

MIDTERM REPORT OF CHABOT COMMUNITY COLLEGE

Submitted by

Chabot College

25555 Hesperian Boulevard

Hayward, California 94545

To:

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 15, 2012

TABLE OF CONTENTS

Statement on Report Preparation	5
Report Review and Approval.....	7
Introduction and Planning Overview	9
Response to Commission Action Letter	11
Response to 2009 Planning Agenda Items.....	39

STATEMENT ON REPORT PREPARATION

Chabot College submitted its 2009 Comprehensive Evaluation report in October of 2009. On January 29, 2010, the Commission notified Chabot College its accreditation was reaffirmed with a requirement that the college complete a Follow-Up Report addressing Recommendation 2 to be submitted to the Commission by October 15, 2010. The college submitted its Follow-Up Report on October 15, 2010, and on January 31, 2011, the Commission noted that Chabot College had resolved Recommendation 2, as identified in the Commission's action letter of January 29, 2010.

Subsequent to the 2009 Commission's Team Visit, a Midterm Report time-line was developed and the college initiated work to address five college and two college and district recommendations. Committees and groups with representatives involved in this work were the Faculty and Staff Professional Development Committee, Academic Senate, Classified Senate, Associated Students, Student Learning Outcomes and Assessment Committee (SLOAC), Technology, On-Line Learning, Basic Skills Initiative (BSI) Committee, The Learning Connection, Library and Learning Resource faculty and staff, District Budget Study Group (DBSG), Planning, Review and Budget Council (PRBC), Office of Academic Services and Academic and Student Services Deans' Councils, Vice President of Student Services, and the Office of Institutional Research.

A draft of the Midterm Report was reviewed by the college shared governance committees and the college president. A copy of the Midterm Report was posted on the Chabot College web for campus-wide comment and revised accordingly. In September 2012 the Midterm Report was presented to the Chabot-Las Positas Community College District Board for first reading and submitted for second reading and approval at its October board meeting.

REPORT REVIEW AND APPROVAL

The institutional Midterm Report is submitted to provide narrative analysis and evidence that demonstrates how deficiencies have been resolved, describes progress on recommendations for improvement, and identifies the status of improvement plans (planning agenda items) identified in Chabot College's 2009 Comprehensive Evaluation Report.

We certify that there was broad participation by the campus community, and the Chabot-Las Positas Community College District Office and, we believe this report accurately describes the progress made in responding to the Commission's recommendations.

Ms. Isobel F. Dvorsky, Board of Trustees President	Date
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Dr. Judy Walters, Chancellor Chabot Las Positas Community College District	Date
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Dr. Susan Sperling, President, Chabot College	Date
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Dr. George Railey, Vice President of Academic Services, Chabot College	Date
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Kathy Kelley, President, Chabot College Faculty Senate	Date
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Yvonne Wu Craig, President, Classified Senate	Date
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Nicole Pinto, Student Trustee	Date
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INTRODUCTION AND PLANNING OVERVIEW

Chabot College submitted its 2009 Comprehensive Evaluation report in October of 2009. On January 29, 2010, the Commission notified Chabot College its accreditation was reaffirmed with a requirement that the college complete a Follow-Up Report addressing Recommendation 2 to be submitted to the Commission by October 15, 2010. The college submitted its Follow-Up Report on October 15, 2010, and on January 31, 2011, the Commission noted that Chabot College had resolved Recommendation 2, as identified in the Commission's action letter of January 29, 2010.

A Midterm Report time-line was developed, and the college initiated work to address the five college and two college and district recommendations. Committees and groups with representatives involved in this work were the Faculty and Staff Professional Development Committee, Academic Senate, Classified Senate, Associated Students, Student Learning Outcomes and Assessment Committee (SLOAC), Technology, On-Line Learning, Basic Skills Initiative (BSI) Committee, The Learning Connection, Library and Learning Resource faculty and staff, Planning, Review and Budget Council (PRBC), Office of Academic Services and Academic and Student Services Deans' Councils, Vice President of Student Services, the Office of Institutional Research, District Budget Study Group (DBSG), District Chancellor's Cabinet, District Technology services, Vice Chancellor of Business Services, Vice Chancellor of Educational Services, and the District Chancellor.

The Commission's Comprehensive Evaluation Visiting Team for Chabot College's 2009 Comprehensive Report from Monday, October 19 – Thursday, October 22 were as follows:

Mr. Robert Dees (Chair)
Former President
Orange Coast College

Dr. Mildred Lovato
Vice President, Student Services
Bakersfield College

Dr. R. David Chapel
Trustee
Rancho Santiago CCD

Mr. Gary Nitta
Director of Administrative Services
Kauai Community College

Dr. Jack Daniels III
President
Los Angeles Southwest College

Dr. Barry Russell
Vice President of Instruction
College of the Siskiyous

Ms. Amy diBello
Professor of English
College of the Desert

Ms. Janette Stirdivant
Division Chair Student Services
Glendale Community College

The college and district are proud to note the commendations from the Commission Team and they are listed as follows:

Commendations:

The college received five commendations which highlighted institutional excellence in the areas of Student Services Area Outcomes Assessment and Program Review, Institutional Research and its role in supporting the development of a culture of evidence to guide the strategic planning process, Maintenance and Operations Division's effectiveness in maintaining a welcoming and pleasant physical environment and leadership in implementing green technology in campus facilities projects such as the installation of solar panels over our parking lot and LEED Silver designation for two of our newly constructed buildings. Our District Office of Human Resources was commended for its user-friendly Web page such that it "represents a best practice."

Commendation: The team commends the student services division for completing a full cycle of Service Area Outcomes, integrating Student Assessment Outcomes into program review and unit plans, and utilizing the planning and assessment process in continuous improvement efforts.

Commendation: The team found that the Office of Institutional Research has done an excellent job of creating and promoting a culture of evidence to guide the strategic planning process. The Office is highly responsive to faculty and staff requests for a variety of research and analysis related to program improvement.

Commendation: Employees, students, and visitors appreciate the well maintained facilities and the college's extra efforts to present a pleasant and welcoming physical environment. Attractive landscaping presents a professional image for the college and extends throughout the campus. The college is dedicated to increasing utility efficiency. All buildings are being constructed to LEED silver standards. Solar power is included in all projects and will result in additional saving in future utility expenses.

Commendation: The team commends the District Office of Human Resources for creating a user-friendly Web page of personnel forms, policies, and processes. This site represents a "best practice."

Commendation: Chabot College is leading the way in its approach to exploring basic skills and improving learning in pre-collegiate courses through faculty inquiry groups across the state. A student produced documentary called "Reading between the Lives" has been widely distributed and acclaimed for its insight into the student perspective of learning preparation.

RESPONSE TO COMMISSION ACTION LETTER

This report addresses the six college recommendations and two college and district recommendations received subsequent to our Comprehensive October, 2009 Accreditation Team site visit and evaluation. This Mid-term Report describes the actions taken by the college in response to the recommendations issued by the Commission's January 2012 letter.

Recommendation 1:

In order to meet the Commission's 2012 deadline, the team recommends that the college accelerate its efforts to identify measurable student learning outcomes for every course, instructional program, and student support program and incorporate student learning outcomes assessments into course and program improvements. (Standards I.B, I.B.I, II.A.I, II.A.I, II.A.I.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.e.f, II.A.2.i, II.A.3, II.B.4, II.C.2)

I. Progress Made:

We are increasingly inquiry- and data-driven. We have leveraged this data-driven attitude to re-envisioning efforts in assessment and outcomes-based program review. We recognized that a shift in culture towards assessment as a natural product of professional teaching and learning was needed. Substantial, documented progress has been made. We devoted significant portions of multiple in-service days to training fulltime faculty, and conducted workshops for adjuncts. Disciplines with particular complexity have been mentored. Significant progress has been made in each stage of the assessment cycle: majority of classes have appropriate number of CLO; majority of disciplines have completed initial course-level discipline-wide assessment and have program-level outcomes defined; and all five college-wide learning goals have been assessed.

Extensive planning was undertaken to map a strategy for completing and documenting a full cycle of assessment by Fall 2012. This included committing to additional resources necessary to accomplish the goal, including a new Learning Assessment Coordinator and an Assessment Data Coordinator, as well as committing to additional time by the Center for Teaching and Learning Coordinator (who serves as Co-chair for Staff Development). We also obtained a substantial commitment from deans and senior administrators to take a more visible and active role with faculty. Finally, we identified the need to have two key roles within divisions: first, a person who serves as an assessment guru, and a person who coordinates contact and reporting from adjuncts within a discipline. Members of the Student Learning, Outcomes, and Assessment Cycle Committee are serving as the expertise point and discipline leads were appointed by deans. These investments have paid off. We are making solid progress towards our goal, We have far more accurate data and reports (with substantially less effort to obtain those reports). Moreover, we have

documented large gains in both the number of courses with more than one CLO and the number of courses and programs completing the initial assessment cycle.

II. Analysis of Results Achieved:

The college has made substantial progress since its last visit in the implementation of student learning assessment, including creation of and assessment, closing the loop on courses, program, service area and institutional learning outcomes. The college has utilized institution-wide professional development (Flex) days in Fall and Spring 2010, 2011, and 2012 focusing on the development, assessment and closing the loop on CLOs and facilitating college-wide dialogue on programs and institutional outcomes. Nearly all the instructional divisions have achieved (98% or higher) completion of course-level assessment.

III. Evidence:

Student Learning Outcomes and Assessment Committee (SLOAC) Agenda, Minutes and documents: <http://www.chabotcollege.edu/sloac/>

Recommendation 2

In order to meet the standards, the team recommends that the college develop processes that more clearly and effectively combine the results of program review with unit planning, student learning outcomes and assessments, and institutional planning and budgeting. (Standards I.B.3, I.B.6, I.B.7, II. A.1.a, II.A.1.c, II.A.2.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.B.1, II.B.3.c, II.B.4, II.C.2)

I. Progress Made:

On January 29, 2010, the Commission notified Chabot College its accreditation was reaffirmed with a requirement that the college complete a Follow-Up Report addressing Recommendation 2 to be submitted to the Commission by October 15, 2010. The college submitted its Follow-Up Report on October 15, 2010, and on January 31, 2011, the Commission noted that Chabot College had resolved Recommendation 2, as identified in the Commission's action letter of January 29, 2010.

The college has made great strides in integrating the results of program review with unit planning, student learning outcomes and assessments, and institutional planning and budgeting to inform its resource allocations and institutional effectiveness initiatives. The revised program review process is utilized annually and was reviewed for improvement and modified at the conclusion of the 2010-2011 year of its use with input from the Student Learning Outcomes and Assessment Committee (SLOAC), the Budget Committee, Academic and Student Services Deans' Councils and the Planning, Review

and Budget Council (PRBC). Student learning and program outcome assessment results are now a required element of the annual Program Review submissions, and are forwarded to the SLOAC for further review and feedback. Student success and equity data are also easily accessible and posted annually on the college website. Disciplines are required to comment on their learning from the assessments and to incorporate plans for improvement in annual plans and budget requests. Those budget requests are then reviewed in the Budget Committee, and requests are funded in keeping with both college-wide goals and discipline-specific student learning improvement priorities. This also includes efforts to integrate technology-related requests into the program review process.

II. Analysis of Results Achieved:

Refinements to the planning and particularly to the program review process continue to be made through input from faculty, administrators, and classified staff, and in Spring 2012, PRBC conducted two retreats to address institutional planning and priority setting which resulted in recommendations to improve our program review and planning processes. A one-day retreat on March 23, 2012, identified four key areas of focus for planning improvement:

1. Establish very clear priorities to determine mission, establish strategic goals, and allocate resources;
2. Improve shared governance model as it relates to planning and resource allocation;
3. Improve committee effectiveness;
4. Improve relationship between Chabot and District as it relates to resource allocation and committee functioning.

A subsequent two-day retreat on May 30 and 31 focused on development of a prioritization model and drafting the college's 2012-15 Strategic Plan based on an extensive environmental data scan.

A third PRBC retreat on August 13 refined that draft plan and further developed the prioritization model.

That draft was shared with the college during our Convocation on August 16, 2012, with feedback sessions for all college faculty, staff and administrators. The revised plan will be presented to both Senates and our Board of Trustees during the Fall, and will serve as guidance for Spring 2013 Program Review submission development and resource allocation.

The PRBC's focus for the 2012-13 academic year will be to continue our work on these four key priorities, to improve college-wide understanding of our goals and our planning processes, and to engage more members of the Chabot community in these efforts.

