted, these programs will need to be trained by the corresponding textbook companies to maximize use and student interaction with the text. Time needs to be given specifically to this process.

Spanish



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	26	23	25	22	14
Enrollment	473	444	566	535	421
FTEF	4.63	4.12	4.67	2.46	2.1
WSCH/FTE	916.1	942.77	1401.09	492.61	991.29

Program Opportunities and Goals

- Create additional space on campus dedicated to foreign language classrooms and a language laboratory. This goal will require a full-time faculty position to teach in and manage the facility and support the growing program.
- Hire an adjunct faculty member to teach Spanish.
- Establish a group of Foreign Language classrooms where class sets of books, audio-visual materials and maps can be kept.
- Secure a budget.
- Create a functional website for the program.
- Evaluate and adopt a textbook program that includes Smart tools for French, Italian and Spanish. Ensure the time needed to train and prepare for new text implementation.
- A long term goal is to add Asian languages.

PROGRAM: HUMANITIES RELIGIOUS STUDIES AND PHILOSOPHY

Program Description

The Humanities program includes courses in Interdisciplinary Humanities, Philosophy, and Religious Studies. Program courses encourage scholar/practitioners to interpret the world and their active role in it through a philosophical, creative and artistic immersion in a number of different but overlapping and connected fields of study. Courses have been designed to function as an educational entity in which the general guiding philosophy is the same for each discipline and the disciplines support and complement each other. Students may move easily from one discipline to another within the cluster and from a class in a specific discipline to a course in one of the other disciplines. All courses suggest a practical professional methodology combining hermeneutics and a dialogic process that allows students to create new or expanded world-view paradigms resulting in personal and systemic growth and change.

All courses in the Humanities cluster are transferable to schools in the CSU and UC systems as well as to many private colleges and universities.

Learning Outcomes

The Humanities cluster offers fifteen courses of which six have student learning outcomes. These courses are assessed each term.

The courses not assessed are typically taught by adjunct instructors. Given the need to make sure all courses have student learning outcomes, the program must work with adjunct instructors to make certain the requirements are completed.

The data from those courses with student learning outcomes demonstrates that the majority of students assess at levels 2 (Proficient), 3 (Above Proficiency), or 4 (Mastery). These results indicate that SLOs are working well.

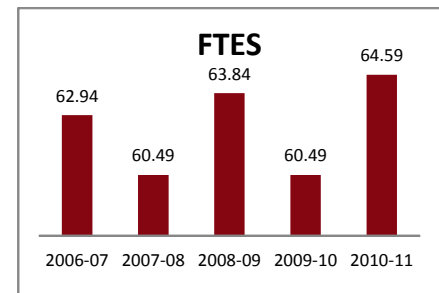
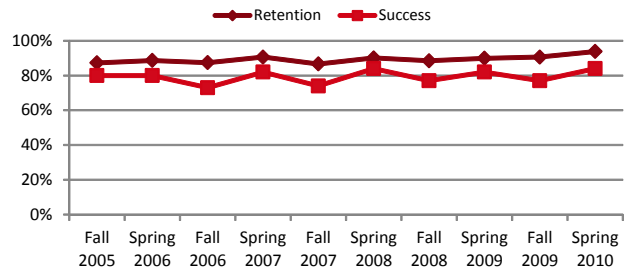
It is a goal of the Humanities program to complete a program-level student learning outcome within the coming year.

Program Challenges and Needs

The program operates with no staff support. As the budget for the College grows, staff support should be considered to support the program.

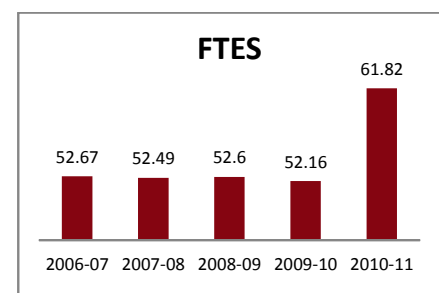
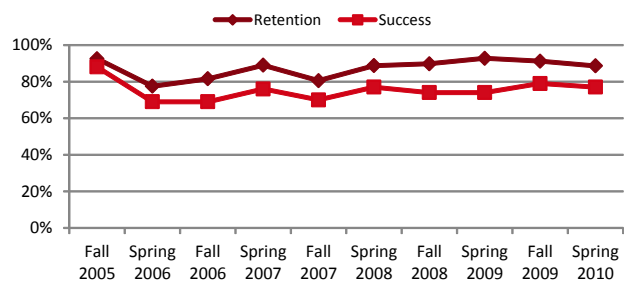
Humanities classes are taught in rooms campus-wide. With the opening of Building 2400, with its excellent classroom technology, the courses have become more efficient and effective which has provided increased opportunities for interacting with and teaching students. Course content now includes more multi-media that engage students. Continued renovation on

Humanities



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	19	18	15	16	13
Enrollment	629	668	661	669	606
FTEF	3.67	3.4	3	2.8	2.6
WSCH/FTE	1080	1146.52	1290.18	1330	1417.85

Philosophy

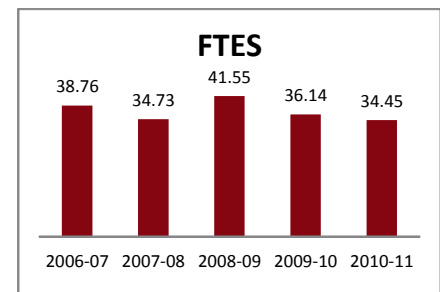
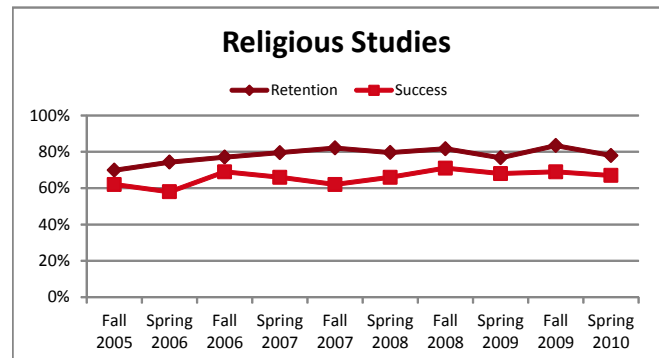


	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	13	13	13	14	11
Enrollment	523	509	581	641	498
FTEF	2.6	2.6	2.6	2.8	2.2
WSCH/FTE	1152.92	1232.03	1228.1	1321.29	1340.63

campus should include smart classrooms. Additionally, steady maintenance of the technology in these rooms will be critical to continued success.

Program Opportunities and Goals

- Create program-level student learning outcomes.
- Hire support staff.
- Provide additional opportunities to teach courses in smart classrooms.
- Complete the course outline revision for Religious Studies 2.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	10	9	9	10	7
Enrollment	407	398	373	449	311
FTEF	2	1.8	1.8	2	1.4
WSCH/FTE	1340.5	1216	1281	1256	1314

PROGRAM: INTERIOR DESIGN

Program Description

The Las Positas Interior Design Program (INTD) prepares students for entry level positions in the field of Interior Design. Most employment opportunities are in established interior design firms or in the retail or wholesale areas of interior furnishing and accessories. Designed for direct job entry, courses in the program provide knowledge in the specifics of interior design – including hands-on work experience and/ or internships – as well as general education courses in the degree program that provide a breadth of knowledge suitable for living and working in today's society.

The program offers students the opportunity to pursue an AS degree in Interior Design or a Certificate of Achievement in Interior Design.

Learning Outcomes

The ID Program will examine and evaluate the results of the course level SLOs and rewrite the outcomes to better assess student accomplishment and knowledge. We will also reassess the program outcomes based on the work done on course level outcomes.

Program Challenges and Needs

The LPC Interior Design Program has no full-time faculty leadership. While qualified adjunct faculty that are working in the field support this program, a full-time faculty member is essential to furthering the program's growth and success.

The CAD class is taught in a multi-computer classroom. However, a printer/ copier able to print larger CAD renderings is not available. While students can send their files to Building 300 where a printer is available, this is not practical for immediate retrieval, and students find themselves making very small copies on the printer available in the classroom. A printer that can print CAD renderings is an essential part of an adequate INTD teaching space. Likewise, adequate display/ critique space for boards and drawings is not available in the Program's current environment.

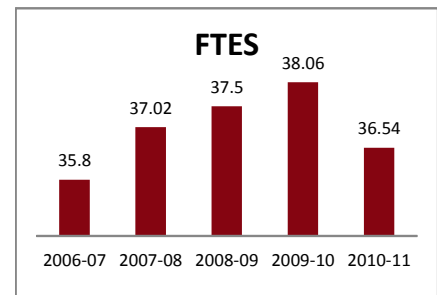
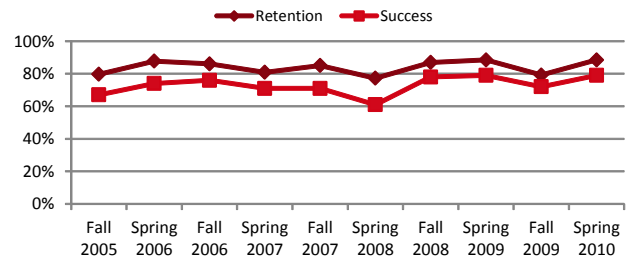
There is no budget for the program. Students happily provide their own minimal materials, but costs for supplies in the drafting and CAD classes are higher than typical class expenses.

The Program is exploring with its Advisory Board important new offerings in topics such as Sustainability and Green Design. Students and professionals seeking additional training could easily support a larger curriculum, but the current facility, as well as lack of adequate budget and other resources, really precludes this expansion.

Course outlines have not yet been revised per Title 5 regulations.

Completing requirements such as these is a challenge without

Interior Design



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	12	10	12	11	11
Enrollment	306	279	278	295	249
FTEF	2.82	2.42	2.78	2.7	2.42
WSCH/FTE	901.47	829.09	919.13	833.82	857.4

a full time faculty member. Nevertheless, this is an immediate goal of the program.

Program Opportunities and Goals

- Hire a full-time faculty member.
- Purchase a printer/copier that can produce large drafting and CAD documents and adequate in-room bulletin boards for display and class critiques.
- Purchase permanent Drafting tables.
- Obtain an operating budget. The program should have a line in the college budget for essential course materials and other crucial program expenses. Part of the budget should include the latest versions of the Envisioner software to be purchased at least every two year.
- Revise all course outlines not compliant with Title 5 regulations.
- Revise the course outline for Commercial Space Planning so that it can be numbered and included in the electives for the degree and/or certificate.
- Long term, create new and specific kitchen and bath courses. Write curriculum for topics that will become more and more important to the Design field.
- Long term, obtain a facility that can support lecture classes as well as drafting and CAD courses, including (a large, flexible multi-use room or two separate classrooms, – one for lecture and the other for Drafting and CAD.

PROGRAM: LIBRARY

Program Description

In support of the college's educational programs, curriculum and instructional philosophy, the Las Positas College Library has developed a program that provides reference and public services, instructional services, and access to an appropriate collection of books, periodicals, online databases, electronic resources and audiovisual materials that supports curriculum. The Library collaborates with faculty and appropriate college groups to ensure that it supports the learning needs and styles of a diverse student population.

Learning Outcomes

Course Level Student Learning Outcomes have been developed for all five Library research classes. Ten SLOs have been written and assessed at least once. Currently, the Instructional Librarian assesses all classes offered each semester.

Program Challenges and Needs

In both 2009 -10 and 2010 -11, drastic cuts were made to the Library's general budget reflecting the economic times. The Library needs to explore other options of reliable, consistent funding to support its programs and services. The Library has made deep cuts to the print magazine and journal collection, standing orders for reference materials, and other items the general budget previously paid for. Additionally, the ability to acquire new electronic resources has been greatly reduced.

Adjunct funding has varied from year to year making it difficult to develop a Library program that could offer consistent Library hours.

In 2009, the Library evening hours dropped from 9 pm to 8 pm, Monday through Thursday. In fall 2010, the evening hours dropped again from 8 pm to 7 pm. Saturday hours were also eliminated. Currently, Library hours are Monday through Thursday 8:00 am – 7 pm and Friday from 8:00 am to 2:00 pm. The reduction of hours from 65 hours a week to 50 hours a week limits the Library's ability to be accessible to all student populations. The shorter evening hours during the week and lack of Saturday hours have a definite impact on faculty and working students.

There is not enough space within the library or sufficient adjunct faculty to do multiple orientations during the most popular classroom hours when classes are competing for the same orientation time. Recent cuts in the past year to the adjunct librarian budget have impacted the number of orientations possible.

The library lab has just 24 computers and is part of the main library reading room. The size and location of the instructional lab limits the ability to offer this option to more classes that would benefit from hands-on

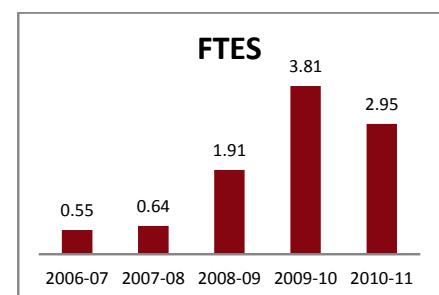
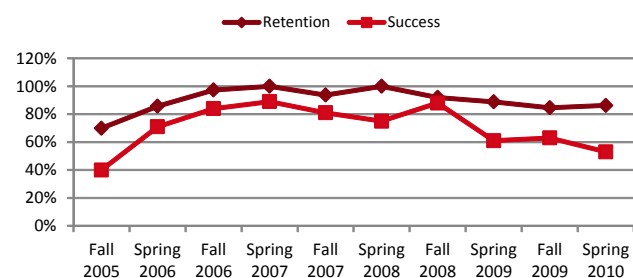
instruction. The Library needs to have a dedicated hands-on classroom that could accommodate larger classes.

Inventory of the collection is needed. An inventory has not been done in at least 15 years and the catalog is not up to date. Purchase of a hand held scanner might be needed for this task.

Program Opportunities and Goals

- Identify a stable funding source or sources by 2014 when Measure B funding ends. This is especially true as the state has eliminated the Telecommunications and Technology Infrastructure Program (TTIP) which paid for a large portion of the databases. In order to maintain and update resources, gain the adjunct faculty needed, add computers, and open additional evening and weekend hours, steady funding is critical.
- Explore methods of delivering access to the library collection and services for mobile device users. Beta test "Text a Librarian" or comparable software to enhance contact with students.
- Offer drop in workshops for students in such areas as Noodlebib, use of specific databases and other research tools.
- Work with Distance Education to further integrate/ embed library resources in online classes.
- Create Camtasia tutorials for the library's website to

Library Studies



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	8	6	5	6	4
Enrollment	66	36	79	103	60
FTEF	0	0	0	0	0
WSCH/FTE	0	0	0	0	0

provide 24/7 asynchronistic online instruction on using the library's collections and services.

- Increase a classified position from 10 months to 12 to ensure continuity of services throughout the year. This position is responsible for cataloging and technical processing of print resources. A 12 month contract will prevent a backlog in technical processing during the summer.
- Move the program under the VP of Academic Services. As various programs and curriculum continue to develop under each division, the Library might better serve as a part of the overall academic program.

PROGRAM: MASS COMMUNICATIONS

Program Description

The Mass Communications Program is designed to provide students with a broad understanding of the principles of mass communications as well as experience in the application of these principles to the campus media, including the newspaper, the radio station, the journalistic magazine, the literary magazine, television, and video journalism, all of which include multimedia components. Classes can be applied to meet transfer requirements at four-year institutions and for entry into careers in media, such as reporting, public relations, print production, copyediting, broadcasting, videography, and photography. The program includes a Certificate of Achievement in Mass Communications: Journalism and a Career Certificate in Mass Communications: Radio.

Learning Outcomes

Program-level student learning outcomes have not yet been developed. There are 19 courses in the program and 12 student learning outcomes have been developed of which 11 have been assessed at least once. These efforts will continue to progress for the program.

Program Challenges and Needs

In the long-term, the program would like to expand Radio Las Positas and the television production class by dedicating additional space to these classes. This space would include an FM tower to support the radio station, contingent upon FCC granting a license. This would increase the opportunities available for students to develop skills in information competency. A full time faculty member would be needed to teach in and manage the facility.

Technology is critical to learning in this program. Without up-to-date systems and software, the program cannot deliver a successful academic program. Therefore, there is a strong need to maintain and upgrade equipment as appropriate.

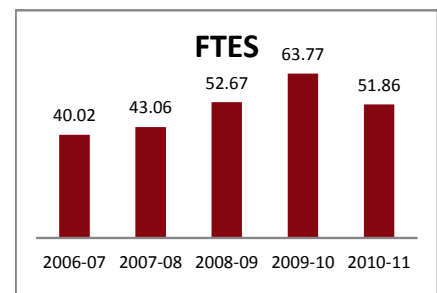
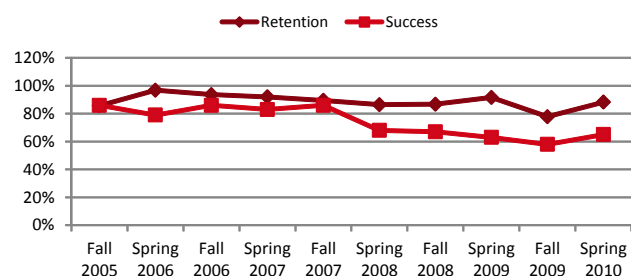
Program Opportunities and Goals

- Create additional space on campus dedicated to television and radio production to facilitate students learning. Add a faculty position to support the facility.
- An A.A. Degree in Mass Communications is currently pending state approval.
- Maintain the existing equipment and keeping the hardware and software current through collaboration with the Instructional Systems Technology Department.
- Continue to develop and strengthen partnerships. The Mass Communications program maintains a relationship with Channel 30, the local television station. The program has also fostered a strong relationship with Live 105 FM, a San Francisco CBS radio station that has employed and offered

internship opportunities to a number of broadcast students. Other developing relationships exist, many of which have been further developed by field trips to media outlets and educational institutions.

- Long-term, procure an FM license for Radio Las Positas. If the license is granted, an FM tower will need to be constructed.

Mass Communications



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	12	17	16	21	18
Enrollment	219	295	307	421	401
FTEF	2.73	4.03	3.97	4.56	4.48
WSCH/FTE	760.44	671.14	665.31	921.18	889.25

PROGRAM: PERFORMING ARTS - DANCE

Program Description

Dance classes at Las Positas are offered in state-of-the-art facilities/studios (Physical Education Complex and Center for the Arts). From Introduction to Dance, Ballet, and Jazz to Salsa and Ballroom, Physical Education offerings provide learning opportunities to the novice and experienced dancer alike. The Dance Performance Area offers highly popular classes in Dance Technique, Dance Production/Choreography, and Dance Workshop that give students a rare opportunity to experience being a performer, choreographer, dance instructor, and costume and lighting/sound designer. These performance-specific classes culminate in a series of public dance concerts each semester in one of two indoor theaters at the college. These performances are enthusiastically supported by the college and local communities.

Learning Outcomes

Course outlines for the three performance courses have not been updated and, because the courses are taught by adjunct instructors, no SLOs have been written or assessed to date. It is a goal of the program to accomplish both of these tasks.

Program Challenges and Needs

The Dance program would like to offer a certificate in Dance Performance. This would further assist students (especially non-transfer students) in obtaining teaching and technical positions in Bay Area studios and performance venues. Currently, the Dance courses are taught entirely by adjunct faculty therefore a full-time faculty member would be necessary to lead this effort.

Dance courses are currently split between Theater Arts and Physical Education. A unified Dance program is requested as bringing the eight Dance classes together under the DANC rubric would offer a far more robust choice for students interested in exploring various aspects of this art. This would be for a performance or demonstration of mastery as a final activity.

Likewise, having this number of offerings could suggest more strongly the need for a full-time dance instructor.

Dance performance is supported in two ways:

- College Budget: \$109.00 for materials and supplies.
- Co-curricular Funds, primarily money earned by the Program through Box office receipts. There is approximately \$8,000 in that account.

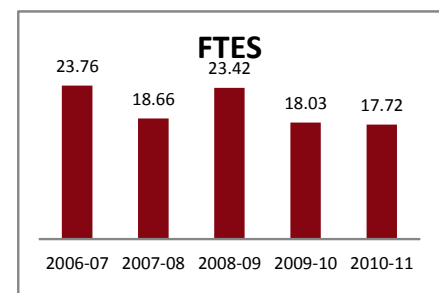
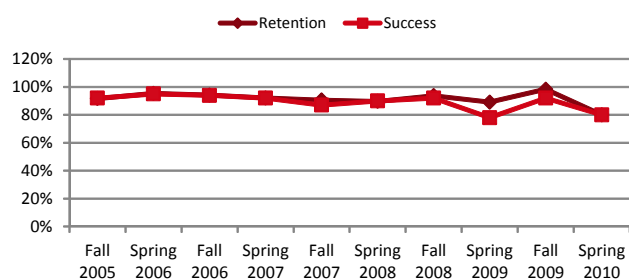
While performance expenses for costumes, music, simple props, etc. have been covered by box office revenues, it is clear that the College budget is inadequate to meet even basic instructional needs.

Program Opportunities and Goals

- Create and implement a certificate program for Dance Performance.

- Create a unified Dance program that includes the Physical Education courses as well as the Theater Arts courses.
- Hire a full-time Dance instructor to create a unified Dance program and develop the certificate.
- Increase budget line for basic instructional materials and supplies for Dance Performance.
- Revise Dance Performance course outlines according to Title 5 requirements.
- Write course and program level SLOs for Dance Performance.

Dance



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	6	4	3	7	5
Enrollment	72	111	94	111	99
FTEF	1.07	1.24	1.17	1.24	1.24
WSCH/FTE	1386.91	928.58	1150.98	944.47	889

PROGRAM: PERFORMING ARTS - MUSIC

Program Description

The Music program offers a secure foundation for further study in music. Courses in the Music program are designed to fulfill the needs of music majors, professional musicians, and those whose interest is vocational or recreational. The music program offers a degree in Music and allows for a variety of performance experience.

Learning Outcomes

Students learning outcomes have been developed and are in process.

Program Challenges and Needs

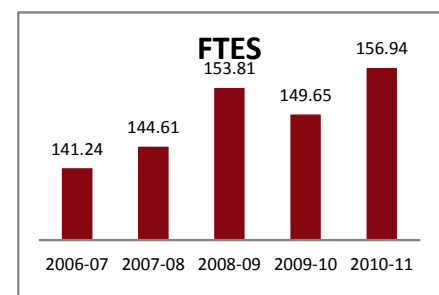
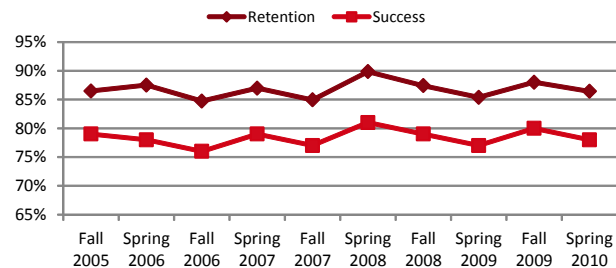
As a result of a retirement and a reduction in funding, the full time faculty choral position remains vacant. A full time instructor is needed for a successful performing choral program because of the time involved and a connection to the students. Recruiting, being on campus and available to students, teaching more classes related the subject, preparing concerts and music, and doing publicity are all required to develop, maintain and allow a program to thrive. Choral students need to be taken on regular short trips, such as to local high schools and sometimes longer trips representing the college at such events as the Community College Music Day in Sacramento. These extra activities expand the students' minds and experience in a way that does not take place in the basic classroom situation. Choral is an important part of any music and theater arts program and should be a consideration as funding is restored.

Full time instructors/staff/managers benefit student learning by providing consistent leadership in instruction and full time presence. An additional full time instructor that has a background in band and winds/brass or percussion is needed to prepare students for career entry and advancement by providing professional training in musical skills, including sound design, production, principles and techniques of multi-track recordings. Full time instructors will allow a greater variety of classes and degrees/certificates being offered. For example, students will explore, analyze and evaluate music production techniques and apply these techniques to real production and recording situations. Emphasis will be on student/faculty involvement with various roles, including that of studio musician, writer/arranger, producer and sound engineer.

Program Opportunities and Goals

- Fill the following positions:
 - Vacant full time faculty choral position.
 - Another full time instrumental music instructor with an emphasis in Band and winds/brass or percussion.
 - A full time staff assistant for the Music/Performing Arts.

Music



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	60	57	51	55	49
Enrollment	1442	1368	1347	1545	1467
FTEF	10.08	9.58	9.46	9.47	8.05
WSCH/FTE	937.94	941.88	996.02	999.13	1192.52

PROGRAM: PERFORMING ARTS -THEATER ARTS

Program Description

The theater program offers both classroom and production experience. Acting classes range from introductory acting and improvisation to specialized, interdisciplinary training with the Music Department in musical theater performance. Performance classes encourage creativity, self-expression, imagination and self-confidence and also develop particular skills such as communication through speech. Theater appreciation classes encourage the use of critical thinking in evaluating dramatic performances and writings and also educate students in literature, theater/film history and the contributions of various people and cultures to dramatic art. Classes in beginning acting, improvisation, theater and film appreciation, and beginning technical theater draw the general student population. Advanced acting classes, musical theater class, the Introduction to Technical Theater and involvement on stage or behind the scenes in productions draw pre-professional students or those with specific experience or interest in theatrical productions.

Learning Outcomes

At least one student learning outcome has been written for all classes in the program and assessments have been made for every class taught by the full time instructor. Assessments have followed the pattern of grades, indicating that the assessments adequately measure the degree of accomplishment in the courses.

Program Challenges and Needs

The most pressing need for the department at this moment is for a full time instructor who can teach classes, direct and produce productions, and lead and coordinate the program. This position would fill the current vacant position. Filling this position is essential, especially given the move into the new facility, with its increased expectation level and number of students served.

A second full time person should be added as a theater generalist or with a specialty in technical theater. For the benefit of all the performing arts areas, a full time theater manager needs to be hired as soon as possible to manage the new facility. A full time classified sound specialist to be shared with the music program is needed as well as a part time costume shop supervisor/designer. These positions are necessary for a thriving theater arts program.

Financial funding from the book store (\$7,500 per year) has been eliminated. From various college accounts (royalties, theatrical supplies, theatrical materials) the program has received approximately \$10,000 per year. This amount has been reduced to \$2,200 this year. Over the years, these two income sources supported the many theater productions. Without this funding, and without raising ticket prices to the point where people

will not attend), it is going to be very difficult to maintain the quality of the productions. It is crucial that funding be restored.

The program offers a limited selection of courses; therefore, students who see themselves as theater majors will continue to look at other, competing schools because they offer more course options. To be competitive and successful, additional courses need to be offered.

Program Opportunities and Goals

Hire the following:

- A full time theater instructor
- A theater manager
- A second full time theater instructor, perhaps with an emphasis in technical theater
- A full time sound technician (classified)
- A part time costume shop supervisor and designer

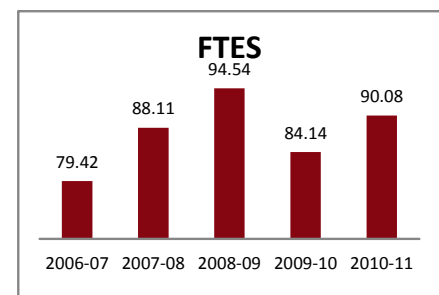
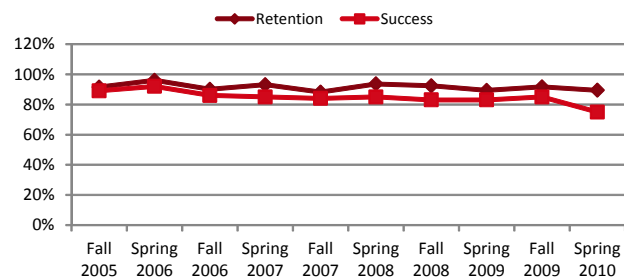
Restore funding to its previous level to assist with the following:

- Support for the current level of theater productions
- Reinstatement of a summer production. Doing such a production was one of the main reasons for the inclusion of an amphitheater in the new building.
- Purchase of materials

Increase course offerings:

- Reinstatement of eliminated classes

Theater Arts



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	20	17	18	18	17
Enrollment	466	404	471	486	469
FTEF	4.55	4.27	4.42	4.47	4.2
WSCH/FTE	1227.08	1170.36	1292.63	1083.18	1267.78

- Add Advanced Improvisation; Stage Lighting; Directing; on-line sections of Bay Area Theater, American Cultures in Theater and Introduction to Dramatic Arts;
- Expand the Theater 1A and 1B sequence to a two-year rather than a one-year course of study.
- Create a certificate program in technical theater.
- Add more plays and musicals, given the added performing spaces, the enthusiastic audience responses to the shows, and the training provided students.

PROGRAM: PHOTOGRAPHY

Program Description

The Photography program offers a broad array of course opportunities crossing a full spectrum of the imaging field. The Certificate assures a solid grounding in photography fundamentals upon which to build one's further photographic field experiences.

Students become familiar with traditional film-based and digital (electronic) imaging technologies for making artistically rendered, captivating photographic images (both black & white and color) used in all areas of visual communications and media. Students do hands-on work in the College's well-equipped studio, darkroom and computer laboratory. They master digital imaging in preparation for print and web distribution, create short programs in videography, and work with artificial lighting for portrait and commercial applications.

Learning Outcomes

Four SLOs for four classes have been completed and assessed. Based on the assessments teaching priorities are being reviewed. Program SLOs are being entered with the hope that the full spectrum of assessments will yield results that will inform direction for the Photography program.

Program Challenges and Needs

The program needs include staff, software and equipment.

The photography lab technician position was frozen as a result of budget cuts. However, this position is needed as maintenance, student support and access have suffered with this ongoing vacancy. It is becoming impossible to run a hazard free, well-maintained darkroom, lighting studio and digital lab that allows students adequate access.

