

V. PROGRAMS AND ISSUES

The growth of Chabot College is the sum total of its experiences as an institution. If we view the college as a kind of corporate person, we can see its evolution following a pattern that includes conception, birth, youth and adulthood. The institution was conceived out of need and community awareness, and born when it took form and shape in 1961. In its youth it was a fledgling campus in San Leandro, "graduating" in 1965-66 as a full-fledged college with a well-established and fully operative modern campus in Hayward -later to expand to the Valley. As it evolved through the years of youth and adulthood it developed an effective organization with good working relationships between and among the Board, Administration, Faculty and Student Body, providing a wide and broad program for its diverse students. Along the way the college met and dealt with issues in ways that shaped the character of the institution. How these issues arose, and how the college met them are the core history of Chabot College since 1966-67.

Philosophy and Goals

The statement of goals and objectives which had been hammered out by the Woodrow Hansen Committee in 1961-62 was a landmark document in the growth of the college. In cooperation with the Superintendent-President and Board, this broadly-based group had conceived and prepared a statement that has had profound influence upon the institution since its adoption by the Board in 1962. Only minor revisions in words and phrases have been made necessary over the succeeding years to keep this guiding statement abreast of current educational philosophy.

One change, for example, replaces the original phrase - "a great society ... enables . . . its citizens," with "citizens should have the chance to realize their highest potential as human beings." Another textual change was made in reference to "educated man" which became "educated person," inserting the words after ability "to utilize available resources for learning ... " The phrase "college students should have sufficient maturity" was replaced with "college students should have the opportunity" to participate in the educational process.

The only addition to the statement put in writing a well-understood if previously unwritten commitment that read: "we believe that a college must have a creative and innovative faculty, committed to these values and encouraged to pursue them."

These alterations were made in the '70s and reflected changing perceptions of society manifested by the spirit of the decade. It is a testimony to the fine

work of the first faculty group that the original statement of college goals had undergone little change over the years. The original list of nine objectives was augmented by two additions which reflected the expanded dimension of the college program in the 1970s:

10. To provide students opportunities to develop an understanding of ethnic and other cultural groups and through heightened awareness develop greater respect for each other.
11. To provide opportunities for employed persons to increase their job competence, to prepare for positions of skill and responsibility, or to extend their general education.

This significant statement has particular relevance to the Chabot community at a time when public education is experiencing setbacks and when there is a great need for students trained in general education for better coping with life in the complex world of today.

Curriculum Growth

The heart of Chabot College's educational program, as it is with any school, college or university, is its curriculum. At its inception in 1961, Chabot College had established the basic three-pronged program found typically in community colleges: transfer, technical-vocational, and continuing education. The first catalog in 1961-62 offered basic courses in such traditional areas as English, Humanities (fine arts, music and philosophy), Foreign Languages, Mathematics, Physical Sciences, Social Sciences, and Physical Education. The following year offered a broader curriculum - permitting students to complete the two-year Associate Degree in several areas, and for continuing majors toward higher degrees in four-year colleges and universities. These included such business majors as Accountancy, Clerical and Secretarial programs, and Merchandising. Civil-structural drafting were offered, in addition to surveying. The lone Health Science Major appearing in this catalog was Medical Assisting. When the college moved to the new campus in 1965 the curriculum was again expanded to meet the needs of a growing and changing student body.

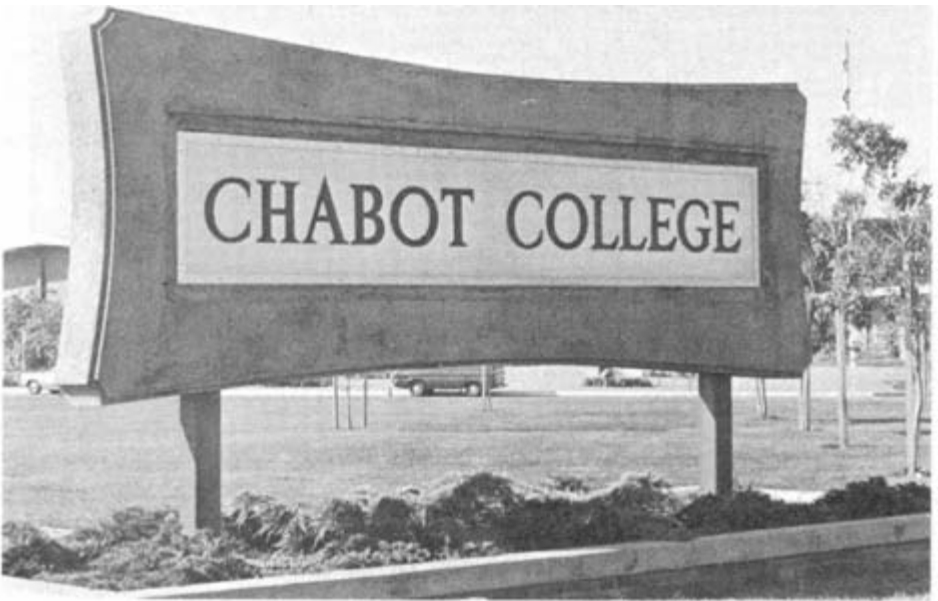
From the beginning the college has had an effective structure, manned by talented and dedicated people, for the development of a solid and innovative curriculum. Nucleus of this structure was the College Committee on Curriculum, which had responsibility for studying, revising, recommending and advising on curriculum proposals and policy. Comprised of a faculty representative from each instructional division of the college, the committee also included a member-at-large appointed by the Faculty Senate, eight appointed by the Superintendent-President, and four by the Associated Students.