III. Evidence:

- Program Review and Budget Council agendas, minutes, and documents: <http://www.chabotcollege.edu/prbc/>
- 2009-2012 Strategic Plan: <http://www.chabotcollege.edu/ipbc/StrategicPlan.cfm>
- SLO cycle: <http://www.chabotcollege.edu/sloac/>
- Budget Committee actions and documents: <http://www.chabotcollege.edu/budget/>

Recommendation 3

In order to meet the Commission's 2012 Deadline the team recommends that the library and Learning Connection unit develop and implement an outcomes assessment process linking their respective planning for resources and services to the evaluation of student needs. Chabot should use the evaluation of services to provide evidence that these services contribute to the achievement of student learning outcomes and serve as a basis for improvement of student success. This work should be done in conjunction with the office of research. (Standards I.A.I, I.B, I.B.I, II.B.I, II.B.3, II.B.4)

LIBRARY:

I. Progress Made:

In response to Recommendation 3, the Chabot College Library has developed Program Level Outcomes and assessments, Service Level Outcomes and assessments and Student Learning Outcomes and assessments. The Library moved from an annual unit plan based planning model to the 3-year program review model adopted by the college. The Library has been actively engaged using data from its assessments to establish its planning goals to ensure that the library systematically evaluates library resources and services to adequately meet students' needs.

Program Level and Student Service Level Outcomes and Assessments

The first major task was the creation of Program Level Outcomes (PLOs), Student Learning Outcomes (SLOs), and Service Area Outcomes (SAOs) for the library. In order to develop useful outcomes and measurements, a Library Assessment Task Force (LATF) was created. The LATF consists of five full-time librarians, one Classified staff member (Library Services Specialist), and the Dean of Language Arts.

Program Level Outcomes (PLOs) represent the broad goals the library has set for students who come in contact with the library (in person or online) while at Chabot

College. During a number of library staff retreats, the staff developed a library mission statement, a vision statement and a list of core values based on the library's resources and its services that support students diverse goals (career, academic, recreational, etc) . Accordingly, the PLOs created by the library reflect the library's statements and particularly the Core Values:

We believe in:

- 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 all students want to come; and
- fostering lifetime relationships with libraries.

To date, the library has developed the following two PLOs, (1) Access appropriate information to achieve educational, professional and personal objectives and (2) Develop a lifelong ethic of learning.

Service Area Outcomes (SAOs), based on the Program Level Outcomes mentioned above, are an attempt to capture and measure non-instructional events or activities that take place in the library, particularly, as it relates to transaction-based services that occur at the Circulation Desk and/or Audio-Visual Check-out Desk (i.e., check-out of library materials). The nature of such services presented some challenges when it came to measuring the proposed outcomes. This required LATF to work closely with the library's Classified Staff, who are responsible for managing both public service areas, and thus, can provide the most accurate representation of these non-instructional activities. Their knowledge and expertise have played a critical role in defining and measuring the library's SAOs.

A key contribution to the SAO outcomes assessment process has been the practical approach in identifying and measuring desired student outcomes. This prompted LATF to reach out to Student Services Departments such as Counseling and Financial Aid, who share similar non-instructional, transaction-based services and who were also in the midst of developing and measuring SAOs for their respective departments. Inevitably, the library's outcomes assessment process mirrors that of Counseling and Financial Aid. For example, the library has adopted the same Service Area Level Worksheet as the aforementioned departments to document and submit its SAOs to Chabot's Student Learning Outcomes and Assessment Committee (SLOAC). **See Appendix 1, Chart 1: Alignment of SAOs and PLOs.**

In order to assess students, the LATF worked closely with the Office of Institutional Research (OIR) in creating focused data to be included in the 2011 Student Satisfaction Survey, which was administered in Fall 2011. Results from this survey served as an important dataset to contrast and triangulate with data from the 2009 Student Satisfaction

Survey, as well as the in-house Library Satisfaction Student Survey conducted in Fall 2011. In addition to these surveys, The LATF developed and implemented other assessment instruments designed for measuring the achievement of both SAOs and SLOs. The goal was to create a single library data source or repository from which anyone in the library or across campus can draw data for assessment and reporting purposes. **See Appendix 1, Chart 2: Library assessment instruments and Library SAOs Assessment Schedule.**

Student Learning Outcomes (SLOs), unlike SAOs, focus on what occurs inside of the classroom. When it comes to the library, this is limited to Library Orientations, Library Skills 1 (LIBS 1), and Library Skills 2 (LIBS 2). In Spring 2010, librarians began to formalize the assessment of both, the Library Orientations and Library Skills courses. This required the development of unique SLOs, particularly for Library Orientations since these are one-time instruction sessions and not semester long courses like LIBS 1 and LIBS 2; thus, it is difficult to measure the impact that Library Orientations have on student success. Despite these limitations, librarians have successfully 1) identified appropriate SLOSs, 2) developed and implemented a Library Orientation Survey, and 3) established an Assessment Schedule. **See Appendix 1, Chart 3: Library orientation SLOs and Chart 4 Library orientation assessment schedule.**

It is worth noting that in the last year, there has been an increase in the number of requests for Library Orientations outside of the library. These are orientations conducted by a librarian in the classroom due to space limitations at the library. Although these orientations or class visits are devoid of hands-on instruction, the recent increase of requests merits the eventual development of SLOs and ensuing assessment. Similarly, the implementation of drop-in library sessions at the end of each semester, referred as “Last Minute Research” Workshops, calls for future assessment.

	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Classroom Visits	Draft SLOs	Assess	Reflect	Implement & Adjust	Assess
“Last Minute Research” Workshops	Draft SLOs	Assess	Reflect	Implement & Adjust	Assess

Unlike Library Orientations, Library Courses (LIBS 1 and LIBS 2) lend themselves to a more systematic assessment of SLOs. A credit-bearing, half-semester-long library course allows for the creation of an information literacy rubric, which in turn, can be used to evaluate institutional effectiveness. To this end, the library has 1) implemented SLOs for LIBS 1 and LIBS 2 by

completing the Course-level Outcomes Closing-the-Loop Form, and 2) established an assessment schedule. **See Appendix 1, Chart 5: Library Course Assessment Schedule and Chart 6: Library Course Level Outcomes.**

II. Analysis of Results Achieved:

The library is using the result of the creation and assessment of the PLOs, SLOs, and SAOs in its planning actions. A symbiotic relationship exists between this outcome's assessment process currently underway and future allocation of institutional funding for the sustainability of resources and services at Chabot College Library. The library evaluates resources and services to ensure that identified student needs are met through the appropriate allocation of funds. In short, the library's outcomes assessment process serves as the basis for improving student success.

A major element of this process is the analysis of results achieved from assessment tools like surveys—both in-house and college-wide. To date, the library has conducted multiple in-house surveys via Survey Monkey, an online survey site. **See Appendix 1, Chart 7: Library in-house surveys.** Using this information, the library is completing its first 3-year cycle of Program Review. The library has implemented the following changes based on Program Level Outcomes and its outcome measures:

Access appropriate information to achieve educational, professional, and personal objectives.

Student Learning Outcomes:

1. LIBS 1 and LIBS 2 classes use SLOs to improve students' success and to assess what Information Literacy Skills they gain. SLOs also help instructors improve their teaching skills to meet the diverse learning skills of students. The outcomes assessment, implementation, adjustment and reflection process for LIBS 1 and LIBS 2 is well underway, and data for each course has been completed and entered into eLumen, a database that allows faculty to consistently and accurately document what students are actually learning at Chabot College. In preparation for this assignment, an LATF member will attend a series of college-wide trainings in early spring. The end goal is to have a more seamless and meaningful process for our next assessment cycle. After the assessments, the instructor:
 - a. Increased the amount of time and experiential learning on identifying and distinguishing library resources and creating MLA citations for them;
 - b. Increased the amount of time and in class discussions for identifying various types of sources to be used for research—especially on periodicals;
 - c. Had students create 2 MLA citations from the Library MLA handout before introducing students to use Noodlebib citation generator.
2. As a result of the assessments of the surveys in the library orientations, the librarians:
 - a. Confirmed the need for more computer workstations in the library in any proposed library remodel;

- b. Started offering orientation in locations outside the library;
- c. Develop a lifelong ethic of learning.

Service Level Outcomes:

In Fall 2011, the library conducted an in-house student survey using Survey Monkey, an online survey website. The survey was designed to assess the four SAOs listed on Page 12—see survey attached. Upon completion of the survey, which was made available both in print and online, the resulting data were assessed by the librarians in spring 2012. Some of the most relevant findings include 81.6 % use the library primarily for study space, 51.5% use the physical library on a daily basis, 59.6% feel the library is open *most of the time* when they need to use it, and 37.2% feel the noise level at the library is at a satisfactory level while 16.5% feel it's poor.

3. Made the library a more inviting place to study:

In administering our Chabot Library Student Survey (Fall 2011) we learned that 51.5% of students surveyed use the library in person daily with 35.8% using it weekly, and 81.6% of those students use the library for study space. How the physical space within the library is utilized is very important to student study. We found that many students find the noise level to be too high in the Library. Our survey results showed that 16.5% of students found the noise level to be poor, 37.2% satisfactory, 30.5% good, and 14.6% great. Students were able to provide free text comments under question 10 in which many described the noise level to be too high for them to study effectively. In Spring, 2012, the library staff began to assess the Student Survey data and recommended changes to create a better library environment conducive to study and research.

In response to these findings, as well as part of the assessment cycle, the library has adjusted accordingly. For example, the demand for more study space in the library prompted the librarians to convert valuable office space into a silent study room, which is now in use. In addition to creating a quieter study area, the library sought to create more student study space for groups. New lounge seating and balcony tables were purchased for group study.

This adjustment also meets the need of those students who may feel the library's noise level is too high. Another very important finding and of special interest to the entire library staff is the level of satisfaction among students when it comes to hours of operation. Survey data shows that 59.6% feel the library is open *most of the time* when they need to use it. More telling, however, are the students' comments (attached), which express a clear dissatisfaction with the current library hours. This is worth noting given the current budgetary challenges faced by the college and the district at large. It is safe to say that if library hours were further reduced, student dissatisfaction would prevail; moreover, the library would be unable to provide the same services and resources to date.

Through the Circulation Survey results, the library staff identified a student need in the area of reserve textbooks and materials. Students would approach the circulation desk in order to check-out the textbook for their course, but many did not know the name of their instructor, or the title of the textbook that they were utilizing in class. In turn, students often left the circulation desk without the textbook that they needed. The Circulation Staff then developed and assessed a service area outcome to address the issue during the Fall 2012 semester. Data were collected on the number of students that could not produce the information needed to find their course textbook. Once the data were collected, the Fall 2011 semester was used to implement and adjust recommendations for the SAO.

As a result, the Circulation Staff now create a master list of all the reserve textbooks and materials for each course and instructor that has materials on reserve for student use. This list is updated each semester and is kept at the circulation desk for student use. Students can look through the list and identify their course, instructor, and title of the textbook, and then request the textbook for checkout. Students have a better chance of finding and checking out the correct materials after they utilize the list. Students also learn the importance of having accurate information about their course, instructor, and textbook title when approaching the library circulation desk for services.

III. Evidence:

<http://www.chabotcollege.edu/library/accreditation.asp>

LEARNING CONNECTION

1. Completed full assessment cycle integrating qualitative and quantitative assessment of Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and Institutional Research (IR).