The Photography program desperately needs software upgrades to the Macintosh computer lab it utilizes. Upgrades to software commonly used are necessary for a relevant education. Current programs are so antiquated that they do not recognize newer video cameras and certain file types. The following are needed:

- Adobe Light Room used with Adobe Photoshop
- Final Cut Pro editing software

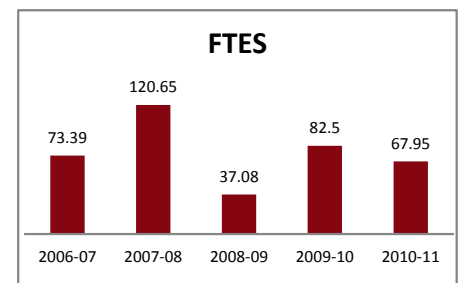
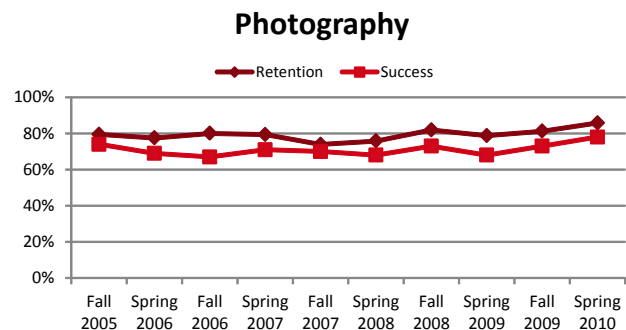
To ensure proper skill sets are taught, the following equipment is necessary:

- Hybrid cameras (video/digital) Nikon D700
- 35mm film cameras
- Professional studio lighting
- Flat-bed scanner

Equipment maintenance is also a concern for the program. This has been an issue as important photography equipment is not being maintained and needs attention.

Program Opportunities and Goals

- Fill the vacant position of photography lab technician.
- Obtain the software and equipment needed to teach students necessary skills.
- Maintain equipment.
- Develop a Certificate of Achievement in Digital Photography and a Certificate of Completion in Video that will be cross disciplinary with Humanities, Visual Communications, Mass Communications, and Theater.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	21	22	22	27	21
Enrollment	476	465	515	466	472
FTEF	5.45	4.53	5.2	5.06	4.16
WSCH/FTE	906.18	1498.26	462.61	917.63	990.48

PROGRAM: SPEECH

Program Description

The Speech program offers a variety of classes that build and develop the student's ability to research, write, assemble ideas, organize information, think critically, and deliver oral presentations. Having acquired the skill-set, students of speech become more responsible citizens with enriched lives. The Speech program utilizes exercises and activities that help students critically analyze current issues, ideas and events. The students must then weigh out options and make informed choices that are both ethical and responsible. The program teaches life skills with the intention of empowering and inspiring students to be better prepared for their personal and professional lives.

Learning Outcomes

The Speech program has come to the conclusion that there is not enough data to accurately make assessments. A major impact on the inability to successfully use students learning outcomes is the lack of part time participation in the process. In 2009/2010, 50% of Speech 1 was taught by adjunct faculty. Unfortunately, and contractually, the part time faculty are not mandated to enter student learning outcomes. This has to take place in order to receive accurate data that can then be analyzed. Additionally, there is a need to have a specific, comprehensive and understandable process campus-wide. While one may be in place, the process is constantly changing. Once a definitive process exists, the program can then begin analyzing the data.

Program Challenges and Needs

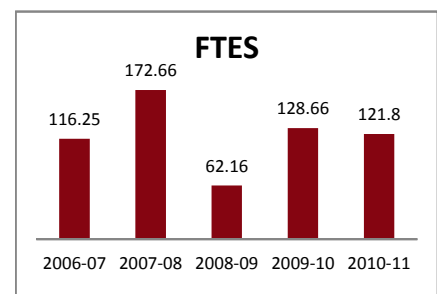
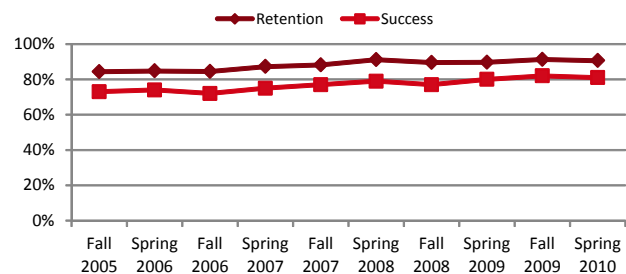
Due to continuing cuts in the state budget, the program has severely cut class offerings. In 2007/2008, 27 sections of Speech classes were offered in the fall and spring semesters, twenty-one of those sections were Speech 1 courses (a requirement for A.A. degrees and transfer to CSU institutions). In spring 2011 just 16 sections of Speech 1 and twenty total sections were offered. Certain classes needed for an A.A. in Speech Communication (Speech 5, Speech 2A) are not taught in some years making the degree difficult to achieve. Students are continuously turned away at the beginning of each semester. This directly impacts dozens if not hundreds of students each year who are not able to transfer to a CSU because they are unable to complete Speech 1, which is a prerequisite for transfer. This is not unique to the Speech Department and is instead a college-wide issue.

A reduction in courses places the program at risk of losing highly qualified adjunct instructors because there are not enough classes for them to fill. Due to contract requirements, adjunct faculty are provided assignments based on seniority. Therefore, the most qualified or effective adjuncts may not receive classes and may be lost.

The forensics program has been operating without a part time classified assistant for 2 years. This position is needed to maintain the level of excellence the forensics team has enjoyed over the past several years. By reinstating this position, the forensics budget will not have to be utilized to pay excessive judging fees at tournaments. (Each coach is eligible to cover only so many of his/her students that participate in the tournament. When the students exceed the number of coaches that are available to cover them, a scenario that occurs at every tournament for this program, additional fees are due so the tournament can hire additional judges.) It is not uncommon to have to pay in excess of \$100 for uncovered competitors per event. All total these fees alone can be \$1000+ for the competitive season. In addition to the monetary difficulties that arise from not having a staff assistant, the workload for the Director of Forensics is also problematic.

The forensics program has been operating with a limited budget for a long time. This budget continues to receive significant cuts, over \$20,000 in the last three years. While the operating budget has decreased, the cost of running the forensics program has continued to rise. Travel expenses, tournament fees and other operational costs go up annually. The program has not kept up with these expenses and thus, there has been a reduction in tournament attendance.

Speech



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	47	44	44	41	40
Enrollment	1105	1165	1189	1178	1178
FTEF	9.62	9.87	8.95	8.88	8.68
WSCH/FTE	746.82	1163.47	678.41	873.94	836.05

Therefore, opportunities for students have diminished.

Program Opportunities and Goals

- Restore course offerings as funding allows.
- Increase participation in the SLO process and activities.
- Maintain adjunct pool.
- Refill the staff assistant position.
- Restore the forensics budget.

PROGRAM: VISUAL COMMUNICATIONS

Program Description

The Visual Communications (VCOM) program encompasses all the visual arts—drawing, painting, photography—but instead of traditional tools and media, students use computers and software to produce their work. Students learn composition, typography, digital photographic manipulation, drawing, print and web page layout, and an array of technical skills using Adobe's Creative Suite—Illustrator, Photoshop, InDesign, Acrobat, and GoLive and Macromedia's Dreamweaver and Flash. Completion of a professional-level portfolio is required for graduation. In the certificate program, students learn advanced production techniques and produce client-based work for print, web and/or multimedia. Advanced students participate in the Design Shop, a work-based entrepreneurial program.

Learning Outcomes

Though SLOs have been developed and assessed, The VCOM SLOs are currently written so generically that they are difficult to review/analyze in a meaningful way. When SLOs were written several years ago, the suggestion was to keep them simple and generic. Analyzing them is overly simplistic at this time. It is a VCOM goal to rewrite the SLOs in order to obtain and provide meaningful assessments.

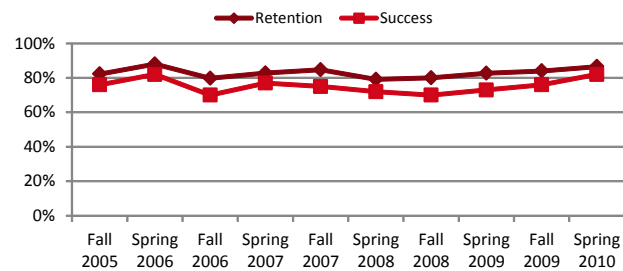
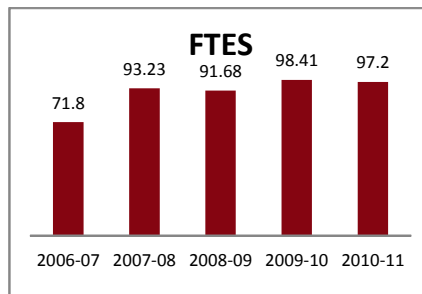
Program Challenges and Needs

At some time in the long-range future, it is recommended that VCOM add a component that includes design for animation, design for gaming, including design for creating for small devices that is not necessarily tied to a currently existing software package. This field is a huge growth industry with excellent employment potential for talented artists, especially in the greater Bay Area.

Due to several years of tightening budgets, VCOM course offerings have been reduced in the Enrollment Management (EM) process every semester since the EM process began. The greatest impact has been on the more technical-oriented classes that teach students how to use Adobe Creative Suite software (Photoshop, Illustrator, InDesign, Dreamweaver, Flash). It is impossible to become a digital designer without at least intermediate-level knowledge of most if not all of these technical skills and there is a huge learning curve to achieve the intermediate- to advanced-level of use. Without these skills and talent, job entry is not possible and transfer is difficult at best.

Courses are not offered consistently making participation in the program difficult. Additionally, when courses are offered,

Visual Communications



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	30	22	26	25	20
Enrollment	499	530	624	661	529
FTEF	6.9	5.79	6.43	6.57	6.13
WSCH/FTE	663.4	901.99	1209.05	1151.18	879.12

they are over-enrolled and students are turned away. As fall 2011, students will not be able to graduate from the program in a two-year period as course offerings will not allow them to do so. Courses need to be restored for this program to function effectively for students.

The program has recently lost a full time faculty to retirement. The vacant position must be filled to ensure program success.

The studio space utilized by the program is shared with Music and Photography. Therefore, getting appropriate course times is difficult due to the need for this space. Additional studio space with Macintosh computers and the appropriate software should be a consideration for the College.

In 2001, VCOM established a business called the Design Shop to gain additional funding. Client-work is brought into the intermediate and more advanced classes where faculty oversee the creative process. Through the Design Shop, VCOM has earned enough funds to also make purchases that help contribute to the overall good of the college. With the loss of the full time faculty member and a full time instructional assistant, the Design Shop is currently closed which means a loss of opportunity for students as well as the overall VCOM program.

Program Opportunities and Goals

- Rewrite SLOs for the VCOM program.
- Revise program to include courses in animation and gaming design.
- Restore course offerings.
- Hire a full time replacement faculty to teach, manage the Design Shop and coordinate all activities.
- Restore instructional assistant position.
- Graduate more VCOM students with a Degree and/or Certificate(s.) This goal is contingent upon students being able to take classes in a timely manner.
- Gain an additional studio space.

Business, Computing, Applied Technology & Social Science Division

Programs in the Business, Computing, Applied Technology, & Social Science Division

- Anthropology
- Automotive
- Business
- Computer Studies
- Early Childhood Development
- Economics
- History
- Political Science
- Psychology
- Sociology
- Welding

Degree Programs

- Accounting Technician
- Administrative Assistant
- Automotive Electronics Technology
- Business
- Business Administration
- Business Entrepreneurship
- Computer Information Systems
- Computer Programming
- Computer Programming for the Web
- Computer Science
- Early Childhood Development
- Fire Service Technology
- Industrial Technology
- Internet Working Technology & Cisco Administration
- Laser Technology
- Marketing
- Psychology
- Social Science
- Vacuum Technology
- Welding Technology

Certificate Programs

- Administrative Assistant
- Automotive Service Technician
- Automotive Technician
- Business Entrepreneurship
- Business Workforce Proficiency
- Cisco Network Associate
- Cisco Network Professional
- Cisco Network Technician
- Cisco Network Administration
- Computer Application Software
- Computer Programming
- Computer Programming for the Web
- ECD- Associate Teacher Certificate
- ECD- Basic Teacher Certificate
- Electronics Telecommunications Systems
- Family Child Care
- Fire Service Technology
- Laser Technology
- Marketing
- Retail Management
- Retailing
- Supervisory Management
- Vacuum Technology
- Welding Technology

Potential Program (Awaiting Approval)

- Allied Health

PROGRAM: ANTHROPOLOGY

Program Description

The Anthropology Program seeks to provide students with quality preparation for majors in a wide array of social and behavioral sciences as well as an understanding and appreciation of cultural diversity on a world scale, and human and cultural evolution. The program offers introductory general education courses in archaeology, cultural and physical anthropology. These provide students with general education keen awareness of, and value for, the diverse richness and continuity of human society on a global scale. The program prepares students to actively understand and engage in the complex world we inhabit.

Learning Outcomes

The learning outcomes process is ongoing for the Anthropology program. SLOs have been developed and assessed.

Program Challenges and Needs

The Anthropology program requires ongoing funding for the acquisition of disposable teaching materials, particularly for laboratory courses.

Also needed is a stable and secure laboratory space complete with storage for equipment and supplies that can also deliver instruction. This would be a permanent and reliable home for Anthropology and be complete with the equipment needed to teach. This will assist the program in:

- Protecting Native American (and other) students from offense and accidental ritual pollution by avoiding their exposure to the human remains stored in room 2203.
- Creating a sense of place for the program so that students know where all classes and supplies can be found.
- Providing reliable access to hands-on learning tools.
- Providing consistency of hands-on opportunities across classes and sections.

A dedicated laboratory classroom will aid the program in providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students by giving students hands-on experience in the application of scientific methods to solving problems in anthropology.

A standard college anthropology laboratory class has DNA models for students to assemble, microscopes for them to use, basic blood typing equipment, and various animal skeletons for studies of comparative anatomy. Currently, the program lacks these. The program also needs to establish an outdoor space on campus exclusively for the use of the Anthropology program in simulating archaeological and forensic excavations.

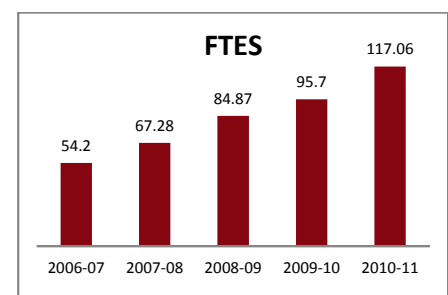
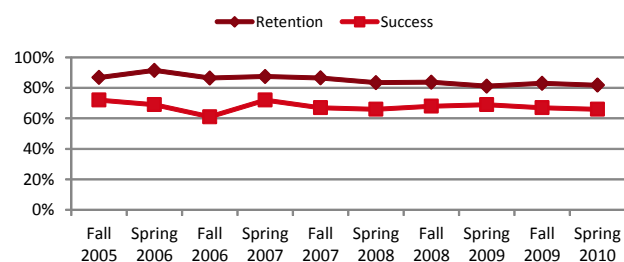
The Anthropology Program at Las Positas College must

continue to offer a minimum of four sections of ANTH 1, and two sections each of ANTH 1L, ANTH 2, and ANTH 3. The three lecture courses are required for transfer to a major in anthropology, while the laboratory course enables a student to transfer the ANTH 1 units as a laboratory science. Student need already exceeds the amount of seats available in these courses.

Program Opportunities and Goals

- Secure materials budget.
- Secure a permanent laboratory space with the appropriate equipment and supplies.
- Gain the models needed as well as an excavation location to enhance learning.
- Offer courses so that students can complete their educational goals in a timely manner.

Anthropology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	16	17	22	28	27
Enrollment	558	655	821	1093	1165
FTEF	3.02	3.36	3.85	5.2	5.24
WSCH/FTE	1036.71	1126.53	1257.39	1310.13	1302.14

PROGRAM: AUTOMOTIVE

Program Description

The Automotive program offers two separate two year degrees and two shorter term certificate programs. Included in this is the Smog program, the Smog Referee Program, the General Motors Program (Las Positas College is the northern California training satellite center), the AC Delco Program (Western Unites States satellite training center).

It is the primary purpose of the Las Positas College Automotive Department to deliver high quality, up to date, automotive technology training for the tri-valley. The program fosters growth and success in both students and the community at large. The Automotive program augments and strengthens its mission by partnering with local businesses and schools to promote and exchange ideas regarding automotive service, and the needs of the automotive industry.

Learning Outcomes

All 19 courses have student learning outcomes and they have all been assessed at least once. SLOs are straightforward for Automotive. Faculty lecture on a subject, show and example of the lecture in lab, the student then shows proficiency of the subject in lab and on a test. When scores are low in any area faculty is able to immediately address the problem and focus on areas needed to create student success.

Program Challenges and Needs

The Bureau of Labor Statistics (BLS) found that in California the need for automotive technicians will grow 5% from 2008 to 2018 (<http://www.bls.gov/oco/ocos181.htm#empty>). It is estimated that an additional 35,000 jobs, will be created. The BLS stated that job gain will be, "very good for those who complete postsecondary automotive training programs". Therefore, the Automotive Program will serve an on-going need.

The program does not have a department coordinator. These duties are done by full time faculty members of the automotive program with no release time.

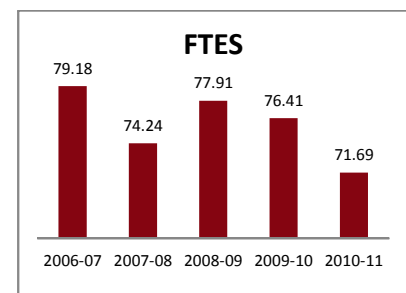
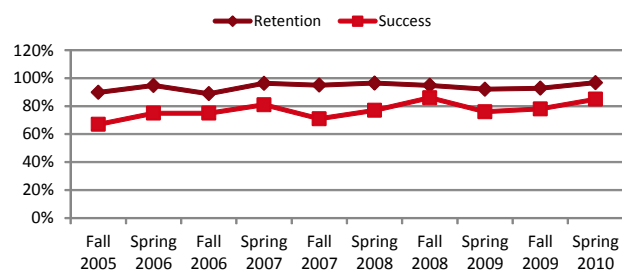
The annual budget of \$2,500 has dropped to \$237. It is possible that the Perkins funding will continue to be reduced. Therefore, the program needs an increase in the budget to operate successfully. The Automotive Program has worked hard to build successful partnerships with GM, and the Smog Referee Program. These programs provide funding for the College. The program should have the opportunity to use some of these funds to repair and replace old equipment and operate. This will allow the program to keep its promises to these partners. In doing so, the College will set itself up for additional partnerships in the future.

A problem for the program is the lack of available staff to teach the classes. Automotive does not have a large group of people who can teach this vocation. If a person has the ability to teach, it is only in one or two subjects. Teaching automotive is unique in that faculty must be a master technician in all categories, thirteen, to be able to teach all subjects. Most shops and technicians specialize; thereby securing instructors is incredibly difficult.

In the Automotive field the technology changes so often that it is a challenge for faculty to keep up with the training. Every year full time faculty complete approximately 150 hours of update training. Additionally, the tools change. For example, scanners must be updated annually. Scanners cost \$1,500 and the program has four. If these are not updated classes cannot be held. In addition to scanners the program needs lathes, presses, dynamometers, tire machines, balancers, alignment machines, solvent tanks and lift racks. These items need maintenance or updates to keep working. Equipment is 2 to 6 years out of date.

Space is a challenge for the Automotive program. In its current location it is land locked. Recently all of the storage space was taken for the advancement of the science building. No warning was provided regarding the loss of storage space and in a short period of time, the program had to move over \$100,000 of secure and unsecure property. As a result,

Automotive Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	25	24	20	20	18
Enrollment	468	391	472	515	445
FTEF	5.95	5.59	5.18	5.45	5.06
WSCH/FTE	789.06	820.49	941.5	904.46	812.45

four donated vehicles had to be scrapped because there was no room to store them. Today, the program is without appropriate storage and without donor cars to safely work on.

Program Opportunities and Goals

- Gain a department coordinator.
- Be provided an increase in the budget to operate and replace or replace broken and outdated equipment.
- Gain a new storage facility and donor cars to work on.
- Grow the program to support expected market demand.
- Gain new partnerships.

PROGRAM: BUSINESS

Program Description

The Business Program includes Business (BUSN), Marketing (MKTG), Internship (INTN) and the Work Experience (WRKX) programs. The Business program cluster prepares students pragmatically for the world of work and career enhancement. The program cluster includes five areas of specialization:

- General Business/Business Administration
- Accounting
- Marketing
- Supervision
- Work-Based Learning

The program fulfills multiple objectives for the College serving a diverse student population as well as the needs of employers in the surrounding Tri-Valley communities. Students have five AA or AS degree options and nine courses of study leading to certificates.

Learning Outcomes

SLOs have been created for all courses within the cluster and are regularly assessed and reassessed by both full-time and adjunct faculty. SLOs are included in course syllabi and posted on Blackboard course pages when Blackboard is used with the course.

Program Challenges and Needs

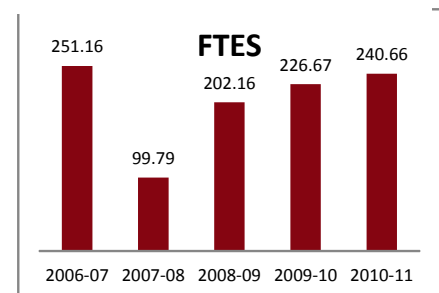
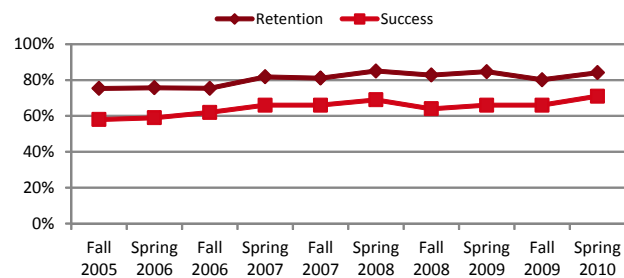
Currently, the Business Program is at a crossroads. Fulfilling its mission depends upon securing budgetary and human resources for programs that meet the growing demands of the community. Existing course offerings in the Program are inadequate to meet current and forecasted needs of the Tri-Valley region. Future enrollments and growth are limited only by the availability of funding, qualified faculty, and adequately sized classrooms at appropriate times. Based on actions taken, which have dramatically impacted the program, it does not appear that the program has the campus-wide support of decision makers to allow it to grow and offer students and the community the opportunities either expect of this college.

While adjunct faculty have been carefully selected, are talented, and enthusiastically serve in their roles, a full-time general business instructor that can also teach marketing is desperately needed to support the program in a manner in which adjunct faculty are unable to do so.

Allocation of appropriate on campus classroom space is critical. Classrooms need to have multiple screen capacity, need breakout space for simulations and group/team project work, and 3-5 computers available for research during class.

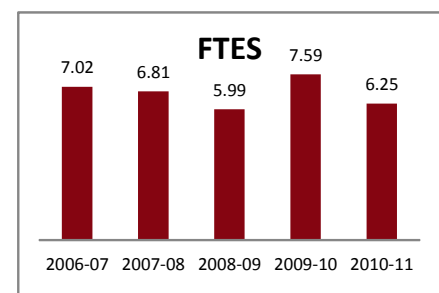
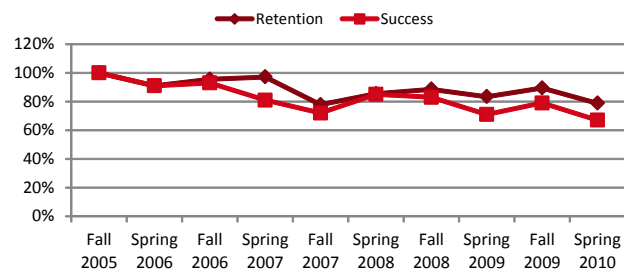
Physical resources are an issue for the WBL program.

Business



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	47	56	59	61	64
Enrollment	1252	1630	1835	2,155	2,185
FTEF	9.92	11.78	13.58	13.69	13.57
WSCH/FTE	1412.63	421.28	971.01	1030.74	1194.02

Internship



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	6	4	4	4	4
Enrollment	113	92	154	160	158
FTEF	0	0.27	0.47	0.54	0.54
WSCH/FTE	1000	525	847	898.88	711.61

As the headquarters for the LPC Computer Support Help Desk, TechStaRT, Absence Line, Internship, and Entrepreneurial Resource Center, and with a steady enrollment of 20-25 students per semester, this space is insufficient to meet student and business needs. The WBL program needs a dedicated space to operate and perform its services.

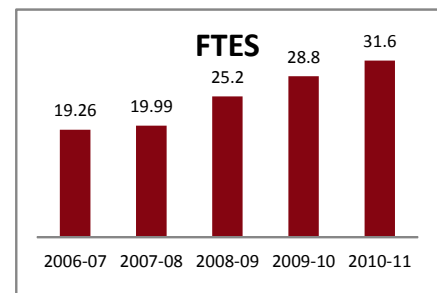
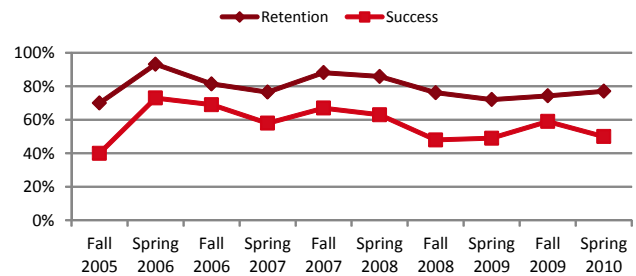
The program has essentially no monetary resources allocated to it. Instructors purchase needed supplies for presentations, classroom activities and fund their professional development. Faculty attends community activities and professional associations without reimbursement. Efforts to reach out to the community and incoming students have been cut without encouragement that future funds may be available from other funding streams.

The WBL program is self-sufficient, generating \$65,000 in revenue each year. It is essential that this funding generated by the WBL coordinator through the grant efforts and collaborations support the program and not utilized for other college initiatives.

Program Opportunities and Goals

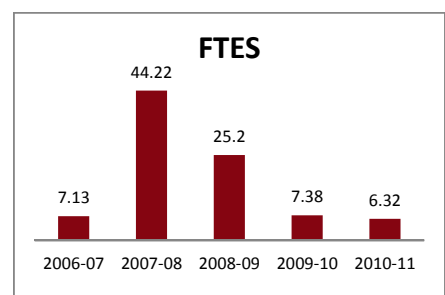
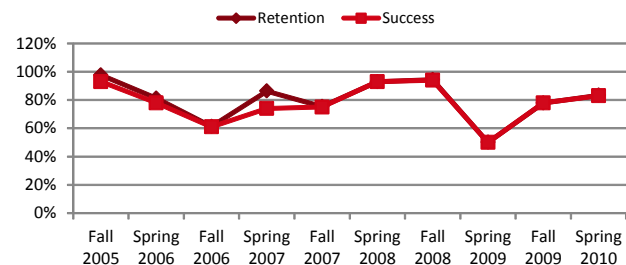
- Gain a budget adequate to optimally support the program and its faculty.
- Hire a full-time faculty member.
- Gain greater use of smart classroom.
- Gain a dedicated space for the WBL program.
- Continue to work with the Tri-Valley Educational Collaborative (TEC) with the intent of:
 - Developing articulation agreements in appropriate business program cluster courses.
 - Identifying career and curriculum pathways for area secondary students.
 - Educating Tri-Valley K-12 faculty on the components for success in business program cluster courses at the college level.
- Continue the relationships with Safeway, Raley's, SaveMart, AAA, Shea Homes, Valley Care Medical Center, Alameda Automotive Dealers Association and Lawrence Livermore National Laboratory to expand the marketing of business program courses to their employee populations. Work to expand that type of relationship to other employers and associations (i.e. Oracle, cities of Pleasanton, Dublin and Livermore, BART).
- Expand the internship and workforce development model to include a wider range of disciplines.
- Develop a sports marketing program in collaboration with athletic program faculty.

Marketing



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	5	5	9	9	6
Enrollment	205	175	298	344	246
FTEF	1.04	1.02	2	1.8	1.2
WSCH/FTE	1187.5	950.57	1078.06	1121	1213

Work Experience



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	2	7	5	1	0
Enrollment	120	389	445	162	92
FTEF	0.73	0.07	0.67	0	0
WSCH/FTE	220.97	2121.98	8,895.52	0	0

PROGRAM: COMPUTER STUDIES

Program Description

The Computer Studies cluster consists of the Computer Information Systems (CIS), Computer Networking Technology (CNT), Computer Science (CS), and Electronics (ELEC) disciplines. The CIS program is designed to introduce all students to basic computer literacy skills, build a solid foundation of knowledge to transfer to a four-year institution, enhance, improve, and upgrade current computer skills, and provide classes necessary to acquire computer industry certifications. The CNT program prepares students for a variety of career opportunities in the networking field. CNT classes prepare students for Cisco CCNA and CCNP certification tests, Microsoft MCSE and MCSA tests, Computer Forensics, WIFI, Penetration Testing, Wireshark, VMware and VoIP certifications, and CompTIA Network+, Security+, DHTI+, Linux+, and A+ tests. The CS program prepares students for direct job entry as computer programming professionals and/or for transfer to a four-year university for continued study in computer science.

Learning Outcomes

At present, Student Learning Outcomes (SLOs) have been created for 34 CIS, 11 CNT and 3 CS courses. However, assessments have only been conducted in 7 CNT courses and 4 CIS courses. Based on the limited amount of assessment data, the trends in CNT and CIS appear to mirror the campus trends with better performance in spring semesters than in fall semesters. However, additional assessments need to be completed before meaningful analysis can occur. All of Computer Studies faculty members, who have extensive IT experience, have found the eLumen software to be extremely unfriendly, difficult to navigate, and unproductive.