CAREER PROGRAM. Medical Assisting was one of the new two-year career programs started at Chabot College during the 1962-1963 year. The first students included Marcia Greaves, acting as the patient in this photo, and Mary Ann Szuch. John McCuen, an administrative intern for a year at the college, enacts the role of a doctor for this picture, which was taken for use in a Medical Assisting program promotional brochure.



INSTRUCTIONAL STAFF-1970. Pictured in May of the year, Dean of Instruction John R. McKinley (second from left, front row) is shown with his staff, by now including many "old timers" at a young college. They are (front row, left to right) Warren Hicks, Dean McKinley, Hal' Palmer, Don Donatelli, Glenys Wilson, Mel Edwards, Ed Hart and Shanon Christiansen. Back row (left to right) includes Fred Hirsch, Glenn Dubose, Leo Meyer, William Hopper. Hal Lubin, Art Larson, Robert Hunter, James Coovelis and John Wagoner. Dean McKinley led this staff until Dr. Richard Yeo assumed the position in 1972.



THEN AND NOW. Old Campus (top) and Hayward campus signs reflect their times in the twenty-year history of the college.

The curriculum committee did not realize its full potential, however, until the move to Hesperian Boulevard. With additional space, improved facilities and equipment and a growing enrollment of non-traditional students, unprecedented challenges provided both the need and the opportunity to be innovative in curriculum development. A group of concerned and sensitive instructors and administrators responded to this opportunity. Dean of Instruction John McKinley lent leadership to this impetus until 1972, when Dr. Richard Yeo assumed the position.

Dr. Yeo had come to the college in 1965 as Associate Dean of Instruction, later becoming Dean of Planning and Development. In the latter capacity he led the District through two tax-override campaigns (1970 and 1972) while simultaneously developing plans for the Valley Campus, centering on the concept of a *cluster college*. Dean Yeo's Stanford University-based preparation in general education and previous experience in the community college made him eminently qualified to provide a new shape to the curriculum for the 1970s. Working with the faculty and community



Richard D. Yeo

and with the encouragement and support of Dr. Buffington and the Board, Dr. Yeo and his able administrative team took the curriculum in new directions.

A significant factor in curriculum growth and development over these years was the increasing number of sources for ideas and proposals. Originally the college drew its inspiration for new courses and programs from the curriculum committee, citizen advisory committees, faculty members, and special interest groups in the community. Then the impulse came from the federal and state government initiatives which responded to public pressure to extend educational opportunities for various minority groups. Today, the college garners ideas and proposals from a widely diverse complex of individuals and groups representing all these and other sources.

The Chabot curriculum underwent an historical evolution that corresponded with the expanded development of the college during the 1970s. The basic stipulation for graduation requirements remains the same. All students must fulfill specified requirements for general education and their chosen major, whether they are seeking the Associate degree or designated certificates,

or are planning to transfer and continue for a bachelor's degree. The course numbering system was revised in 1974 to provide more consistency. Courses numbered 1 to 99, for example, qualify students for the Associate degree, and for transfer to the four-year college or university. Students can choose from a list of some 50 specific majors or take a General Education major, which includes either General Humanities or Interdisciplinary Studies in Letters and Sciences.

Students in technical-vocational courses take them primarily in a two-year program for the Associate in Arts degree or in a one-year program for a Certificate, but may transfer them to a four-year institution for a bachelor's degree. Their choice of majors has doubled over the years, increasing from 23 in 1967-68 to over 50 in 1980-81. A significant feature in this area is the close relationship between instructors and students, integrating the academic and theoretical with the practical aspects of the curriculum.

An important segment of courses in this series is the work experience program. Work experience, or course work combined with job training, is an old idea dating back to 1906 at the university level. It was adapted at Chabot College by such faculty members as Mark Jones and Gilbert Ribera in the Business Division and then considerably broadened to include general occupations in 1974-75 when David Leonard (later joined by Robert Wiseman) assumed leadership. Now called the Cooperative Work Experience Program, it ranges over such diverse areas as Early Childhood Education, electronics, hospital pharmacy technician, and machine technology. The coordinator processes the contract between student and employer, relating class work with on-the-job experience, and doing follow-up evaluations based on predetermined criteria.