- Prepared for availability of data:
 - Upgraded use of an electronic Student Attendance Record Keeping System (SARs) to document student hours
 - Worked with Institutional Research (IR) for SARs to be fully integrated into college management system (Banner), for IR to use the data to run reports
 - Collaborated with Institutional Technology (IT) to gather data
 - Collaborated with Institutional Research (IR) to gather data and to make sure IR could utilize the IT data
- Revised Course Level Outcomes (CLOs)
- Wrote Program Level Outcomes mapping to CLOs
- Developed Assessment Schedule
- SLOs fully assessed:
 - Tutor surveys Fall 2010

- TUTOR 1A and 1B SLO assessment Fall 2011
- Tutoring Lab Survey Spring 2011 and Fall 2011
- Campus Wide Learning Assistant Student Engagement Surveys Fall 2009 through Spring 2011
- Learning Assistant Instructor surveys Fall 2010
- Learning Assistant Survey Fall 2010
- IR Assessment of English, History, and Psychology 115's
- TUTOR 1B SLO assessment Fall 2009
- Student interviews:
 - Extensive Making Visible film project assessing the learning experience of students in our programs, Fall 2011 to Spring 12. Student assistants were trained to interview students receiving services. Our documentary film should be completed Fall 2012. It will be viewed by faculty in the disciplines to help them determine if outcomes are being met and how services might be improved.
- SAOs fully assessed:
 - Installed Anonymous Feedback Boxes in all the labs
 - Tutoring Lab Surveys Spring 2011, Fall 2011, and Spring 2012
 - Making Visible film project assessing the delivery of services, Fall 2011 to Fall 12

2. Results of assessment integrated into planning for resources and services to address student needs.

- Program Review completed Spring 2011 and 2012
- Modified programs in response to assessments:
 - Discussed ideas from Feedback Boxes at Learning Connection meetings and made changes (e.g., re-instituted the re-occurring appointments along with the one-time appointments for scheduling students)
 - Introduced online appointment scheduling to improve access and efficiency then modified when assessment results indicated need
 - Maintained 45% of general tutoring funds using evidence of student achievement
 - Piloted online tutoring program to improve access
 - Modified tutor training program in response to assessment—differentiating the curriculum of new from experienced tutors, integrating tutors into the program assessment process, and piloting a mentoring program
 - Introduced supplemental courses to meet student needs based on data gathered showing higher success rates in experimental study skills courses

(History and Psychology 115s, Faculty-Student Tutorial with Writing Reading Across the Disciplines taught by a faculty member in the discipline)

- Offered Reading Apprenticeship (RA) to support 30+ faculty across disciplines in meeting identified student needs for additional reading support, to provide contextualized support for students' reading academic texts across disciplines. These faculty have developed a Faculty Inquiry Group as they explore together their students' responses to their new approaches to teaching.
- Designed Building 100 to meet needs identified through assessment, including additional space for supervised group tutoring/workshops, phones and computers for online tutoring, and central sign-in stations to collect student data
- Restructured website to publicize SLOs, assessment results, and Program Review
- Used assessment results to identify which programs to continue funding
 - modified format of tutoring in response to budgetary constraints, for instance, offering more chemistry group tutoring rather than one-on-one
 - prioritized LA funds for Learning Communities and successful CTE LA programs, such as Fire Tech
 - Used student success data to provide rational college-wide for prioritizing classified staffing requests and general funding for tutors and student assistants

3. Evaluation of services used to provide evidence of student success and to serve as a basis for further improvement.

- Learning Support now integrated into Discipline Program Reviews across campus (see Program Review forms from disciplines across the campus)
- Program Review presented to Program Review Budget Committee (PRBC), the college-wide planning and budget committee, in Spring 2011 and Spring 2012. These presentations included a review of learning support in all disciplines across campus, including success data and requests.
- Educational Master Plan informed by Program Review
 - Facilities requested to house programs identified through assessment to meet student needs
 - Infrastructure requests made in response to assessment of student needs
- IR on student support success integrated into Environmental Scan and presented at combined Program Review and Budget Committee and College Council on March 23, 2011, PRBC
- Used data posted on the website publicizing PLOs, SAOs, results of assessment, program review, and institutional research to aid discussion of how to meet

student and program needs under budgetary constraints (for example, Dean's Meeting, February 29, 2012).

- Interviews of students receiving services to provide case studies of students' experiences using tutoring in Making Visible project to be viewed and discussed for developing new ways of better supporting students

Analysis of Results Achieved:

Program Design: Unlike learning support programs coordinated by full-time classified staff, our program is lead by faculty discipline leads who rotate responsibility for assessing and running support programs designed to meet the unique needs of students in their disciplines. These discipline liaisons meet regularly with the central Coordinator of the Learning Connection, a faculty member on 50% reassigned time, who facilitates inter-disciplinary cooperation, maintains budget and staff, and, together with discipline leads, recruits and trains tutors and learning assistants. Program review is similarly organized: Each department completes their own program review integrating Learning Support while the Learning Connection's central Program Review accounts for SLOs, SAOs, and requests pertinent to the entire program and to the success of individual programs under its umbrella.

Programs under the Learning Connection umbrella include the Math Lab, the Writing and Reading Across the Curriculum (WRAC) center, the Communications lab, Peer Academic Tutoring Help (PATH), the Learning Assistant (LA) Program, the Language Center (for ESL students), the World Language Lab. We offer learning support in a variety of forms depending on student need; for instance, some students receive one-on-one tutoring, either drop-in or scheduled, while others receive support in group settings or the classroom.

With respect to integrating program review and student learning assessment into institutional planning, our entire campus has made extensive progress over the course of the last two years. Two years ago, Program Review was revised to include Learning Outcomes and a newly formed committee to integrate program review with budgetary planning, the Planning, Review and Budget Council (PRBC). To avoid redundancy and to streamline work, this group was combined with the former College Council. The PRBC recently held four retreats to address indentified structural impediments to efficient, effective decision making. Our hope as a campus is to focus our mission and allocate resources based on identified student learning needs.

As part of this campus wide effort, the Learning Connection has written, revised, and assessed SLOs, SAOs, CLOs, and PLOs that support college-wide learning goals. This work began prior to receiving recommendation number three and continues forward, evolving organically as assessment leads to program modifications which in turn lead to further assessment.

We are especially proud of the work our tutors have done in the last year to produce a documentary measuring the experience of students across campus who seek learning support. Student tutors from multiple disciplines have almost single handedly archived more than forty hours of footage on the tutoring experience. To prepare tutors to lead the inter-disciplinary project, the Coordinator of the Learning Connection trained tutors in the science of learning: Tutors learned to address both affective and cognitive learning domains. Simultaneously, they learned to reflect upon and modify their practice, after which they began writing assessment tools to assess student and program level outcome—almost half of the surveys administered by the Learning Connection are designed with support by student tutors. Collaborating with Sean McFarland’s Making Visible team, these trained, experienced, assessment-savvy tutors then began interviewing students across campus. The qualitative data they gathered breathes life into our quantitative assessment and reveals what traditional assessment tools miss, including the life-altering experience students have when they receive needed support, and the frustration and dejection of students who shuttle between multiple labs across campus or who cannot get support. Combining qualitative and quantitative outcomes assessment has amplified the voice of student learning and allowed us to make informed decisions about how we allocate our resources.

Internally, the Learning Connection effectively uses the results of its assessment to allocate resources and modify programs. As noted under “Progress Made,” we have piloted programs such as online tutoring and chemistry drop-in hours, revised training, altered how we schedule tutoring appointments, completed two rounds of the new program review process, and cut programs based on the data we collect.

Using our data and Program Reviews, the Learning Connection and Dean have articulated requests for additional general fund for tutors and for classified staff for the Learning Connection and Institutional Research. These have been reviewed as part of the budget prioritization and classified staffing prioritization process. General fund money has been received for tutors and learning assistants, and the classified requests are in the queue, and seen by the college as a priority. With the district’s needs to further reduce our general fund and the decision to not replace vacant positions, it has been challenging to offer the level of service provided in the

past. Yet the data have served us well, for reductions in hours and services were made based on current usage data; for example, identified subjects and times requested for tutors determined open hours based on former usage.

Assessment of SAOs and SLOs has been structurally integrated into program review across campus with review of these from members of the Planning, Review, and Budget Council. Four retreats have been held in Spring and Summer of 2012, and learning support evidence was examined as well as other program review data. The members developed a proposal for one focused strategic planning priority for 2012-14—“increase the number of students that achieve their educational goal in an appropriate time by clarifying pathways and providing more information and support.” This priority was discussed widely at Convocation for Fall 2012.

It’s noteworthy to say that as a college we have been proactive in identifying needed modifications and finding solutions. The extensive work the college has completed over the course of the last few years to focus our priorities and work together to meet identified student needs bears testament to our ability to work together for our students under difficult circumstances. The work of the Learning Connection and Library reflects this interdisciplinary planning and exchange—representatives from labs across campus wrote SLOs and assessments together sharing their work with library staff; disciplines across campus reported on Learning Support in their individual Program Reviews; student tutors became involved, gathering assessment data and documenting individual voices; the Learning Connection reached out to departments across campus who lost staff to incorporate the learning outcomes of their students in facilities planning; PRBC read Program Reviews, focusing on identifying trends in student needs and requests; using data, PRBC mapped out the success trajectory of incoming students, identifying roadblocks and factors that contribute to success.

Evidence:**Learning Connection:**

Documents in relation to the above are published on the Learning Connection website below:

Assessment and Outcomes:

<http://www.chabotcollege.edu/learningconnection/AssessmentandOutcomes/index.cfm>

Program Review and Planning:

<http://www.chabotcollege.edu/learningconnection/programreview/index.cfm>

Program Level Outcomes (PLOs)	<p>PLO#1: Students who take advantage of the Learning Connection's Learning Support Programs will succeed and persist in the course(s) for which they receive support at higher rates than students who do not.</p> <p>PLO#2: Students who receive Learning Support will actively engage in the learning process at higher rates than those who do not.</p>
Service Area Outcomes (SAOs)	<p>SAO #1: The Learning Connection's Learning Support Programs maintains a supportive environment that enhances student learning. Facilities support student learning Staff is knowledgeable and helpful Programs and services are easy to navigate Students receive services and help in a timely manner</p> <p>SAO #2: Students across campus are familiar with services available to them and utilize them appropriately.</p>
Student Learning Outcomes (SLOs)	<p>TUTR 1A CLO While working with students, tutors and LAs will apply a variety of instructional strategies, including auditory, kinesthetic, and visual.</p> <p>TUTR 1B CLO Reinforce concepts necessary for course mastery in the specific subject area being studied.</p> <p>TUTR 31 CLO</p>
CLO Assessment and Results	<p>Closing-the-Loop forms on Program Review site: http://www.chabotcollege.edu/prbc/2012programreview.cfm</p>
SLO Assessment and Results	<p>SLO - Direct Student Survey - Spring 2011: http://www.chabotcollege.edu/LearningConnection/AssessmentandOutcomes/SLO-Direct%20Student%20Survey.pdf</p> <p>SLO - Tutor Survey - Fall 2010: http://www.chabotcollege.edu/LearningConnection/AssessmentandOutcomes/SLO-Tutor%20Survey.pdf</p> <p>SLO - LA Survey - Fall 2010: http://www.chabotcollege.edu/LearningConnection/AssessmentandOutcomes/SLO-LA%20Survey.pdf</p> <p>SLO - LA Instructor Survey - Fall 2010: http://www.chabotcollege.edu/LearningConnection/AssessmentandOutcomes/SLO-LA%20Instructor%20Survey.pdf</p>

SAO Assessment and Results	<p>SAO – Student Survey – Spring 2011: http://www.chabotcollege.edu/LearningConnection/AssessmentandOutcomes/SAO-Student%20Survey.pdf</p> <p>SAO – Student Survey – Fall 2011: http://www.chabotcollege.edu/LearningConnection/AssessmentandOutcomes/SAO-Student%20Survey%20F11.pdf</p>
Institutional Research (IR)	<p>Success Rates: http://www.chabotcollege.edu/LearningConnection/IRData/successrates.cfm</p> <p>Student Characteristics – Fall 2009: http://www.chabotcollege.edu/LearningConnection/IRData/successrates.cfm</p> <p>Usage and other reports: http://www.chabotcollege.edu/LearningConnection/IRData/f07-spr10.cfm</p> <p>Learning Assistant Program – Surveys: http://www.chabotcollege.edu/LearningConnection/AssessmentandOutcomes/LASurveys.cfm</p> <p>College Wide Satisfaction Surveys: http://www.chabotcollege.edu/LearningConnection/AssessmentandOutcomes/SatisfactionSurveys.cfm</p> <p>Environmental Scan 2011: http://www.chabotcollege.edu/IR/EnvironmentalScan/Environmental_Scan_Spring2011.pdf</p>
Program Review (PR)	<p>http://www.chabotcollege.edu/learningconnection/programreview/ProgramReview.cfm</p>
PR Position Requests	<p>http://www.chabotcollege.edu/learningconnection/programreview/index.cfm</p>
Assessment	<p>http://www.chabotcollege.edu/learningconnection/programreview/PRAssessmentSchedule.pdf</p>

Recommendation 4

In order to improve, the team recommends that the college develop and implement formal processes to more fully integrate institution-wide assessment of planning for campus technology

needs into all levels of planning and allocation of resources. (Standards I.A.I, I.B, I.B.I, II.B.I, II.B.3, II.B.4, III.C, III.C.1, III.C.2)

I. Progress Made:

In response to the Chabot Accreditation Evaluation Report, the Chabot Technology Committee decided that in an effort to weave itself into the tapestry that is Chabot College, one of our priorities had to be an assertive effort to involve the campus in Technology through their input and also for the Committee to reach out and actively participate in other committees of the College. This was a ready asset for the Committee as many of our dedicated faculty and staff are already on other Committees. They have served as a conduit for the Technology Committee to get the word out to the various committees as needed.