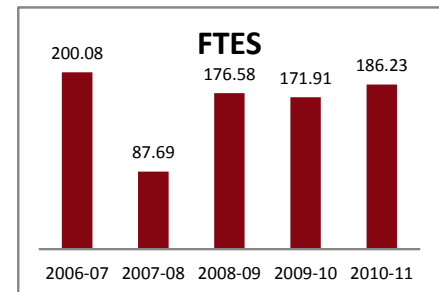
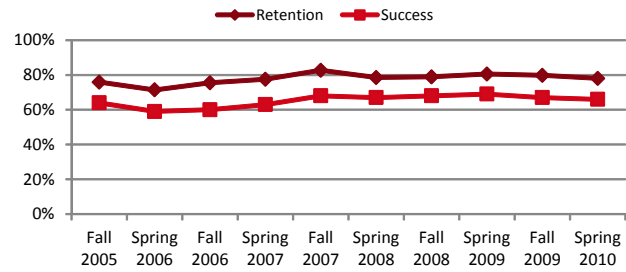
Program Challenges and Needs

The main conclusion for Computer Science and Electronics is that the current set of degrees and certificates is in need of restructuring. The number of courses offered is far smaller than when these were last revised. Given the continued trend of sections being cut, faculty are working to determine stable but small sets of courses that can reliably be offered to students in a 2-3 year horizon, and will redesign a degree and certificates accordingly. In addition, faculty will explore whether creating an AB 1440-compliant CS degree is feasible.

A determination on the future of this Electronics Technology program needs to be made as classes have been drastically reduced. It may be possible to coordinate with the Chabot Electronics program to maximize student access and minimize cost.

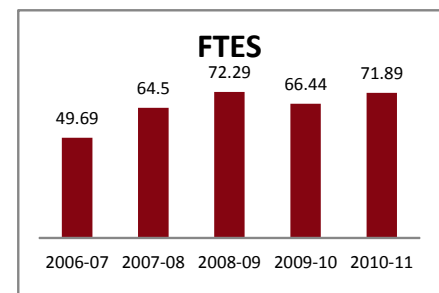
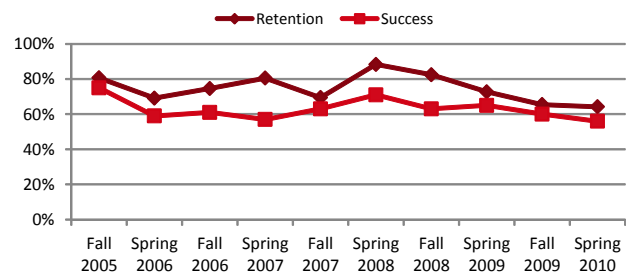
The Computer Lab is an important resource for program. The lab is the only available room for the 30 electronics students to do their hands-on labs. As

Computer Information Systems



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	59	61	56	60	64
Enrollment	1192	1381	1421	1611	1690
FTEF	11.66	11.36	11.47	12.83	13.18
WSCH/FTE	1091.35	472.76	896.57	1186.75	900.06

Computer Networking Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	16	13	19	23	17
Enrollment	395	457	538	607	446
FTEF	4.07	3.33	5.13	6	4.72
WSCH/FTE	1007.86	871.23	930.63	814.96	806.29

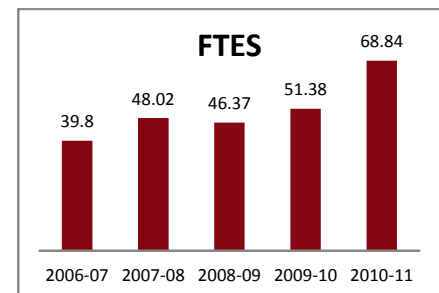
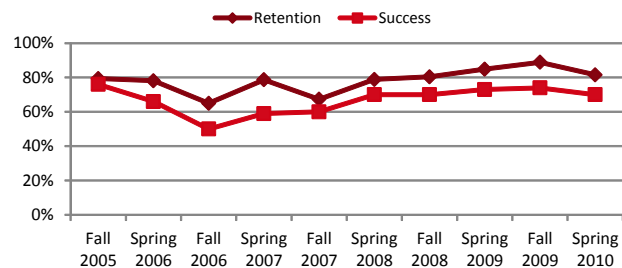
approximately 38% of the classes are offered in the evening, it is critical that the lab be available for evening students. Also, there are no on-call instructional assistants. If one of the instructional assistants is absent, the lab is shorthanded. Additional funding for on-call, hourly instructional assistants is needed.

Computer labs are increasingly inadequate. In particular, the Computer Networking program needs additional lab space for courses that require students to work directly with computer hardware. Space is needed to store components for students to assemble computers.

Computer Networking and Electronics classes are labor and equipment intensive. To provide a quality program, it is critical to have up-to-date equipment. Updated servers and software in a server room with backup power and sufficient storage, data backup, and computing power to accommodate the expanding needs of the program are critical. The program budget is not sufficient to meet these needs.

Computer Studies has a budget of approximately \$4,000 per year for supplies and conferences. This fund is not adequate for making large equipment purchases needed in the CNT and potentially in the ELEC areas. VTEA/CTE grants have been used to augment funding. However, VTEA/CTE funding is not ongoing and does not address all areas where funding is needed.

Computer Science



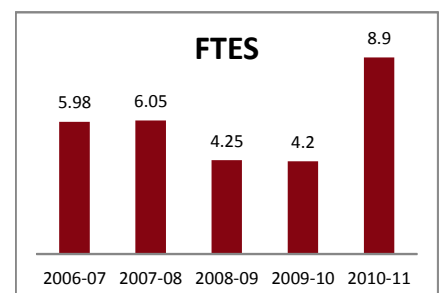
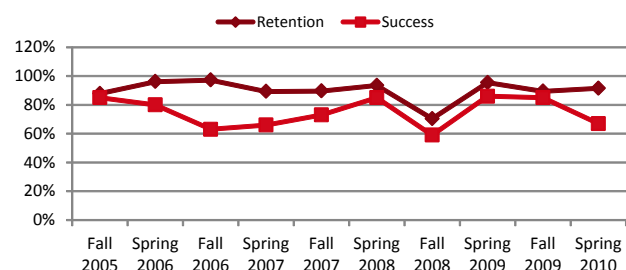
	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	10	13	10	10	9
Enrollment	230	223	236	305	304
FTEF	3.38	3.45	3.27	3.55	3.04
WSCH/FTE	688.25	946.83	885.36	979.32	1113.21

The program is working to become a testing center for industry certifications so that students have the opportunity to take industry certification exams as part of the classes. There is little to no cost to become a testing center. However, the program has been unable to gain administrative support.

Program Opportunities and Goals

- Revise current degree and certificate programs.
- Determine the future of the Electronics program. As funding improves, the program hopes to be able to once again offer a more robust electronics program. There will be an opportunity to partner with the Chabot program, making use of \$100,000 worth of equipment online for Las Positas students, and coordinated classes that will support students.
- Continue availability of labs in the evening.
- Maintain pool of on-call, hourly instructional assistants.
- Gain the funding needed to obtain adequate lab space, storage, and equipment.
- Become an industry certification testing center.

Electronics Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	3	3	36	20	3
Enrollment	91	94	129	137	118
FTEF	0.2	0.2	0.4	0.4	0.26
WSCH/FTE	2,479.97	1229.96	1,394.70	765.9	1861.32

PROGRAM: EARLY CHILDHOOD EDUCATION

Program Description

The Early Childhood Development (ECD) program is designed to prepare students for employment working with young children. A broad range of employment opportunities are available by fulfilling the various certificate and degree requirements within the program. Completion of the appropriate courses will allow employment in state supported or private program as Associate Teacher, Teacher, Master Teacher, or Director of an early education and care center. Family child care providers can benefit from courses designed to advance their skills both as care providers and entrepreneurs of their own business.

The instructional program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles

Learning Outcomes

14 of 29 ECD courses have SLOs and have been assessed. These courses are taught by full-time instructors. SLOs will be added as full-time instructors teach new courses. At this time, analyzing SLO results to reflect on successes and make adjustments to improve student outcomes where possible is taking place. It is a program goal to inform and involve more part-time faculty in the SLO process, but due to the limited availability of funds, this goal remains a challenge.

Program Challenges and Needs

Enrollment data warrant the need to offer additional courses each semester to enable ECD students to complete their programs in a timely fashion. The program previously offered many courses just in the evenings to appeal to the working student. However, morning and evening classes are filling at equal rates indicating a need to offer courses at both times to meet students' needs.

The limited offerings each semester require a longer time for students to complete their educational goals. Offerings were planned to enable students to sequentially take courses to proceed in a timely manner, but because of limited sections and the large numbers desiring to enroll, many students are hampered from fluidly accomplishing their objectives.

Successfully completing the general education Math and English requirements is an obstacle for many ECD students who are seeking specific permits, and the AA degree. The ECD and Math programs are working to develop a contextual Math course. The course is being created with the intention of improving student success. The goal is that the initial course will be grant funded. If there is a high rate of success, a contextual course with English will be created. Should success occur, the programs will seek institutionalization of these

contextualized courses.

The Early Childhood Department is a multi-faceted program and additional release time is needed to carry out the varied responsibilities. Coordination, especially with the addition of the lab, is critical to success.

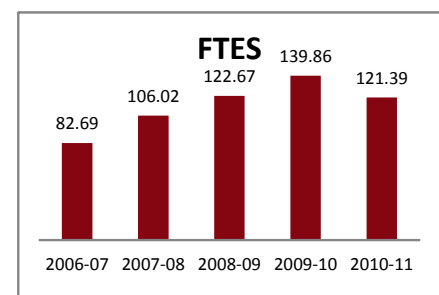
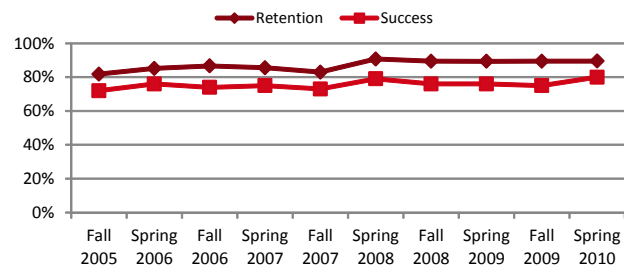
The program is attempting to gradually increase daytime offerings to address the needs of the increasing number of full-time, day students. Previously, adjunct faculty would teach mainly in the evening after their workday ended. To accommodate growth, an additional full time faculty member will be needed.

The first cohort of ECD/ELL learning community completed their coursework and attained their Associate Teacher certificate in spring 2011. Its success is measured not only by completion of the certificate, but by the fact that only 1 student of the original 26 left the program. Funding is needed for future cohorts. Due to limited FTEF, the sections to accommodate the coursework needed for this cohort model are not available.

Program Opportunities and Goals

- Complete SLOs.
- Offer an increased number of courses both day and

Early Childhood Development



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	42	38	39	41	43
Enrollment	910	938	1136	1230	1128
FTEF	6.98	6.91	7.4	7.72	8.3
WSCH/FTE	881.21	1148.51	1391.72	1430.07	1174.47

evening.

- Create success with contextualized courses and seek institutionalization of the courses.
- Gain release time needed for program coordination.
- Continue to offer the program certificate in a cohort model and obtain the necessary funding.
- Incrementally increase Child Development Center staffing into to open all seven classrooms as enrollment levels warrant. Hire staffing to meet all State and professional (NAEYC accreditation) requirements and to enable the children's classrooms to be fully operational as intended programmatically. Additionally, the staff to child ratio and group size needs to exemplify best practices in the field.
- Increase FTEF to accommodate growing enrollment and interest. FTEF are needed to accommodate programmatic needs with the opening of the center and to meet the licensing, permit, and professional needs of the community.
- Create an ECD transfer degree.
- Obtain the furniture and equipment requested by the user group for the CDC. Items identified and not within the budgetary allotment and new items will need to be purchased as funding becomes available.

PROGRAM: ECONOMICS

Program Description

The Economics Program provides students with the education necessary to embark on rewarding careers in business, law, and/or public sector. The Economics courses, which combine economic theory with a wide range of real-world applications, help develop and master problem solving skills, analytical clarity, as well as writing and communication abilities.

The Economics Program prepares students for future coursework in Economics and Business, and most importantly, it provides an analytical framework for analyzing economic issues within the context of the business environment. The program fulfills lower-division requirements at four-year transfer institutions.

Learning Outcomes

The Economics Program has been actively involved in the development of course level SLOs. SLOs have been developed for the two capstone Economic courses (Economics 1 and Economics 2). One SLO per course has been entered into eLumen. One SLO per course has been regularly assessed since spring 2008.

Program Challenges and Needs

The Economics Program relies heavily on the classroom technology, including computers, projectors, video and audio equipment. Reliable Internet access is particularly essential, as Economics lectures require access to online sources. The Web is a rich source of economic news, data, and information that can make Economics relevant and understandable for students in ways that lectures and textbooks alone cannot. Instructors can use current, real world examples to illustrate economic concepts.

The two capstone Economics courses, Economics 1 and Economics 2, have been redesigned into Web-enhanced courses.

An average of 50 percent (4 out of 8) of the on-campus sections has been offered in smart classrooms. These classrooms provide what the program needs to offer relevant, engaging curriculum. The remaining 50% of the sections are in traditional classrooms and this poses a challenge in terms of offering classes that are comparable to what is occurring in the smart classrooms.

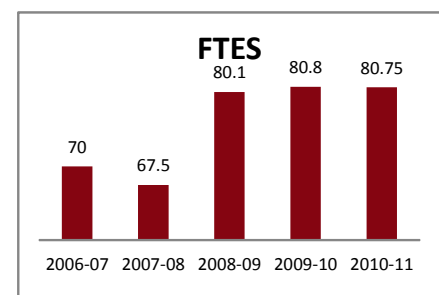
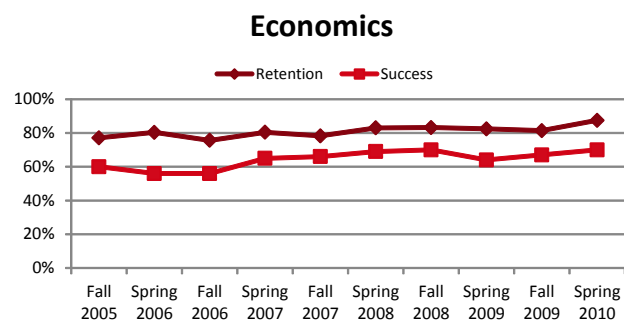
The importance of studying the U.S. within the global economy is increasingly recognized by community colleges nationwide. The standard introductory two-course offerings, Microeconomics and Macroeconomics, are necessary but no longer sufficient to provide students a rounded introduction to the discipline. A third introductory course, Global Economics, is now recognized as necessary for students to have an adequate basic introduction to the field of Economics.

This course is being developed to be implemented as a part of the program.

The College needs to offer at least 10 sections each semester to fill student need and allow students to complete their educational goals.

Program Opportunities and Goals

- Explore the opportunities of developing interdisciplinary team-taught courses in the fields of Business and/or Managerial Economics. The Economics full-time faculty member has initiated discussions with the LPC Business faculty. This teaching method provides connections between subject areas that students may otherwise miss, and challenges both students and faculty to understand different disciplines and the interconnections among them.
- In the upcoming year(s), faculty are looking forward to initiating conversations with Social Sciences and Business faculty to identify and explore opportunities for more interdisciplinary courses. Of particular interest at this time is the opportunity to work with Psychology faculty to develop a Psychology of Economics Course or series of lectures.
- Expand the offerings of the Economics program to include Global Economics, Behavioral Economics,



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	19	19	19	20	20
Enrollment	641	766	825	911	764
FTEF	3.8	3.8	3.8	4	4
WSCH/FTE	1120.67	1156.67	1300.67	1239	1243

Business Economics, and the return of Economics History of the United States.

- Add 1 full time faculty member. Currently, 1 full-time faculty serves as a program coordinator and is also 50% of the discipline's FTEF.
- Teach all on-campus courses in smart classrooms.

PROGRAM: HISTORY

Program Description

The History program is central to the academic mission of Las Positas College. No matter a student's particular course of academic study, History is an area that is required at every level of higher education and is part of the general education requirements for both associate and bachelor degrees. The History program is, therefore, vital to the college's mission to enable students to transfer to baccalaureate-granting institutions. Units completed for every history course offered at LPC are transferable to the CSU and UC systems, and several of the program's courses also satisfy particular CSU and UC curriculum requirements (American Institutions and American Cultures).

Learning Outcomes

All eight history courses have Student Learning Outcomes and have been assessed at least once. One of the greatest challenges that History faculty encounter is developing assessment tools that target a particular area to assess. For example, in essay writing trying to assess whether or not a student understands the material, poor essay writing skills can affect the outcome. One of the greatest accomplishments in this area is the development of rubrics for grading essays.

Program Challenges and Needs

The hiring of a full-time instructor with a background in world and non-western history will complement the program's 3 full-time instructors whose specialties are in United States history. This is a necessary step for the program to grow in terms of breadth so that it may better serve the needs of its students.

With the advent of the Multi-Disciplinary building, most history courses are now taught in the smart classrooms. Several classes continue to be taught in the 2200 building. As the program has grown, the space limitations have impacted scheduling opportunities and hurt enrollments. History classrooms have special needs in terms of access to maps. Therefore, more smart classrooms are needed on campus and document cameras should be available in all classrooms.

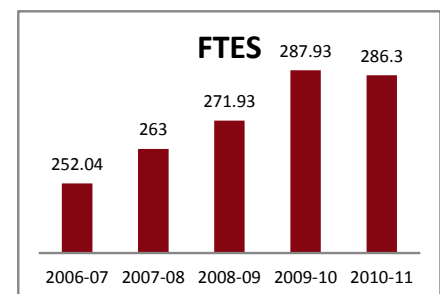
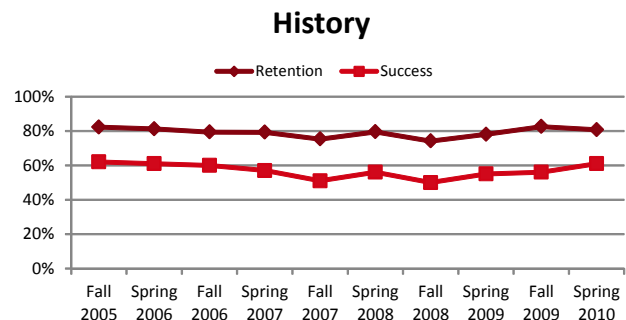
The History program would like the opportunity to offer a specific course focused on critical thinking that meets the general education critical thinking requirement of the college.

Because faculty in the History program assign student research papers and other work that requires access to books, periodicals, and on-line information, it is necessary that the college do whatever it can to, at the very least, maintain all of the LRC's current services, staff, and resources. Current cuts in LRC service inevitably erode the quality of teaching and learning and the History program implores the college to reverse the trend when funding becomes available.

The program needs to develop new courses for Women's Studies as it prepares to become its own program. According to the Fall 2010 Student Characteristics Report, 53% of the College population is female. A majority of these students take history courses, and the number of students enrolled in Women's History has increased in the past four years. Currently, 2 sections of Women's History are offered each semester. 1 full-time History faculty member used a sabbatical to begin the process of creating a Women's Studies Program for the College. Proposed curriculum, like the Women in Global Perspective course, compliments the current History course offerings. In Standard 2 of the Accreditation Report, the College stressed the need to "Create opportunities for increasing the number and scope of learning communities and interdisciplinary courses." A Women's Studies Program provides such an approach.

Program Opportunities and Goals

- Hire one full time faculty with a background in world history.
- Increase access to smart classrooms and document cameras for all history courses.
- Develop a course for the program that focuses on critical thinking.
- Develop courses for the Women's Studies program.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	58	60	65	66	65
Enrollment	2,551	2,561	2,790	3,013	2,965
FTEF	12.38	12.2	12.8	13.2	13
WSCH/FTE	1248.53	1273.48	1293.47	1340.99	1363.59

PROGRAM: POLITICAL SCIENCE

Program Description

Political Science students study public issues of the day as well as the timeless issues of government, public policy, and the political process as preparation for a wide variety of careers. At Las Positas College, courses cover the full spectrum in the political science discipline, from American Government (Pol. Sci. 007); State and Local Government (Pol. Sci. 12); Comparative Governments (Pol. Sci. 20); Introduction to Political Theory (Pol. Sci. 25); and International Relations (Pol. Sci. 30). The academically rigorous program provides opportunities for learning about the political process, fulfilling general education requirements as well as preparation for transfer, fulfilling the typical lower-division requirements at a four-year institution. The course curriculum is designed for building critical thinking and analytical skills necessary for a variety of careers, but it also offers avenues for students to actively participate in the political process.

Learning Outcomes

The program continues to assess courses as well as developing future SLOs. The program has completed and assessed each of its discipline courses, except Pol Sci 12, which will be assessed after the fall semester, 2011. The greatest challenge is that as a single member department, it is difficult to near impossible to assess a program with much accuracy. The full-time faculty member solely developed and assessed learning outcomes. Since adjuncts did not do assessments, that is the challenge.

Program Challenges and Needs

As the program attempts to grow, the program will seek the opportunity to hire a full time faculty member while maintaining a balance of adjunct faculty. Importantly, it would be helpful if some provisions for support staff assistance were made available for single full time faculty member programs. Single-member programs are encumbered with teaching and all administrative responsibilities. This often results in the administrative duties drawing time away, not just from the teaching, but importantly, time away from other faculty/student learning opportunities, such as mentoring students through the LPC Honors Program. Suggestions to assist with this include compensation for adjuncts so some administrative duties may be delegated, or some mechanism that permits access/availability of support staff for all the one member programs.

Lack of space in the Library is an issue, as is an expanded resource collection of hard-copy material, which would be beneficial to the program.

The opportunity to offer all courses, or at least have regular access to smart classrooms or rooms with computer stations, would be beneficial as the program grows and develops curriculum. Increasingly, faculty

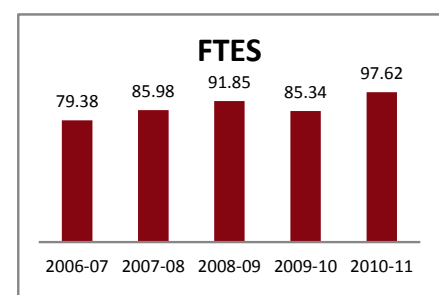
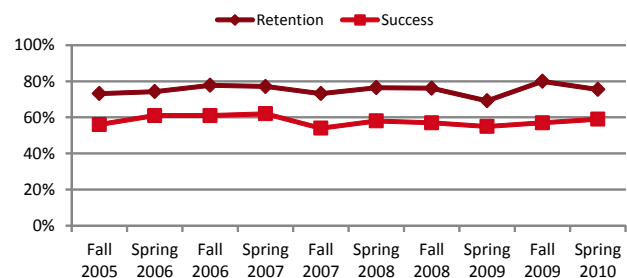
have on-line or computer assignments and/or courses that incorporate some computer use throughout the semester.

The program is working to determine if there is need for and interest in a new course on Campaigns and Elections to be offered during election years. Students would learn to research to understand candidates; processes (qualifying, voter registration); challenges of and for campaigns(ing) as well as campaign issues of the candidates (at all levels), the political parties, and the issues. Further, they would understand and research all aspects of direct democracy (propositions); elections (political parties; Secretary of State Office); campaigns (tactics, strategies, media, cost, etc.) to gain greater understanding and awareness of the campaign and elections processes and be better informed voters/citizens when making election choices.

The program is interested in developing and offering a Political Psychology course that could be cross-referenced with Political Science, Psychology and maybe even Administration of Justice. Thus, the program would have a greater opportunity to appeal to a variety of student interests.

In Political Science, the need for transportation resources is critical. The District is encouraged to remove the barriers (ability to request and obtain), to utilizing the vans

Political Science



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	17	18	17	19	17
Enrollment	572	665	697	822	753
FTEF	3.94	4.54	4.27	4.74	4.27
WSCH/FTE	1075.92	1166.76	1240.43	1289.21	1312.04

intended for District use. Typically, when the program is extended opportunities to take students to political events, workshops, and presentations in and around the Bay Area, those invitations arrive only days before the event with little advance notice. Therefore ease of access is critical to providing students with such opportunities.

Program Opportunities and Goals

- Hire an additional full-time faculty member.
- Hire support staff (possibly to be shared with another single full time faculty member program).
- Consider the need for, and determine the interest in, a Campaigns and Elections and a Political Psychology course. If the courses are viable, begin development.
- Gain access to transportation resources.

PROGRAM: PSYCHOLOGY

Program Description

The psychology program at Las Positas College is designed to meet a variety of needs, including fulfilling general education requirements, preparation for transfer to four-year institutions, preparation for more advanced study in psychology and related fields, and personal growth. Courses in psychology also fulfill requirements in the areas of Administration of Justice, Early Childhood Development, Pharmacy Technician, Physical Education, and Psychology-Counseling.

The psychology program at Las Positas College provides a comprehensive introduction to the field of psychology. Students have the opportunity to explore all of the major areas of psychology, including general psychology, biological psychology, social psychology, developmental psychology, and mental health, and can earn an AA degree in Psychology.

Learning Outcomes

All 11 psychology courses have identified written communication as a learning outcome for students and 9 of the 11 different courses have reported the results of those assessments. Some adjunct faculty have begun keeping track of student learning.

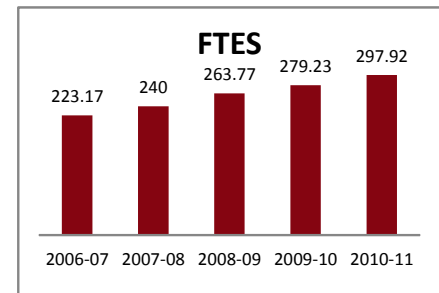
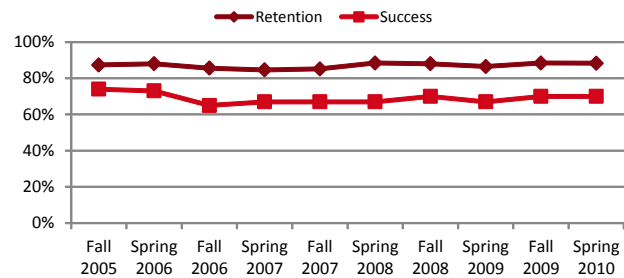
The Psychology program offers an AA degree in Psychology and therefore program level outcomes concerning Communication and Respect & Responsibility have been identified. However, these have not yet been assessed for students completing an AA degree in Psychology.

Program Challenges and Needs

One of the challenges the program faces is offering classes in formats that are accessible to students. Some evening sections were removed because they are not filling on a consistent basis. Yet there is a high demand for the few online sections that are offered. The program needs to develop online presence and enable students to complete their goals using a distance education format. For this to occur, training for faculty is necessary.

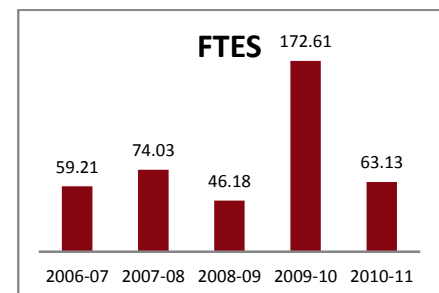
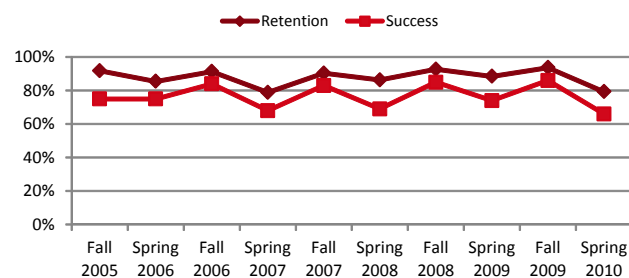
Psychology currently has no classified personnel, no release time for a coordinator, and almost 6 FTEF (50-60% staffed by full-time faculty). Faculty meet semi-regularly, sponsor two student clubs, lead multiple yearly events for the community, write grants to support students activities, travel with students to conferences, develop discipline plans and schedules, create program review documents for the large and active program, evaluate 5-6 adjunct faculty, gather and coordinate assessment data, and keep current on dozens of psychology degree and certificate requirements across the state. These activities put considerable strain on individual faculty and the

Psychology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	50	54	63	61	56
Enrollment	2,140	2,391	2,795	2,994	2,898
FTEF	10.54	10.56	11.8	12.2	11.4
WSCH/FTE	1378.36	1307.54	1993.31	2021.02	1507.67

Psychology Counseling



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	26	25	29	29	30
Enrollment	1053	1270	1453	1638	1,350
FTEF	3.9	3.85	4.25	4.8	4.74
WSCH/FTE	1024.12	1131.75	1135.74	1962.15	1198.38

program and its students would benefit by having release time available for a program coordinator.

The Psychology program could serve students more effectively by offering specializations within the degree program. By bundling together several electives, students could better focus their interests which would be beneficial to them as they transfer.

All courses within the Psychology program require students to research specific topics and report on the results of that research. Most of these projects require students to access current scholarly journals available within these databases. Students gain an understanding of scientific writing, APA format, and critical thinking skills. Psychology offered 62 sections in the 2008-2009 year with more than 200 assignments making use of the library databases specific to psychology. These are a critical resource for Psychology students.

Program Opportunities and Goals

- Assess program level outcomes.
- Begin offering more courses in an online or hybrid form. Provide faculty training to make this possible.
- Obtain release time for a coordinator.
- Offer specializations within the degree program.
- Maintain access to library resources.

PROGRAM: WELDING TECHNOLOGY

Program Description

This program is designed to prepare students for positions such as shielded arc, flux core or MIG and TIG welders in research laboratories, structural fabrication shops or in general welding shops. Completion of the certificate/AS degree requirements prepares students to take the welding certification tests.

