Chabot College

Institutional Self Study for Reaffirmation of Accreditation

October 2015

2015 Institutional Self Evaluation of Educational Quality and Institutional Effectiveness In Support of Reaffirmation of Accreditation

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CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION REPORT

Date: July 22, 2015

To: Accrediting Commission for Community and Junior Colleges,

From: Dr. Susan Sperling, President Chabot College
Chabot College
Chabot-Las Positas Community College District
25555 Hesperian Boulevard
Hayward, CA 94545

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signed:
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Chancellor   Chabot-Las Positas Community College District

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President   Chabot College

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President   CLPCCD Board of Trustees

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President   Chabot College Academic/Faculty Senate

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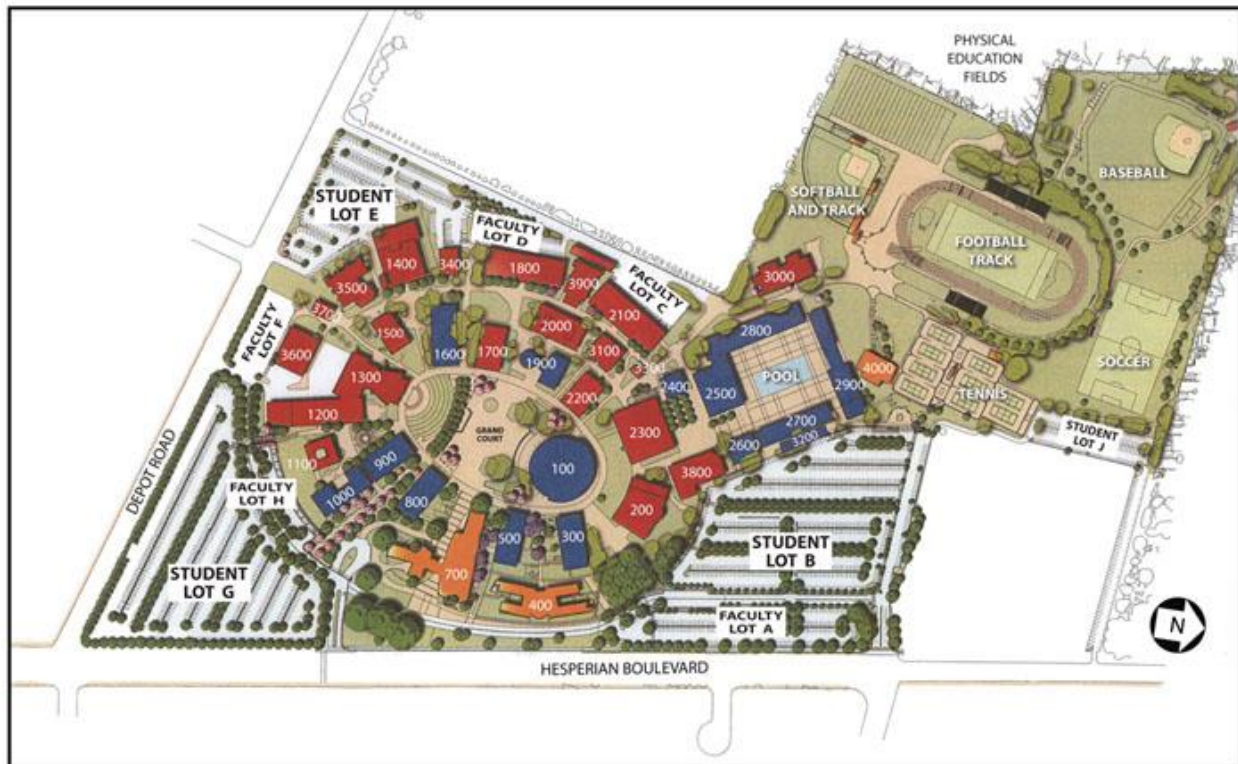
President   Chabot College Classified Senate

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President   Associated Students of Chabot College

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Co-Chair   Evaluation Report Committee

_____

Co-Chair, Accreditation Liaison Officer   Evaluation Report Committee

Descriptive Background and Demographics

CHABOT COLLEGE
HAYWARD, CALIFORNIA

History of Chabot College

The Chabot-Las Positas Community College District (CLPCCD) is in its 53rd year of providing educational opportunities to residents of the San Francisco Bay Area. Voters approved the District, originally named the South County Community College District, on January 10, 1961. Chabot College opened for classes on September 11, 1961, on a seven and one-half acre temporary site in San Leandro with an enrollment of 1,132 students. The 94-acre Chabot College site on Hesperian Boulevard in Hayward opened for its first day of classes on September 20, 1965.