One effort to more fully integrate technology planning into college planning the Chabot Technology Committee has established a formal process effective Fall 2012 by which college-wide technology needs are assessed and evaluated through the use of a new Technology Request form that is centralized through the committee while still giving faculty and staff a voice in technology related decisions that affect the entire college. This allows the Chabot Technology Committee to be more effective in the planning and prioritization of new technology requests campus wide, since new technology requests will now consistently flow through the Technology Committee for their evaluation and recommendations. This new procedure will facilitate and formalize the process by which the budget committee consults with the Chabot Technology Committee for input on technology related requests.

The new Technology Request Form will be utilized by staff and faculty in conjunction with their program review request process for their annual unit plans. Any unit plan that requires some form of technology to support instruction will be required to also have a Technology Request Form with specific information that will allow the responsible technology support personnel to evaluate the requirement and make recommendations on how best to proceed to satisfy the instructional need. The new Technology Request form will be routed to the Chabot Technology Committee for their initial review and then routed to the Chabot Computer Support and the District ITS staffs for their technical assessment. During the annual Program Review cycle, the new Technology Request form will be submitted from the majority of disciplines since most, if not all, instructional areas now have some technical component associated with the class. This new Chabot Technology Request form can also be submitted throughout the year as major new hardware and/or software and/or network requirements are needed.

As new Technology Request forms are received, they will be stored in a database and updated with the latest recommendation and status from the appropriate parties. There will be online queries to view the full list of requests or any specific requests for status to ensure a closed loop of communication back to the original requester. Periodic reports will also be available for audit purposes to track the number of requests and the category of requests that are either closed or still pending. For the routine maintenance service

requests, the Technology Committee and the District IT staff implemented a new online problem ticket service through the ITS Help Desk that is routed to the appropriate Computer Support or ITS staff for action.

II. Analysis of Results Achieved:

With the introduction of the new Technology Request Form, and the new routing identified new technology needs through the help desk serve, the Technology Committee, the faculty and staff have the ability to identify their technology needs from their points of view, and then these needs are routed to the technology resources at the colleges and district for their assessment. The Chabot Technology Committee members in coordination with the IT staffs from both the college and district will either agree with the request as submitted and/or provide alternatives that are compatible with the current technology environment. These technology recommendations from the various experts may also result in proceeding with newer emerging technologies which can be introduced into the campus infrastructure. Since the review of these new Technology Request forms will be centralized through the Chabot Technology Committee and the IT staffs, it will give the respective groups the capability to identify commonalities and a global view of the technology needs across diverse divisions which may drive the type of final solution pursued. This streamlined and consolidated process will allow the college to take advantage of group purchases for discounts where appropriate and will provide the opportunity to bundle the requests for more efficient usage of manpower resources for installation.

III. Evidence:

<http://www.chabotcollege.edu/tech/>

Recommendation 5

In order to meet the standards, the team recommends that the college develop existing decision-making processes to include outcomes assessment of the campus governance components. (Standards I.B.1, I.B.2, I.B.3, IV.A.1, IV.A.3, IV.A.5, IV.B.2.a, IV.B.2.b, IV.B.2.d, IV.B.3g)

I. Progress Made:

In the Fall of 2010, in order to better integrate program review, planning and budgeting, the Institutional Planning and Budget Council (IPBC) was reorganized and the Planning, Review and Budget Council (PRBC) was established. The IPBC charge was reviewed, revised and approved by IPBC, College Council and the Academic and Classified Senates. The most significant change involved the make-up of council membership. The majority of PRBC membership is now comprised of the chairs/designees of shared governance committees in an effort to more closely align planning and budget. Since shared governance committees assess campus needs as well as allocate college resources, it seemed a natural fit. The committee charge was also revised to include the integration of findings from college assessments and to clarify relationships with the Program

Review and College Budget Committees. The new PRBC committee charge was approved on September 3, 2012, at College Council.

PRBC was chaired in 2010-11 by Kathy Kelley, Academic Senate President, and Yvonne Wu Craig, Classified Senate President. In 2011-12, Susan Sperling, Dean of Social Sciences Division chaired the committee for the majority of year until she became Chabot College President whereupon PRBC elected Jan Novak, Instructor of Business, who continues to chair the committee to this day.

Since PRBC was a “new” committee, it was important to evaluate the effectiveness of it and other college shared governance committees. Therefore, in Spring 2011, the PRBC piloted a committee effectiveness survey with the Committee on Online Learning. Our goal is to utilize this survey tool to assess the effectiveness of our campus governance components as perceived by the members of those committees, and we plan to fully implement this survey in Spring 2013 following a new overall committee outcomes and effectiveness process that will be further developed in Fall 2012. The PRBC Retreat in March 2012 also had a major focus on review of our current shared governance structure and effectiveness, and how to engage more of the Chabot community in shared governance.

Our plans are to:

1. Engage the committees in developing annual and 3-year goals consistent with our Strategic Planning cycle and the inputs from Program Review;
2. Update committee charters and membership annually;
3. Provide guidance/training to committee chairs on goal development and reporting, and broader participation of the College community through communication of goals, meeting agendas, and minutes on a timely basis;
4. Assess campus governance components annually in three ways:
 - a. Committee self-reporting on goal achievement and membership engagement;
 - b. PRBC review of goals and goal achievement, as well as the communication effectiveness of each committee;
 - c. Committee effectiveness surveys, both of members of each committee as well as the College at large.

These plans were shared first with Committee Chairs on September 3, 2010, and then all employees of Chabot were invited to participate in goal development and informal committee effectiveness workshops during our September 6-7, 2012, Flex days.

II. Analysis of Results Achieved:

Major accomplishments since the establishment of the PRBC include:

1. A thorough review and analysis of Environmental Scan data
2. Developing recommendations from Environmental Scan data
3. Establishment and piloting of the Classified Prioritization Process
4. Review of Faculty Hiring Prioritization results
5. Review of College Budget Committee resource allocations
6. Review of the Student Learning Outcomes and Assessment Committee (SLOAC) updates
7. Revision of Program Review forms to include SLOAC functions
8. Making presentations about the integrated Program Review process at College Flex Days where the planning process, forms and resource allocation spreadsheets were reviewed

These efforts concentrated on reviewing resource allocations to ensure alignment with the Strategic Plan before they were forwarded to the College Council, coordinating the efforts of college shared governance committees through frequent updates, and reviewing data and findings from program review and assessments.

III. Evidence:

<http://www.chabotcollege.edu/prbc/>

Recommendation 6 (District and College Recommendation)

In order to improve, the team recommends that the Board establish and formally adopt a clearly delineated orientation program for new Board members. (Standard IV.B.I.d, IV.B.I.e, IV.B.i.f)

I. Progress Made:

A new board policy, BP7054 with procedures has been written which delineates the process for orientation of new board members as well as student trustees.

II. Analysis of Results Achieved:

The BP7054 policy was disseminated through the Chancellor's Council, September 11, 2012 which is made up representatives of all major constituent groups. Once it was disseminated and returned to the Council was moved to the Board of Trustees for approval.

The BP7054 policy and procedures was on the board agenda for first reading on September 18, 2012 and second reading approval October 16, 2012.

III. Evidence: links available at <http://www.clpccd.org/board/Chancellor.php>

7054 Board Education: Board Policy and Administrative Rules & Procedures

Minutes from the September 11, 2012 Chancellor's Council Meeting

Agenda and Minutes from September 18, 2012 CLPCCD Board Meeting

Agenda from October 16, 2012 CLPCCD Board Meeting

District and College Recommendation 1

To meet the standards the team recommends that the district and the college maintain an updated functional map and that the district and the college engage in a program of systematic evaluation to assess both the effectiveness of district and college functional relationships and the effectiveness of services that support the institution. (Standard III.A.6, IV.B.3)

I. Progress Made:

A meeting was held with the Interim Chancellor and college staff to determine how best to proceed with the mapping process. It was decided that this document should be a fluid, usable document that will delineate the relationship of the colleges with the District.

The Interim Chancellor and Vice Chancellor of Education and Planning met and organized the current functional map for review by Chancellor's Cabinet. A schedule has been created to gather input from constituent groups through Chancellor's Council for a draft document to be presented to the Board of Trustees at their December 3, 2012 meeting.

II. Analysis of Results Achieved:

The current functional map document identifying the areas needed to be reviewed and validated was assigned to the responsible staff to conduct a detailed review and validation of their respective areas.

These assignments with deadlines was issued by memo on October 4, 2012 to the responsible individuals for each area. The results will be disseminated to the Chancellors Council for consultation on October 9, 2012 and on the Chancellor's Cabinet agenda for October 17, 2012.

III. Evidence: links available at <http://www.clpccd.org/board/Chancellor.php>

September 28, 2008 map document

Schedule and assignments

Meeting agenda from October 9, 2012 Chancellor's Council

Meeting agenda October 17, 2012 Chancellor's Cabinet

District and College Recommendation 2

To meet the standards, the team recommends that the district and the college complete the evaluation of the resource allocation process in time for budget development for the 2010-2011 academic year, ensuring transparency and assessing the effectiveness of resource allocations in supporting operations. (Standard III.D.1, III.D.3, IV.B.3)

I. Progress Made:

The District Budget Study Group (DBSG), made up of 30 members representing every constituency, was convened by the Vice Chancellor of Business Services in 2009 and designed to evaluate the effectiveness and transparency of the revenue allocation process. In November 2009, three subgroups were formed addressing the following topics: 1) Three Year Budget Data Analysis; 2) Board Policy 3) Allocation Model – Nuts and Bolts. In March 2010, a fourth subgroup was formed 4) Health Benefits Group . The sub-groups met periodically and for the next two years provided the DBSG with updates on their work and progress. Below is a summary of their work.

Three Year Budget Data Analysis

Led by a faculty member, the Budget Data Analysis group attempted to do the trend analysis using various accounts by department for Las Positas College. The group looked at historical data and how it compared to the current budget. They encountered a number of hurdles including extracting certain data and how data is treated from year to year.

The group discovered that the work was very complicated and time consuming so in May 2010, the lead faculty stated that the group was no longer viable because neither the resources nor the support was available at the time.

Board Policy

Led by a college President, the group discussed the following:

- a. charge of the committee*
- b. District's current Mission Statement*
- c. policy for the relationship to the colleges and the district*
- d. collegial consultation with administrative rules and procedures*
- e. the budget allocation model*
- f. California education code that affects all the above*
- g. SB361, which is the enactment of that code*
- h. draft of the guiding principles that were developed by members of the academic senates*
- i. draft changes to the board policy prepared by the Vice Chancellor*
- j. statement of the principles of sound fiscal management.*

The group identified some guiding principles and the philosophical statement on how students are served. A draft of the policy was presented to the DBSG for consideration by the group and their feedback.

Health Benefits

Led by staff, the group reviewed benefits levels from other districts including their cap on benefits. The Faculty Association objected to the formation of the group and expressed that benefit discussions are the responsibility of the negotiations table. The Health Benefits group was discontinued.

Allocation Model – Nuts and Bolts

Led by a faculty member, the subgroup, known as “Nuts and Bolts” was composed of all constituent groups including faculty, classified staff, and administrators from both colleges and the District Office. The sub group was charged with the responsibility to study the structure and function of the Model and make recommendations to DBSG.

The Allocation Model was developed in 1994, and was based on the 1988 California law Assembly Bill 1725. The Program-Based Funding system established within the law directed funding from the State of California to each Community College district and then to the colleges and district operations based on researched best practices percentage formulas and state wide goals. While the AB 1725 formulas were not proscriptive to the districts, (the districts were not required to use the formulas), the DBSG recommended adoption of the formulas and Model and the Board of Trustees adopted the Allocation Model in 1994. This Model was modified in 2000 to include a Full Time Equivalent Faculty (FTEF) Allocation category which takes full-time faculty salaries “off the top” before the balance is allocated to each college for supplies, equipment, capital expenses, etc.