Welders are found in traditional manufacturing environments as well as engineering, construction and equipment repair.

Learning Outcomes

SLOs have been developed and assessed for Welding Technology courses.

Program Challenges and Needs

The program has specific equipment needs in order to increase comprehension of the curriculum and train students effectively. With the appropriate tools and teaching materials, students will gain strong skill sets and increase success. The following are needed:

- Tungsten preparation equipment
- Plasma Arc Cutting visual aids
- Welding hand tools
- Welding power tools
- Welding electrical outlets
- Virtual reality welding equipment
- Welding code and welding reference books and digital information

Additionally, to maintain and protect equipment, a cover for the welding yard is needed as is maintenance/ repair of existing equipment. Necessary parts to repair equipment need to be factored into the funding for this program.

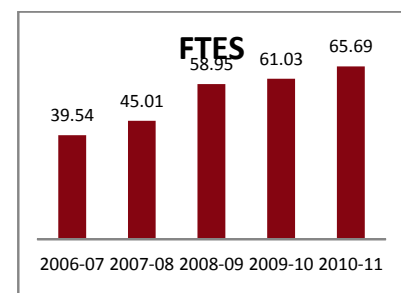
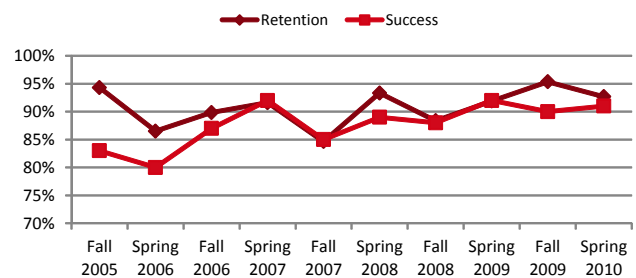
Supplies are also problematic. The Welding Technology program has ongoing supply needs that are not being addressed. These include:

- Filler metals, welding rods, flux, Oxygen, Acetylene, Carbon Dioxide, Argon, Propane Contact tips for GMAW & FCAW, Plasma arc torch parts, Alumna cups for GTAW

Program Opportunities and Goals

- Obtain the equipment and supplies needed to effectively operate and teach the courses.
- Effectively maintain, repair and protect equipment.

Welding Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	14	16	16	16	16
Enrollment	283	385	425	441	434
FTEF	3.16	2.94	4.2	3.67	5
WSCH/FTE	858.5	882.87	986.59	989.91	781.2

Math, Science, Engineering & Public Safety Division

Programs in the Math, Science, Engineering and Public Safety Division

- Administration of Justice
- Astronomy
- Biological Sciences
- Chemistry
- Engineering
- Fire Science
- Geography
- Geology
- Horticulture
- Math
- Physics
- Physiology
- Viticulture
- Zoology

Certificate Programs

- Enology
- Horticulture
- Occupational Safety and Health
- Viticulture

Degree Programs

- Administration of Justice
- Biology
- Biology- Emphasis in Allied Health
- Chemistry
- Engineering
- Enology
- Horticulture
- Occupational Safety and Health
- Physics
- Science Technology
- Viticulture

PROGRAM: ASTRONOMY & PHYSICS

Program Description

The Physics and Astronomy program at Las Positas College provides technical and non-technical classes in astronomy and physics. Current astronomy courses include a one-semester class on the solar system, a one-semester class on stars, galaxies, and cosmology, and a companion lab that can be taken in conjunction with either course. All astronomy courses are currently offered in both on-campus and distance education hybrid format. Current physics courses include a descriptive introductory course, a non-calculus based sequence, and a calculus based sequence for physical science and engineering majors.

Learning Outcomes

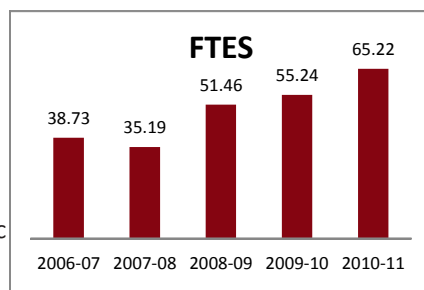
SLOs have been written for all 10 of the Astronomy/ Physics courses and they have been assessed at least once. The Astronomy-Physics cluster offers two degrees. These degrees do not have an SLO written for them. Enough data have not been collected to provide a SLO assessment at this time. SLO assessments have been done in at least four sections each of physics and astronomy. However, the results of these assessments have not been shared program wide. SLO assessments, program level SLOs, adjunct participation, and SLO trends will be the main focus of our April 2011 program meeting. Physics and Astronomy will be in Title 5 compliance regarding SLOs by December of 2011.

Program Challenges and Needs

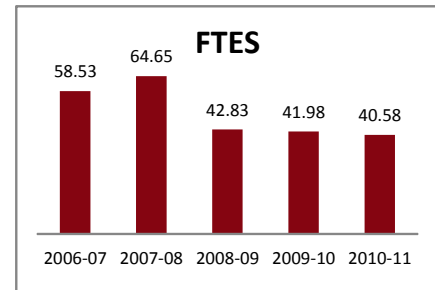
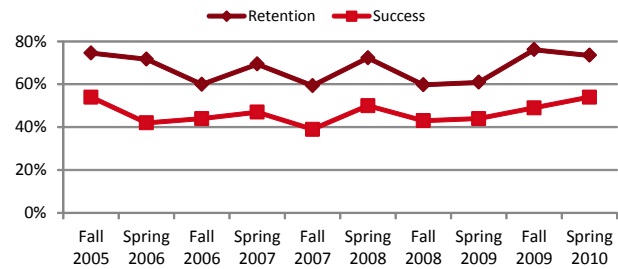
Less than 1% of the declared majors on campus are Physics or Astronomy majors. Physics students are enrolled for preparation before transfer to a 4-year institution. 67% of Physics/Astronomy students have an after-transfer Bachelor degree as their educational goal. Thus, an AA/AS transfer degree would benefit students.

Astronomy classes offered at popular times or through distance education tend to fill early, creating access issues for some students.

The course outline for Physics 10 is currently not in compliance with Title 5. It will be submitted to the curriculum committee for approval in early fall 2011. The new course outline will be in place long before the next possible offering of the course in spring 2012. Revisions for physics 8A, 8B, 8C, and 8D, as well as Astronomy 10, 20, and 30 outlines will be revised during the 2011-2012 academic year. If revisions for 2A and 2B are not needed in 2011, they will be completed in the 2012-2013 academic year.



Astronomy

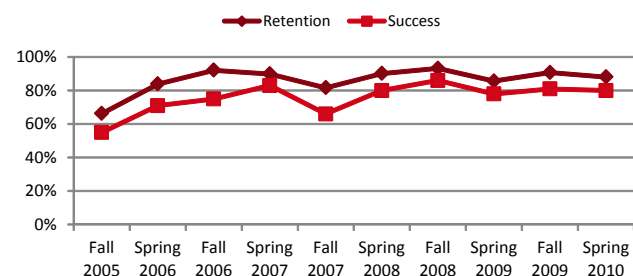


	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	15	14	11	11	10
Enrollment	532	502	532	433	381
FTEF	2.84	2.47	2.38	2.1	1.92
WSCH/FTE	1182.55	1518.54	1224.62	1233.39	1290.2

Program Opportunities and Goals

- Complete degree learning outcomes.
- Consider the development of an AA/ AS transfer degree. If this is needed, and interest exists faculty will begin to develop a transfer degree program for approval and implementation.
- Provide the sections of Astronomy necessary to fill student need.
- Update course outlines to maintain compliance with Title V.

Physics



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	12	12	13	13	13
Enrollment	165	209	248	305	304
FTEF	4.52	4.52	4.67	4.67	4.91
WSCH/FTE	526.6	494.99	716.59	707.66	746.39

PROGRAM: BIOLOGICAL SCIENCES

Program Description

The Biological Sciences program provides high quality and comprehensive courses in all major areas of biology. This program offers courses for:

- General Education/ Transfer
- Two departmental degrees: AA-Biology and AA-Biology-Emphasis in Allied Health
- Pre-professional pathways (e.g., medicine, pharmacy, optometry, veterinary)
- Pre-nursing and pre-dental hygiene pathways
- Career-technical fields (e.g., radiology, physical therapy, surgical technician, EMT)
- Other AA/AS degrees and certificates (e.g., Horticulture, Physical Education, Psychology, Viticulture/Enology)

Learning Outcomes

Student Learning Outcomes have been developed for the entire program and for all courses. Many of these have been assessed multiple times. Some courses have multiple SLOs.

Program Challenges and Needs

Major course work and pre-nursing courses consistently fill and turn students away. The following is needed to provide necessary access to course for students:

- Increase Anatomy 1 and Physiology 1 sections
- Offer Botany 1 and Biology 1 every semester
- Add another Zoology 1 section for each term
- Add second section of all three courses in the afternoon/evening in the Biology (majors sequence)
- Offer the majors courses during the summer

To accommodate student demand for biology courses, new ways to add sections before the new science building opens in fall 2012, must be determined.

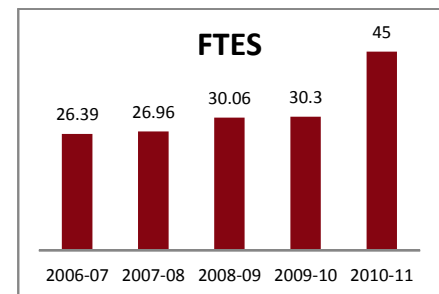
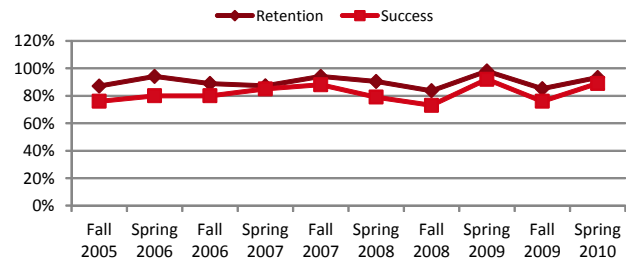
No new faculty member has been hired since 2001, though the total number of sections offered has increased by 78%. At the same time, the number of full-time faculty has decreased by 25%. Therefore, approximately 30% of courses are taught by full-time faculty. Additional full time faculty is needed especially for the following:

- Anatomy (all sections taught by adjunct faculty)
- Biology/Botany (replacement)

The lack of paid substitutes has had negative impacts on instruction. There is a direct effect on students when all, or most full-time faculty, are involved in a hiring committee, or seeks professional development, therefore requiring cancellation of classes and labs.

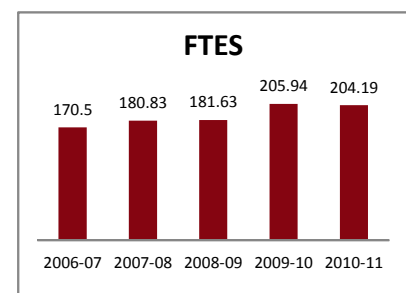
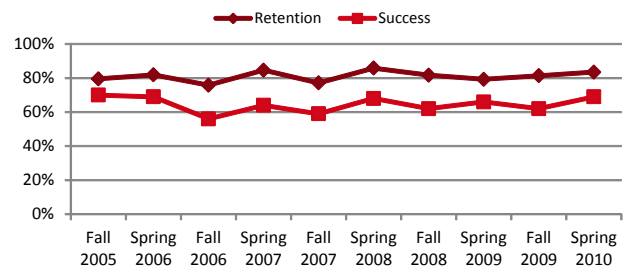
The Biology and Chemistry stockroom is experiencing lean staffing. This creates safety hazards and diminished ability to effectively operate. For each lab class, there should be 1

Anatomy



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	4	4	4	5	5
Enrollment	101	103	99	128	131
FTEF	1.74	1.74	2	2.5	2.75
WSCH/FTE	942.26	875.18	966.37	875.45	874.91

Biology



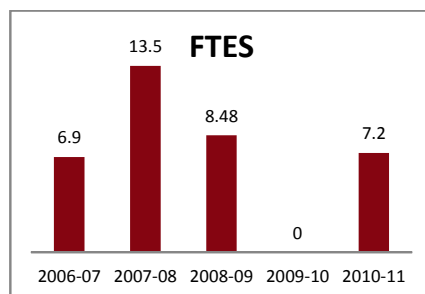
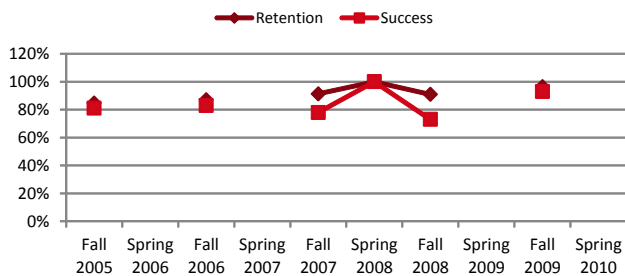
	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	40	39	42	43	41
Enrollment	879	915	1040	1103	1073
FTEF	10.37	10	10.77	11.4	11.29
WSCH/FTE	1021.14	1043.83	1069.26	1101.32	1078.39

primary lab tech responsible for the prep and another lab tech as backup. Rotating responsibilities among technicians each semester increases versatility in technician skills, strengthens the team, and helps to provide experienced coverage.

It is essential that the 2,000+ hours logged into the Biology Learning Center each year are captured to determine appropriate funding. Student use of the facility entails significant resources (staff and faculty time, equipment, and supplies). The College must explore a model to convert these hours into funding to help support this valuable student workspace.

Though the program is excited about the opening of the new facility and the opportunities this provides, several concerns remain, the greatest ones of which result from the following facilities being listed as alternates in the bid document:

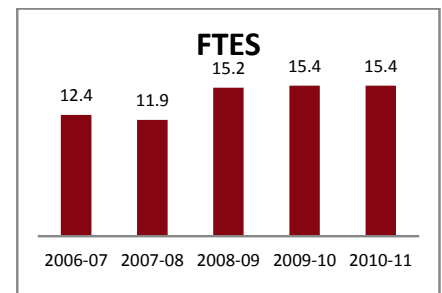
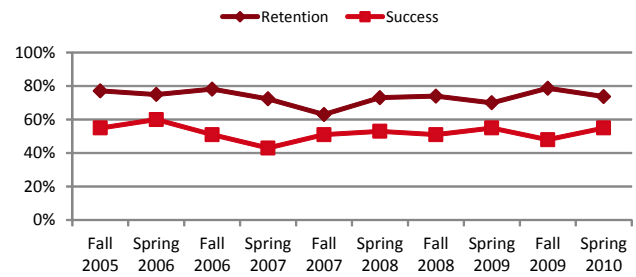
Botany



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	1	2	2	1	1
Enrollment	23	28	22	28	25
FTEF	0.5	0.5	0.5	0.5	0.52
WSCH/FTE	414	810	504	0	432.69

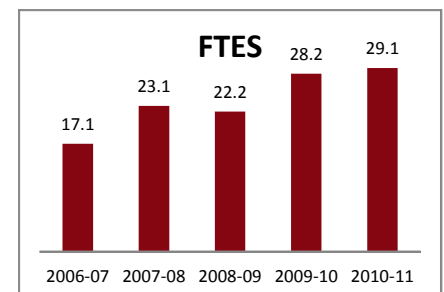
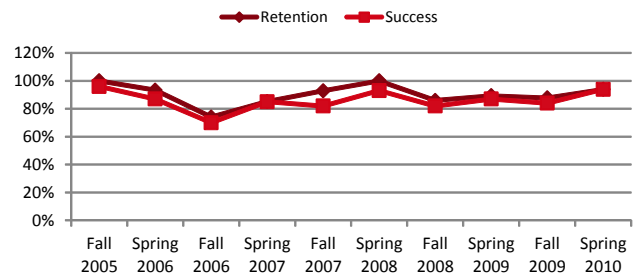
- An unfurnished Biology Learning Center (e.g., no tables, chairs, sink, cabinets, benches, fume hood) means this space cannot be used until completed.
- An unfinished and unfurnished Human Cadaver Room (e.g., no ventilation, lighting, sink, refrigeration unit, gurneys, drains) means this room cannot be used for studying cadavers in Anatomy until completed.
- No Greenhouse as part of the base Science Building project means that the suboptimal, temporary use of Horticulture program spaces continues until the Greenhouse is completed.

Ecology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	4	4	4	4	4
Enrollment	125	151	153	155	153
FTEF	0.8	0.8	0.8	0.8	0.8
WSCH/FTE	937.5	900	1147.5	1185	1162.5

Microbiology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	2	2	4	4	4
Enrollment	54	56	97	98	99
FTEF	1	1	2	2	2.2
WSCH/FTE	1044	936	945	823.91	850.09

With construction of the new Science Building underway, continuously awareness of the need for additional laboratory

equipment, supplies, updated technology in the labs as well as the classrooms is needed. Consideration must be given to the ongoing funding needs for supplies, equipment, repairs, technology and maintenance.

The biology supply budget has not increased for more than five years, despite the 20% increase in numbers of sections offered during that time period. To compound this, purchasing power has significantly eroded due to increased supplier costs, sales tax, and shipping charges. Additionally, Valley Care discontinued their financial support of \$10,000 for the Microbiology sections under the Nursing Program MOU.

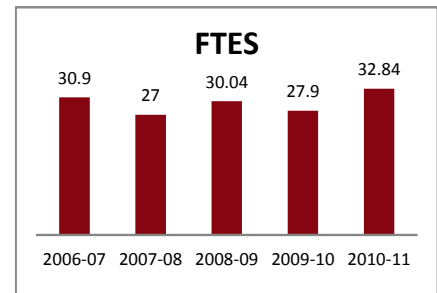
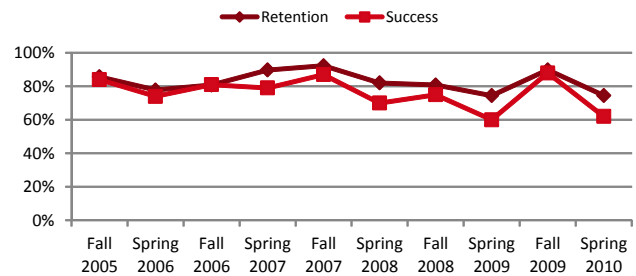
Alternative funding sources need to be explored. One possibility is to require a \$15-20 lab fee for materials that students can take home. However, many supply costs have already been passed onto students. Recently procedural barriers have been made evident when students or community members donate funds to the program. A more efficient and direct process for accessing these funds should be created.

Professional development is critical to the success of the program. With the ability for faculty to learn and grow, what is offered to students is limited. Therefore, the financial resources to continue professional development activities are necessary.

Program Opportunities and Goals

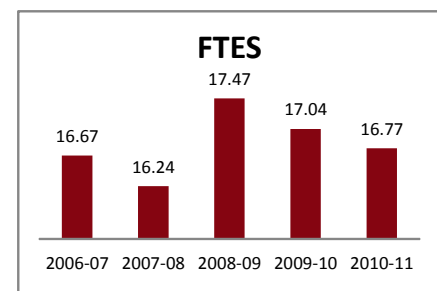
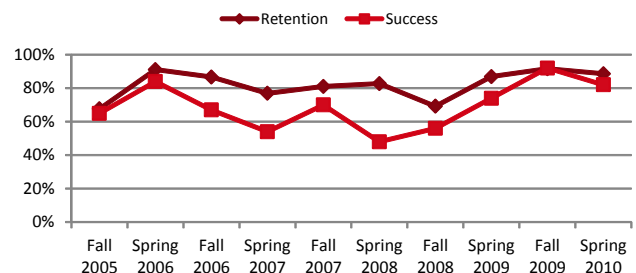
- Increase course offerings.
- Open hybrid courses to increase access.
- Re-distribute the courses we currently teach as well as to optimize scheduling for new classes.
- Hire full time faculty in Anatomy and Biology/Botany.
- Establish an informal mentoring program between adjunct and full-time faculty due to the high number of adjunct faculty teaching biology courses.
- Create pool of paid substitutes.
- Hire necessary stockroom staff.
- Add a laboratory technician and have on-call laboratory technicians available to fill in for absent technicians.
- Recruit and employ student assistants to support lab operation.
- Create a funding mechanism to ensure appropriate funding for Biology Learning Center.
- Realize the completion of the facilities necessary for the program.
- Provide the necessary equipment, supplies, technology, and maintenance for the program.
- Explore additional funding sources.
- Continue professional development and team building activities.

Physiology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	4	4	4	4	4
Enrollment	91	102	95	104	105
FTEF	2	2	2	2	2.08
WSCH/FTE	954	819	910	845.65	967

Zoology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	4	3	4	4	2
Enrollment	69	66	85	80	51
FTEF	1.2	1.13	1.2	1.2	1.1
WSCH/FTE	789.89	770.94	947.15	928.89	921.54

PROGRAM: CHEMISTRY

Program Description

Las Positas offers a full lower division curriculum in Chemistry that includes 7 courses. Labs are conducted in a modern facility with excellent fume hoods, safe facilities, and modern instrumentation. There are a maximum in 24 students in lab sections, which are taught by the same instructor as in the lecture.

The Chemistry program serves three diverse groups of students at Las Positas College:

- Transfer students majoring in the sciences or engineering, or preparing for careers in medicine, pharmacy, optometry, nutrition, or dentistry.
- AA/AS and Certificate students enrolled in programs requiring knowledge of chemistry, for example, nursing, dental hygiene, etc.
- Students completing general education course requirements.

Learning Outcomes

The Chemistry Department has 7 different courses and 9 student learning outcomes. All courses have been assessed at least once. All of the courses taught by the full time instructors are assessed and part time instructors are being included in the process though this is a challenge. The Department needs development of more comprehensive, in-depth, and meaningful SLOs evaluating proficiency in problem-solving with the application of core concepts and proficiency in laboratory performance and analytical skills. The Department is considering development of an assessment process that does not duplicate efforts and does not increase the laborious task of entering and analyzing data that is already being collected through the grading evaluation process.

Program Challenges and Need

The increase in lab personnel has not kept up proportionately with the increase in number of lab sections supported. There are three lab technicians that also support the biology labs which have experienced larger growth than Chemistry. The following is necessary to safely and successfully operate the labs:

- Vacation replacement to guarantee coverage
- Evening and late afternoon coverage
- Expansion of 10-month positions to 12-month positions to support summer offerings
- With opening of the new facilities addition of two, 12-month positions to staff the increase in labs.
- Consistent number of hours for student workers that support the lab technicians.

The State budget did not fund growth; therefore, the program has not been able to meet the demand for classes. The fill rates suggest that there is enough

demand to add one more section of each of the following courses: Chemistry 1A, Chemistry 30A, Chemistry 31, and the Chemistry 12A and 12B series.

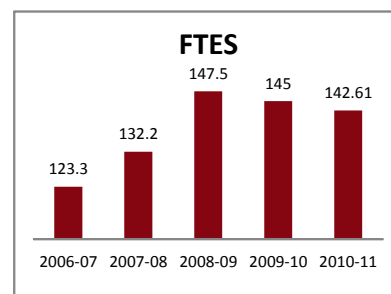
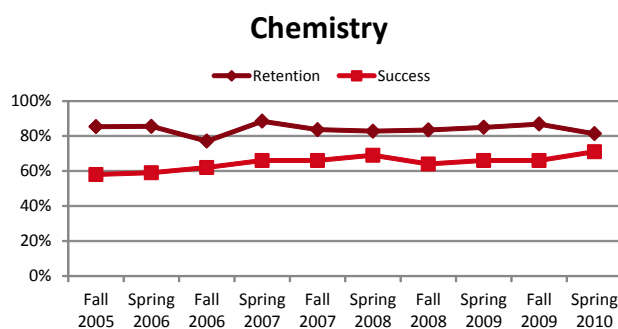
The Chemistry 30A average proficiency rates seem to be low relative to the other courses. The reasons for this will be reviewed and addressed.

The Chemistry faculty are committed to incorporating safe and sustainable chemistry principles. Faculty would like to emphasize the economy of use of chemical reagents and waste generation, the use of less hazardous chemicals. They would like to model safe handling methods and employ experimental techniques that emphasize safety and minimal environmental impact.

SLO analysis of assessment results for the Chemistry 12 series suggests that reducing the current cap for the 12A/12 B series from 24 to 22 might help in improving the learning process in the laboratory where students spend 2/3 of their time in the course.

To increase success and retention rates the following is needed:

- Increase in number and availability of student chemistry tutors at the tutorial center. The budget has led to a



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	24	24	28	28	26
Enrollment	513	554	626	663	614
FTEF	9.1	9.1	9.9	9.9	10.3
WSCH/FTE	824.18	833.57	925.06	904.43	896.01

reduction in tutors and availability.

- Another funding source to reinstate the third scholarship award to recognize excellence and hard-work in the program.

It is a challenge to provide the necessary resources that support the success of students, in particular those desiring to transfer and get a 4-year degree. With 75% or more chemistry students intending to transfer, the program recognizes the need to make sure that curriculum, classroom and laboratory environments provide the necessary rigor to prepare students intending to transfer to a 4-year institution, while maintaining and improving course retention and success.

The amount of waste generated has also increased due to increased enrollments in the lab. This will be addressed by continuing efforts to scale down the amount of chemicals used, looking for cheaper ways to dispose of waste, and requesting an increase in the chemistry budget.

The Chemistry program has a budget for equipment and supplies that has been flat for the last 4 years at approximately \$15,000 while program enrollment has grown by 36% from 2006-2007 to 2009-2010, not including summer. Enrollment data for summer sections demonstrate a 100% growth in enrollment. The current budget is no longer sufficient.

Program Opportunities and Goals

- Staff the labs appropriately, including laboratory technicians and student workers.
- Increase course offerings as funding allows.
- Increase Chemistry 30A proficiency.
- Further incorporate safe and sustainable practices.
- Reduce cap for Chem12 series from 24 to 22.
- Increase success and retention through:
 - Increased tutoring opportunities
 - Scholarship funds
- Increase Chemistry budget.
- Revise and implement updated lab manuals.

PROGRAM: ENGINEERING

Program Description

The Engineering Transfer program at Las Positas College is designed to prepare students to transfer into the junior class of an engineering major at a four-year institution, in preparation to complete a Bachelors of Science degree. The transfer program includes rigorous coursework from several different programs, including Engineering, Mathematics, Physics, Chemistry and Computer Science. Although students are considered general engineering majors at LPC, students will transfer to specific engineering departments (e.g., Mechanical Engineering) at four-year institutions.

Learning Outcomes

SLOs have been written, assessed and entered into eLumen for two Engineering classes: ENGR 10 and ENGR 35. Additional SLOs have been developed and will be assessed for ENGR 22, ENGR 44 and ENGR 46.

Program Challenges and Needs

Maintaining current laboratory equipment is currently challenged by the ongoing reduction in equipment budget monies. The equipment and supplies budget has been reduced by approximately 70% since 2007. It is becoming increasingly difficult to effectively operate in this condition.

There no release time for the engineering transfer program director. There are a wide variety of tasks involved in maintaining a current engineering transfer program. This includes, but is not limited to, academic advising, participation in statewide engineering articulation organizations, outreach to local area high schools, maintaining currency in teaching techniques, and maintaining currency in computer software used in several different engineering courses. All of these tasks exist on top of a teaching load involving highly technical subjects and the management of extensive laboratory equipment and supplies.

The engineering instructor has to take on the responsibility of academic advising for engineering transfer students, because the rules that apply to engineering transfers do not typically apply to any other transfer major. Maintaining effective communication with counseling and advising staff is important and helps to ensure accurate advising for prospective engineering transfer majors. Counseling staff and engineering faculty need to meet at least once a year to share concerns and keep one another informed of recent trends in articulation and transfer.

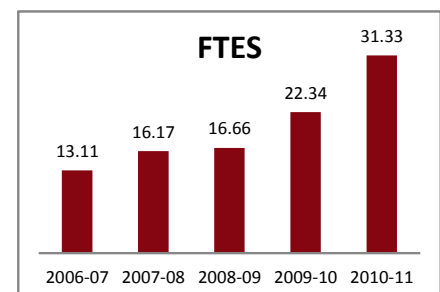
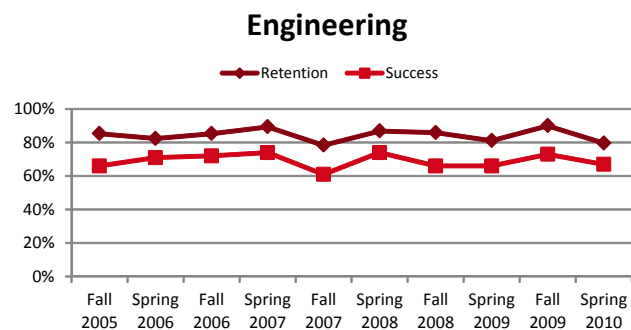
Judging the effectiveness of an engineering transfer program solely on how many students are enrolled loses sight of other accomplishments. It is recommended that additional metrics be considered for assessing the effectiveness of the engineering transfer program at Las Positas College.

Program Opportunities and Goals

- Restore equipment and supplies budgets to 2007 levels.
- Provide 3 units of release time per semester to coordinate and organize the engineering transfer program.
- Increase coordination with counseling regarding engineering transfer requirements.
- Develop additional metrics to indicate program success (or lack thereof).

Long Term Goals:

- Offer ENGR 25 (Computational Methods for Engineers and Scientists) on a regular basis during fall semesters.
- Offer an engineering course covering AutoCAD software only.
- Establish a “Shadow an Engineer” opportunity to prospective and current engineering transfer students.
- Offer a project-based robotics course to both encourage/ direct students into the engineering major and to attract students who have worked on robotics while in high school.
- Offer engineering transfer courses at night, so that working students have an opportunity to complete the lower division engineering transfer courses in a timely manner.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	8	7	8	9	8
Enrollment	115	112	175	193	202
FTEF	2.1	1.75	1.88	2.16	1.88
WSCH/FTE	462.02	577.09	578.26	745.37	808.38

- Develop closer relationships with local high schools participating in Project Lead the Way. These high schools develop more students interested in the engineering major and may represent a source for additional students.