Work experience had strong appeal to students who were committed to a major and had decided on a specific career. It was particularly popular with employed persons who attended Chabot to take courses for advanced training and promotion. Bruce Craighead, for example, served as an aircraft electronic navigator during 6 years with the U.S. Air Force. Upon his return to civilian life, he took courses at Chabot College between 1978 and 1980 in economics and supervision that were applicable to his job as Pacific Regional Supervisor for an Ohio medical products firm. The work experience program has drawn as many as 920 students (Spring 1975) but currently ranges around 275 students each quarter.

Courses numbered 120 to 199 comprise the continuing education courses. Traditionally, these courses have been offered to citizens of the community who want to improve their educational background and expand their academic and cultural horizons. They were greatly extended in number and scope in the mid-1970s.



WORK EXPERIENCE. Merchandising students participated in a work experience program as part of the requirements of their major. Mrs. Elizabeth Kokko, above, a staff member at Macy's Bayfair in San Leandro, is shown with student Neil Miller in this 1962-1963 photo.



Jane Golsaves (left), Chabot College student, worked at Capwell's in Hayward with Mrs. Ann O'Conner of the Capwell's staff.

In 1975-76, the college expanded this series to 152 courses and introduced a continuing education program by which students could take full or short-term courses in a wide variety of course patterns, field studies, seminars, workshops or any other type of educational activities that would meet their needs. Students may repeat these courses and can apply a limited number of such course credits toward an associate degree but not toward a bachelor's degree. In 1979-80, the college offered a total of 180 courses in continuing studies on both campuses.

Courses numbered 200 to 299 are the community interest courses and make up the last series. They were introduced in 1975-76 in response to the growing pressure of special interest groups in the community for courses that would meet their particular needs. These non-credit courses cover a wide range of subjects and are given in daytime and evening at a number of off-campus sites scattered throughout the college district for the convenience of students who have difficulty attending classes on campus. The program has expanded since the mid-1970s.



Specialized Programs

The most notable feature of the Chabot curriculum is the range of specialized courses and programs that have been developed to fulfill particular needs. In a sense they are non-traditional programs since they go beyond the historical modes of college curriculum and instruction. But they are well in line with the purpose and goals of the college serving the widest needs of the people of the district. These programs were first initiated by faculty members who were dissatisfied with the level of student performance in the traditional course formats. Later, such programs were inspired by administrators, college committees, community groups, and even state and federal agencies. These programs marked new directions in the college's curriculum and instruction styles. The sum total of them reflects the broad commitment of the college to educational excellence.

Outstanding among these is a program titled Interdisciplinary Studies in Letters and Science (ISLS), a remarkable program that is still in existence. It was conceived in 1966 by Mary Lou Fitzgerald in English Literature and Eugene Marker in Humanities, who shared the thought that basic ideas should be conveyed through a close faculty-student inter-change and through the use of important primary source works in each of the academic areas. Students studied the ideas conveyed in a single work of an artist or scholar, then explored their application in different areas of society in order to comprehend their meaning in our world today. Introduced as the Tutorials Program in January 1967 and re-christened with its present name in 1969, the original faculty team comprised, in addition to Mary Lou Fitzgerald and Eugene Marker, Barbara Pope in natural science; George Sage, mathematics; and Alan Silverthorn in social science. In tribute to these teachers, the first student group of this program donated to the college a stone tablet beneath an olive tree on campus.

It continues to operate as a special five-quarter program in which faculty and students work together in a common enterprise that has been described as an "intellectual feast." It is open to any student who enjoys conversing with instructors and undertaking projects in order to explore mind-opening ideas and their meaning in our contemporary world. The format of the course is one of five instructors and 150 students who meet together in one group for lectures, followed by small group discussion. There are no "courses" or examinations; the student receives a grade for the quarter based on a project or paper. The program enjoys high prestige at Chabot College and among four-year institutions.

Another remarkable program that went in quite a different direction from ISLS was the English Skills Program. It was developed by faculty in the

Language Arts Division who were concerned about the ineffectiveness of the classroom-lecture approach to the problems of students with inadequate reading and writing skills. Spurred on by a study made by Jim Cline and David Wright, the Language Arts Division proposed an ambitious program for self-paced learning centers in reading and writing. The Board accepted the proposal and agreed to invest over \$50,000 in classroom renovation, equipment and released time to allow the faculty to develop materials. Jim Cline and David Wright spearheaded the development of a writing center, and Ellen Owens developed a reading center.