The FTEF Allocation category was expanded after the District Enrollment Management Committee (DEMC) was formed as a result of the 2002 - 2005 Collective Bargaining Agreement with the Faculty Association. The FTEF Allocation change was made to include adjunct faculty costs consistent with the FTEF allocation from DEMC. In addition, this Model has several other categories, including Special Allocations, which covers retiree benefits, allocation to specific sites, including grants and other local revenue, and Discretionary Allocations, which functionally balances revenue to the District Office and Maintenance and Operations sectors after the allocations are made to each college.

The Nuts and Bolts subgroup reported to DBSG during the Spring semester of 2010 that the Allocation Model was flawed and outdated. It is important to note that in the wake of the allocation categories noted above, only a small percentage of revenue remains to be

Split by this Model, e.g., in 2009-10, just 11 percent of the District's \$112.0M unrestricted revenue was indicated as Split by this Model. In addition, there existed a strong perception among faculty and staff at the two colleges that the Model short-changed the colleges. In the current era of diminishing revenues from the state, funding reductions to non-instructional budgets appear to be deeper and more painful at the colleges. There may be a mathematical basis for such a phenomenon, because the allocation to the District Office is based on a flat 14.2 percent as suggested by AB 1725. This allocation includes certain administrative costs, such as funds for the Offices of the College Presidents and Administrative Vice Presidents that are in the present Model, but formally expensed within the college budgets. As part of its report to DBSG, the Nuts and Bolts subgroup recommended that DBSG critically review what constitutes District Services, to better understand what funding truly needs to be allocated for District Services and provide an appropriate level of support to the colleges. Further, it was noted that the District has a strong and functional mechanism which is found in the DEMC which is designed to allocate instructional costs. Developing a similar mechanism for other budget areas would be one possible approach to updating the current Allocation Model. Regardless, an updated Model would need to incorporate the DEMC allocations.

In addition, DBSG expanded the charge of the Nuts and Bolts subgroup to investigate allocation models in other multi-college districts in California in Spring 2010. To this end, the Vice Chancellor of Business Services provided a survey of allocation models from other districts in California. The Nuts and Bolts subgroup reviewed the survey on the basis of a list of criteria-based questions provided by various committee members and other budget-oriented personnel in the District. The result of this work, was provided to DBSG. It is interesting to note that allocation models in other Districts seem to work in two basic formats. The Chabot-Las Positas Community College District (CLPCCD) Allocation Model provides revenue from the state allocation dollars to the colleges and district sites directly according to calculated percentages— while in contrast, in a number of districts' apportionment dollars go directly to the campuses, upon which a calculated amount is reallocated back to district operations for services rendered to the campus. This latter approach was intriguing to some members of the subgroup because it was based upon the foundation that District operations are a service-providing entity. However, it may be difficult to implement such an approach within the framework of our contractual DEMC process. The DEMC allocations account for variances at one campus which has a markedly larger framework of low-productivity programs such as Nursing and Dental Hygiene. Thus, by design, the instructional dollars allocated to the campuses are not proportional to their FTES targets.

During fiscal Year 2011-12, the apportionment revenue declined by approximately 7 percent, and was further impacted by a state-wide deficit of about 2.7 percent. Most of the spending reductions came from instructional accounts reductions. Through DEMC

action, instructional programs were reduced by 10 percent, resulting in \$2.6M savings, with further concessions from the Faculty Association Agreement, saving an additional \$1.2M. Additional savings were needed from non-instructional expenses; however, the District elected to spend down revenue reserves in order to delay a reduction of classified staff. As such, the Board of Trustees approved budgets to the sites which allowed each college to spend in excess of their revenue allocations by the Model.

In Spring 2012, DBSG became aware that extraordinary and painful cuts to non-instructional expenses would be necessary. It was also clear that using the Allocation Model would create widely disparate impacts at each college site. After much dialogue, the DBSG membership recommended that Chabot College, Las Positas College, and the District Office would each reduce spending by \$1.5M, beyond the instructional savings previously identified. This recommendation was developed by discussing criteria outside of the Model and included the impact the reductions would have on each site's operations, given current expenditure patterns. Reductions, totaling \$4.5M, were presented to DBSG in May, 2012.

CLPCCD has engaged a consultant, Mr. Michael Hill, to work with DBSG to develop a new Allocation Model. The initial goal is to have this new Model in place for the development of a budget for Fiscal Year 2013-14. While some believe it is an ambitious stretch goal for the District, many believe it is essential to complete this goal quickly. The necessity of accomplishing this goal is compounded by the uncertainties surrounding the passage of Governor Brown's tax initiative on the November 2012 ballot. A District-wide dialogue began Fall 2012 with the promise of completion by Spring 2013.

II. Analysis of Results Achieved:

Establishing a new Allocation Model has been difficult during the current climate of budget reductions. Much effort and dialogue has been spent across the District seeking ways to support programs and services for students and this has hindered progress toward final solutions for a new model. During Summer 2012, emphasis has been placed on seeking solutions through the work of Mr. Hill, the District Consultant for the DBSG.

The basic analysis of the "Nuts and Bolts" subgroup results was summarized for DBSG in November 2010. Basic findings are:

The Model is based on program-based funding, which was replaced by California law SB 361

1. The Model has so many items taken "off the top" that it functions more like an expense model than an allocation model. This is evidenced by the fact that less than 12 percent of the District's total revenue is actually distributed by the model
2. As revenue is reduced from the state, non-instructional expenditure reductions appear to affect the colleges disproportionately

3. The basic allocation for District Services needs to be studied and better understood.

While the state of the California budget continues to decline and the result is a dramatic reduction in education and services for students, this fact makes developing a new allocation tool especially difficult. However, the effort to develop a fair and functional allocation model would be beneficial for all District entities. Ensuring and supporting fiscal responsibility will enhance the district in serving its students with the best practices available to our communities. In the development of the current budget, it is noted that the Tentative Budget approved by the Board of Trustees in June 2012, retains the practice from the prior year, of incorporating expenditure levels at each site that are inconsistent with revenue allocations. It is clear the Board of Trustees wishes to support student learning, success, and a well-qualified faculty and support staff. The practice of allocating beyond revenues makes it essential that movement with our fiscal consultant is critical in order to sustain a balanced and fair budget into the next fiscal year.

The District acknowledges the need to develop an effective Model that determines equitable funding levels for each site. Initial discussions with the consultant, Michael Hill, have been positive. In the coming months, DBSG will do a closer analysis in several categories, including but not limited to spending at each site, where funding disparities persist, and how dollars can best be allocated to minimize the negative impact to college programs, and services provided to the surrounding communities. CLPCCD has met the intent and spirit of the District / College Recommendation 2 that directs the District and colleges to evaluate the resource allocation process, ensure transparency, and effectiveness of resource allocation supporting operations.

III. Evidence: links available at <http://www.clpccd.org/board/Chancellor.php>

DBSG Membership

DBSG Membership by Position

DBSG Meeting Minutes-August 27, 2010

DBSG Meeting Minutes-October 8, 2010

DBSG Meeting Minutes-March 5, 2010

DBSG Meeting Minutes-March 30, 2012

Allocation Model Issues and Recommendations Nov, 2010

(Specific to nuts and bolts of the current model)

Allocation Model Survey, March, 2010

(Survey of allocation mechanisms in other districts in California)

Allocation Model Questions Addressed May, 2010

(Includes the California survey and some initial recommendations)

RESPONSE TO PLANNING AGENDA

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS	
<p>Standard 2B: The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</p>	
<p>Planning Agenda: Promote awareness of the college-wide goals, the goal-setting process, and how unit planning relates to the college-wide goals.</p>	<p>Status: PRBC has conducted planning retreats. It is an ongoing effort.</p>
<p>Standard 3B: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.</p>	
<p>Planning Agenda: Increase communication across the campus to make visible the collaboration and coordination between IPBC and other college committees such as Facilities, Technology, Staff Development, Program Review, and CEMC in the institutional planning process.</p>	<p>Status: PRBC has conducted planning retreats. It is an ongoing effort.</p>
<p>Standard 4B: The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</p>	
<p>Planning Agenda: Increase the opportunities for classified professional staff and adjunct faculty to participate in college-wide planning.</p>	<p>Status: Classified staff sit on college-wide planning committees.</p>

<p>Standard 5B: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</p>	
<p>Planning Agenda: Expand avenues to make assessment data available and accessible to the public.</p>	<p>Status The public Institutional Research website has been expanded and reorganized to make student outcomes data more available and accessible to the public. There, student assessment of college-wide learning goals, as well as other student outcomes such as success, persistence, degrees, certificate, transfers, transfer-ready status are all displayed on the web site. In addition, research data assessing the effectiveness of the Learning Connection and basic skills courses is also provided. See www.chabotcollege.edu/ir.</p> <p>Course and Program=level student learning outcomes assessment data are collected in eLumen, and faculty report the results in their program review. Program reviews are available on the Planning, Review, and Budget Council's website. See www.chabotcollege.edu/prbc.</p>
<p>Standard 6B: The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including intuitional and other research efforts.</p>	
<p>Planning Agenda: Establish a regular and frequent process for evaluating the planning and resource allocation processes, including institutional and other research efforts.</p> <p>Examine shared governance roles and strengthen links between committees.</p>	<p>Status: Institutional Research is evaluated during the Administrative Program Review cycle.</p> <p>PRBC has conducted a series of planning retreats from spring 2012 to fall 2012 and has developed an assessment of our planning processes and made recommendations for improvements.</p>

Completion: Fall 2012.	
Standard 7B: The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support.	
Planning Agenda: Disseminate the results of Program Review through shared governance structure to increase the level of awareness of the systematic review of instructional programs, student services, the Library, and other learning support services.	Status: All program reviews are posed on the PRBC web site. http://www.chabotcollege.edu/prbc/

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES	
Standard 1A: The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and upholds its integrity.	
Planning Agenda: Write and assess program outcomes in the 2008-2009 and 2009-2010 school years.	Status: All program outcomes are on the SLOAC website. http://www.chabotcollege.edu/sloac/
Standard 1A.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	
Planning Agenda: Increase the number of students using the Assessment Testing Center.	Status: Ongoing
Continue working through the SLO assessment cycle.	Ongoing

<p>Standard 1A.c: The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assess student achievement of those outcomes; and uses assessment results to make improvements.</p>	
<p>Planning Agenda: Complete SLOA cycle for each course.</p>	<p>Status: Ongoing</p>
<p>Review assessments in Program Review and implement changes.</p>	<p>Ongoing</p>
<p>Write and implement program-level outcomes in 2009-2010.</p>	<p>Completed 2010</p>
<p>Standard 2A.b: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</p>	
<p>Planning Agenda: Develop procedures to record and assess all program and institutional learning outcomes.</p>	<p>Status: Institutional learning outcomes (ILO's) are assessed biennially through the student and graduate surveys and published on the Institutional Research Website. ILO's have also been assessed by faculty in pilot studies that developed assessment instruments. Program learning outcomes are assessed and recorded in eLumen. http://www.chabotcollege.edu/sloac/</p>
<p>Standard 2A.c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</p>	
<p>Planning Agenda: Examine course sequence information and insure that courses are offered accordingly.</p>	<p>Status: Ongoing</p>

<p>Standard 2A.d: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</p>	
<p>Planning Agenda: Strengthen communication and coordination among the Staff Development Committee, the Center for Teaching and Learning, and the Instructional Technology Center to provide more on-campus opportunities for professional development in areas of identified need.</p> <p>Develop a college-wide professional development plan that will provide faculty with ideas, information, and support for improving their knowledge of the learning needs of our students and methods for meeting those needs.</p>	<p>Status: Ongoing</p> <p>Chabot participates in the Flex Calendar Program and submits its professional development plan annually.</p>
<p>Standard 2A.e: The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</p>	
<p>Planning Agenda: Create a mechanism for units to receive feedback on Unit Plans and Program Reviews from the IPBC and the Budget Committees.</p>	<p>Status: Completed</p>
<p>Standard 2A.f: The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees, the institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</p>	
<p>Planning Agenda: Continue to implement the procedures for systematic evaluation and ongoing planning that have been put in place.</p>	<p>Status: Ongoing</p>