PROGRAM: GEOGRAPHY

Program Description

The LPC Geography program follows two of the primary missions of the college: 1) to offer academic and vocational education at the lower division level; and 2) to advance California's economic competitiveness through education, training and services that contribute to continuous workforce improvement. Geography at LPC addresses these two state-wide missions and LPC's related core purposes, mission, values, guiding principles and philosophy by offering courses in two geoscience clusters.

Learning Outcomes

All geography classes have one student learning outcome with the exception of GIS, which will have its first student learning outcome this fall. All the faculty members are participating and analyzing each of their outcomes. There has been a 100 percent rate of completing the student learning course outcomes as far once they have a written SLO. There are no program level student learning outcomes since geography does not have a major.

Program Challenges and Needs

All geography courses are full and exceeding expectations. The GIS class fills, but only after all other traditional general education courses fill. Therefore, as soon as enrollments dip, this course could be in jeopardy of making enrollment. The program will need to complete a student survey to determine the need for and interest in the program. The survey should also determine how the program could be revised to make it of greater interest to students.

There is room in the schedule for additional geography classes (both science and social science courses). Sections should be added as the budget allows.

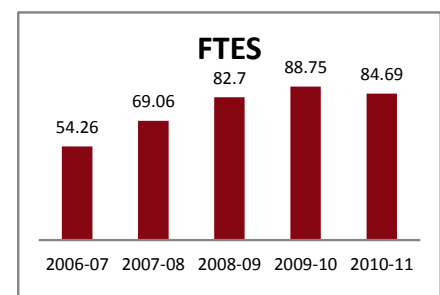
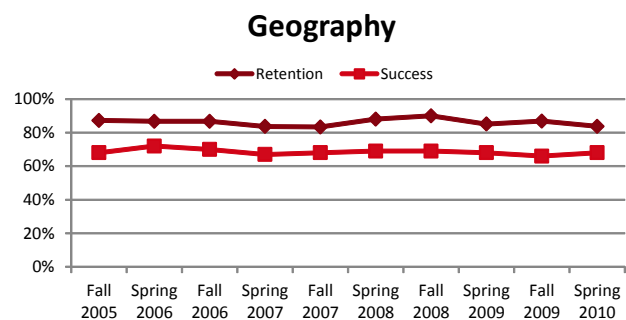
Geography lacks materials and supplies for its cultural courses. The program needs to update the map collection. In addition, geography will need to provide/ maintain GPS equipment, GIS software, psychrometers, thermometers, and globes. This provides students the needed hands on experience necessary to learn the appropriate geography concepts.

As the geography program is allowed to grow, there will be need for one full time faculty.

Program Opportunities and Goals

- Add sections of the appropriate courses as the budget allows.
- Develop and administer a student survey to determine how to strengthen GIS course interest and enrollment.
- Update curriculum as needed.
- Maintain and provide equipment as needed.

- Add a full time faculty member as the program grows.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	17	17	19	21	20
Enrollment	500	670	865	959	881
FTEF	3.2	3.42	3.6	3.95	3.75
WSCH/FTE	1045.2	1145.73	1290.29	1445.8	1526.47

PROGRAM: GEOLOGY

Program Description

Geology is the study of the earth. Areas of study include volcanoes, earthquakes and seismology, the Geologic Time Scale and the formation of the earth, petrology (rocks) and minerals, hydrology, erosion, oceanography (including beach systems), environmental geology, glaciers and Ice Ages, groundwater, deserts, etc.

For those interested in pursuing a 4-year degree in Geology, the first two years of a geology degree generally consist of Physical Geology 1 (lecture and lab), Historical Geology 3 (lecture and lab) and physics, chemistry, math and general breadth requirements. Mineralogy/Earth Materials is also a required lower division geology course at some 4-year schools.

Geology is an applied science and the third and fourth years of the typical 4-year geology program focus on geology courses which apply the scientific concepts and principles that the student learned in the first two years.

Learning Outcomes

SLOs were written, assessed and entered into eLumen for the courses. For each course, the same SLO was run in all sections. Sections taught by adjunct were included, with the leadership of the full-time faculty and the support of the lab technician (as the adjunct contracts do not require them to participate in SLO activities). Each term, the summary data for all Geology SLOs conducted were collected in a summary table and presented for all Geology both full-time and adjunct faculty to assess.

Program Challenges and Needs

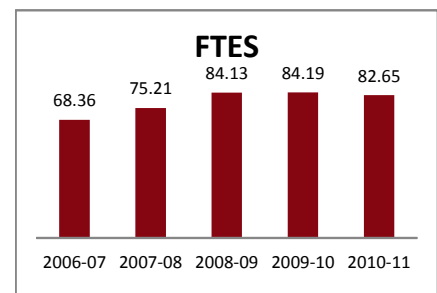
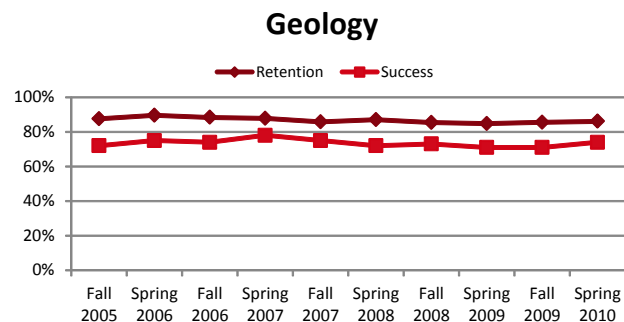
There is no laboratory technician coverage during the evenings or summer sessions. Eventually, when the campus grows sufficiently, and the state and campus budgets recover, coverage for the evening and summer sessions should be pursued.

The Geology Program needs funding support/ release time for a discipline coordinator at the equivalent of 3 hours per week. The single full-time faculty must complete Program Reviews, oversee and implement program SLOs, adjunct evaluations, coordination between geology staff and other science staff, Geology program development and maintenance, in addition to campus committee meetings, teaching classes, and instructional and professional development. For single faculty programs, there is no rotation of responsibilities, program oversight or report compilation and production, nor is there any release from other campus committee responsibilities. As a consequence, release time for the single Geology faculty is crucial to a sustainable health and maintenance of the program.

Materials, equipment, and supplies are needed to effectively run the program. The reduction in the budget has dramatically affected the ability of the program to obtain not only general supplies but equipment necessary for the safe operation of the lab. In prior years, the Geology budget was \$3,800/year, and these funds were typically depleted before the spring term. Due to severe budgetary issues in fall 2010, all campus supply budgets were reduced to 22% of prior years. As a result, the current fall 2010-spring 2011 Geology budget is approximately \$836. When the campus budget allows, the Geology program budget will need to be restored to prior levels (or perhaps higher to replace materials that have degraded past usability during the sparse budget years).

The Physical Geology 1 lab uses a collection of rocks and minerals that requires continual upkeep and maintenance, as well as continued replacement of materials that are damaged beyond repair. The Oceanography lab requires basic materials such as sea salt, sea floor rocks, refractometers, pH meters, triple-beam balances, microscopes, litmus paper, etc. Lab scales and glassware also require upkeep, maintenance and/or replacement when damaged.

Materials that will need to be purchased in the future for a Mineralogy/ Earth Materials course include Petrographic Microscopes [\$50,000], Mineral Samples [\$50,000] and Thin Sections [\$30,000].



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	23	22	25	26	23
Enrollment	719	772	822	914	812
FTEF	4.09	3.93	4.3	4.56	4.26
WSCH/FTE	1088.89	1062.4	1157.16	1148.12	1163.12

A once growing program has been cut as a result in the reduction of the College budget. Sections should be restored as budget allows.

Program Opportunities and Goals

- Increase laboratory technician hours to cover evening and summer sessions.
- Provide release time for single faculty member.
- Restore budget and provide temporary increase to replace broken or outdate equipment and supplies.
- Restore courses/ sections as budget allows.

PROGRAM: MATHEMATICS

Program Description

The Mathematics program as Las Positas College is dedicated to providing high quality mathematics education integrated with cutting edge technology. The program offers a wide range of courses in a variety of formats designed to meet the needs of a diverse student population, including a full lower-division curriculum which prepares students for transfer to four-year institutions, as well as basic skills and associate degree applicable courses.

Learning Outcomes

The Mathematics program offers 19 distinct mathematics courses. At least one student learning outcome for each of the courses has been written and two or more SLOs for 16 of the courses have been developed. 14 courses have been assessed at least once, and the program has multiple semesters of data for eight of the courses.

Although the Mathematics Department does not offer a degree, the Department has developed program level outcomes that reflect the pedagogical philosophy of the program members and the recommendations of such national mathematical organizations as the American Mathematical Association of Two Year Colleges (AMATYC) and the National Council of Teachers of Mathematics (NCTM).

Program Challenges and Needs

The program experiences challenges in terms of implementing a manageable, sustainable process for SLO assessment and review. Each semester 75-80 sections are offered, representing as many as 19 different courses. Approximately 45% of those sections are taught by adjunct faculty. As the number of courses being assessed increases in a particular semester, the logistics of providing the appropriate information (SLO, SLO assessment, SLO rubric) to all faculty involved, making certain they understand how the SLO is to be administered, how to use the SLO assessment rubric, and how to enter assessment data into eLumen, is a daunting task. Additionally, over time the understanding of SLOs and assessment has evolved and changed creating an additional round of development and assessment.

In recent years, the success rates in Math X have declined and, most recently, the program has suffered from budget cuts which have reduced staffing and the number of sections offered. With these concerns in mind, for the last five years, Mathematics faculty has been working to redesign and revitalize the Math X program. The goal of the revision of Math X is to enhance the program's ability to meet the needs of students by:

- offering more flexible scheduling
- providing more support to help students succeed in their independent study
- increasing timely feedback on their

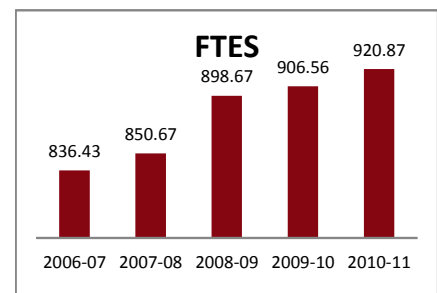
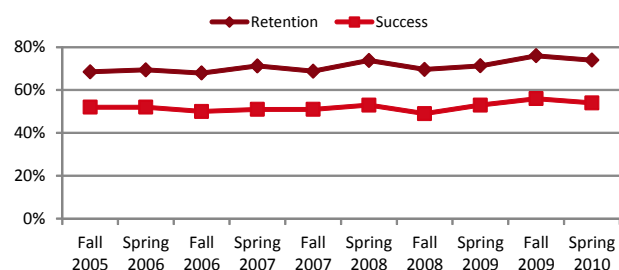
understanding of the content

- creating a learning environment where students feel encouraged to persist
- guaranteeing quality feedback by the instructor

Once the revised Math X course has been implemented and reviewed, and it is working as planned, the newly developed algebra review course, Math 100, will be offered in the Math X mode.

The Integrated Learning Center (ILC) has been recognized as a practice with promise as the support of the ILC has increased student success and retention. There has never been a defined, institutional source of financial support for the ILC. Initially, staffing was provided through a mix of TBA lab hours, special assignment hours, and reassigned time for a coordinator position. In the first year and a half of operation there was also a part-time, temporary mathematics instructional assistant. With these varied staff resources, the program was able to provide Mathematics help 58 hours per week, including 4 hours on Saturday. The Saturday hours were removed from the schedule in the spring of the second year, partly because of budget cuts, but also because of low attendance. Over the next two and a half years, special assignment hours were repeatedly cut. In the fall of 2010, only TBA lab hours and coordinator reassigned time to staff the ILC were allowed. As a result, hours of operation are

Mathematics



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	152	147	150	157	148
Enrollment	4,638	4,824	4,859	5,492	5,415
FTEF	47.84	48.64	50.14	51.64	49.14
WSCH/FTE	1041.72	1041.09	1103.4	1116.48	1161.56

down to 45 hours per week.

From the beginning, the mathematics portion of the ILC has recorded robust numbers of student attendance, with many students logging many more hours than the 17 connected to their lab requirement. The TBA lab hour and the ILC have been cornerstones in efforts to improve success in all math classes, but especially in basic skills. For students who use the resource, it provides the support they need. This resource needs to remain available for math students and be provided an ongoing source of funding.

Of great concern to the Mathematics Department is the large number of students who assess at a level below algebra, and often below the level of elementary algebra, despite having completed similar courses in high school. Faculty is taking measures to address this issue. A new course is being piloted, Math 100 Pre-Algebra and Algebra Review. This 1-unit course is intended to review basic mathematics and algebra content prior to taking the assessment exam for placement into mathematics.

Math 71, Applied Mathematics for Technicians, no longer meets requirements given the changes in Title 5. This course will be redesigned to be compliant.

The possibility of developing and offering Mathematics for Liberal Arts course are being explored. Such a course may attract students who need a transfer level math course, but have no degree requirements that specify what transfer level course.

The reduction in instructional assistants has severely affected the Math X program and created a strain on remaining staff as they struggle to handle the workload. Future funding for this position will continue to be important.

Mathematics has 13 full-time faculty and nearly 30 adjunct faculty, plus 2 instructional assistants and is thus, the size of a small division. However, there is no dedicated staff assistance for this program. In comparably-sized programs, there is sufficient IA support to provide assistance to the coordinator in performing their duties. IA support for Mathematics should include time to provide administrative support for the math coordinator.

To ensure a quality educational experience for students and promote learning in a supportive environment, it is essential that classes be scheduled in classrooms with complete audio-visual equipment (document camera, computer, and projector), the ability to access mathematical software, and a large amount of whiteboard space. Surprisingly, there are some rooms in which the whiteboard space is insufficient for Mathematics purposes. The other key criterion for mathematics classes is classroom size. Mathematics still has

high demand classes scheduled in rooms that hold only 35 students, making it impossible to add students in those cases.

Expansion of the graphing calculator rental program and the purchase of up-to-date graphing calculators has become a priority. Being able to rent graphing calculators is necessary for students that cannot afford the calculator.

Faculty would like to utilize the TI-Smart View™ technology in classes as it allows the instructor to project an interactive representation of the graphing calculator's display for the entire class. The software enables the instructor to display different aspects of the calculator simultaneously. It is an ideal demonstration tool for focusing classroom instruction on mathematical and science concepts.

The fiscal resources provided by the mathematics budget and the limitations on what it can be used for leave the programs with a number of unmet fiscal needs. We would like to have the fiscal resources to:

- Purchase new graphing calculators for loan to students.
- Purchase student editions of our textbooks which could be put on permanent reserve in the library.
- Pay for additional staffing in the ILC, allowing increased hours of operation.
- Offer conference funding to full-time mathematics faculty.
- Pay stipends to adjuncts who attend mathematics conferences or program workshops.

Program Opportunities and Goals

- Develop useful SLOs, assessment and entry into eLumen
- Implement the Math X Project (long-term, multiyear project)
- Continue use of the ILC
- Assess outcomes of Math 100 pilot program
- Update Math 71 curriculum
- Creation of Math for Liberal Arts course
- Gain funding for the Instructional Assistants/ Student Assistants needed
- Gain access to classrooms with the appropriate technology and of the needed size
- Expand the graphics calculator rental program and purchase up-to-date calculators
- Launch the TI-Smart View technology
- Development of transfer associate degree with mathematics emphasis
- Institutionalize a part-time mathematics instructional assistant level I for the open math lab in the ILC

PROGRAM: PUBLIC SAFETY (ADMINISTRATION OF JUSTICE)

Program Description

This cluster of programs includes courses in the College's Public Safety Programs of Administration of Justice (AJ), Fire Service Technology (FST), Emergency Medical Services (EMS) Occupational Safety and Health (OSH) and Radiation Safety (RADS).

Students in the Administration of Justice program can receive an AA Degree or transfer credit to a four-year school. The College also partners with the Alameda County Sheriff's Department in running the regional Sheriff's POST Basic Academy, which provides a direct avenue into jobs in the law enforcement career as well as in-service POST certified training to active duty peace officers, who also receive college credit for many of these courses.

Learning Outcomes

30 SLOs were created for these 26 courses. Only one class (AJ54) has been assessed. At this time, due to the complexity of coordination among LPC adjuncts and RTC recruit training or in-service trainers as well as a lack of training for them in creating and assessing SLOs, it is difficult at best to maintain a rotating SLO assessment for all classes. Several of the classes, as well, are ad-hoc in-service training classes or the basic academy specifically designed for active duty peace officers or the training of persons to become a peace officer at the RTC. These classes have student learning outcomes that are dictated by the California POST Commission. Lastly, the continuing problems with eLumen, the software program originally purchased to create and store SLOs, have created problems accessing the correct data for assessment.

Program Challenges and Needs

The AJ faculty stays current with trends in law enforcement technology, where most technological advances in the criminal justice system occur. Another area of the justice system where technology is changing the way programs are run and people work is in the field of corrections. For the AJ program to teach the latest methods utilized in the field, the following is needed:

- Laptop computers
- Crime lab equipment to support forensics
- Databases in the library
- Patrol cars

Currently the college faces its most critical budgetary shortfall. This creates a continuing problem for LPC and other community colleges. Due to this situation, requests for equipment/ resources have been(temporarily) limited to video/ DVDs used to enhance lecture classes. This has been handled by a \$1,500 annual AJ budget, now approximately \$350. However, the purchase/ donation of a patrol vehicle is vital to the AJ program as is the eventual extended academy which will create

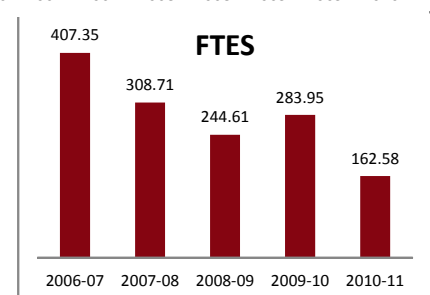
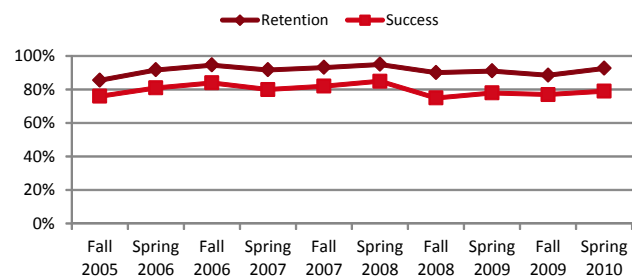
a need for a much larger and sustainable budget.

Due to the continuing state budget problems, the CSU system has curtailed many programs and offerings which has impacted those CSUs that students could, in the past, easily transfer to.

Budget problems have put a stop to most expansion and any thoughts of expansion of the AJ program are on hold until the state's budget picture brightens. While the growth of AJ has slowed and regressed a bit, the program has expanded through the number of elective classes that are outside the traditional AJ degree. Classes in computer forensics, forensic anthropology, sociology and psychology all now count as elective units toward an AA degree. It is hoped that as the program evolves, it will both expand its offerings and look for the best classes outside of the field that will enhance the education of all AJ students.

Lastly, the idea of an extended (modular) POST Basic Academy on the campus needs to be explored more fully. This idea was raised by the Alameda County Sheriff's Department some time back as an alternative to the full-time academy for non-affiliated students who wish to put themselves through an academy but do not have the time or resources to attend the full time, six-month academy at the sheriff's Regional Training Center located in Dublin. While the time frame for the implementation of a modular academy is at least five years into the future, the issues of continuity of training, discipline,

Administration of Justice



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	45	43	42	39	31
Enrollment	1243	1326	1193	1195	887
FTEF	26.38	31.89	28.37	8.95	8.04
WSCH/FTE	893.36	4048.26	1257	957.82	1293.96

standards and more need to be investigated more fully now.

Program Opportunities and Goals

- Gain the equipment, materials and supplies necessary to provide students with a more relevant education as budget allows.
- Increase the budget to adequately cover program needs.
- Restore and expand the program as the funding allows.
- Research the opportunity for a POST Basic Academy on campus.

PROGRAM: PUBLIC SAFETY (FIRE SCIENCE TECHNOLOGY, EMS, EMT)

Program Description

This cluster of programs includes courses in the College's Public Safety Programs of Administration of Justice (AJ), Fire Service Technology (FST), Emergency Medical Services (EMS) Occupational Safety and Health (OSH) and Radiation Safety (RADS).

In the Fire Service Technology Program, students can receive a Certificate of Achievement through the College, or an AS Degree after completing a firefighter's academy. Students taking courses in the Emergency Medical Services track can eventually receive their EMT-1 certification.

Learning Outcomes

Sample SLOs been received from the State Fire Marshal's Office, State Fire Training and California Fire Technology Director's Association. These samples will be used to create additional and new SLOs for the FST program.

Program Challenges and Needs

There are plans in the future to hire a full time Program Coordinator for the EMS program as continued enrollment growth and funding availability dictate. This person will also be responsible for coordinating and supervising a Paramedic Program as well as current EMS courses.

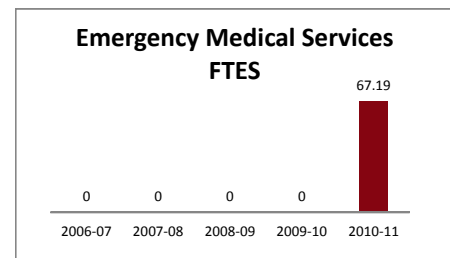
To implement the Pre-Hospital Care Paramedic Program, a new full time tenure-track faculty position should be filled. The responsibility of this individual will be to coordinate the EMS Program and to perform as the primary administrator and lead instructor to the Paramedic Program.

If funding and administrative support for the implementation of a Structural Firefighter I Academy were to occur, there would be a need to hire additional adjunct faculty and purchase equipment for the provision of academy instruction.

Current funding restrictions prevent the activation of the Paramedic Program, though most Infrastructure and the curriculum including the certificate and degree track have already been approved and are in place.

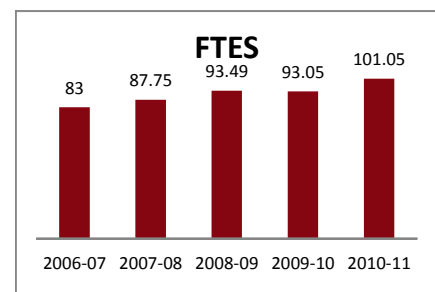
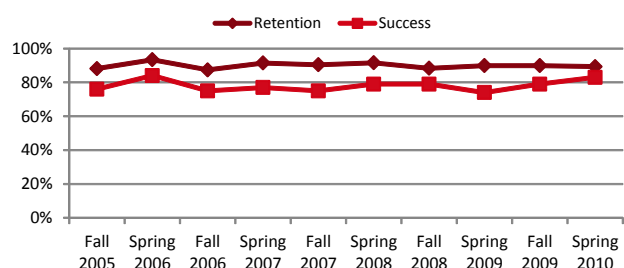
As growth occurs, additional courses should be added to the schedule to meet the demand, thus providing additional scheduling flexibility to our students as funding and classroom space becomes available.

Currently the college faces some immediate financial limitations, which do not allow for growth in our annual equipment purchasing capabilities for both disciplines. As the programs grow, and as funding becomes more stable in the future, increases within the annual equipment operating funds will be needed.



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	-	-	-	-	12
Enrollment	-	-	-	-	366
FTEF	-	-	-	-	3.25
WSCH/FTE	-	-	-	-	1250.22

Fire Service Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	14	18	21	19	15
Enrollment	709	819	994	1055	789
FTEF	3.23	3.57	4.33	3.73	3.38
WSCH/FTE	1336.85	1378.69	1709.33	1462.9	1698.15

This will be necessary for the programs to remain current with new technologies and or safety mandates from accrediting agencies to new equipment standards and NFPA or CAL OSHA Standards and Regulations. Equipment will include additional purchases of wild land fire shelters, wild land clothing and helmets, structural fire helmets, various hand tools, self contained breathing apparatus along with specialized rescue devices and equipment for specialized rescue training modules with additional fire hose and apparatus acquisitions.

Courses in the program often have specific ratios (20:1 FST; 10:1 EMS/ FST courses) required for accreditation. These ratios are critical for student learning and success and need to be maintained.

Program Opportunities and Goals

- Hire staff as needed to allow for program implementation and enrollment growth.
- Open more sections of existing course and allow for implementation of new programs as the budget allows.
- Purchase equipment as needed to maintain the current program and grow new programs.
- Students at Las Positas College are fortunate to have great flexibility with scheduling opportunities for the Fire Service Technology and EMS curriculums. The LPC sister campus, Chabot College, also has a Fire Technology and EMT discipline, which nearly mirrors the Las Positas program. This has allowed greater scheduling flexibility for students for both campus programs.
- Future fire apparatus acquisitions (Type I and Type III Fire Engines) and equipment purchases are in the planning stages to further benefit the student's educational experience here at Las Positas College.

PROGRAM: VITICULTURE WINERY TECHNOLOGY (INCLUDES HORTICULTURE)

Program Description

Las Positas College began offering courses in the Viticulture Winery Technology (VWT) program on a limited basis during the 2004 – 2005 school year and now is offering a full set of classes.

Program options in the VWT program are designed to prepare students for careers in the wine industry. VWT students may enter the program at the level most suited to their needs, and take as few or as many courses as they need to meet their objectives.

The program offers certificate and degree options for students. These provide students with the knowledge and skills essential for success. Students are also able to pursue their studies in either of two tracks: Viticulture (grape growing) or Enology (wine making) by taking a series of production-oriented courses. Students may also elect to complete an Associate in Science degree in either Viticulture or Enology.

Learning Outcomes

The VWT program currently has 17 courses. Each class in the VWT program has at least one written SLO and there are 4 classes that have been assessed at least once. At this time there are no Program Level Student Learning Outcomes for the VWT Program.

Program Challenges and Needs

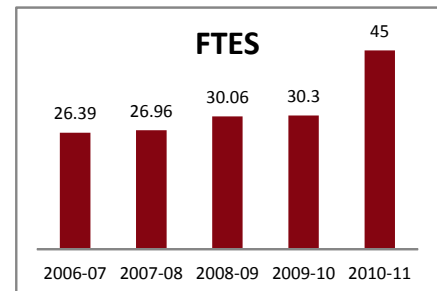
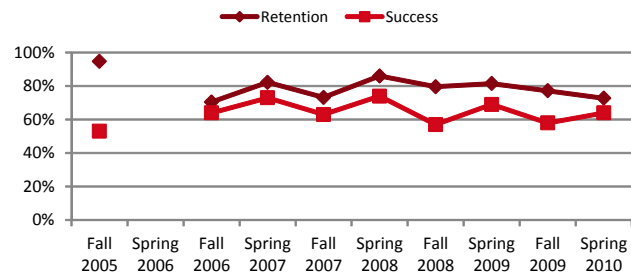
The program's greatest challenge is acquiring funds to remain solvent. The vineyard may be lost if subsidies end. Lack of inclusion within the instructional equipment process magnifies budget challenges. Acquiring instructional equipment and materials for classes has been a semester by semester struggle. Due to priority rankings by the committee, VWT continues to be at the bottom of the rankings, thereby eliminating any chance of financial support from the Planning and Budget Committee for instructional equipment.

The VWT program has pending and reoccurring annual needs that require funding. Areas of particular importance are:

- Dedicated forklift for winery operations
- Dedicated truck for VWT tasks
- A teaching winery facility for learning
- Barrels for wine making
- Chemicals for grape growing, winemaking and wine analysis
- Analysis equipment
- Equipment maintenance
- Industry standard equipment that supports teaching and learning

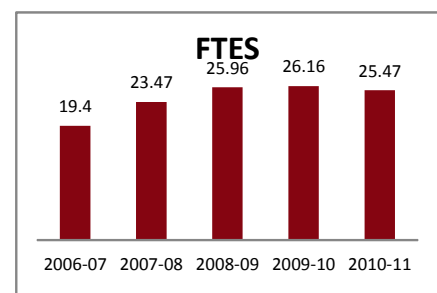
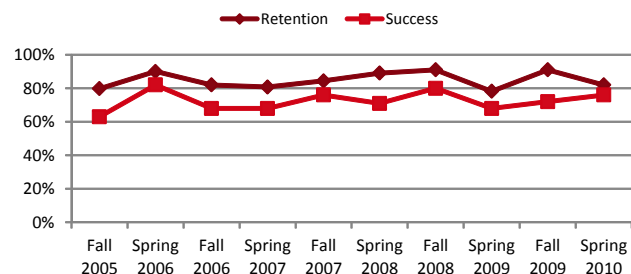
As the VWT program has grown, the obvious need for classified support has become glaringly apparent.

Horticulture



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	6	5	6	5	6
Enrollment	89	99	108	101	127
FTEF	1.28	1.3	1.54	1.15	1.22
WSCH/FTE	533.34	567.88	692.55	628.83	692.42

Viticulture and Winery Technology



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	7	7	9	9	8
Enrollment	177	204	236	273	209
FTEF	1.67	1.3	1.9	1.83	1.78
WSCH/FTE	951.81	825.92	937.54	811.55	830.74

The physical demands on the sole instructor are great as a result of the need to tend a 4 acre hillside vineyard. There are seasonal needs of the vineyard that span both semesters including summer. The support machinery, vehicles and tools need constant care and attention to maintain their operation. Most importantly, there is no laboratory assistant to help with lab set-up.

Additionally, the Horticulture program has reoccurring annual needs that require funding. Areas of particular importance are:

- Chemicals for pest control
- Landscape construction materials: rock, soil, etc;
- Varied support machines for teaching: tractors, mulchers, mowers, etc.
- Maintenance of equipment
- Lighting needs for plants
- Updating of the greenhouse infrastructure
- Irrigation supplies

The VWT program typically offers 4, sometimes 5 sections, which approximate 0.8 FTEF. The VWT and Horticulture programs currently offer a combined load of almost 2 FTEF each semester (1.96 FTEF in Spring 2009). At this time, there is one full time faculty teaching and coordinating both programs which places a large burden on a single faculty. A second full time faculty member is needed.