Both centers began operation in 1971. The systems approach of the centers and every piece of material used in them were developed by the faculty, including programmed books, audio and video tapes, diagnostic and unit tests, and manuals of procedures and for training tutors. Using these resources, the students move at their own pace through a series of learning units, assisted by faculty, instructional aides and tutors. Completion of the program provides the students with the disciplines and skills they need to successfully handle college level work.

On the Valley Campus, the English faculty went one step further with the development of English X. Reading and writing were combined into a single program, and the regular courses (English 1A and 52A) were incorporated into its framework. Students in this program were provided with a combination of lecture-discussion meetings together with individual self-paced learning units to be mastered in the learning center.



READING LAB. Mrs. Ellen Owens (standing, at right) talks with a student in the Reading Laboratory. The Reading and Writing labs were showcased in February, 1973 as the scene of a statewide instructional conference entitled: "Add Venture to Learning- Chabot College's Reading and Writing Laboratories."

Learning skills programs have also been developed in other directions and in other divisions. In 1972-1973, a Tutorials Program (Tutorials 100) was introduced as a one-quarter program for students desiring to improve basic skills in reading, writing, speaking, study habits and self-awareness. In the same year, a Tutoring Program (Independent Study 29) was set up for students desiring to gain practical experience in helping other students learn and succeed in college-related activities as well as in preparing for their own careers. The Mathematics-Science Division conducted a course (Mathematics X), designed by Jerald Ball, in which instructors supervised students in a self-paced program utilizing specially prepared materials related to the mathematics course. It was offered on the Hayward campus for several years but is now offered only at the Valley.

Special Studies courses are another type of program designed to meet particular student needs. The courses were planned by instructors to be offered experimentally on a temporary basis to serve immediate needs. If these courses proved successful, they could be given permanent status as catalog offerings by going through regular curriculum procedures. They were first set up in 1969-70 for students in the technical-vocational areas and continue on that basis as the 98-numbered offerings. These courses have personal value to students who are already employed and seek greater proficiency in a particular field, among them, for example, journeymen electricians, medical technicians, registered nurses, firemen, police officers, and residential property managers, to name a few. During 1975-1976, the special studies program had 2,226 students enrolled in 161 courses, but currently operates with approximately 140 courses.

Contemporary Studies courses were an outgrowth of special studies. In 1970-1971, the same idea was extended to general education as the 24-numbered courses in the disciplinary areas. These courses were developed by instructors around selected areas of current issues and thought. Like the special studies courses, they could become the foundation for regularly offered courses in various areas. In the peak year of 1974-1975, these so-called 24-courses totaled 156, but only a fraction of that number was offered five years later.

A significant group of these experimental courses were those developed for non-traditional students. The first group was related to Ethnic Studies. Introduced in 1970-1971, they now include regular courses in art, English, history, political science, psychology and sociology which are oriented to the culture and heritage of Asian, Black, Hispanic and Native American people. A notable feature of Chabot College's Ethnic Studies was the course-by-course approach that in the long run proved more enduring than the ambitious and extensive departments created by other colleges and universities.

Rounding off these specialized studies opportunities are the Independent Study courses. These offer students the opportunity to create their own projects for conducting research, exploring new subject areas, undertaking field experiences and developing individual talents. A student makes a contract with an instructor who will supervise the project. Independent study courses may be given in any subject area and the course credit may be transferable (29-numbered courses) or non transferable (the 109 courses). In 1979-1980, faculty members sponsored over 110 students in such projects. Courses are also offered as 29s through the Independent Study Center. More discussion will be given to these offerings under the heading of "Instruction" to follow.

What has given a special quality to Chabot College's broad-based curriculum is the willingness of the college administration and faculty to adapt its program to the needs of students at any given time without sacrificing standards. During the late 1960s, faculty members took the initiative to improve teaching and learning procedures. Some were inspired by the imaginative approach to group instruction developed by colleagues as the ISLS program. Others were so dissatisfied with the classroom based performance of their students that they designed learning skills programs. During the early 1970s, when many types of non-traditional students enrolled at Chabot, the college showed a penchant to develop courses, programs, and activities that were tailored to the specialized needs of each group. By mid-decade, the college offered a broad curriculum with a wide range of courses that were given not only on campus but throughout the community at large. In recent years, public education has suffered setbacks that were manifested in reduced educational funds and declining student enrollment. Chabot along with other colleges and universities has had to reassess and adapt its curriculum to keep pace with such changes.