<p>Standard 2A.i: The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.</p>	
<p>Planning Agenda: Write and assess program outcomes for degree and certificate programs and use achievement of those outcomes as the basis for awarding degrees and certificates.</p>	<p>Status: Completed 2010</p>
<p>Standard 2A.3: An understanding of the basic content and methodology of the major areas of knowledge: areas included the humanities and fine arts, at the natural sciences, and the social sciences.</p>	
<p>Planning Agenda: Assess student achievement of stated learning outcomes of the general education program.</p>	<p>Status: Completed assessment of five college-wide learning goals in the current cycle ending Fall 2012.</p>
<p>Standard 2A3.c: Recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historic and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally, and globally.</p>	
<p>Planning Agenda: Assess general education learning outcomes.</p>	<p>Status: Completed assessment of five college-wide learning goals in the current cycle ending Fall 2012.</p>
<p>Complete learning outcomes at the course and program level, and correlate them with GE outcomes.</p>	<p>Completed assessment of five college-wide learning goals in the current cycle ending Fall 2012.</p>
<p>Standard 2A5: Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared of external licensure and certification.</p>	
<p>Planning Agenda: Create a systematic mechanism to track students in career technical education programs.</p>	<p>Status: Completed: A local survey was developed.</p>

<p>Standard 2A6: The institution assures that students and prospective students receive clear and accurate information about education courses and programs and transfer policies. The institution describes its digress and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outlines.</p>	
<p>Planning Agenda: Develop an optional basic syllabus form that can be adapted to a particular course or section and transmitted electronically.</p>	<p>Status: The district has adopted CurricUNET and serves as the standard platform for curriculum submission.</p>
<p>Maintain a collection of syllabi writing resources in the Center for Teaching and Learning.</p>	<p>Completed</p>

STANDARD IIB: STUDENT SUPPORT SERVICES

<p>Standard 2B1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.</p>	
<p>Planning Agenda: Continue to expand the work of the student Equity and Success Coordinating Group college-wide to increase the percentage of student who attend Chabot upon graduating from high school.</p> <p>Ensure an adequate level of support services targeted to Spanish-speaking and Hispanic students.</p>	<p>Status: The Student Equity and Success Coordinating Group was re-constituted as the Student Services Council under new VPSS, and continued to meet each term to advance student equity and success.</p> <p>Chabot piloted the Peer Mentor program in Fall of 2009 that included several Spanish-speaking student Peer Mentors who were assigned to new student orientation groups. The program continues as an institutionalized student access and retention program. Additionally, four Spanish-speaking Counselor/Instructors were hired between 2009-2012 in both Special Programs and “general” Counseling.</p>

<p>Revisit the growing need in the college community for Career Technical Education as identified by Clarus and other survey tools.</p> <p>Re-emphasize support for transfer as an institutional priority.</p>	<p>The Chabot Counseling Division secured two major workforce development grants/contracts including a \$538,000 FIPSE Special Focus Grant for Adult and Dislocated Workers over 3 years, and a \$600,000 per year contract with the Alameda County Workforce Investment Board to serve Dislocated workers affected by the NUMMI plant closure. All outcomes of grant/contract met.</p> <p>The Chabot Counseling Division developed a Transfer Council of three Counselor/Instructors to cover the breadth of Transfer-promoting activities. FIPSE grant leveraged to increase transfer counseling, university field trips, and workshops for adult workers who want to transfer. Counseling was also instrumental in Enrollment Management discussions throughout the past three years in prioritizing course reductions that have the least impact on transfer student requirements.</p>
<p>Standard 2B2: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning (B2.a) General information, (B2.b) Requirements, (B2.c) Major policies Affecting Students, and (B2d) Locations of publications where other policies may be found.</p>	
<p>Planning Agenda: Include Academic Freedom Statement in College publications such as the College Catalog and the <i>Student Handbook</i>.</p>	<p>Status: The Academic Freedom Statement is included in the College Catalog.</p>

<p>Standard 2B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</p>	
<p>Planning Agenda: Expand support services offered to Online Learning Students.</p>	<p>Status: Completed. Online Services partnered with Online Learning Coordinator and Faculty to offer Blackboard Orientations each term for online students.</p>
<p>Ensure an adequate level of support services for students at the San Leandro and Union City Centers.</p>	<p>Completed. Each term, staff were assigned as needed to off-campus sites for student support services. Due to budget constraints, offerings at the San Leandro Center and plans for the Union City Center have been postponed.</p>
<p>Integrate online counseling services information via “The Zone” single sign-on web portal with the online course information.</p>	<p>In progress. Some counseling services information is available via the Zone web portal.</p>
<p>Standard 2B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</p>	
<p>Planning Agenda: Support the efforts of the ASCC to expand involvement and opportunities for all students.</p>	<p>Status: Supported ASCC in increasing Student Body fee to expand co-curricular opportunities for students. Supported Law & Democracy joint sponsored event with college.</p>

<p>Standard 2B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</p>	
<p>Planning Agenda: Implement the new Matriculation Passport System.</p> <p>Increase Psychology-Counseling course offerings.</p> <p>Expand and explore interventions for at-risk students.</p> <p>Evaluate the effectiveness of transfer counseling.</p>	<p>Status: Completed and still in use.</p> <p>State-mandated workload reductions forced reductions in PSCN sections. Core PSCN sections for AS in Human Services and Certificate programs preserved. Several sections were grant-funded to protect from reductions as institutional priority setting for this planning agenda.</p> <p>Increased support for at-risk students through several grants written and received by Special Programs including Trio Excel grant for ESL learners, FIPSE grant for adult and dislocated workers, and MAA program to connect low-income students and their families with Medi-Cal state health insurance and Medi-Cal covered services that also generates un-restricted reimbursements.</p> <p>Transfer Council formed to evaluate transfer counseling functions. Meets with Dean to prioritize resources that have the largest positive effect on transfer.</p>

<p>Standard 2B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</p>	
<p>Planning Agenda: Expand the work of the Student Equity and Success Coordinating Group to involve all segments of the college community.</p> <p>Continue the short- and long-range planning for maintaining status as a Hispanic-Serving Institution.</p> <p>Plan the Multi-cultural Center/El Centro in the new Community and Student Services Center.</p>	<p>Status: Work towards student equity and success has become more institutionalized college-wide as the leadership has ensured this with more broad initiatives implemented across the college.</p> <p>The percentage of Hispanic/Latino students has increased to 31%. The work continues, including the next steps to apply for a Title 5 Grant to continue the student equity work across the college.</p> <p>Given the cultural diversity of Chabot students as well as Student Services staff, the Community and Student Services Center has become a “Multi-cultural Center” including bilingual counselors and staff who are integrated into the fabric of the institution.</p>
<p>Standard 2B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	
<p>Planning Agenda: Continue to evaluate the College assessment instruments for accuracy and placement effectiveness in the required six year cycle.</p> <p>Through the Basic Skills Initiative (BSI) Committee, explore the possibility of mandatory assessment, orientation, and placement.</p>	<p>Status: IR regularly evaluates assessment instruments for validity and disproportional impact.</p> <p>Completed analysis and have college-wide strategic plan buy-in in place for Fall 2013 implementation.</p>

<p>Standard 2B.3.f Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.</p>	
<p>Planning Agenda: Explore resources and options for consolidating all records, including the possibility of off-site data storage for back-up documentation.</p> <p>Continue progress towards a records management manual with a records classification system based on state requirements to be utilized for staff training and reference.</p> <p>Co-mingle student records from Chabot and Las Positas Colleges so that the records are easily accessible between colleges.</p>	<p>Status: In progress.</p> <p>Ongoing/in progress; constant updates and changes.</p> <p>BDMS (Banner Data Management System) is expected to be implemented by end of 2012. This will combine all existing scanned documents from both Chabot and LPC—that will enable both colleges to view and access student records.</p>
<p>Standard 2B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	
<p>Planning Agenda: Refine the Unit Planning and Program Review processes as a single avenue for providing evidence and utilizing assessment results to improve services to students.</p>	<p>Status: Completed. The Unit Planning and Program Review process has been refined as a single avenue for providing evidence and utilizing assessment results to improve services to students and fully integrated into the college-wide Program Review and Unit Planning process. Evidence is at: http://www.chabotcollege.edu/prbc/2012programreview.cfm.</p>

STANDARD IIC: STUDENT SUPPORT SERVICES	
<p>Standard 2C.1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</p>	
<p>Planning Agenda: Analyze student research habits to increase the use of the Library collections by students.</p> <p>Work closely with the administration on a realistic Learning Connection budget.</p> <p>Identify additional resources for funding, such as the Chabot Foundation.</p>	<p>Status: Some analysis of research habits was conducted for Fall 07, Fall 09, and Fall 11 Student Survey.</p> <p>The Learning Connection has conducted a thorough analysis of their service outcomes and identified, and prioritized through their program review, their programmatic needs. Their budgetary requests are forwarded through our budgeting process and reviewed for consideration.</p> <p>The Chabot Foundation was disbanded during the 2011 academic year. Currently we are in the process of reconstituting the foundation and plan to be operational by the conclusion of spring 2013.</p>
<p>Standard 2C.1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</p>	
<p>Planning Agenda: The Portal Committee will continue to improve services and explore avenues for easier access to online library resources including online reference.</p> <p>Provide more services to the weekend on-campus students.</p>	<p>Status: No longer applicable</p> <p>Due to budget cuts, unable to expand services.</p>

<p>Standard 2C.1d. The institution provides effective maintenance and security for its library and other learning support services.</p>	
<p>Planning Agenda: Library: Pursue the remodel and new building options.</p>	<p>Status: Campus Technology Committee is exploring potential solutions.</p>
<p>Planning Agenda: Learning Connection: Purchase laptop computers and appropriate security devices.</p> <p>Continue with the check-out system.</p> <p>Refine staffing priorities to ensure that websites are maintained.</p>	<p>Status: Due to budget cuts, unable to purchase.</p> <p>Completed</p> <p>Ongoing</p>
<p>Standard 2C.1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.</p>	
<p>Planning Agenda: Learning Connection: We are proceeding appropriately in considering collaboration with other institutions or resources as we develop our projects.</p>	<p>Status: Ongoing</p>
<p>Standard 2C2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	
<p>Planning Agenda: Research and implement ways to better fulfill students' research needs in the Library and through the Library's online presence.</p>	<p>Status: Web page redesigned, new resources created.</p>

STANDARD IIIA: HUMAN RESOURCES	
<p>Standard 3A1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p>	
<p>Planning Agenda: Implement any agreed to changes identified in the Classification Study.</p> <p>Implement revised Faculty Hiring Policy when adopted.</p>	<p>Status: Due to budget cuts, no action has been taken.</p> <p>In progress</p>
<p>Standard 3A4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.</p>	
<p>Planning Agenda: Update Board policy for unlawful discrimination based on Title 5 and the State's EEO Plan.</p>	<p>In progress</p>
<p>Standard 3A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</p>	
<p>Planning Agenda: Develop and coordinate the efforts of the Center for Teaching and Learning, the Staff Development Committee, and the Instructional Technology Committee.</p>	<p>Status: Ongoing</p>

Standard 3A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	
Planning Agenda: Develop a fully transparent, detailed process for assessing and filling human resources needs at the classified and administrative levels.	Status: Completed 2010

STANDARD IIIB: PHYSICAL RESOURCES	
Standard 3B1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	
Planning Agenda: Revise the Facilities Plan.	Status: Completed spring 2012
Standard 3B.2. To assure the feasibility and effectiveness of the physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	
Planning Agenda: Advocate for replacement of needed M&O personnel based on the M&O five-year staffing plan.	Status: Due to budget cuts, no action has been taken.

STANDARD IIIC: TECHNOLOGY RESOURCES	
Standard 3C1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	
Planning Agenda: Better incorporate the Technology Plan and the Technology Committee into the planning processes of the College, including sending formal recommendations to the appropriate administrators, planning committees, and College Council.	Status: Completed 2012, see recommendation #4.
Standard 3C1.b. The institution provides quality training in the effective application of its information technology to students and personnel.	
Planning Agenda: Improve the training opportunities for faculty and staff by including it as an objective and requesting the appropriate resources in the Media Services Unit Plan.	Status: Decentralized training opportunities have been developed. Media Services staff utilize state-wide training opportunities as well as campus Flex Day trainings.
Standard 3C1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	
Planning Agenda: Develop plans to store backup data at an offsite location.	Status: Completed 2012.