A dedicated Viticulture and Enology classroom with a wine chemistry analysis lab is a critical necessity. A teaching winery facility would be able to house the entire program and support its needs. It could serve as a classroom and store equipment and finished wine.

The program would like support for Library technology for courses and students. A dedicated VWT section with textbooks, research papers, and DVDs would be outstanding as would searchable data bases and on-line resources for distance learning.

Program Opportunities and Goals

- Gain the funding necessary to operate and be solvent
- Add a full time classified staff position
- Obtain the necessary equipment for VWT and Horticulture
- Hire an additional full time faculty
- Realize a VWT facility
- Gain additional library resources dedicated to the VWT program

Physical Education, Health, Wellness and Athletics Division

Programs in the Physical Education, Kinesiology, Health and Athletics Division

- Physical Education
- Health and Nutrition
- Athletics

Degree Programs

- Physical Education
- Kinesiology (pending approval)

Certificate Programs

- Physical Education - Coaching
- Physical Education - Sports Medicine

PROGRAM: PHYSICAL EDUCATION

Program Description

The Physical Education program offers a variety of courses designed to meet the general education requirement for instruction in lifelong healthful living through appropriate physical activity and theory courses, as well as transfer and physical education career preparation. The Physical Education Program advocates the relationship between the human body and how physical movement enhances learning and cognitive functioning.

Learning Outcomes

The PE program recognizes the importance of physical well-being and life-long learning by making these outcomes the basis for the Student Learning Outcomes and assessment strategies.

Determination of SLO assessment trends for PE is difficult. There is minimal faculty participation, and therefore, insufficient data. The situation is not a new phenomenon, but a recurrent and challenging one. The program is optimistic in resolving this dilemma, and is currently establishing a new process that will simplify SLO assessments. Of the 102 PE and intercollegiate courses offered from spring 2008 to fall 2009, only 23% (21 courses) have had any data input in eLumen. Of those 21 courses, only 3 have been assessed for 2 or more semesters in eLumen. Completion of the SLO process is a goal for the program.

Program Challenges and Needs

Only 40% of Physical Education classes were taught by full-time faculty. The State recommends that at least 75% of classes be taught by full-time faculty. The College needs to substantially increase the number of PE full-time faculty to make progress towards the 75:25 State recommended ratio. Furthermore, of the 5.5 full-time faculty in Physical Education, 5.0 are men. Substantial gains in gender equity among both its PE full-time faculty and inter-collegiate coaches are necessary. There are still serious concerns on current staffing levels in regards to FTE and Title IX issues in athletics. The lack of hires places a huge burden on the ability to offer instructional courses taught by full-time hires as well as the ability to have full-time faculty serve on committees.

Intercollegiate Athletics suffers from the lack of a full-time Athletic Counselor who is responsible for advising student-athletes in matters dealing with assessment testing, educational, vocational, and personal matters. Student athletes need to meet with a counselor to develop a Student Educational Plan (SEP). The SEP is required for all athletes to be eligible to compete.

Staffing needs for 2010-2011 were identified:

- Full-time faculty (2-3) with coaching assignments attached to at least two of the positions

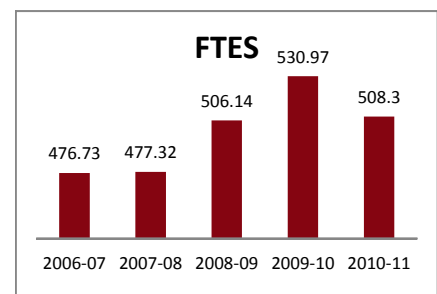
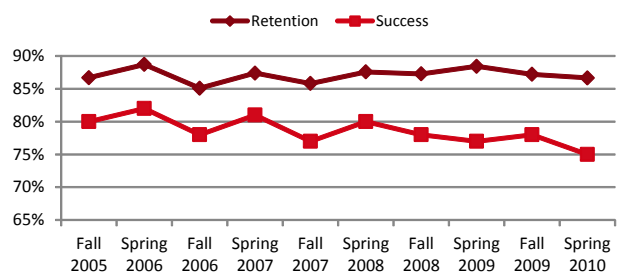
- Classified requests:
 - Athletic Counseling Specialist (10 month)
 - Athletic Trainer (10 month)
- Sports Information and Web Creator (10 month)

Phase IV & V Physical Education (outside the loop road) is not completed, but was supposed to have included development of softball and baseball stadiums, tennis courts and landscaping of the adjacent areas. The program would like these facilities to move forward as funding allows.

The College General Fund provides approximately \$82,000 for the program's operating and purchasing needs each fiscal year. These funds are insufficient to meet the needs of the entire program, so Intercollegiate Athletics seeks funding through the Bookstore Co-Curriculum Committee process. The Bookstore Committee provided the program with approximately \$67,000 for 2010. Despite a growing Intercollegiate Athletics program, the budget issued for the past two years cut by approximately \$25,000.

The curricular offerings are heavily reliant on the use of equipment necessary to properly instruct classes. Proper techniques as defined in course outlines cannot be taught without the requisite equipment. Inadequate and poorly maintained equipment becomes a safety issue both for students and staff. Strategies are to: (1) seek the appropriate base budget in the general fund; (2) seek the appropriate

Physical Education



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	179	192	172	188	162
Enrollment	4,958	5,059	5,549	6,256	5,475
FTEF	25.74	25.26	23.82	24.65	21.67
WSCH/FTE	1129.45	1143.9	1253.88	1457.34	3423.18

equipment through Capital Outlay Funding; (3) obtain appropriate equipment through other funding sources

Facilities rentals have quadrupled on a weekly and monthly basis. The program is concerned that facilities may be without sufficient monies for maintenance and restoration.

The program would like to see increased success of its students by awarding more Physical Education degrees and certificates. The program is evaluating the information and has set some goals and will be adding new curriculum accordingly.

Priority registration is not currently offered to student-athletes which makes it difficult for them to enroll in the classes they need. In order to be eligible for non-conference, conference, and post conference competition, a student-athlete must be continuously and actively enrolled and attending class in a minimum of 12 units during the season of sport.

Program Opportunities and Goals

- Complete SLO development, assessment and entry into eLumen.
- Hire the necessary faculty and staff positions:
 - Full-time faculty (2-3) with coaching assignments attached to at least two of the positions
 - Classified needs:
 - Athletic Counseling Specialist (10 month)
 - Athletic Trainer (10 month)
 - Sports Information and Web Creator (10 month)
- Realize the completion of the PE facilities in Phase IV and V.
- Obtain funding for equipment and equipment maintenance.
- Transition the program's PE degree to Kinesiology with a second degree and/or certificate in Sports Management.
- Implement priority registration for student athletes.

PROGRAM: HEALTH AND NUTRITION

Program Description

The Health program includes courses in Health and Nutritional Sciences. This program consists of a variety of courses aimed at improving the health of students and the community. Coursework provides opportunities for students to develop the knowledge, skills, and values to be engaged and contributing members of the community.

Learning Outcomes

The program goal for this area is that outcomes of student learning become more consistent across the program. Until this point, SLOs have been created and assessed in relative isolation. While SLOs have provided insight to some faculty and spurred modification in some courses, the program is working to develop a more programmatic approach from here forward. A plan for SLO development, assessment and entry into eLumen has been created by faculty for implementation.

Program Challenges and Needs

To better meet the various needs and interests of students, the curricular offerings should be expanded. Possible areas of expansion include:

- Community Health – to include a service learning component.
- Health Issues in a Multicultural Society – to meet the Health and American Cultures requirement.
- Health and Sexuality.
- Healthy Weight Management – integrating the Health and PE requirement.
- Health for Veterans.
- Theoretical Foundations in Health Education.

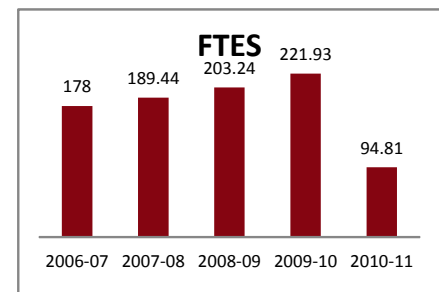
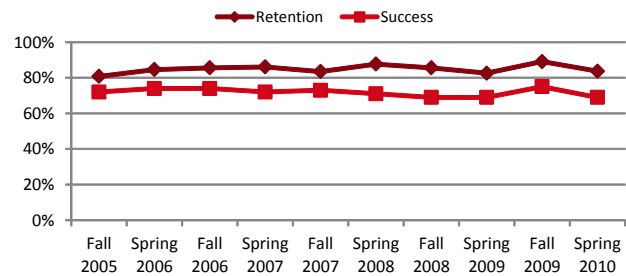
The program will focus on expanding the curricular options for CSU Area E. In addition, there will be focus on exploring the alignment of one or more courses with California State Teacher Credentialing for a certification in Health. Included in the effort is the task of determining the need for, and interest in, certificates, both within the Program and interdisciplinary topics.

Health and Nutrition classes will also be incorporated into the new Kinesiology major. After further development of the breadth and depth of the curriculum, the future potential in offering an Associate degree in Health will be explored.

In light of the current fiscal situation of the college and the state, the options for increasing offerings may face limitations during the next few years.

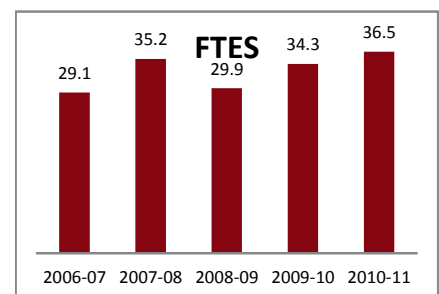
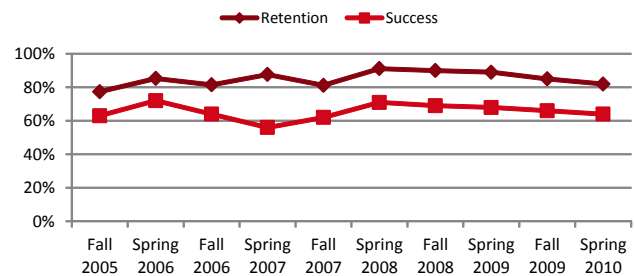
The Health program currently offers almost 3 FTEF worth of courses each semester but less than 50% of this course load is taught by full-time faculty. In addition, some of the full-time faculty who teach in this program come from related disciplines outside of the

Health



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	38	41	42	43	27
Enrollment	1561	1708	1785	1862	1330
FTEF	7.89	8.52	8.54	8.69	5.4
WSCH/FTE	2499.7	2602.08	2832.81	2927.29	1385.82

Nutrition



	2006-07	2007-08	2008-09	2009-10	2010-11
# of Sections	8	6	8	8	7
Enrollment	335	299	410	381	323
FTEF	1.6	1.2	1.66	1.6	1.4
WSCH/FTE	1247.5	1335	1548.75	1437.67	1383.75

program. During any given semester, there might be seven different faculty teaching Health. Given the large number of faculty accompanied by a high percentage of adjunct faculty, it is difficult to say if there is consistency among the different sections in terms of course content, student expectations, student learning outcomes, and academic rigor. Additionally, the program lacks the funding to pay adjuncts to participate in activities to determine if consistency exists.

Program needs include continued library support to facilitate development of student information competency skills. Library support for the program includes tailored library orientation sessions, access to periodical databases, health reference materials, current health-related books and films, and subscription for citation development.

The English-Health learning community pairs a basic skills English course, with Health and is a transferable course. The learning community creates a unique and supportive environment for students by cultivating student connections with each other and greater investment in the basic skills course. Beyond fall 2011, additional funds would be needed to continue with the learning community.

Program Opportunities and Goals

- Improve SLOs using a programmatic approach.
- Expand curricular offerings.
- Explore the need for and, interest in a certificate and degree program.
- Reduce percentage of overall course taught by adjunct faculty.
- Gain budget to compensate adjunct faculty to participate in meetings, SLO development, and etc.
- Continue library support.
- Gain funding for English-Health learning community.

Student Services

Division Description

Numerous student support services have been established at Las Positas College to help students move towards the attainment of goals and add value to the college experience. These programs are designed to assist students in the decision making process by helping them identify and clarify personal, career, and educational goals. Students are encouraged to seek assistance for any issue that may be affecting their college career whether the concern is academic or nonacademic.

Programs in the Student Services Division

- Admissions & Records
- Assessment
- CalWORKs
- Career and Employment Center
- Counseling
- Disabled Students Programs and Services
- Extended Opportunity Programs and Services-CARE
- Financial Aid
- Honors Transfer Program
- International Students Program
- Student Health Center
- Student Life
- Transfer Program
- Tutorial Center
- Veterans Education Benefits

PROGRAM: ADMISSIONS AND RECORDS

Program Description

The Office of Admissions and Records (AR) has a scope of responsibility that is multi-faceted. As the primary contact for students, faculty, and staff, the following services are vital to student access and success: admissions, registration, grades, academic records maintenance, transcripts, verifications, graduation eligibility, IGETC and GE breadth certification, attendance accounting, fees, tuition, refunds, and program referral. AR strives to remain technologically current and innovative in the application of technology to streamline processes to better serve students and the campus community. As always, maintaining the confidentiality, accuracy, and security of student records in a manner consistent with Federal and State regulations is a priority. AR staff is dedicated to addressing the needs of students in a welcoming professional manner, thereby promoting a successful experience throughout their academic career.

Program Challenges and Needs

Due to the budget crisis, the Admissions and Records hourly budget allocation decreased significantly. AR staff had to assume customer service counter duties typically performed by hourly personnel. To provide staff adequate time to complete the myriad of AR duties, processing timelines have been revamped and available office hours have been reduced. The implementation of Degree Works will also have an impact on the number of staff available to assist with general AR customer service related tasks. An appropriate level of hourly support is essential for the office to adequately meet the needs of the students and campus community. It is important to increase the on-call hourly budget to help staff balance student needs and workload.

There is a need for an increase in the current administrative assistant position from part-time to full-time. This position would provide administrative support to the Dean of Enrollment Services for Admissions and Records, Financial Aid, Veterans, International Students Program, Community Education, and Assessment. In addition to duties normally assigned to an administrative assistant, the position would provide needed support to projects such as the schedule of classes, CCC Apply, 320 Report (State) and other programs that require special handling.

AR staff needs adequate training to increase the use of technology and increase knowledge of electronic processing, communication with students, and legal compliance, including Banner training to maximize system capabilities. Also needed is training on Zone targeted announcements and email blasts to maximize the use of electronic communication for admission, registration, and evaluation student status updates.

Given the reductions in budget and staffing, it is a challenge

to review and update the AR webpage for information and accuracy. However, this remains as an on-going need.

The implementation of the Degree Works online audit system will greatly increase the efficiency in which students can determine the courses that are required for graduation and/or transfer. However, as the curriculum and degree requirements are constantly changing, the Degree Works system will need to be maintained and tested for accuracy. The responsibility for data entry falls to the evaluators, which will greatly increase their workload. Thus, hourly support and administrative support are necessary.

Program Opportunities and Goals

- Increase hourly on-call support.
- Increase administrative assistant position to full time.
- Implement the necessary training.
- Enhance student and staff knowledge in using The Zone and its features.
- Implement Degree Works program for use with students, counselors, and evaluators.
- Update the web page.
- Promote the use of Admissions and Records online services.

PROGRAM: ASSESSMENT

Program Description

The Assessment Program at Las Positas College is an organized institutional process that facilitates student educational and career decision-making through a determination of a student's academic skills, interests, and special needs. A systematic and comprehensive assessment process is critical in providing educationally and culturally diverse students with the necessary tools to successfully achieve desired academic goals.

Program Challenges and Needs

The Assessment Program continues to work on improving communication of assessment program info to the overall college community. DSPS needs to work with English and Mathematics faculty on a regular basis to review effectiveness of the assessment cut scores that determine course placements for students.

It is difficult in these economic conditions to maintain the funding necessary to provide an appropriate level of staffing and allow online assessment testing for all new incoming students.

The students' survey regarding the program identified the following weakness:

- Website instructions concerning assessment process and scheduling of assessment appointments need to be improved to eliminate student confusion.

Program Opportunities and Goals

- Improve communication of assessment program information and procedures to overall college community.
- Transition from a paper-and-pencil ESL assessment testing process to the online Accuplacer ESL assessment process.
- Update and enhance, as needed, the Assessment Program website in order to provide students with comprehensive background information concerning importance of assessment tests and online materials to assist students with preparation for assessment testing.
- Ensure that the Assessment Program has adequate facilities necessary to provide an effective testing environment for students.
- Continue to provide Early Admission alternative onsite assessment testing for local high school students.

PROGRAM: CALWORKS

Program Description

The CalWORKs program at Las Positas College serves CalWORKs students and their families by providing education and career opportunities combined with an array of high quality support services that enable students to complete their educational goals, find meaningful employment and successfully transition into the workforce. Through collaboration and advocacy within the college and with community partners, CalWORKs promotes economic self-sufficiency of its students through the attainment of a higher education. The CalWORKs program provides students with clear, accurate, and consistent information along with compassionate assistance as they progress through the educational system.

Program Challenges and Needs

The CalWORKs program does not have a dedicated orientation that enables students to receive necessary County and College information. An event such as this would provide new and returning CalWORKs students an opportunity to also build community and strengthen relationships among CalWORKs students.

The CalWORKs student survey indicated that some students had a lack of understanding regarding the work study program and requirements and regulations. A work study orientation and meeting with the coordinator each semester to monitor progress will help support students in their work study assignments and provide clear information.

Mandatory counseling appointments will provide stronger support for academic success. Early intervention enables the student to make changes and receive additional help with classroom, county or personal problems. It also enables the coordinator and counselor to advocate and understand the unique needs of each student.

Based on the student survey, the following were determined as being needed to improve the program:

- Provide CalWORKs new and continuing students with an orientation of current county and educational information at the start of each semester.
- Increase access to academic advising to meet the specific needs of the CalWORKs student.
- Enhance the CalWORKs website to provide current information and forms needed by the CalWORKs students.
- Provide information on the guidelines and requirements of the CalWORKs work study program in the orientation and during individual advising appointments.
- Increase the CalWORKs communication network through emails, website and quarterly newsletter.
- Collaborate with Workforce Development, Work-based Learning and the Career Center in providing CalWORKs

students with additional workforce preparation information.

Program Opportunities and Goals

Based on the student survey, the following were determined as being needed to improve the program and have become goals of CalWORKs program:

- Provide new and continuing CalWORKs, students with an orientation of current county and educational information at the start of each semester.
- Increase access to academic advising to meet the specific needs of the CalWORKs student.
- Enhance the CalWORKs website to provide current information and forms needed by the CalWORKs students.
- Provide information on the guidelines and requirements of the CalWORKs work study program in the orientation and during individual advising appointments.
- Increase the CalWORKs communication network through emails, website and quarterly newsletter.
- Collaborate with workforce development, work based learning and career center in providing CalWORKs students with added workforce preparation information.

Additional goals include:

- Require a mandatory appointment each semester for all CalWORKs participants.
- Strengthen the CalWORKs Work Study program guidelines and procedures.

PROGRAM: CAREER AND EMPLOYMENT

Program Description

The Career, Transfer and Employment Programs and Services, although separate and distinct programs, are closely integrated in aiding Las Positas College students to reach their goals in higher education and beyond. The Career Program exposes students to the challenges of the ever-changing job market, employment and global trends, as well as assisting them in determining their personal aspirations. The Employment Program assists students with job search/employment leads for both on-campus and off-campus opportunities and develops linkages to local employers in the Bay Area, specifically in the Tri-Valley.

Program Challenges and Needs

The Career/Transfer and Employment Center faces some challenges due to a lack of necessary staffing. Currently, there is one coordinator employed in the center. The coordinator is responsible for serving students, staff, faculty and members of the community. This employee is also responsible for coordinating major school events. As a result of having one staff member in the Career/Transfer and Employment Center, student needs sometimes go unmet. An assistant to the coordinator would be a great asset. An additional staff member in the center would provide the opportunity for more students to get the help they need, provide support with planning and executing campus events, and provide coverage for the center in the absence of the coordinator.

The student survey identified the following:

- There is a strong need for a student assistant in the Career Center program. In the absence of the coordinator, student needs may go unmet due to the high volume of students that frequent the center.
- Students believe that more information about private colleges should be provided for their use.
- The Career Center would benefit by having more computers for students to use.

Program Opportunities and Goals

- Hire an assistant to the coordinator of the Center.
- Increase awareness of resources available for use from Career/Transfer & Employment Center. These resources include computers for job search, a library of books on careers and school majors, employment and transfer hand-outs in addition to college catalogs.
- Provide more information regarding private colleges for the students.
- Gain additional computers for the Career Center.

PROGRAM: COUNSELING

Program Description

Students are best served from a holistic approach and as part of a centralized counseling program. The services provided by the

Counseling Program are integral and essential to help students realize a positive, rewarding and successful educational experience. The counseling staff work to provide an atmosphere that assists students in academic planning, career information and self understanding, which leads to intellectual, emotional and social growth. Through interaction with the counseling staff, students develop a sense of self awareness to learn how each person affects the world at large.

Program Challenges and Needs

From 2007 through 2009, the counselor: student ratio increased from 1:1200 to 1:1600. In 2007, LPC had eight general counselors and 14,757 students, in 2009 LPC had six general counselors and 16,206 students. Budget constraints prevented hiring a counselor replacement, adjunct counselors, a counselor assistant (retired), and the assessment coordinator (retired). Students' response to faculty/staff reduction in services is apparent. Student surveys given in 2007 and 2009 asked students to provide answers with a rank of 1 if they strongly disagreed and 5 if they strongly agreed. When asked about the availability of counselors, they ranked availability 3.59 in 2007 and 3.33 in 2009.

Many students within the general population must have a student educational plan. These include Veterans, CalWorks, Athletes, Financial Aid recipients, and International students. In addition, the numbers of students with mental health issues has increased:

Financial Aid/ Cal Works

- 101 % increase in Pell Grants
- 88% increase in FAFSA applications
- 80% increase in fee waivers

Veterans

- 48 in 2007
- 102 in 2009

Mental Health Visits

- Seen by MFT Intern - 89 in 2007, 278 in 2010
- Seen by MFT(students in crisis) 86 in 2007, 102 in 2010

In most cases, students on Financial Aid, Veterans, and International students require one-hour appointments. Students in crisis must be seen immediately. Often this translates to no counselors being available. Fewer counselors, fewer appointments, no counselors on Fridays and two week nights (due to budget), and a robust general population of students have negatively impacted an already strained system.

The current priority registration system is another significant challenge that severely impacts counseling. Historically, the priority registration system rewards with an earlier registration date those students who complete the matriculation process: Orientation, Assessment, Counseling, Student Educational Plan (SEP). The matriculation budget was cut 64% during 2009-2010. The increase of students mandated to have a Student Educational Plan (SEP) coupled with students who want to increase their priority registration date, has created more strain on the system. Further, the spirit and strength of the SEP has diminished. To maintain the integrity of the SEP, counseling may consider removing it as a reward.

Only 37% of students that complete the SEP execute it as written. Availability of courses and time management were the two major reasons. Counseling will continue to review and assess data to determine student patterns related to SEPs and consider opportunities to strengthen the use of SEPs.

Through this time of economic disadvantage, the Counseling Program has tried to do more with less. They have stretched to serve increasing needs with fewer resources. However, this has created a great burden on staff. Employees are suffering from the increased workload and the emotional strain that comes from the fear that students may suffer if they are not there for them.

The Counseling program will need to significantly shift to technology to serve students at this time in an effort to serve students and protect employees. They will need to accept that they cannot personally continue to fill a growing gap by providing the level of service they have grown accustomed to. Services will have to be reduced until the resources needed to provide such services can be obtained. As a result, services will need to be provided in group/workshop settings where appropriate.

Program Opportunities and Goals

- Increase the number of students served with diminishing resources by having:
 - Embedded counseling
 - Transfer and application workshops
 - Probation clearance—Academic Success workshops
 - Program Planning
- Streamline counseling processes by utilizing technology:
 - Create fillable online forms that are accessible to students
 - Student friendly and current updates to our website
 - Current information postings on TV screens in

waiting area of Counseling

- Fill the vacant counselor position to accommodate the increased number of students who require counseling services.
- Continue to evaluate the use of SEPs and support student use of the SEP.
- To increase efficiency, have a triage counselor at the front desk.
- Discuss various customer service models for improvement with counselors and staff

PROGRAM: DSPS

Program Description

The Disabled Students Programs and Services (DSPS) is committed to the belief that students with physical, psychological and learning disabilities have a fundamental right to access the same educational opportunities as their non-disabled peers. This access is achieved through the collaborative efforts of students, faculty and staff. DSPS is committed to fostering a campus-wide atmosphere of awareness, understanding and commitment to an inclusive learning environment. DSPS also acts as a model for self-sufficiency and self-advocacy that will serve the student in all areas of their life. DSPS promotes the development of the individual as a full participant in the productive, creative and social dynamics of the community.

Program Challenges and Needs

DSPS faces a number of challenges both statewide and locally. The single over-riding issue is how to provide the same services with shrinking resources. The State is asking that the program define those services that are “essential,” implying that we are facing a future where students with disabilities can only look to DSPS for ADA/504 compliance support. This means eliminating LD assessment, specialized counseling and specialized instruction. Cost for interpreting services, assistive technology and other expenses will have to be borne by the College with little or no categorical funding.

Currently, the program is without administrative support and instructional assistants for the Learning Skills Program. The demand for testing accommodations continues to grow with no increase in personnel. Results from the point of service surveys indicate that student access, persistence, and success depend on a fully functional DSPS office. The coordinator position (.50 FTE) is responsible for the day-to-day operation of the program, planning and budgeting, report writing, MIS coordination of data, liaison with faculty and other programs, and participation in mission-critical committees. The coordinator must also oversee Workability III, which also has no administrative support. With or without administrative support, the coordinator position is a full-time job and yet is .50 FTE. The remaining .50 is in the role of counselor. On paper we are staffed with 1.5 FTE counseling positions. Currently .50 FTE of counseling is being used to supplement general counseling, leaving DSPS with only 1.0 FTE counselor for 460 at-risk students.

Creativity, ingenuity and volunteering cover some of the staffing deficiency, but this is not sustainable. Developing sustainable, long-term solutions requires the time and personnel to develop and implement them. With resources, the program would have the ability to grow.

In the survey provided by DSPS, some of the data suggests that students struggle with self advocacy and that some of

this may be partly a function of faculty attitudes.

Program Opportunities and Goals

- Gain additional staff to provide a fully functioning program.
- Increase faculty support to:
 - Develop handbook
 - Online faculty training course
 - Website link related to DSPS
 - Develop an effective high school transition process.
 - Create an improved, functional website.
 - Create a more effective student usage survey.

PROGRAM: EOPS - CARE

Program Description

The Extended Opportunity Programs and Services (EOPS) provides over and above supplements to the regular educational programs of Las Positas College to encourage the enrollment and retention of students challenged by language, social, and economic disadvantages. EOPS, and its companion CARE (Cooperative Agencies Resources for Education) program, facilitate the successful completion of participating students' educational goals and objectives in as timely a manner as possible.

Program Challenges and Needs

The programs are overenrolled and the statewide cap has been exceeded by 69% for EOPS. This is the result of extreme budget cuts at a time when the programs are popular.

Current and future programmatic changes will include an increase in staffing and space. In order to provide services that will grow the EOPS and CARE programs, increased staffing and space must be the overriding goals to be put in place before other areas can be addressed.

There is not enough counseling time available to EOPS/ CARE students. This was considered a weakness of the program in the student survey.

Program Opportunities and Goals

- Increase counseling to EOPS/ CARE students when funding is available
- Open admission to more students once the EOPS Program resumes adequate funding.
- Increase staff participation in trainings/ workshops/ conferences to maintain excellence in student services and learning.
- Engage in specialized recruitment of students to ensure a diverse participation of students in EOPS and CARE.
- Strengthen communication efforts to increase current and potential students' awareness of the variety of college services available which foster student access, retention and success ..
- Strengthen the collaboration with instructional faculty and with the local business/ industry community to increase students' understanding of the entire range of available educational alternatives including vocational education options, transfer and other personal objectives.
- Address the needs of a diverse population of students who are participating in EOPS/CARE programs through activities that identify academic strengths and weaknesses.

PROGRAM: FINANCIAL AID

Program Description

The mission of the Financial Aid Office (FAO) is to provide financial resources to all eligible students who would otherwise be unable to fulfill their educational goals because of financial barriers. The purpose of financial aid is to fill the discrepancy that may exist between the cost of education and the financial resources available to students from family, employment, savings, scholarships, and other personal sources, while assuring that compliance is maintained with all applicable government regulations and policies, and that students take on no more than a reasonable amount of debt commensurate with their academic and employment goals. The FAO philosophy is to continually strive to streamline and simplify all processes and procedures to assure quickest service and delivery to students and to increase the number of applicants each year through a variety of methods.

Program Challenges and Needs

Currently the Financial Aid Office has three (3) specialists to serve 13,532 students (2009-2010 total unduplicated headcount) of the college. For Fiscal Year 2009-2010, the actual workload of these 3 staff equated to an average of 1 staff to 1,187 actual financial aid recipients. In 2007-08, the total number of recipients was 1,846. Therefore, number of recipients has increased approximately 80% in 2 years. The Office has managed to serve students by significantly reducing office hours to allow the staff time to process files in order to pay the students. The challenge remains in offering a balance of available staff time to meet with students and time to review files. Due to limited resources, the program does not have a designated specialist to provide the accounting functions for the program. For example, financial aid recipient withdrawals (unofficial and official) have grown immensely the last few years to approximately 200 per semester. Each withdrawal requires about ½ hour of accounting time to perform all necessary accounting procedures. Fraud investigation involves a significant amount of investigative time and accounting time. In addition, due to the numerous changes in financial aid compliance and regulatory requirements; a technical/ computer specialist is a critical position to support the program with Banner testing, troubleshooting, workflow efficiencies, and database research and maintenance. Currently, these functions are fulfilled primarily by the Financial Aid Officer, with staff assisting on various projects as time allows.