Instruction

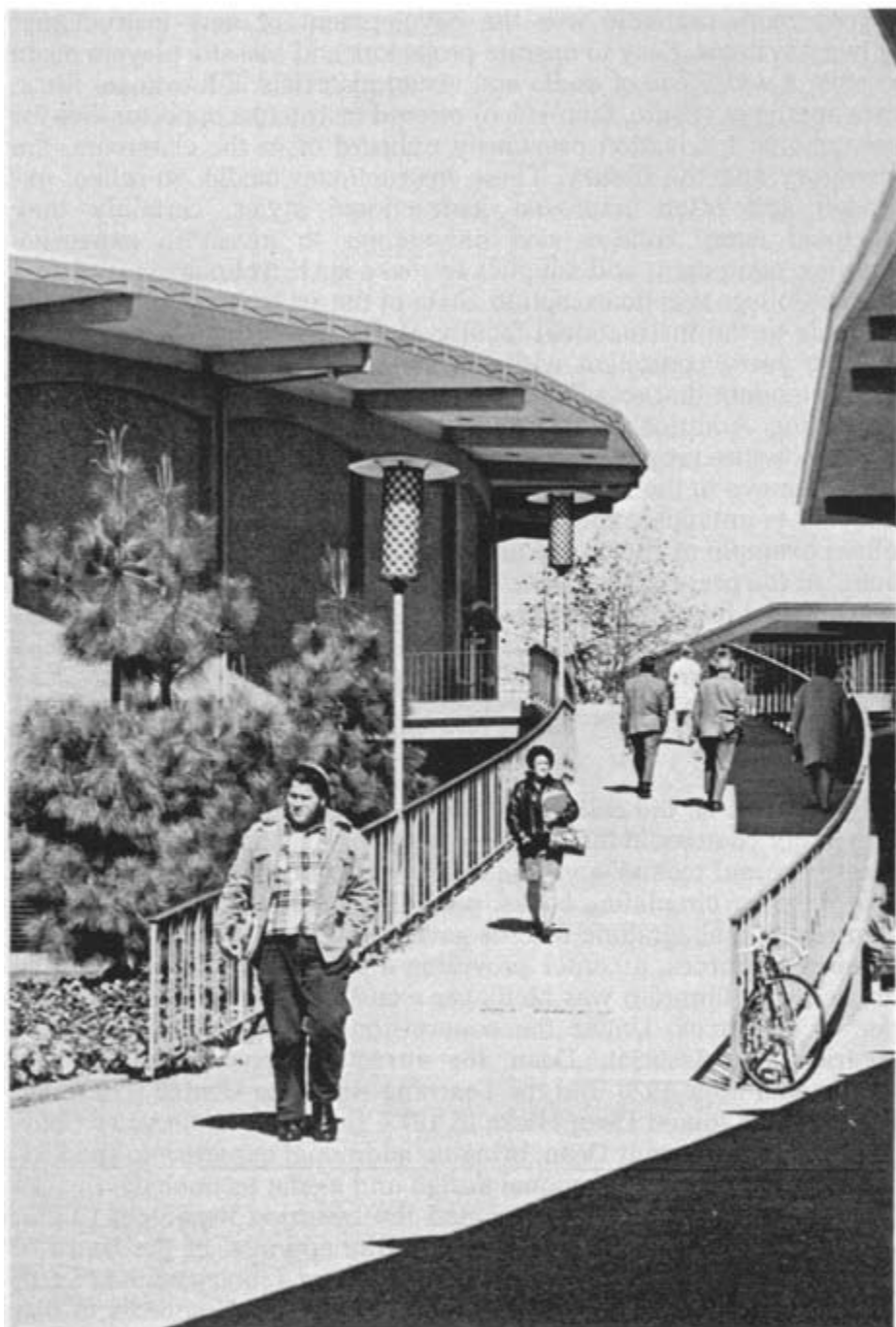
Instruction, the *Oxford English Dictionary* tells us, is the furnishing of knowledge or information; the imparting of knowledge to a person. How this is done in the educational setting often changes, however with the times, the subject-matter or skills taught, the methods and techniques and materials available for teaching, and the kinds of learners at hand. During those years when the college was expanding, enrollments growing, and student characteristics changing, course formats and class schedules were modified to accommodate student needs. Old courses were redesigned, new courses and programs were offered, and scheduling was modified to include evening and Saturday classes, summer sessions and the like. It was an experience shared by all, or most, colleges and universities everywhere.

Even more dramatic was the development of new instructional delivery systems. Easy to operate projectors and cassette players made possible a wider use of audio and visual materials. Educational films, discs and tapes (audio, then video) offered instructors opportunities for instructional innovation previously unheard of in the classroom, the laboratory and the library. These instructional media, so-called, expanded and often improved instructional styles; certainly they prompted many colleges and universities to invest in expensive facilities, equipment and supplies to make such technology available. Chabot College was no exception. State of the art technology was made available to the instructional faculty of the institution throughout its growing years, consistent with the philosophy of the Board and the Superintendent that excellence in teaching was the keynote to quality of learning. Additionally, a supporting staff of technicians was maintained to assure proper maintenance and operation of such equipment.