<p>Standard 3C2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.</p>	
<p>Planning Agenda: Continue the process of integrating the Technology Plan with Unit Planning, so that the whole College can benefit from the goals set in this plan.</p>	<p>Status: Completed 2012, see recommendation #4.</p>
<p>Establish future specific directions for the whole College with input from the Technology Committee and the District as well as divisions and units.</p>	<p>Completed 2012, see recommendation #4.</p>

STANDARD IIID: FINANCIAL RESOURCES

<p>Standard 3D1.a. Financial planning is integrated with and supports all institutional planning.</p>	
<p>Planning Agenda: Institute an annual workshop for College personnel, including budgeting and planning committees, focusing on an analysis of College finances.</p>	<p>Status: In progress with PRBC.</p>
<p>Standard 3D1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.</p>	
<p>Planning Agenda: Draw a simple, unified College budget allocation model that describes processes already in place and working.</p>	<p>Status: In progress with PRBC.</p>
<p>Standard 3D2.b. Appropriate financial information is provided throughout the institution.</p>	
<p>Planning Agenda: Make the College Budget Committee the vehicle for disseminating budgeting information to the College community.</p>	<p>Status: Completed http://www.chabotcollege.edu/budget/</p>
<p>Formalize a College policy of regular budget status announcements through postings on intranet and email.</p>	<p>Completed http://www.chabotcollege.edu/budget/</p>

STANDARD IVA: LEADERSHIP & GOVERNANCE	
<p>Standard 4A3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.</p>	
<p>Planning Agenda: Continue periodic review of shared governance structure.</p> <p>Conduct targeted survey on planning and Program Review to track the response to improved shared governance practices.</p> <p>Revise survey questions regarding faculty participation to focus on the adequacy of input from faculty representatives on committees.</p>	<p>Status: Ongoing with PRBC</p> <p>This was done in Spring 08 and 09, as part of Accreditation self-study, and will be done again in Spring 13.</p> <p>This is being revised by Institutional Research for next staff survey.</p>
<p>Standard 4A5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	
<p>Planning Agenda: Develop a regular schedule to review shared governance structure and the needs by area to evaluate whether all areas' concerns are met.</p>	<p>Status: Ongoing conducted by PRBC.</p>
<p>Standard 4B1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</p>	
<p>Planning Agenda: Distribute communication to the college community every semester describing actions taken by the Board.</p>	<p>Status: Completed. All Board agendas are distributed over district email and Board minutes are posted on the district website http://www.clpccd.org/board/</p>

<p>Standard 4B1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</p>	
<p>Planning Agenda: Distribute communication to the college community every semester describing actions taken by the Board.</p>	<p>Status: Completed. All Board agendas are distributed over district email and Board minutes are posted on the district website http://www.clpccd.org/board/</p>
<p>Standard 4B1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.</p>	
<p>Planning Agenda: Include the self-evaluation process for Board performance in Board Policy 7052.</p> <p>The Board evaluation process will be posted electronically in order to make it accessible.</p>	<p>Status: All Board Policies with Administrative Rules and Procedures are currently being reviewed and updated. Completed by September 2013.</p> <p>Self evaluations are done annually. Ongoing.</p>
<p>Standard 4B2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</p>	
<p>Planning Agenda: Stabilize the administrative structure by hiring administrators on a permanent basis.</p>	<p>Status: Due to recent retirements, administrative and voluntary administrative separations, the college is in the process of seeking permanent replacements for its key administrative positions. Completed by Spring 2013.</p>
<p>Planning Agenda: Stabilize the administrative structure by hiring administrators on a permanent basis.</p>	<p>Status: Due to recent retirements, administrative and voluntary administrative separations, the college is in the process of seeking permanent replacements for its key administrative positions. Completed by Spring 2013.</p>

<p>Standard 4B2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>	
<p>Planning Agenda: Create and conduct a staff survey.</p>	<p>Status: Completed. Staff survey was conducted in Spring 2008.</p>
<p>Standard 4B3.b. The district/system provides effective services that support the colleges in their missions and functions.</p>	
<p>Planning Agenda: Raise the awareness continually of the roles and responsibilities of the District and the College as indicated in the Delineation of Functions Map.</p> <p>Continually inform faculty and staff of the changes in roles and responsibilities of the District administrative personnel.</p>	<p>Status: The Interim Chancellor will, after discussion with the Chancellor’s Cabinet, provide a draft to be distributed to the Chancellor’s Council, and all major constituent groups for additional discussion and input. Once discussion has been received from the colleges, the current document will be formally revised. Completed by December 2012.</p> <p>The Chancellor will keep the colleges and District personnel informed of changes in the roles and responsibilities of District personnel through its shared governance structures and district-wide communication mechanisms. Ongoing</p>

<p>Standard 4B3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</p>	
<p>Planning Agenda: The reconstituted DBSG needs to provide recommendations to the Chancellor upon financial matters, especially on the revenue allocation model.</p>	<p>Status: Following the conclusion of its spring 2010-summer 2012 meetings, DBSG recommended that the allocation model needed to be revised. Further, the committee recommended the current model should not be used to determine college and District budget reductions, and work should continue to develop a new allocation model in time for the 2013-2014 budget year. Completed by: Spring 2013</p>
<p>The DBSG needs to make documentation of the revenue allocation model available and accessible.</p>	<p>All documentation of District budgets and DBSG meeting agendas and minutes are available on the District web site under Business Services, Budget, http://www.clpccd.org/business/BusinessServicesBudget.php and DBSG, http://www.clpccd.org/business/Business/ServicesDistrictBusinessBudgetStudyGroup.php Routinely updated each month.</p>
<p>Standard 4B3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	
<p>Planning Agenda: The District will study the need for a process to regularly evaluate governance and decision-making structures and processes.</p>	<p>Status: In progress; see district recommendation #1.</p>
<p>The District will develop a document control process to archive Board-approved policies and procedures in a usable and accessible format.</p>	<p>District process documents are posted on the District website and site and Board-approved are schedule for review in 2012-2013.</p>

APPENDIX 1

Learning Connection and Library Learning Outcomes and Assessment Progress Report

Chart 1: Alignment of SAOs and PLOs

SAOs:	Alignment with PLOs:
The Library will support student learning by providing secure and adequate space, conducive to study and research.	Access appropriate information to achieve educational, professional and personal objectives.
The Library will support student learning by providing appropriate hours of operation for students to access physical library resources.	Develop a lifelong ethic of learning. Access appropriate information to achieve educational, professional and personal objectives.
The Library will continue to acquire audio-visual materials that support student learning across the curriculum.	Access appropriate information to achieve educational, professional and personal objectives.
Students will be able to identify their professor's name, course, and title of the textbook(s) used in their class.	Develop a lifelong ethic of learning. Access appropriate information to achieve educational, professional and personal objectives.

Chart 2: Library assessment instruments and Library SAOs Assessment Schedule

Assessment Tool	Develop	Implement	Assess
Library Satisfaction Student Survey	Spring 2011	Fall 2011	Spring 2012
Library Programming Survey	Spring 2011	Fall 2011	Spring 2012
Library Satisfaction Faculty Survey	Fall 2011	Spring 2012	Fall 2012
Library Services Survey to Student Services Faculty	Fall 2011	Spring 2012	Fall 2012
Library Orientation Survey	Spring 2011	Fall 2011	Spring 2012
Library Suggestion Box	Fall 2010	Spring 2011	ongoing

Library SAOs Assessment Schedule

SAOs:	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
The Chabot College Library will provide secure and adequate space, conducive to study and research.	Create SAO		Assess	Reflect	Implement & Adjust
The Library will support student learning by providing appropriate hours of operation for students to access physical library resources.		Create SAO	Assess	Reflect	Implement & Adjust
The Library will continue to acquire audio-visual materials that support student learning across the curriculum.		Create SAO	Assess	Reflect	Implement & Adjust
Students will be able to identify their professor's name, course, and title of the textbook(s) used in their class.	Create SAO and Assess	Reflect	Implement & Adjust		

Chart 3: Library Orientation SLOs

Library Orientation	SLOs:	Alignment with PLOs:
Library Orientation in Rm. 119 (Computer lab with 24 work stations with hands on activity)	<p>SLO.1: Learn how to search Chabot Library's online catalog for materials</p> <p>SLO.2: Learn how to develop and implement a search strategy</p> <p>SLO.3: Learn how to search the Library's online databases for research on a particular topic</p> <p>SLO.4: Learn how to email and print a full-text article from an online database</p>	Access appropriate information to achieve educational, professional and personal objectives.
Library Orientation in Rm. 107A & 107B (Lecture conference room for up to 75 students with no hands on activity)	<p>SLO.1: Learn how to search Chabot Library's online catalog for materials</p> <p>SLO.2: Learn how to develop and implement a search strategy</p> <p>SLO.3: Learn how to search the Library's online databases for research on a particular topic</p>	Access appropriate information to achieve educational, professional and personal objectives.

Chart 4: Library Orientation Assessment Schedule

Library Orientations	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Library Orientations in Rm. 119	Draft SLOs	Assess	Reflect	Implement & Adjust	Assess
Library Orientations in Rm. 107A & 107B	Draft SLOs	Assess	Reflect	Implement & Adjust	Assess

Chart 5: Library Course Assessment Schedule

Courses	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
LIBS 1	Assess	Reflect	Reflect	Implement & Adjust	Implement & Adjust	Assess
LIBS 2	Draft SLOs	Assess	Reflect	Implement & Adjust	Assess	Reflect

Chart 6: Library Course-level Outcomes

Library Courses	SLOs:	Alignment with PLOs:
LIBS 1	SLO.1: Develop and implement a search strategy SLO.2: Distinguish between popular and scholarly sources	Access appropriate information to achieve educational, professional and personal objectives. Develop a lifelong ethic of learning.
LIBS 2	SLO.1: Create an annotated bibliography SLO.2: Evaluate information and its sources SLO.3: Draw references to one's personal life from materials presented in class	Access appropriate information to achieve educational, professional and personal objectives. Develop a lifelong ethic of learning.

Chart 7: Library in-house surveys

Assessment Tool	Develop	Implement	Assess
Library Satisfaction Student Survey	Spring 2011	Fall 2011	Spring 2012
Library Programming Survey	Spring 2011	Fall 2011	Spring 2012
Library Satisfaction Faculty Survey	Fall 2011	Spring 2012	Fall 2012
Library Services Survey to Student Services Faculty	Fall 2011	Spring 2012	Fall 2012
Library Orientation Survey	Spring 2011	Fall 2011	Spring 2012

APPENDIX 2

DBSG SUBGROUP SUMMARY

November 6, 2009	<p>Three subcommittees formed – 3-Year Budget Data Analysis, Allocation Model, Nuts and Bolts and Board Policy. Allocation Model subcommittee to look at current model to determine its proper functionality and revise the Board Policy accordingly.</p> <p>District staff Judy Hutchinson assigned to provide data and help understand the components of allocation.</p>
December 11,2009	<p>3-year budget data analysis - Bob D'Elena did not have anything to report. He said that he had been sick for a couple of weeks and upon return to campus he had to focus his energy on teaching the classes. He will start working on it again and hopefully, have a report on progress at the next meeting.</p> <p>Board Policy - Lorenzo mentioned that this sub group still needs to appoint a group leader. DeRionne Pollard volunteered and was appointed group leader for the Board Policy subcommittee.</p> <p>Allocation model - Dave Fouquet reported that his group met a week ago today at the district office. Jim Mathews was also invited to give the group the historical perspectives. Judy Hutchinson went over the model. The group is beginning to understand the model which was formulated in the early nineties on program based funding. The program based funding percentages are calculated on a theoretical funding level and would be based the student apportionment, faculty, certain square footage which would cover the whole M&O funding, but the colleges don't get. If based on that, the district would be receiving approximately \$157 million. As we know the colleges in California are historically under funded and so the actual numbers that we get from the state is quite a bit less. So obviously we need to formulate a better way to look at that.</p>

<p>February 5, 2010</p>	<p style="text-align: center;"><u>Allocation Model Nuts & Bolts – Dave Fouquet</u></p> <p>Dave reported that the committee met on January 29. Invited attendees were Jim Mathews, and Neil Eli who was representing the V.P.’s at Las Positas College. Committee members that attended the meeting were Heidi Urech, Pedro RuizDe Castilla and Rajeev Chopra. At the end of the discussions it was decided that the allocation model needs to be reconstructed. The committee developed a number of questions in order of importance into constructing a new model. The questions were made part of this agenda packet. Dave encouraged everyone to participate with comments.</p> <p><u>Board Policy</u></p> <p>DeRionne Pollard reported that at the last meeting she volunteered to be the leader of the Board Policy sub committee. The committee will meet for its first meeting very soon. The committee is currently obtaining some background information to bring to the group.</p> <p><u>3-Year Budget Data Analysis</u></p> <p>Bob D’Elena reported that the group met last Friday, January 29. A number of people could not attend the meeting. There were actually only two attendees, Bob D’Elena and Natasha Lang. They talked about a path forward and Natasha and Bob will meet next week. Hopefully, the group will have something concrete to show as a draft.</p>
<p>March 5, 2010</p>	<p>Health Benefits Subcommittee was formed</p> <p>3-Yr Budget Analysis: Bob D’Elena reported that his group has established a purpose statement. Bob made his first attempt to do the trend analysis using various accounts by departments for Las Positas College FY 2008-09.</p> <p>Allocation Model Nuts&Bolts: Dave Fouquet reported that his group has not met since the last DBSG meeting. One of the reasons for that is at the last meeting it was suggested that we do the comparative study of the best practices at other districts. The comparative study has been provided with this agenda. Dave added that an allocation model is a formula that basically tries to anticipate the changes or potential types of changes in revenue and produce a set distribution of either the good or the bad news to the sites. He suggested that the DBSG, as a group go through an exercise of allocating revenues without a model for a couple of years.</p> <p>Board Policy: DeRionne Pollard gave a brief report. The subgroup is to: review the charge of the committee; identify the task; develop a timeline and a meeting schedule</p>