There is a trend in federal and state student aid to decentralize service and delivery and transfer the workload to the Financial Aid Offices. For example:

- **Direct Lending** (July 2010) forced LP FAO to take on a large workload burden as functions previously provided by lenders and guarantee agencies had to be completed by the college.

- **Two Pell Grants in One Year** (2009-2010) added a huge manual workload to colleges to provide additional Pell funds to students in effort to accelerate their academic progress.
- **Simplified FAFSA** application form results in more work for colleges at the back end
- **Decentralized Cal Grant**, which would transfer the bulk of the workload from CSAC to colleges, is proposed for the near future. There is no additional funding for administration of these programs; the burden lies directly on the college to provide the increased support.

It is increasingly difficult to maintain compliance with federal and state regulations under the current pressures of increased workload, regulatory changes, and the expectation of awarding students in a timely manner.

The student survey completed by the FAO identified the following improvements needed:

- Provision of general information on the website
- Ease of access to online forms

Program Opportunities and Goals

- Increase staffing to meet student needs and ensure ability to remain compliant.
- Continue to review and update the Financial Aid webpage for information and accuracy.
- Make better and more extensive use of technology with regard to electronic processing, communication with students.
- Seek out and participate in continued training and workshops to provide staff with a clear understanding of current and changing regulations, policies, procedures, and technology required to remain current for each of the financial aid programs, and to seek training opportunities for improving customer service skills and techniques, as needed.

PROGRAM: HONORS TRANSFER PROGRAM

Program Description

The Honors Transfer Program provides coursework tailored to the needs of skilled and highly motivated students bound for transfer who are seeking greater academic challenges. The program offers students the opportunity to broaden and deepen their educational experiences by having them work one-on-one with faculty on individual projects designed to encourage independent and creative learning. The Honors Transfer Program (HTP) also supports innovative work by and for a culturally rich and diverse student population.

Program Challenges and Needs

The program has had approximately 60 students for the last three years. However, continued collaboration with faculty may soon increase that number.

The student survey provided by the program identified the following weaknesses:

- The staff did not always answer questions adequately and completely.
- Students did not always understand the services and resources available in the HTP.
- The website needs to be more helpful.

Additional weaknesses provided by staff include:

- The program does not have a center, either physically or psychically, and students have few chances to meet and get to know one another.
- The program does not have a clear identity, either on campus or in the community.
- The program does not have designated courses.
- The program lacks staff assistance unless there are volunteers.
- The faculty working in the program lack coherence.
- The program needs better marketing to the campus and community.
- The program needs to make more of an effort to reach out to underrepresented groups on campus, including CalWORKS, the technical programs, and athletes.

Program Opportunities and Goals

- Train staff to ensure that information provided to students is accurate.
- Provide more information to staff, students and instructors about the HTP. Develop a significant outreach effort.
- Develop an on-campus program working with faculty and students to develop a cohesive group. This will be an informal way to learn about the projects being completed and to discuss furthering their education. Events and activities should be included as a part of this effort.
- Utilize a marketing/campaign effort to draw in new members and reach out to CalWORKS, Technical

Programs and athletes.

- Update and redesign the website to make it more useful.
- Establish an Honors Transfer Center in the new Students Services Building.
- Gain a part-time staff assistant.

PROGRAM: INTERNATIONAL STUDENTS PROGRAM

Program Description

The mission of the International Students Program (ISP) is to facilitate the successful transition of International Students to Las Positas College and the American educational system.

Program staff take pride in offering strong student support services at every level, beginning with preadmission advisement and continuing through to graduation or transfer. The staff strive to counsel students on academic, career and personal issues to facilitate their progress toward successful completion of educational goals. Additionally, the ISP staff advise students on USCIS (United States Citizenship and Immigration Services) rules and regulations related to maintaining international student status. The International Student Program (ISP) is dedicated to facilitating the inclusion of International Students into the wider LPC population and promoting student retention by providing them with a positive educational and life experience.

Program Challenges and Needs

The greatest challenge ISP faces is the inability to register students into appropriate courses. Immigration regulations prohibit new international students from entering the United States more than 30 days prior to the program start date. As a result, new international students are at a great disadvantage when registering for classes. ISP students must be enrolled in and attend 12 units of study in the fall and spring semesters to maintain immigration status. Reduced course offerings have made it increasingly difficult to find appropriate classes.

Housing and public transportation continue to be problematic. Bus routes to LPC were reduced in 2010 with busses now arriving hourly as opposed to every 30 minutes. The majority of ISP students are dependent on public transportation and are unable to enroll in evening classes due to transportation and safety issues. It is necessary to provide students with affordable housing options close to the campus and/or public transportation. The program coordinator must continue to develop new relationships with area apartment complexes. However, this is difficult due to a lack of available time.

Only students who are enrolled in a class that physically meets on campus pay the Student Health Fee and are eligible to receive services provided in the Student Health Center. Immigration considers students who have an authorized medical reduced course leave (RCL) and those on Optional Practical Training (OPT) to be continuing LPC students. However, these students are not enrolled in classes. Many international student health insurance plans offer a reduced or zero deductible to students who receive a referral from the campus Health Center; therefore, several students have asked to be able to continue to utilize the Health Center while on

either RCL or OPT.

The coordinator position is currently 75%. In order to provide the level of support necessary for student success and to continue to expand the program, this position needs to be increased to 100%. The program served 92 students in 2007 and this number increased to 135 in 2009.

The ISP student survey identified the following as weaknesses in the program:

- International students are not aware of all of the College programs and services available to them.
- Students would like ISP to provide more opportunities to connect with other students through Campus activities and events.
- Obtaining housing close to Campus continues to be problematic.
- Lack of privacy when discussing confidential or personal information in our office concerns students.

Program Opportunities and Goals

- Develop strategies to enable students to access registration at the earliest possible date by monitoring completion of matriculation components used to establish student priority registration date.
- Develop English as a Second Language (ESL) Bridge Program to prepare incoming students to matriculate into the existing academic ESL program and help facilitate their integration into the U.S. Culture.
- Continue to identify affordable housing options for students.
- Increase the coordinator position from part time to full time.
- Improve students' awareness of College programs and services available to them by:
 - Providing bi-monthly workshops focusing on one or two programs or services (e.g., Health Center and Tutorial Center).
 - Collaborating with specific programs to provide information in a manner that meets the needs of a diverse population.
 - Collaborating with Counseling to identify programs and services to be included in PSCN 28 curriculum.
 - Utilizing mid-term progress reports to refer students to appropriate support services (i.e., Counseling, Tutorial Center, Writing Center, ILC).
- Provide international students with opportunities to connect with other students through Campus activities and events.
- Gain the use of a private office for consulting with ISP students.

PROGRAM: STUDENT HEALTH CENTER

Program Description

The mission of the Las Positas Student Health and Wellness Center is to strengthen student learning, retention and success. This mission is facilitated by supporting the physical, emotional, and social well-being of students through accessible, high-quality, health services and activities. The health center's motto is to "Empower always, Treat when needed, and Prevent when Possible."

Program Challenges and Needs

Suicide and Depression: Research estimates project that 1,088 suicides will occur on college campuses each year. Data from a recent survey conducted by the American College Health Association (ACHA) show that 9.5% of the 16,000 students surveyed have seriously contemplated suicide and 1.5% have made a suicide attempt. In 2007, Las Positas College conducted the American College Health Association National College Health Assessment (ACHANCHA) on campus. The results of the study demonstrated that an alarming 36.3% of our students claimed they had felt so depressed it was difficult to function in the last year and 18.9% of our students reported a diagnosis of depression. On October 13, 2010, the health center joined colleges all over the nation for the National Mental Health screening day. Twenty eight mental health screenings were performed over a four-hour period of time. 71% of these students screened positive for depression. It is clear that a student's mental health is a significant factor in academic success and the percentage of students affected by these issues is high. The current counseling sessions with a marriage family therapy intern at LPC are completely full. The students' need for these services has increased beyond the current availability, and we currently have a waiting list of students seeking mental health services.

Preventative Health Services and Outreach: The number of students served over the last three years has more than doubled (from 4,465 in 2007, to 10,130 in 2009), the student population has increased and the program has expanded services to address the priority health issues identified in the 2007 ACHANCHA. The health center developed and implemented a preventative health program based on ACHA recommendations for a preventative health model with a focus on campus outreach to address the identified health issues affecting academic performance at LPC. Due to budget cuts, the staff hours have been decreased, and it has impacted the time available to plan and implement primary prevention and campus health outreach.

Stress was reported by students as the number one barrier to academic success.

Program Opportunities and Goal

- Support student's emotional wellbeing to strengthen

their academic success by providing students with stress management techniques to help college students minimize the stress they are feeling, cope with daily pressures of college, and ultimately improve their academic performance.

- Adequately identify health factors affecting academic performance and develop a means to address these concerns.
- Support student's physical, emotional, and social wellbeing through accessible health activities and expansion of health outreach on campus.
- Implement a primary prevention mental health campus program and increase counseling hours to meet the growing psychological demand of students.
- Fulfill college health federal/ state mandates and improve documented compliance by implementing and documenting college health mandates and Title 5, including Drug Free School act, AB1088 and Ca. Ed Code: Section 76403.
- Continue Tuberculosis screening and compliance for International Students.

PROGRAM: TRANSFER PROGRAMS AND SERVICES

Program Description

The main objective of Transfer Programs and Services is to provide resources to assist students in the development and achievement of educational goals, specifically those involving transfer to four-year colleges and universities. Transfer Programs and Services strives to provide an innovative and supportive environment that facilitates the seamless transition of students from Las Positas College to public and private four-year institutions. In addition to serving students directly, Transfer Programs and Services actively disseminates current and pertinent transfer information to counselors, instructional faculty, staff, and other members of the campus community.

Program Challenges and Needs

The most significant current and future challenges for the Transfer Program are a lack of adequate personnel and financial resources to carry out the transfer mission. The transfer program has only 13 hours per week dedicated to faculty oversight of the program, one classified coordinator (who is also responsible for two other programs), a severe shortage of counseling appointments for students, and no dedicated operating budget. Currently, there is an increased need for transfer services as more students are attending Las Positas College with transfer as a goal (partly as a result of university-level budget cuts). However, as a result of a reduction in the number of counseling appointments available for transfer students, combined with a dramatic decrease in university representative visits to Las Positas College, the numbers of students served by the Transfer Program decreased by 40% in 2009-2010. With the passage of SB 1440, which emphasizes the transfer relationship between community colleges and California State University, demand for transfer services should increase for the foreseeable future. Without a dramatic increase in dedicated transfer resources to match the demand for transfer services, the transfer mission will not be as successful as it can be in helping students achieve their goals.

The Transfer Center Annual Report, which is submitted to the Chancellor's Office each year was telling of the current situation for the Transfer Center. It indicated that for Las Positas College, the top reported need was personnel and the top reported barrier was Transfer Center Operations, which is the result of lack of adequate staffing, inadequate budget, inadequate facilities and equipment.

Program Opportunities and Goals

- Improve and better promote the Transfer Center web page, based on student survey responses.
- Increase transfer workshops and transfer related group activities to better meet student demand for services.
- Increase faculty and staff to effectively respond to an increase in the number and diversity of community

college students seeking transfer, increased emphasis on UC Transfer Admission Guarantees, and new legislation promoting CSU transfer.

- Restrict student population to those in their first semester of enrollment who have demonstrated intent to transfer (by applying to LPC with that goal, or declaring that goal in the SEP appointment).
- Require a complete academic history from all attended colleges for students in the selected group, to maximize the accuracy of the transcript review assessment.
- Improve mechanism to track students' transfer majors, which are often not provided to Las Positas College by the student when applying or transferring.

PROGRAM: STUDENT LIFE

Program Description

Las Positas College is committed to providing programs and services that foster student participation in government, activities, organizations, athletics, and cultural events. The college recognizes the important role of students as active and meaningful participants in the participatory governance decision-making process of the institution. Comprehensive leadership development and orientation programs for students that strengthen their knowledge, expand understanding of governance issues, increase preparedness and enhance their credibility in the community, are important and essential responsibilities of the college. The Office of Student Life is committed to improving student success, ensuring access, equity and inclusion for all students.

body in participatory governance and the work of the student leaders. This will decrease apathy.

Program Challenges and Needs

Challenges that the Office of Student Life faces and will continue to face in these economic times are lack of time and personnel. The program could easily support a fulltime administrator and full-time assistant. These positions would increase the effectiveness and efficiency of the program, and all activities regarding student life/ student engagement could be housed under one program rather than scattered throughout Student Services.

As with all colleges, student apathy is a challenge. The Office of Student Life has helped to significantly increase participation in campus activities over the last few years, but it is an on-going struggle.

Program Opportunities and Goals

- Continue to encourage and facilitate the ability to disagree respectfully and professionally, which is difficult to learn. With workshops and guidance from the Advisor, the program will help students acquire this skill. In previous workshops, 79% of students indicated that the workshop was useful or very useful.
- Increase the number and quality of workshops/ seminars to address effective communication strategies and public speaking.
- New senators are required to view a Parliamentary Procedure video and answer questions in order to learn proper meeting procedures. Pre- and post-tests have indicated an improvement in this area.
- Expand the sphere of responsibility of the Office of Student Life to include coordination of major campus events, (i.e. graduation, student recognition ceremony, high school senior night, etc.). This would increase efficiency by having all student life events under one program rather than scattered through several programs in the Student Services Division.
- Provide students with more opportunities to be involved in campus decisions and educate the student

PROGRAM: TUTORIAL CENTER

Program Description

The Las Positas College Tutorial Program is dedicated to students' educational success. We provide quality learning support that is relevant to individual needs for our diverse student population. We seek to provide services that will help students become independent, active learners and function successfully in an academic environment. We strive to create a positive and encouraging atmosphere for all students who use our services.

Program Challenges and Needs

Due to budget cuts in fall 2010, hours were scaled back for both the center coordinator and the assistant. However, the number of students served has grown from 1628 in 2007, to 2043 in 2009.

The point of service survey provided by the Tutorial Center indicated the following:

- Some students did not feel they were able to develop study skills and learning strategies to assist in their learning course content.
- The time it takes to be assigned a tutor and method of assignment needs to be improved.
- Information about tutoring needs to be received at other locations on campus and in classes.
- The Study, Tutoring and Reading Room needs to be open for more hours weekly.

Program Opportunities and Goals

- Increase the hours of the coordinator and the assistant at the center.
- Increase student retention through a Supplemental Instruction program that is effective, functional and permanent at Las Positas College, supervised and trained by the Tutorial Programs Coordinator, which will assist full classes of students in developing study aids & strategies to learning course content.
- Establish successful communication methods to reach faculty, staff and students with information about the Tutorial Center. This will be accomplished by email (sharing information about the program each semester with faculty), attending the Expo Fair, holding in-class orientations, and updating the website with pertinent information.
- Create more efficient methods for the LPC students to request and be assigned to a tutor.
 - Develop more efficient forms for the tutorial registration process.
 - Restore the instructional assistant hours back to 22 hours to assist in scheduling.
 - Create a new on-line tutor registration form for the website for ease of registration off campus.
- Help students who regularly receive tutoring in the LPC

Tutorial Center to specify troublesome content areas to maximize the tutoring experience.

- Tutors will be trained to assist students in identifying troublesome content in order to receive tutoring in it. (Through role playing and teaching).
- All tutors will use the Tutor Log to identify the content on which students want to work in a session and determine if it was helpful.
- Tutors will evaluate their Tutor Logs to determine how many times their students were able to note the troublesome content then successfully work on that through the tutoring session.

PROGRAM: VETERANS FIRST

Program Description

The mission of the Veterans First Program is to provide information and assistance to eligible Veterans in applying for and in receiving Veterans' educational benefits. Essential to the mission is providing clear and adequate information regarding the GI-Bill benefits process and to ensure required documentation and certifications of benefits are processed in a timely manner. A primary responsibility of the Veterans First Program is to certify a student veteran's enrollment each semester, thereby approving the courses as meeting the criteria for Veteran's benefits eligibility. To ensure compliance with Title 38 regulations, the Veterans First Program monitors the student Veteran's enrollment, evaluates the progress made toward the stated educational goal and reports discrepancies in a timely manner.

The Veterans First Program strives to connect and/or refer the student veteran to appropriate college and community resources that will assist them in their successful transition from military to college. Educating the campus and the community about the unique needs of the Veteran student population is an ongoing commitment that helps promote collaborative work that will augment current services.

Program Challenges and Needs

The student Veteran population served has grown from 129 in 2007, to 178 in 2009. As the number of troops returning from the wars increases, this population is expected to grow. The program needs a permanent full-time position filled by a person who is a veteran and who can mentor student veterans, provide support with processing benefits, and continue to strengthen community partnerships and outreach efforts.

Adequate academic counseling services specifically focused on the student Veteran population are necessary to fully support veterans. These focused services would provide direct and accessible academic planning to increase retention and success rates among student veterans.

The program needs adequate and identifiable program space for its growing student veteran population. A dedicated space is a critical component in creating a welcoming location for veterans as they transition from military to college life. The primary goal would be to create a one-stop resource center.

An on-going challenge is to continually reach out to a student population that oftentimes is reluctant to seek support. Thus, it is important to Increase the student Veterans' involvement in program development.

The survey of student Veterans completed by the program indicated the following needs for improvement:

- A secure, confidential, and safe location in which

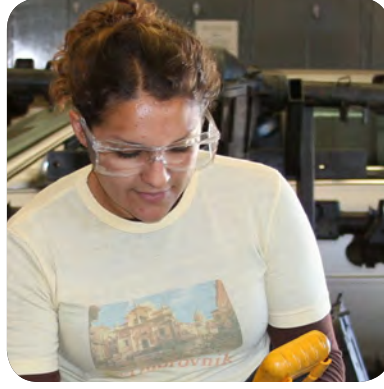
student Veterans feel comfortable to express needs and issues that they may have. The current office location is open and does not allow confidentiality.

- More workshops and information sessions to teach and train student Veterans on knowledge of college services and GI Bill benefits. Advice on the responsibilities in maintaining, and eligibility of, Veteran benefits through the GI Bill (Veteran Affairs Educational Benefits).
- A permanent location on campus dedicated specifically for student Veterans that provides an area to relax, study, and connect with other Veterans. The current location is temporary and only available specific times during the week.
- Adequate staffing to provide services and programs for Veterans.
- Additional support to work with the community, certify increasing Veteran population benefits, fund-raising, counseling, etc.
- Adequate access to academic counseling for services such as Veteran Evaluation of Courses (required by VA).

Program Opportunities and Goals

- Gain a full time staff member that is a Veteran.
- Provide informational workshops on resources available to student Veterans on and off campus. Train Veterans on the responsibilities, requirements and maintenance of, Veterans Educational Benefits.
- Develop additional tools to more accurately identify the College's student Veteran population. Data driven information will assist the program in developing more services to meet the needs of this diverse student population.
- Promote and market the Veterans First Program to serve as a model program throughout the state. Develop outreach and in reach plans to prospective and current student Veterans.
- Provide a welcoming and inviting environment for Veterans to help ease their transition to college by creating a secure, confidential, and inviting area for student Veterans in which they feel comfortable expressing needs and issues that they may have.
- Increase Academic Success Rate of Veterans through the utilization of workshops, resources available on campus, increase access to counseling with academic plans.

FINDINGS & RECOMMENDATIONS



FINDINGS & RECOMMENDATIONS

At the time of this planning process, significant cuts have been made throughout the District and additional cuts are forecast for the coming year. All programs and services have been affected by the economy. In light of the on-going reductions in budget and the fact that economic forecasts do not see a recovery in the near future, the District and Colleges must revisit their missions and determine what core programs and services will be provided. The Colleges can no longer afford to offer the same level of breadth and/or depth. The resources of the Colleges are spread too thin, and the result is that none of the programs report they are functioning optimally. While student success and retention have been sustained or even improved in many areas, these outcomes are often at the expense of faculty and staff as they volunteer their time and resources. While this situation speaks to the professionalism and commitment of CLPCCD faculty and staff and is admirable, it is not sustainable. If planning does not lead to prioritization and the strategic allocation of resources, eventually the District and Colleges will be less able to ensure the delivery of high quality programs and services. The programs then run the risk of attracting fewer students and becoming irrelevant in respect to student and community needs.

Areas in which major themes, issues and concerns were identified are:

- College Programs: Current and Future
- Student Success
- Academic Support Services
- Facilities Planning
- Information Technology Support
- Collaboration and Communication
- Workload Management

The District's greatest asset is its people, -- passionate professionals who are deeply connected to the students and the community. The commitment of faculty, administration, and staff to the future of the District was apparent in their active participation in the planning process and in the development and review of this plan. They made time for the meetings. They completed their reviews and self-studies. As a result of their dedication, knowledge, and experience, the District can make great strides in considering the findings and recommendations in this plan.

Most of the recommendations in this section apply district-wide as the Colleges are experiencing the same economic environment that has created the need for changes on a broad scale. Nevertheless, specific needs are identified and addressed as well.

EXECUTIVE SUMMARY

COLLEGE PROGRAMS: CURRENT AND FUTURE

The Colleges are no longer able to provide previous levels of breadth and depth in programs and services, nor can they afford to direct resources to programs that are no longer meeting the needs of students and the community. Attempting to continue at previous levels is not sustainable.

It is recommended that:

1. Colleges prioritize programs and services in accordance with their missions.
2. Colleges clearly identify and understand the reasons for a program's low enrollment. Low-enrolled programs may require an evaluation for realignment or reassignment of resources.
3. Colleges determine those programs that can be financially supported at a level to ensure quality instruction, including essential support services.
4. Colleges and District redirect resources to those areas that support students in achieving their goals.
5. Colleges use all available data and information, including advisory committees, to inform discussions and make decisions about program development. Based on this information,
 - a. Realign program development to meet the demands of the changing economic and demographic trends
 - b. Reconfigure or end programs that are no longer supporting the needs of the region and students who are preparing to enter the workforce.
6. The District and Colleges make fullest use of the potential of Contract Education to explore new program opportunities and work collaboratively to leverage that resource to create credit programs where viable.

STUDENT SUCCESS

Understanding the reasons why students are or are not successful at the desired levels will guide the development of interventions and changes leading to improvement. These changes are likely to include modifications to programs and services and are thus important to consider in educational planning. While many programs in the Colleges have demonstrated success in sustaining or improving retention and success, some programs show a decline or marked fluctuations from semester to semester. The overall transfer rate is low.

It is recommended that:

1. Faculty explore more deeply the reasons for programs whose trends in retention and success show a decline or marked fluctuations and make program adjustments, as appropriate.
2. Colleges examine the reasons behind the low transfer rates to identify those factors that lie within their control and to develop strategies that will result in an increase in the number of transfers.

ACADEMIC SUPPORT SERVICES

Both Colleges are deeply concerned about their students' lack of preparedness for college-level work and the need for accessible academic support services to help them succeed. Labs, the libraries, and tutoring services were most often mentioned because of the reductions in staffing and resources that have led to reduced hours and levels of support.

It is recommended that:

1. Colleges determine the programs where student success depends upon access to laboratories and commit to offering only those programs they can support at sufficient levels to meet students' needs.
2. Colleges explore different strategies for providing laboratory opportunities to serve a large number of students with greater efficiency.
3. Colleges consider using their libraries and increasing libraries' use of technology to expand capacity for instructional support.
4. Library staff re-examine patterns of use and demand for the libraries and adjust services and hours to meet students' needs.

5. Colleges upgrade library facilities to better meet students' needs and expand the capacity of instructional support services.
6. Colleges re-examine patterns of use of tutoring services and adjust services and hours to meet students' needs.
7. Chabot consider a more organized delivery system for tutoring services, including a centralized location or intake point.

FACILITIES PLANNING

While there is great appreciation for new and renovated facilities district-wide, there is concern that the District and Colleges are unable to ensure an adequate level of maintenance and of repair and replacement of broken equipment. Consequently, there is apprehension over the strain a new bond measure and additional facilities could add to the existing problems. Even so, programs have identified short- and long-term needs for facilities. Given the increasing expectation and usefulness of smart classrooms for the delivery of instruction and given the pedagogical problems that occur when some sections of a course are assigned to a smart classroom and others are not, faculty would like more smart classrooms.

It is recommended that:

1. The District identify funding for the maintenance of existing facilities and equipment repair, upgrade and replacement prior to entering into another facilities program.
2. Smart classrooms be considered as a part of any new classroom construction or reconstruction. Details contained in the Information Technology Support section as well.

INFORMATION TECHNOLOGY SUPPORT

Faculty and staff recognize the important role information technology plays in the delivery of programs and services. They also appreciate the potential of technology in providing services more efficiently, especially with fewer staff. The District has a very detailed technology plan and through program review, faculty and staff have identified technology and applications that would improve their ability to perform their jobs and to better serve students. All recognize that implementation of the plan depends on available resources. Nevertheless, there is frustration over the inability to easily upgrade equipment and current applications and to implement new systems and technology that would result in greater efficiencies. Another issue is training for staff to ensure they are able to use the new systems that are implemented. Also of concern is the lack of web support.

It is recommended that:

1. The District continue to review its technology plan frequently as funds and staffing become more limited in order to prioritize projects for essential support to programs and services and for maximum efficiency.
2. Smart classrooms be considered as a part of any new classroom construction or reconstruction. (See also Facilities Planning.)

COLLABORATION AND COMMUNICATION

The faculty and the staff are deeply committed to providing the highest quality programs and services and planning for the future. There is a strong desire to work together in order to create efficiencies and strengthen offerings. This desire to collaborate is one of the District's greatest assets and opportunities. Related to the desire to collaborate is the Colleges' desire for increased communication with the District office personnel and for increased participation in decisions made at the District level. With the budget reductions and changes in staffing, College personnel were often uncertain regarding the roles and responsibilities of District administration.

It is recommended that:

1. The District and Colleges actively encourage, support and create more opportunities for faculty and staff across the District to collaborate in order to strengthen offerings and create efficiencies.
2. The District and Colleges jointly assess current methods and needs of communication and develop a communication plan that addresses how information is generated, disseminated and documented and that clarifies roles and responsibilities.

WORKLOAD MANAGEMENT

Recurrent concerns in the educational planning process have been how to ensure staffing levels are sufficient to provide quality programs and services and how to avoid burn-out given increasing demands on current staff. This is not only a theme for

faculty but for student services staff, as well. Divisions and programs have been working to provide more with less. While this commitment is admirable, this situation is not sustainable. Faculty and staff report they are overwhelmed with the workload, which has been exacerbated by increasing requirements such as mandated reporting and accreditation as well as the reduction in staffing.

It is recommended that:

1. Administration prioritize requirements and additional tasks for full time faculty and staff.
2. The District and Colleges continue to review the Technology Plan to identify projects that if implemented and with training, could result in greater efficiency.

DISTRICT FINDINGS & RECOMMENDATIONS

COLLEGE PROGRAMS: CURRENT AND FUTURE

CURRENT PROGRAMS: LAS POSITAS COLLEGE

FINDINGS:

Las Positas College offers a wide variety of courses and degree or certificate programs. This includes 26 degree programs and 37 certificate programs. In an environment driven by a difficult economy, it is important to ensure that high-demand programs are receiving the right resources.

Below are the top 10 enrolled programs at Las Positas College over the last three years.

Program	2007-08 Enrl.
Mathematics	5,162
Physical Education	4,501
English	4,321
History	2,868
Psychology	2,350
Health	1,818
Business	1,402
Speech	1,269
Music	1,237
Administration of Justice	1,180

Program	2008-09 Enrl.
Mathematics	5,226
Physical Education	4,932
English	4,550
History	3,154
Psychology	2,742
Health	1,999
Business	1,610
Psychology Counseling	1,310
Music	1,293
Speech	1,283

Program	2009-10 Enrl.
Mathematics	5,960
Physical Education	5,604
English	4,751
History	3,358
Psychology	2,911
Health	2,072
Business	1,844
Music	1,451
Psychology Counseling	1,444
Sociology	1,345

For programs with low enrollment, the College must consider whether or not the program is providing the greatest value to the community and students. This is especially true for vocational programs which are more market sensitive. Low enrollment is usually not reason enough for a program to cease, but it warrants some consideration. There may be a number of factors for low FTES generation in programs. They may be start-up programs or support various other curricula as pre- and co-requisites and thus be impacted by changes in other programs. In some cases, enrollment levels may be due to low student demand even though the curriculum is important to the District's mission and status as a comprehensive community College.

The following are the 10 programs with the lowest enrollment at Las Positas College.

Program	2007-08 Enrl.
Apprenticeship: Automotive	7
Vacuum Technology	24
Recreation and Leisure Services	25
Library Studies	27
Botany	28
Zoology	52
Microbiology	56
Internship	65
General Studies	67
Electronics Technology	74

Program	2008-09 Enrl.
Radiation Safety	21
Botany	22
Occupational Safety and Health	32
Zoology	52
General Studies	61
Library Studies	61
Electronics Technology	83
Dance	84
Horticulture	85
Physiology	95

Program	2009-10 Enrl.
Botany	28
Zoology	49
Surgical Technology	54
Occupational Safety and Health	60
Horticulture	74
Library Studies	79
Internship	80
Work Experience	81
Dance	94
General Studies	97

CURRENT PROGRAMS: CHABOT COLLEGE

FINDINGS:

Chabot College offers 63 degree programs and 61 certificate programs. As stated above, it is important to balance the demands of students and the mission of the institution with the appropriate resources. Programs throughout the College need some evaluation and the following is a three-year snap shot of high and low enrollment programs that should be considered as a part of that evaluation.

Below are the top 10 enrolled programs at Chabot College.