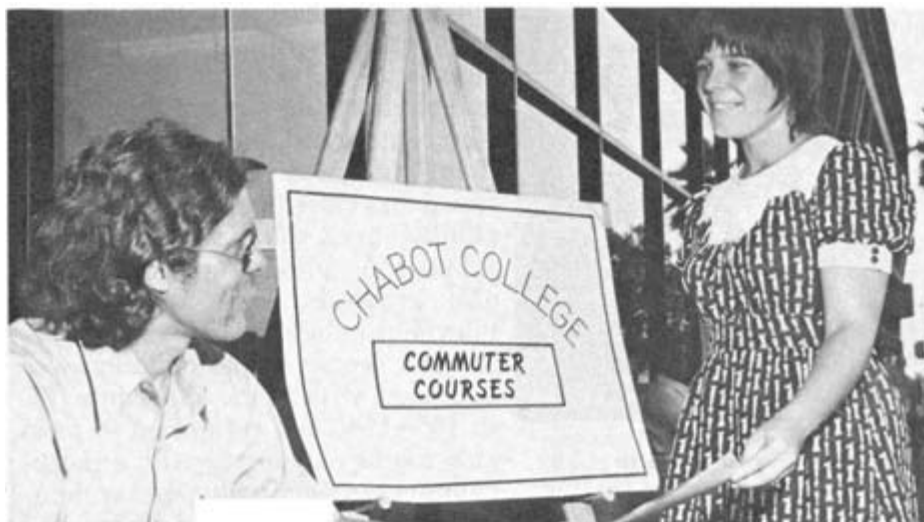
In the move to the Hayward campus in 1965, the physical plant was designed to anticipate the growth of instructional technology. An excellent example of this is the television studio complex, and the "film room" in the present Media Services area of the LRC, which have long been a model for other institutions to follow. A more contemporary example is the audio production studio in the same area where instructional tapes are created at broadcast-quality level.

Library - LRC

The library, as the college center for instructional services, underwent major changes in the course of adapting to changes in educational philosophy and technology. The traditional concept of the library as a place only for circulating books, providing reference information and maintaining bibliographic records gave way to the broader concept of **learning resources**, a center providing a wide range of instructional services. The librarian was no longer a custodian of books but a manager of resources. Under the supervision of Warren Hicks, Chief Librarian and Associate Dean, the attractive, spacious library was transformed after 1970 into the Learning Resource Center (LRC). Dr. Donald Mayo joined Dean Hicks in 1973, first as A.V. Services Coordinator, then Assistant Dean, bringing additional expertise to the LRC in areas relating to instructional design and media technology. In 1974 the Library was officially designated the Learning Resources Center with the support of Dr. Buffington and the approval of the Board of trustees. With the opening of the Valley Campus, Librarian Linda Lucas became Assistant Dean of Instruction for Learning Resources at that location, and has guided the continuing growth of the Valley-LRC since that time, under the direction of Warren Hicks.



LIBRARY. Ramps led conveniently to the Library Services level on the second floor of the Learning Resources Center. Photo taken by Wayne Williams in the late 1960's.



COMMUTER COURSES -, Instructional Aide Michael Reckner talks to a prospective student during a campus invitational drive on the Hayward campus. Aides from the Independent Study Center set up tables like this one at BART stations to assist commuters in signing up for and completing courses while they ride the trains to work and back.

A new concept developed by the Library-Learning Resources center at Chabot College is embodied in the Independent Study Center, which had evolved to its present form by the mid-1970s. This center offers a variety of services in cooperation with the instructional divisions of the college, and a curriculum of more than 30 courses for independent, home or commuter study. Among courses offered are three in the field of Art, seven in Business, three in English, four in Math, and two each in Physics, History, and Health, in addition to single courses in a number of other fields, including Mass Communications, Library Skills, Music Appreciation, Computer Science, consumer Education and Drama. Television Courses, presented on PBS, other local stations and the college Cable Channel 28 (Hayward-San Lorenzo-San Leandro) are also offered through the ISC. These courses are offered for full, transferable credit, and enroll a significant number of students. Other courses for brush-up, enrichment and review purposes are offered on a non-credit basis. Materials for ISC courses utilize the full range of media delivery systems, often programmed and generally modular, self-paced and self-contained.

An unusual feature of the ISC program is its diversity and outreach, reflecting the College's determination to deliver educational opportunity to all district residents. ISC representatives (Instructional Aides) are available to students on a scheduled basis at BART stations and libraries throughout the District. It is worthy of note that the ISC, in the 1979-1980 year attracted over 2,600 enrollments.



COLLEGE TV NEWS. Dr. Don Sherwood Mayo (standing) and Dr. Clyde Allen are shown on the set for "This Week at Chabot College," a weekly half-hour news program cablecast over Channel 28, KCC-TV, Hayward, San Lorenzo, San Leandro, and Channel 4B Castro Valley.