May 14, 2010	<p>3-Yr Budget Analysis: Bob D'Elena reported that he has encountered a number of hurdles to accomplish the task of analyzing the historical data and compare it to the current budget to look for outliers and find ways to improve our resource allocation. He has to rely on other people to obtain the data.</p> <p>Allocation Model Nuts&Bolts: Dave Fouquet reported that the group had meetings on 4/23/10 and 5/7/10. The group discussed the allocation model questions from the 2/5/10 DBSG meeting and made recommendations.</p> <p>Board Policy: DeRionne Pollard, the group leader was not present at this meeting. Lorenzo presented the report from the last meeting. The group met last Tuesday, May 11, 2010 and discussed the existing Board Policy.</p>
June 17, 2010	<p>3-Yr Budget Analysis: Bob D'Elena, leader for this subcommittee group was not present at the meeting today. Lorenzo Legaspi reported that at the last meeting, Bob needed some assistance in obtaining the data he needed for the analysis. We, as a group, decided that Barbara Yesnosky would extract the data from the Systems Office website to be used as a starting point. The Systems Office report is not current and the data presented today is only up to 2008-09. Mr. Legaspi then reviewed the Systems Office report with the group.</p> <p>Allocation Model Nuts&Bolts: Dave Fouquet reported that the allocation model subgroup did not meet. He said that at the last DBSG meeting, Sarah Thompson talked about developing the guiding principles. At the urging of Sarah Thompson, a group, mostly comprising of faculty, gathered to start developing the guiding principles. The attendees at this meeting were Dave Fouquet, Bob D'Elena, Sarah Thompson, Ming-Lun Ho and Rajeev Chopra. The group developed a draft of the guiding principles using Kern CCD as the basis. Dave then distributed the one page draft of the guiding principles to the group.</p> <p>Board Policy: Lorenzo Legaspi informed the group that the leader for the Board Policy subgroup, DeRionne Pollard is leaving the District on June 30, 2010.</p> <p>Health benefits group: Lorenzo Legaspi discussed the Keenan & Associates Benefits survey with the group.</p>

August 27, 2010	<p>3-Yr Budget Analysis: The subgroup had a few meetings on how to accumulate the financial data in a usable and agreed upon format, to look at annual trends and to provide analysis factors to develop productivity relationships. Then analyze the productivity relationships looking to improve the allocation resources for future years. The subgroup then developed a set of principles and created a model using Las Positas College. They did some preliminary work, but then discovered that it was a very complicated and time consuming process. They also called a number of committee meetings, but had poor turnout from Chabot College and the District. Mr. D'Elena said that after attempting to move forward for quite awhile, he made a statement at the meeting in May that this subgroup was no longer viable because neither the resources nor the support was available at the time.</p> <p>Allocation Model Nuts & Bolts:Dave Fouquet was excused to leave early, but said he will contact the subgroup members via email.</p> <p>Board policy:Mr. Legaspi announced that Dr. Mary Anne Gularte has graciously stepped in to be the chairperson for the Board Policy subgroup. She will replace Dr. DeRionne Pollard who is no longer with the District. Dr. Gularte updated the group and said that she has reviewed the materials that have been developed by the Board Policy subgroup. Next week she will talk to Dr. Pollard to get a briefing on how she managed the group and obtain some insight into the discussions. She requested the subgroup to meet briefly after this meeting to identify some dates for a future meeting.</p> <p>Health benefits group:Mr. Legaspi reported that the group met a couple of times, but without the participation from faculty. They looked at the benefits survey to see what other districts are offering including their cap on benefits. All the information is available, but it has been expressed that most of that work should be happening at the negotiating table. The subgroup will respect that, but will continue to gather information.</p>
October 8, 2010	<p>3-Yr Budget Analysis: Mr. Bob D'Elena shared an overview of the budget presentation that Mr. Legaspi presented at the last meeting. He showed the numbers by the six different locations: Las Positas College (LPC), Chabot College (CC), District Office, Contract Education, M&O and the District. He then calculated the percentages of the total for each entity to determine the increase /decrease in dollars. Upon</p>

completing the analysis for all six entities he noticed that Contract Education had a very significant increase. Then he did the analysis for a shorter period and used the data from 2008-09 as the base year. Subsequently, the percentages changed. Las Positas College decreased by 42%, Chabot College decreased by 7%, District Office increased by 2%, and M&O went down by 3.5%, and the total District decreased by 2.7%. But, Contract Education increased by 43.5%. Then Mr. D'Elena used the percentages and re-plotted Mr. Legaspi's charts. The charts looked very different with the different base year. Mr. D'Elena suggested that the year closer to today would be more appropriate and match more closely to monitor the current trend.

Allocation Model Nuts & Bolts: Mr. Dave Fouquet reported that he did a study of the current allocation of State Unrestricted General Apportionment and he reviewed it with the group. He looked at how the current allocation model is performing.

Board policy: Dr. Mary Anne Gularte reported that the committee met last week. Attendees were Sarah Thompson, Lorenzo Legaspi, Guy Lease, and Mary Anne Gularte. This was the group's first meeting and it was very broad. They reviewed and discussed the following:

k. charge of the committee

l. District's current Mission Statement

m. policy for the relationship to the colleges and the district

n. collegial consultation with administrative rules and procedures

o. the budget allocation model

p. California education code that affects all the above

q. SB361, which is the enactment of that code

r. draft of the guiding principles that were developed by members of the academic senates

s. draft changes to the board policy prepared by Mr. Legaspi

t. statement of the principles of sound fiscal management.

The subgroup is also looking at policy guidelines from the other districts to see if anything of value could be incorporated into the new policy. This group is not trying to write the policy, but they are gathering information to make recommendations that would then become the policy.

	<p>Health Benefits: Mr. Legaspi reported that the Health benefits committee is on a holding pattern recognizing that benefits are negotiable.</p>
November 5, 2010	<p>Board Policy: The group discussed the various elements of those policies and practices that were identified to be important in the documents and the ones to consider incorporating into our policy. They talked about a general outline for the Board policy document. It was identified that it would include some guiding principles and the philosophical statement on how students are served. It would wrap around planning at both college level and district wide level. The group also talked about including the responsibilities, and the roles, of the individuals involved in the budgetary process. Dr. Guy Lease and Ms. Sarah Thompson volunteered to prepare the draft document using the Accreditation language. Mr. Legaspi offered to sort out the Policy Statements from the Rules and Procedures Statements. After the two pieces are sorted, they will then incorporate the best practices that were chosen from other documents that were reviewed. The group has a chart on how to organize the documents.</p> <p>Allocation Model Nuts & Bolts: Mr. Fouquet reported that his group did not meet since the last meeting on October 8, 2010. At the last DBSG meeting he pointed out that the subgroup does not have a good definition of their task. It was not clear if the current model was to be reviewed for changes or a new model to be constructed. The ultimate goal of the group would be to construct a new model. However, he would not want to go through that exercise without the consensus from the main group. He suggested that it might be a good exercise for the allocation model subgroup to go through the model, formulate and declare what comes off the top and have that as a formal part of the policy.</p> <p>Three-Year Budget Data Analysis: Mr. D'Elena commented that in the interest of time, he would pass his reporting until the next meeting.</p> <p>Health benefits: Mr. Legaspi reported that we are in the middle of negotiation, and that information is being presented to the different collective bargaining groups.</p>
December 3, 2010	<p>3-Yr Budget Analysis: Bob D'Elena could not attend the December 3rd meeting and he requested Ms. Thompson to report on the Three Year Budget Analysis. Ms. Thompson reported that the subcommittee was formed to do a productivity analysis of where the financial resources were currently situated and how they were spent. But unfortunately the group really struggled with the magnitude of the project because of the difficulty in obtaining the necessary data.</p>

	<p>Allocation Model Nuts&Bolts: Mr. Fouquet shared the issues with the current model his subcommittee identified and the recommendations for the new model. Based on the current revenue allocation model, he did a breakdown of the 2010-11 adoption budget and presented it to the group.</p> <p>The current computations are based on Program-Based funding (AB1725); it needs to be reconstructed to reflect SB 361.</p> <p>Board Policy: Dr. Gularte reported that the Board Policy subcommittee was eager to continue their work and is looking at the next part of the policy. A copy of the draft policy was distributed for consideration by the group and their feedback. The committee would look at the accreditation documents to determine the material that could be pulled into the draft policy. The policy would be wrapped around the purposes of planning and setting the policy from procedures. The remainder of their charge was to clean up the procedure portion of the policy documents involving DBSG principles governing allocation of revenues, etc. The allocation model would fold in behind the procedure and then have all the pieces flow together.</p>
February 4, 2011	Subcommittees not on agenda
March 4,2011	Subcommittees Update not on agenda
April 1, 2011	Subcommittees Update not on agenda
May 6, 2011	Subcommittees Update not on agenda
May 13, 2011	Subcommittees Update not on agenda
May 20, 2011	Subcommittees Update not on agenda
September 9,2011	Subcommittees Update not on agenda
October 7, 2011	<p>Subcommittee Status Update: Mr. Legaspi stated that the Allocation Model subcommittee was to provide an update, but Mr. Fouquet, the team leader could not be at the meeting today.</p> <p>Board Policy: Dr. Gularte distributed the draft of Board Policy 3110 for consideration and requested feedback from the group.</p> <p>Ms. Heidi cited that last year when the subcommittees were formed, there were not enough members to participate in the various groups. Dr. Walthers felt that more representatives are good to disseminate information to constituencies and make recommendations.</p>

December 2, 2011	Subcommittees Update not on agenda
February 10, 2012	Subcommittees Update not on agenda
March 2, 2012	Subcommittees Update not on agenda
March 16, 20142	Subcommittees Update not on agenda
March 30, 2012	Subcommittees Update not on agenda
April 20, 2012	Subcommittees Update not on agenda
April 27, 2012	Review of Subgroups: The subcommittee members have changed dramatically since their formation in November, 2009. Mr. Legaspi would like to solicit membership for the committees, so meetings can be resumed as soon as possible to complete the work started by the committees.
May 11, 2012	<p><u>Subcommittee Update</u></p> <p>The subcommittee list was updated with emails from people who were interested in the various committees. The list was distributed and people were asked to notify Mr. Legaspi's office if they were still interested in one of the committees. The group leaders were asked to meet with the Accreditation Response committee after the DBSG meeting. Each group will provide an executive summary to be included in the Accreditation response and establish some timelines.</p> <p>At the decision of the DBSG, the Health & Benefits subcommittee will be discontinued. Mr. Legaspi will provide an executive summary of the subcommittee to be included in the Accreditation response.</p>
July 17, 2012	<p>The district with agreement from the DBSG will hire a consultant, Mr. Mike Hill to assist the DBSG with the following:</p> <ul style="list-style-type: none"> -develop a budget/financial format agreeable to DBSG -develop a financial tool to help the district in monitoring budget status -Lead the DBSG through a process and strategy to come with a solution to address the current budget deficit (mid year cuts) - develop an allocation model that follows the following guiding principles <ul style="list-style-type: none"> . is it perceived to be fair? . is it easily understood?

	<p>. does it work in good and bad times ?</p> <p>.does it create the right incentives for performance?</p>
August 2, 2012	Mr. Hill discussed the format of the financial for monitoring the budget identifying variances, trends, and patterns in expenditures and revenues
August 18, 2012	Mr. Hill facilitated the district enrollment management committee (DEMC) meeting to identify the level of workload reduction for spring of 2013.