Program	2007-08 Enrl.
Physical Education Activities	8,389
Mathematics	7,914
English	7,725
History	3,961
Business	3,437
Health	3,325
Psychology	2,719
Sociology	2,424
Psychology - Counseling	2,226
Speech	2,048

Program	2008-09 Enrl.
Physical Education Activities	8,569
Mathematics	8,407
English	7,869
History	4,020
Business	4,016
Health	3,599
Psychology	2,957
Sociology	2,510
Speech	2,255
Computer Application Systems	2,066

Program	2009-10 Enrl.
Physical Education Activities	9,307
Mathematics	8,486
English	7,790
Business	4,252
History	4,103
Health	3,604
Psychology	3,042
Psychology - Counseling	2,985
Sociology	2,349
Computer Application Systems	2,063

The following are the least enrolled programs at Chabot College.

Program	2007-08 Enrl.
Apprenticeship - Telecommunication	13
Service Learning	14
Foreign Language	15
Film	23
Recreation and Rehab Therapies	31
Apprenticeship – Automotive	33
Library Skills	43
Italian	50
Biological Science Ecology	54
Apprenticeship - Fire Life Safety	66

Program	2008-09 Enrl.
Apprenticeship - Telecommunication	16
Apprenticeship - Allied Barton Security	24
Foreign Language	12
Physical Science	14
Biological Sciences	22
Biotechnology	22
Apprenticeship - Automotive	26
Service Learning	30
Recreation and Rehab Therapies	33
Library Skills	38
Italian	44

Program	2009-10 Enrl.
Foreign Language	11
Apprenticeship - Automotive	15
Apprenticeship - Telecommunication	18
Library Skills	21
Recreation and Rehab Therapies	30
Work Experience	36
Service Learning	52
Italian	65
Medical Assisting	67
Japanese	99

LAS POSITAS AND CHABOT COLLEGE RECOMMENDATIONS:

It is recommended that:

1. Colleges prioritize programs and services in accordance with their missions.
2. Colleges clearly identify and understand the reasons for a program's low enrollment. Low-enrolled programs may require an evaluation for realignment or reassignment of resources.
3. Colleges determine those programs that can be financially supported at a level to ensure quality instruction, including essential support services.
4. Colleges and District redirect resources to those areas that support students in achieving their goals.

FUTURE ACADEMIC PROGRAMS

NOTE: Occupation information in this section summarizes current data for Alameda County and then long-range projections for Alameda and neighboring counties through 2018 and 2035. Refer to the environmental scan for full details.

FINDINGS:

CURRENT: According to 2010 data, the educational, health and social services industry has the highest percentage of employment for Alameda with 12.8%. Following close behind with 12.5% is government industry. For Chabot Cities, also in 2010, the educational, health and social services industry had the highest percentage of employment, with 13.8%. Manufacturing was the next most employed industry for Chabot Cities, with 11.4%. For Las Positas Cities, in 2010 the professional and technical services industry had the highest employment percentage with 13.6%. Following close behind is the finance, insurance, real estate and rental & leasing industry with 12.6%.

In 2010, the top three occupations for employment in Chabot Cities included:

1. Office and Administrative Support: 14.1%
2. Management: 12.6%
3. Transportation and Material Moving: 9%.

The top three occupations in 2010 for Las Positas Cities included:

1. Sales and Related: 14.80%
2. Office and Administrative Support: 13.80%
3. Management: 9.40%

In 2010, the three occupations with the highest employment rates in Alameda County included:

1. Office and Administrative Support: 13.7%
2. Sales and Related: 11.5%
3. Management: 8%

FUTURE: Looking forward, 2008-18 projections from the California Employment Development Dept. (EDD) for Alameda and Contra Costa Counties anticipate approximately 96,700 new jobs from industry growth and about 255,200 job openings from net replacements, for a total of 351,900 job openings and a gain of 77,800 jobs. Approximately 63% of these jobs will be created in the industry sectors of education services, health care/social assistance and professional/business services.

As noted in the environmental scan, the fastest growing industry sectors are education services, health care and social assistance and professional and business services, and financial activities. Other sectors growing faster than the counties' non-farm employment growth includes leisure and hospitality, government and construction.

Of the top 50 occupations with the most projected job openings, EDD notes that the top three only require short-term on-the-job training and include cashiers, retail salespersons, and waiters and waitresses. These are mostly openings due to replacement needs. Occupations requiring an associate degree or higher with over half of their total job openings due to new job growth include network system and data communications analysts, computer software engineers, and registered nurses. Due to the expected growth in the health care industry, approximately 40 percent of the occupations on this list are concentrated in the health care field. The education and training requirements for these occupations range from short-term on-the-job training to professional degrees.

Average annual job openings by education and training level for post-secondary levels show:

AA degree	1,700
Bachelors	5,700
Bachelors + Work Experience	1,700
Postsecondary Vocational Education	1,600

Longer term projections from 2010 to 2035 for the Bay Area, as noted in the environmental scan, including Alameda County, show that the top five industries are:

1. Information [largely positive increase is due to publishing industries, except Internet, motion picture and sound recording industries]
2. Professional, Business/Managerial Services [professional, scientific and technical services are largest contributors, followed by computer systems design]
3. Health and Education Services [private hospitals, nursing and residential care facilities, social assistance for Health; colleges, universities and professional schools as well as private education services for Education]
4. Construction
5. Arts, Recreation and Other [includes performing arts, spectator sports and other related industries]

There has been growing interest in the future of alternative energy, including biofuels, solar power, electric and plug-in hybrid vehicles, fuel cells, infrastructure, as well as sustainable building practices. As noted in the external scan, as of 2009 there were more than 12,000 “clean tech” companies in California, which has five of the nation’s top 10 cities for clean tech investment. They received approximately \$2.1 billion in 2009. There are close to 500,000 people employed state-wide in clean-tech or green jobs. In the Bay Area, green jobs have grown 51%. 93,000 of those jobs are in manufacturing and 68,000 in construction. Not only does California attract most of the venture capital in these areas, but the fact that many Bay Area cities are proposing and passing policies and programs that support a clean environment and that their residents tend to be relatively well educated and interested in these issues suggest that this growth will continue.

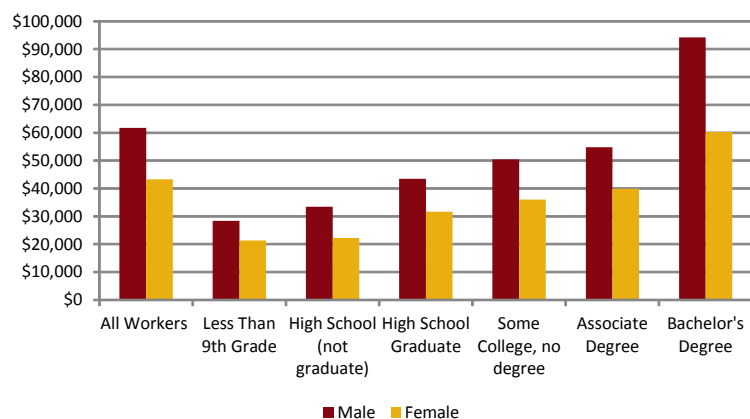
What does this mean for new program development?

First, there will continue to be high demand for relatively low-paid, entry level positions in the service and retail industries. Students who seek these jobs on a part-time or full-time basis will need to possess basic math and English skills. It will be important for them to see the community college as a place where they can acquire or improve those skills, where they feel welcome and supported, and where they understand that they can return to upgrade or learn new skills in order to qualify for higher paying jobs.

It is important for students to be able to pursue additional post-secondary education for many reasons, not the least of which is wage earning capability. The 2010 US Census data (2009) show that more education translates into higher earning power.

For adult males 18 years and older, average earnings for those working year-round and fulltime with an associate degree are \$54,803, compared to \$43,493 for high school graduates. Continuing to a bachelor’s degree or higher, results in average earnings of \$94,206. While their average earnings are lower, females also realize the advantage of additional education. Females with an associate degree earn an average of \$39,935, compared to \$31,666 for those with a high school degree. A bachelor’s degree leads to an average salary of \$60,293.

National Average Salaries Based on Educational Attainment



Students who are preparing for careers that lead to higher-paying jobs will be looking at the

Source: 2011 U.S. Census Bureau, Statistical Abstract of the United States

faster growing industry sectors in education services, health care and social assistance and professional and business services, financial activities, leisure and hospitality, government, and construction. The Colleges should focus on these sectors, as well as alternative fuels, and identify programs and services that they can provide to prepare students for occupations within these fields. A good example is the Viticulture Winery Technology program at Las Positas that supports their finding that the food services, retail, and management are strong industries within the area. Moreover, as noted in this plan, the Colleges need to improve the transfer rate so that students can obtain a bachelor's degree or beyond so they can qualify for higher-paying positions.

Developing new programs, especially vocational programs, is not a quick or easy process. Colleges are seldom in a position to begin new programs in areas where they do not have faculty expertise or resources. One strategy is to use Contract Education as an incubator to develop programs and services for industry that may prove to be viable credit programs. In the process, a qualified pool of expert faculty can be established. In addition, new programs require an investment in staff and often in equipment, and facilities. At the same time, Contract Ed can generate new revenue. In absence of sufficient new funding sources, resources may have to be reallocated, meaning that programs with lower demand may need to be reduced or eliminated.

Additional programs being considered by Colleges are listed below. These proposed programs should be considered in light of industry and job projections and preparation for transfer. Advisory committees can also provide guidance.

CHABOT

Division	Program Under Consideration for Development
School of the Arts	Animation/ Video Game Development
Social Sciences, Health, Physical Education and Athletics, Science and Math	Environmental Studies
Health, Physical Education and Athletics	Dental Hygiene - Continuing Competency Program

LAS POSITAS

Division	Program Under Consideration for Development
Math, Science, Engineering and Public Safety	Administration of Justice – POST Academy
Business, Computing, Applied Technology and Social Science	Business – Sports Marketing
Business, Computing, Applied Technology and Social Science	Women's Studies

STAFFING NEEDS:

As part of the planning process, District and College personnel indicated their short- and long-term staffing needs for faculty and staff. Many programs and services anticipate that they will be able to restore positions or hire as funding increases. These are described below, but no specific recommendation is made other than the general recommendation that the Colleges offer only those programs that can be adequately supported, including human resources. Where a specific number of full-time faculty were indicated, that number is included. FTEF/adjuncts, where requested, are marked with an X. Even though some programs were quite specific regarding classified positions, classified staff needs were often overlapping, so they are indicated by an X and specific details can be found in the program descriptions.

District Projected Staffing Needs

DEPARTMENT	STAFFING NEEDS
Chancellor Services	-
Business Services	-
Educational Services & Planning	1 Vice Chancellor
Facilities Planning & Management	1 PM for LPC
Human Resource Services	1 HR Technician II (HR Generalist)
Information Technology Services	1 Database Administrator, 1 Network Systems Specialist, 1 Systems Trainer
Public Relations & Governmental Affairs	2 Director of Marketing & Communications (LPC & CC)
Economic Development & Contract Education	1 OSHA PM, Multiple Part-time instructors

Chabot College Projected Staffing Needs
Applied Technology & Business

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Automotive Technology			
Business		x	
Computer Application & Systems		x	
Electronic Systems Technology			x
Entrepreneurship		x	
Fire Technology	1		x
Machine Tool Technology	1		
Real Estate			
Welding			

Chabot College Projected Staffing Needs
Health, Physical Education, & Athletics

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
General Health	1	x	
Nursing	1	x	
Medical Assisting			
Dental Hygiene			
Public Safety Fitness			
Physical Education - Athletics	1		x

Chabot College Projected Staffing Needs
School of the Arts (SOTA)

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Architecture			x
Art			x
Art History			
Digital Media		x	
Film	x		
Humanities, Religious Studies & Philosophy	x		
Mass Communications & Journalism			x
Mass Communications			x
Radio & TV Broadcasting			
Music	x		x
Theater Arts			

Chabot College Projected Staffing Needs
Science & Mathematics

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Astronomy		x	
Biology			
Chemistry			
Computer Science		x	
Engineering			
Mathematics	x	x	
Physics			x

**Chabot College Projected Staffing Needs
Social Sciences**

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Administration of Justice	X		
Anthropology	X		X
Early Childhood Development			
Economics			
Ethnic Studies	X		
Geography			X
History	X		X
PACE			X
Political Science	X		X
Psychology			X
Sociology	X		

**Chabot College Projected Staffing Needs
Language Arts**

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
American Sign Language			
Communication Studies	1	x	
English			
English as a Second Language (ESL)			
Learning Connection			X
Library	1	X	

**Chabot College Projected Staffing Needs
Student Services**

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Admissions & Records			
Counseling			X
Financial Aid			
Special Programs & Services			X
Student Health Center		X	
Student Life			

**Las Positas College Projected Staffing Needs
Art & Communications**

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Art			
English	X		X
ESL			
Foreign Language	1	X	
Humanities			X
Interior Design	1		
Library			X
Mass Communications	1		
PA-Dance	1		
PA-Music	2		X
PA-Theatre Arts	2		X
Photography			X
Speech	1		X
Visual Communications	1		

**Las Positas College Projected Staffing Needs
Student Services**

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Admissions & Records			X
CalWORKS			
Career & Employment			X
Counseling	1	X	
DSPS		X	X
EOPS/CARE		X	
Financial Aid			X
Honors/Transfer			X
International Students			X
Health Center			
Transfer Program & Svcs		X	X
Student Life			
Tutorial Center			X
Veterans First			X

Las Positas College Projected Staffing Needs
Business, Computing, Applied Technology, Social Science

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Anthropology			
Computer Studies		X	
Early Childhood Education		X	X
Economics	1		
History	1		
Political Science	1		
Psychology			
Welding Technology			

Las Positas College Projected Staffing Needs
Math, Science, Engineering, Public Safety

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Astronomy/Physics			
Biological Sciences	2	X	X
Chemistry			X
Engineering			
Geography	1		
Geology			X
Mathematics			X
Public Safety – AJ			
Public Safety – Fire Sci Tech, EMS, EMT	1	X	X
Viticulture	1		X

Las Positas College Projected Staffing Needs
Physical Education, Kinesiology, Health, Athletics

PROGRAM	FT FACULTY	ADJUNCT (FTEF)	CLASSIFIED SUPPORT
Physical Education	2-3		X
Health & Nutrition	X		

RECOMMENDATIONS:

It is recommended that:

- Colleges use all available data and information, including advisory committees, to inform discussions and make decisions about program development. Based on this information,
 - Realign program development to meet the demands of the changing economic and demographic trends
 - Reconfigure or end programs that are no longer supporting the needs of the region and students who are preparing to enter the workforce.
- The District and Colleges make fullest use of the potential of Contract Education to explore new program opportunities and work collaboratively to leverage that resource to create credit programs where viable.

STUDENT SUCCESS

FINDINGS:

Faculty and staff of Chabot and Las Positas Colleges are demonstrably committed to student success; it is evident in their planning processes and in this document, which includes the status of student learning outcomes and retention and success data by program. For some programs, there has been a drop in the retention and success rates or marked fluctuations between fall and spring semesters. Some programs have already addressed these issues by indicating they have identified changes that they believe will increase student success.

Another issue related to student success that emerged during this process is transfer rate. 40.1% of Las Positas College students intend to transfer to a four-year institution with an associate degree. 15.4% of students are undecided about their educational goal, while 13.3% are planning to transfer to a four-year institution without an associate degree. 52% of students at Chabot College are seeking to transfer to a four-year institution. 17% of students are undecided, 13.5% of students will obtain job skills training and/or certificate, and 10% will obtain their associate degree.

The following tables show the number of transfer students from Chabot and Las Positas over a period of ten years. The total number of students that transferred from CLPCCD in 2009-10 was 946. This number is down from a district-wide high of 1,294 in 2007-08, a difference of 348 (37%).

Chabot College Transfers to CSU/UC, 2000-2010

Institution	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
CSU	627	612	660	564	636	580	556	624	588	379
UC	127	132	120	140	149	153	135	140	123	139
Total	754	744	780	704	785	733	691	764	711	518

Source: California Postsecondary Education Commission, Transfer Pathways

Las Positas College Transfers to CSU/UC, 2000-2010

Institution	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
CSU	213	278	291	281	331	385	408	415	429	317
UC	56	76	80	83	90	100	107	115	100	111
Total	269	354	371	364	421	485	515	530	529	428

Source: California Postsecondary Education Commission, Transfer Pathways

Though 40-52% of students in the District have the goal of transferring to a four-year institution, the vast majority of those students are not accomplishing this goal. Therefore, it is critical that the Colleges address this issue and identify strategies to improve student success. In an effort to create robust transfer programs and assist the large number of students seeking transfer to a four-year institution in reaching their goal, the Colleges should continue to understand the reasons behind the low transfer rates to identify those that lie within their control and to develop strategies that will result in an increase in transfers. Contributing factors are many and may range from under-preparedness in basic skills to lack of information to availability of appropriate support services to curriculum and scheduling. To create success in this area will likely require a number of different strategies. Those strategies include instructional and student support services. Faculty repeatedly cited the demonstrated value of support services, such as tutoring and labs, but noted that these services and access to them have been greatly reduced. The ability of the Colleges to improve transfer is seriously limited if they cannot provide students the support and resources necessary to succeed. However, with their understanding of their community and students, the Colleges are well-positioned to determine and implement such strategies.

RECOMMENDATIONS:

It is recommended that:

1. Faculty explore more deeply the reasons for programs whose trends in retention and success show a decline or marked fluctuations and make program adjustments as appropriate.
2. Colleges examine the reasons behind the low transfer rates to identify those factors that lie within their control and to develop strategies that will result in an increase in the number of transfers.

ACADEMIC SUPPORT SERVICES

FINDINGS:

Faculty report that students are increasingly underprepared for College level coursework and requirements. The Mathematics programs at Chabot and Las Positas enrolled 14,446 students in the 2009-10 year. Both programs have a success rate of 50-55%. Additionally, English at Chabot has approximately a 60-65% success rate. Increase in these rates will be essential so that students are able to complete their academic goals in a timely manner. It is also essential in terms of efficiency for the Colleges. Support services should be provided for these programs to create greater success. With the budget reductions, student support has become more limited and faculty indicate that this support is a key factor in student success. The following are student support services that were frequently noted by faculty as being a concern because of the increasingly limited availability for students:

- Laboratory hours
- Library
- Tutoring

LABORATORY HOURS

Though laboratory hours were a concern at both Colleges, at Chabot especially, the need for laboratory hours was raised frequently at every program meeting. Faculty are concerned that students need greater access to resources such as computers and software since many of their students do not have access to these resources and cannot pass their courses without laboratory time. As an example, AutoCAD and Design students cannot complete their projects outside of class hours without access to high-capacity computers and the expensive software utilized by these programs. Students cannot reasonably afford or otherwise have access to the necessary hardware and software. Without access to specialized equipment, students cannot complete projects and thus, cannot successfully complete their classes.

LIBRARY

The modern library has the opportunity to assist the entire campus community and serve as a campus center for dedicated study, research, reading and learning. Modern libraries also provide students with on-line access to services and information. Programs rely on the library to provide the information necessary to complete class assignments. These programs also operate under the assumption that students will have access to the library and thus the resources they need to complete their research for projects. Students rely on the libraries for access to information (both on-site and on-line), support in gathering the information that they need, computers to complete assignments, quiet study and group collaboration. The current library environments at the campuses do not support the needs of the students or faculty as they are in need of increased capacity for technology, an increased number of study rooms, and basic needs such as ADA upgrades, carpet and storage. The libraries are in great need of renovation to provide the level of support needed.

TUTORING

In the last three years Chabot has served 16,000-17,000 students with tutoring support. This number is dramatically different than the approximately 40 students accounted for by Las Positas. Faculty cited evidence that students utilizing the tutoring programs have greater success and retention rates.

At present, tutoring services at Chabot are spread throughout the campus. Gaining access to tutoring involves finding the service, arriving at open hours, and making an appointment for an available slot. Drop-in hours are limited, which means that students needing help with an assignment due the next day may not be able to complete the assignment. Given that Chabot has a greater at-risk population, tutoring services must be provided in a manner that can serve the greatest number while remaining efficient. In addition to an insufficient level of tutoring services, no organized delivery system exists at the College.

RECOMMENDATIONS:

It is recommended that for:

LABORATORIES:

1. Colleges determine the programs where student success depends upon access to laboratories and commit to offering only those programs they can support at sufficient levels to meet students' needs.
2. Colleges explore different strategies for providing laboratory opportunities to serve a large number of students with greater efficiency. For example, housing a greater number of computers in the library and hosting software on a server that students can access from them could serve a large number of students without the necessity of individual lab time in rooms throughout the campus.

LIBRARY:

1. Colleges consider using their libraries and increasing libraries' use of technology to expand capacity for instructional support.
2. Library staff re-examine patterns of use and demand for the libraries and adjust services and hours to meet students' needs.
3. Colleges upgrade library facilities to better meet students' needs and expand the capacity of instructional support services.

TUTORING:

1. Colleges re-examine patterns of use of tutoring services and adjust services and hours to meet students' needs. The following information should be determined for planning purposes:
 - The number of students that access and need tutoring services.
 - The amount of demand for tutoring by program.
 - The days and times that have peak demand for service.
 - The programs that have the greatest need for scheduled tutoring and/or drop-in tutoring.
2. Chabot consider a more organized delivery system for tutoring services, including a centralized location or intake point.

FACILITIES PLANNING

FINDINGS:

The District has provided new and renovated facilities through the local bond program. The District has reason to be proud of the new construction and renovations that have taken place on both campuses. New facilities are greatly appreciated, especially the smart classrooms. However, maintaining state-of-the-art equipment and software in order to keep curriculum current is an on-going challenge. The need to replace broken equipment, to upgrade software and hardware, and to have support of a webmaster and the Information Technology Department were recurrent themes. There is concern over the strain of a new bond program that will add facilities and increase the need for additional maintenance and resources that are unavailable and might detract from current facilities and programs.

Some programs do not have the necessary equipment, or have software that is several versions behind, or have broken equipment in need of repair or replacement. As new facilities open, they are provided new equipment but in some cases much less than what was originally planned. As a result, the overall ability of the program to deliver instruction is compromised. There are fewer staff members to maintain and repair the facilities. Thus, careful financial planning needs to occur regarding on-going maintenance, repair and equipment upgrade costs and what the future demands of new facilities will be and how these will be funded in light of existing demand.

FACILITIES REQUESTED:

The following is a list of facilities requested by faculty and staff at the Colleges (in no priority order):

Chabot College	Las Positas College
Library/Learning Connection (Building 100) Reconstruction	Library Reconstruction
Physical Education/Athletic Facilities Reconstruction	Language Laboratory
Science and Math Classroom and Laboratory Reconstruction	Medical Assisting Computer Laboratory
Performing Arts Center Reconstruction	Art Studio Space
Construction of Small 500-seat Theater	Work Based Learning Facility
Reconstruction of the Business classrooms and laboratories	Combined Lecture/ AutoCad Room (interior Design)
Fire Training Facilities	Radio/ Television Studio Facility
School of the Arts – Large Lecture Hall	Creation of a Viticulture Winery Technology Facility
Television Studio Reconstruction	Automotive Storage
Reconstruct existing classroom into Smart Classrooms	Computer Studies Laboratory with Storage
ESL Language Laboratory	Reconstruct existing Classrooms into Smart Classrooms
	Science Building Greenhouse

RECOMMENDATIONS:

It is recommended that:

1. The District identify funding for the maintenance of existing facilities and equipment repair, upgrade and replacement prior to entering into another facilities program.
2. Smart classrooms be considered as a part of any new classroom construction or reconstruction. (See also Information Technology Support.)

INFORMATION TECHNOLOGY SUPPORT

FINDING:

Learning environments in Colleges now rely heavily on technology. It is important that faculty and staff have the ability to access and utilize technology well. Faculty and staff repeatedly noted that there is need for additional Information Technology (IT) support. The following were concerns:

- Loss of a webmaster
- Need for updates of program websites
- Need to have software updates
- Slow computers
- Lack of access to printers
- The time that it takes to receive requested IT assistance

One of the most frustrating aspects for faculty and staff is the inability to allow for routine updates. As faculty and staff have become more computer savvy, it will create efficiency and ease frustration if employees could be allowed to perform routine functions on their computers. This has not been as great of an issue for Las Positas because faculty and staff computing needs have been supported by students in the Technical Student Repair Team (TechStaRT) program. This program is located within the Business department and is a Work Based Learning Program. Students in the program run a business on campus offering free computer repair services to Las Positas College students, staff, and faculty. Students are trained and learn to operate a business and become Information Technology support service providers while aiding faculty and staff with support important to the overall operation of the College. This has been very successful and overall computing frustrations and concerns were stated less at Las Positas. At Chabot, faculty and staff must rely on IT support for simple functions. The inability to complete such seemingly simple activities causes great frustration, inefficiency, and slow computing. With the reduction in IT support, Chabot must seek ways to to empower faculty, staff and students regarding some IT functions and determine the level of IT support needed by the College.

Smart classrooms are of interest to all faculty teaching in classrooms. These were requested frequently throughout the faculty input process. Faculty are aware of student interest in, and preference for, interactive media as a part of instruction. However, with a mix of smart classrooms and traditional classrooms on campus, many faculty are responsible for creating two methods for teaching one course. One method is appropriate for delivery in a smart classroom and another is appropriate in a traditional classroom. This was found to be true at both Colleges.

RECOMMENDATIONS:

It is recommended that:

1. The District continue to review its technology plan frequently as funds and staffing become more limited in order to prioritize projects for essential support to programs and services and for maximum efficiency.
2. Smart classrooms be considered as a part of any new classroom construction or reconstruction. (See also Facilities Planning.)

COLLABORATION AND COMMUNICATION

FINDINGS:

The faculty and the staff are deeply committed to providing the highest quality programs and services and planning for the future. There is a strong desire to work together in order to create efficiencies and strengthen offerings. This desire to collaborate is one of the District's greatest assets and opportunities. The Colleges and District would be well served to explore ways to actively encourage and support collaboration across the Colleges, which would ultimately benefit students.

Indeed, collaboration across Colleges is happening for a number of academic programs. These collaborative efforts create a fertile environment for program growth, efficiency, and ingenuity. The District can support these efforts and create the opportunity for forging new partnerships by promoting the opportunity to have cross-College program meetings during flex day activities, for example. In these meetings, faculty can share ideas and work together to strengthen their programs.

Related to the desire to collaborate is the Colleges' desire for increased communication with the District office personnel and for increased participation in decisions made at the District level. This is important to strengthen trust, but also to ensure that decision-making and implementation are as efficient as possible. College personnel were often uncertain regarding the roles and responsibilities of District administration. With the changes in personnel and the reduction of resources, it becomes important to clearly define or redefine the lines of communication and responsibility. When broader policy decisions are made, it should be clear where faculty and staff can address further questions. For example, when materials fees were no longer allowed at Chabot College, faculty had concerns and questions but were not clear about where to direct them.

There are many options for increasing communication, including faculty and staff social events, video-conferencing, and student events. Committees are widely utilized throughout the District. This is a traditional but still effective way to complete tasks and can be a powerful tool to enhance communication. All committees should determine how the appropriate information from the committee will be delivered throughout the College and/or the District. Roles and responsibilities should be well defined at the beginning to ensure that information is shared with all stakeholders and to ensure that the committee receives their feedback. The District and each College should consider working together to develop a communication plan. This plan will outline the type of information that is communicated and the formats in which it will be delivered. The intent is that faculty and staff will know where to find information in a timely way.

RECOMMENDATIONS:

It is recommended that:

1. The District and Colleges actively encourage, support and create more opportunities for faculty and staff across the District to collaborate in order to strengthen offerings and create efficiencies.
2. The District and Colleges jointly assess current methods and needs of communication and develop a communication plan that addresses how information is generated, disseminated and documented and that clarifies roles and responsibilities.

WORKLOAD MANAGEMENT

FINDING:

Everyone in the District understands that these are challenging economic times and as a result, service is being impacted at all levels. For example, additional tasks such as student learning outcomes (SLOs) for programs (PLOs) and courses (CLOs), while important, are becoming more difficult to complete as full time faculty are stretched thin. This is especially the case for small departments. Recurrent concerns in the educational planning process have been how to ensure staffing levels are sufficient to provide quality programs and services and how to avoid burn-out given increasing demands on current staff. This is not only a theme for faculty but for student services staff, as well. Divisions and programs have been working to provide more with less. While this level of commitment is admirable, it is not sustainable. Faculty and staff report they are overwhelmed with the workload, exacerbated by increasing requirements such as mandated reporting and accreditation, as well as the reduction in staffing.

While the District had the best intentions in implementing eLumen, the program has proven to be overly cumbersome and does not serve faculty well. Student learning outcomes do not necessarily translate well into the eLumen system. As a result, faculty must do their best to modify what they are finding so that it can be entered into the eLumen system. The system is not user-friendly and is likely not capturing the true picture of the outcomes being collected.

The loss of Information Technology (IT) support has been very difficult at both Colleges. Updated web pages offering options such as making appointments on-line are not possible at this time. Faculty and staff remarked that computers are slow and the administrative lock on computers has prevented program updates, which has meant that the equipment they have cannot function well. The Admissions and Records Departments were hoping to implement new technologies to create efficiencies, but the personnel to assist with their implementation have been laid off.

Students and the community deserve the best of College faculty and staff and the District and Colleges understand that they have a responsibility to their employees to map out duties and assignments that best serve the population and allow employees to perform their jobs well. Colleges realistically will not be able to provide all of the services they once did with the reductions in personnel and resources. At this time, Colleges need to focus on what is of most importance to each operation. An understanding of the critical tasks and the available resources needs to be developed to determine what is reasonable for employees.

RECOMMENDATIONS:

It is recommended that:

1. District Administration prioritizes requirements and additional tasks for full time faculty and staff.
2. The District and Colleges continue to review the Technology Plan to identify projects that if implemented and with training, could result in greater efficiency.