Media services, another part of the LRC, provided important instructional support for both faculty and students. Its services began with film rentals and audio-visual equipment delivery, maintenance and repair for classroom use, which expanded over the years to include television, photography, printing and graphics. The instructional television studio anticipated in the original design of the building, was equipped with black and white TV in 1967-1968 and connected to most classrooms on campus with a multi-channel closed circuit cable system.

By the mid-1970s, the Board had authorized full conversion to color and under Dean Hicks and Dr. Mayo's direction the facility had completed

installation of head-end equipment connecting the studio with the (then) LVO, now Hayward-San Leandro Cable Company, effectively taking Chabot College into more than 18,000 homes in the immediate area of the Hayward campus, with an average of six hours or more of programming and instruction each weekday on "KCC, Channel 28," including live weekly newscasts, with Dr. Mayo and Dr. Clyde Allen as "anchormen" leading a crew of student reporters and camera crews.

KCC-Radio, (designed, equipped and launched with the assistance of Media Services technical staff) provided programs to the community through the cable's public access Channel 3, including live college news programs, cultural events and intercollegiate sports. KCC-TV, Channel 28 was to have been a shared channel with California State University at Hayward, although CSUH had originated only one program as of 1981.

Meanwhile, as this writing was being completed, KCC-Radio was getting ready to go on the air with educational, informational and cultural programming as KCRH (Chabot Radio Hayward). Under the leadership of the Office of Instruction and faculty member Stanley Lichtenstein, an FCC license had been approved - with April 10, 1981, as first broadcast day for the new "voice of Chabot." Offering a full Associate in Arts degree in broadcasting, the rapidly growing program included both radio and TV options, with Lichtenstein teaching most courses and Gene Houck offering a TV practicum.

With Houck in TV was technician Don Martinez who doubled as program director for KCC- TV cable programming. Bob Dochterman was operations supervisor in radio. Both TV and radio had won awards and recognition for excellence in programming.



CLASSIFIED STAFF. LRC. The staff of the Library and Media Services area posed for this picture in 1978. Seated from left are Eleanor Dorosh (Technical Services). Agnes Holbrook (Media Services Reception and Administration), Stephne Macintosh (Acquisitions). Suzanne Raab (Circulation), Yoshiko Jitosh (Media Reference) and Rosa Beltran (Printing and Duplicating). Middle row: Bob Ence (AV Maintenance and Repair). Faye Roberts (Circulation). Marion McSweeney (Acquisitions), Lynn Ferber (Graphics), Lucille Abraham (Media Services Film Booking). and Jan Covington (Printing and Duplicating). Back row, from left includes Dennis Steele (Media Operations Manager), Brooke Stephens (Independent Study Center), Don Martinez (Television), John Sims (AV Maintenance and Repair) and Gene Houck (Television Technical Director). The areas and/or working titles of the staff included here indicate the wide scope of areas in which the classified staff is assigned in support of the instructional program.



LEARNING RESOURCES CERTIFICATED STAFF. Shown standing, left to right in this 1978 photo are Joanne Henning and Valerie Hicks. Reference Librarians; Margaret Boubel, Public Services Librarian; Carol Hogan, Media Reference Librarian, and Linda Lucas, Assistant Dean of Instruction for Learning Resources and Librarian, Valley Campus. Seated, from left are Edwin Quinnell, Media Reference Librarian; Dr. Don Mayo, Assistant Dean of Instruction, Learning Resources; Associate Dean Warren Hicks, and Jack Goldman. Technical Services Librarian and College Archivist.

The media center had instructional listening and viewing rooms, recording facilities, a faculty materials production laboratory, AV repair and maintenance shop and a duplicating-graphics facility. Over the years, the physical layout of Building 100 has undergone renovation to meet the space requirements for accommodating the continually expanding requirements of the Library Services, Media Center, and ISC, collectively the LRC.

Other Services



Career Planning and Development is another type of instructional service. It is classified primarily, however, as a student service under the purview of Dr. Arthur Larson, Dean of Student Personnel, as is the financial aid program. Chabot College originally offered a basic vocational planning course to help students plan their intended careers. On the initiative of Paul Broderick, the course was revised with a unified approach by which students acquired an understanding of their abilities, interests, goals and values and a knowledge of various occupations so that students could be matched with appropriate occupations. Later the Counseling Division undertook a study conducted by Broderick, David Hill and Eleanor Meyer that led to the establishment of the Career Planning and Development Center in Autumn 1974. The center constituted a facility for containing library and other materials on a wide range of occupations, manned by counselor advisors. The center also sponsors "hot seat" sessions in which representatives from business, industry, government and the professions talk with students about their respective fields. A corollary facility is the Testing Center, which offers a variety of tests by which students may discover their capabilities. Chabot was a pioneer in both the expanded concept of and unified approach to career planning and development for students.

Instructional services also include a vast array of other activities. Only a few will be touched upon here to indicate their scope. A summer project program enables instructors to improve or innovate courses and programs. Sabbatical leaves which are granted to instructors for one or more quarters up to a year, allow instructors time off to pursue studies or travels for self-improvement in their fields. A faculty development committee was set up in 1977 to explore ways and means of improving teaching methods and learning procedures. The

Chabot College Journal, conceived by Dean of Instruction Richard Yeo, and edited by Assistant Dean Don Mayo, provides a forum for the college staff and faculty to discuss various aspects of instruction and curriculum. Chabot College has never ceased to search out ways to improve its instructional set-up.

Sessions

When South County Junior College opened its doors for instruction at 'Old Campus' in 1961, it was on a semester system. Five years later, on the new campus in Hayward, Chabot College shifted the academic schedule to a quarter system. It was the first California junior college to do so. Consistent with the dedication of the Board and Superintendent-President to make fullest use of all resources of the institution, the decision to make this change in academic schedule was based squarely upon the desire of the college to make the best possible use of campus facilities year round: more specifically, a full-quarter summer session. The summer program was stabilized by 1972 when the college inaugurated the three session schedule of varying length, including three-week, six-week and eight-week summer sessions.

The evening program, with 7 - 10 p.m. classes was augmented in 1974 with a late afternoon schedule of classes from 4:30 - 6:30 p.m. Saturday program was first introduced on a limited basis, then fully implemented in 1978-1979 when technical-vocational courses were added to balance the arts and sciences curriculum.

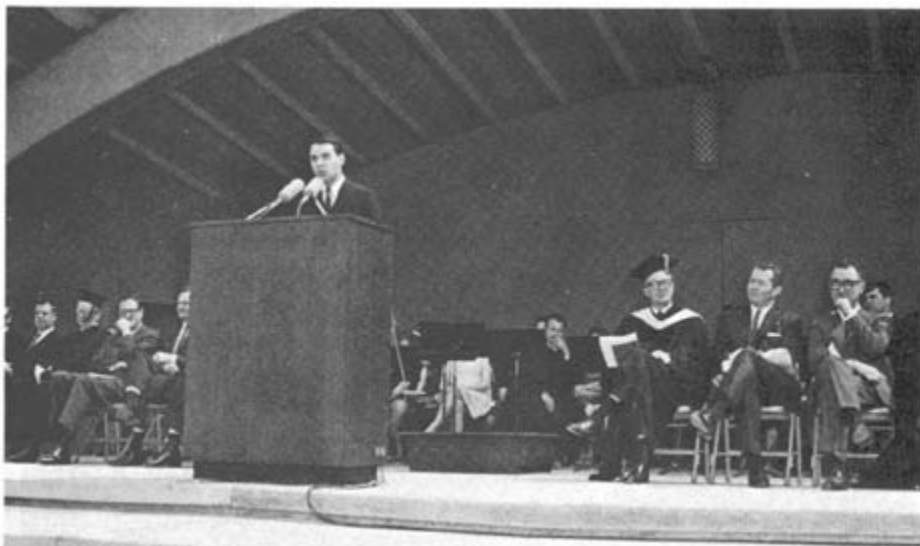
The scope of the College's instructional schedule is revealed in a peak year, 1977-1978, when over 1100 part-time faculty taught in the evening and extension program and around 7,800 students attended the 1977 summer session.



DEAN MCKINLEY. At Commencement Exercises held June 17, 1972, John R. McKinley led the faculty procession down the library ramp to the Grand Court for the last time as Dean of Instruction.



PIONEERS. A feature of the opening day program during Dedication Week was a reception for friends and neighbors of the college as well as for area pioneers. Shown greeting arrivals at the door of the Student Center are Don Blandin (left foreground), President of the ASCC, Mrs. Reed L. Buffington, wife of the Superintendent-President, and Trustee Edward E. Martins and Mrs. Martins. The dedication was the high point of the 1966-1967 school year. A week-long observance held May 1-7, 1967, it attracted thousands to the campus for a series of events.



DEDICATION. Don Blandin, President of the Associated Students (at podium), accepts the college on behalf of the student body during the formal dedication program in the amphitheatre fronting the College-Community Auditorium. On the platform (from left) are Trustee Frederick T. Sullivan; Dr. William H. Hopper, President of the Faculty Senate; Trustee Robert L. Coate; Architect Delp W. Johnson, and (at right of speaker) Dr. Reed L. Buffington, Superintendent-President; The Honorable Robert H. Finch, Lieutenant Governor, State of California, and Trustee Edward E. Martins.