To serve residents of Eastern Alameda County, Chabot College opened the Valley Campus on March 31, 1975, on 147 acres in Livermore. The Valley Campus was designated a separate college, Las Positas College, in 1988. Chabot College primarily serves residents of eastern Alameda County, including Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City. Las Positas College (LPC) primarily serves residents of western Alameda County and southern Contra Costa County, including the communities of Dublin, Livermore, and Pleasanton. The District serves 27 public high schools, which include traditional, continuation, independent study, and college preparatory high schools. Additionally, there is one parochial high school within the District.

Facilities at the Chabot College Hayward campus originally included buildings for classrooms and laboratories, a cafeteria and student government offices, a bookstore, a Learning Resource Center, and offices for student services, administration, and faculty. A 1,432-seat Performing Arts Center was financed jointly with the Hayward Area Recreation and Park District and provides for a host of community and college events. Campus facilities include a fully functional television studio, a radio station, a planetarium, an art gallery, a gymnasium, an Olympic-size pool, a football stadium, a baseball diamond, enclosed softball facilities, twelve tennis courts, indoor racquetball courts, weight training facilities, and a fitness center.

Since the original campus was constructed in 1965, the College has added a new bookstore, an Emergency Medical Services building, a Reprographics and Graphic Arts building, a Children's Center, and a new Music wing. In 1999, a new Chemistry and Computer Science building was completed. To comply with the Americans with Disabilities Act, over $6 million was spent on facilities across the campus between 1992-1995.

In 2003, the College President appointed a committee of faculty, staff, students, and administrators gather data and develop a plan to meet current and future facilities needs. The plan was endorsed by the Board of Trustees and included in Bond Measure B, which voters approved in March 2004. The recommended building and site improvements and renovations reflected the College's needs as identified by all constituencies and were consistent with the College's Strategic Plan and educational goals. In 2005 the Board of Trustees adopted a new Facilities Master Plan (Evidence DB- 1. Facilities Master Plan), which focused on the renovation of campus facilities in need of updating, renovation, and/or replacement. Because the College expects to occupy these buildings for 50 years and longer, new and refurbished areas are being designed with consideration for their life-cycle costs to minimize operating expenses and maximize energy efficiency. Designing highly energy efficient buildings takes into consideration high-efficiency HVAC systems, demand control ventilation in auditoriums, gymnasiums, and theaters, cool roof systems, high-efficiency photovoltaic (solar) power, direct/indirect lighting, sky-lighting and photocell controls, shading classroom/office glass, and using thermal mass where appropriate. Architects are requested to incorporate these and other ideas into the design or redesign of Chabot's new and existing buildings. All buildings are being constructed to LEED silver standards. As of 2015, Chabot College is currently still undergoing renovations.

Chabot College's first accreditation was in 1963, and it has remained a fully accredited, public, urban community college. By the fall 2014 semester, the college had more than 13,000 students. The service area is one of the ten most diverse counties in the United States. The students, staff, and programs of Chabot College reflect demographic and economic trends in the state of California and in the East Bay region the College serves.

Statewide Population Trends
Dramatic population growth is predicted for the state of California for the next 40 years, driven mostly by immigrants, most notably Hispanics/Latinos and Asian Americans (Evidence DB- 3. California Community Colleges System Strategic Plan, 2013 Update). The number of Hispanics/Latinos in the state will grow to 40 percent by 2020 and will be nearly half of all state residents by 2060 (Evidence DB- 4. California Population Projections, 2010 – 2060). The largest increase of Asian Americans will be in the San Francisco Bay Area (Evidence DB- 5. San

Francisco Chronicle, "Asian population swells in Bay Area, State, Nation" March 22, 2012). Another growing population segment includes senior citizens, who will double in number by 2030. Due to good health and greater longevity, many of these baby boomer seniors plan to work past retirement age (Evidence DB- 6. Population Reference Bureau, "U.S. Baby Boomers Likely to Delay Retirement" September, 2014).

Hispanics/Latinos currently have the lowest education and income levels in the state (Evidence DB- 3. California Community Colleges System Strategic Plan, 2013 Update). As they become a larger part of the state population, raising their educational levels will insure that more Hispanic/Latino families earn living wages and help sustain the state economy. The health of the state economy depends on all groups in the younger generation obtaining higher education, yet 70 to 90 percent of new California community college students need precollege training in basic Math and/or English (Evidence DB- 3. California Community Colleges System Strategic Plan, 2013 Update).

Evidence DB- 4. California Population Projections, 2010 – 2060

California Population Projections, 2010 - 2060
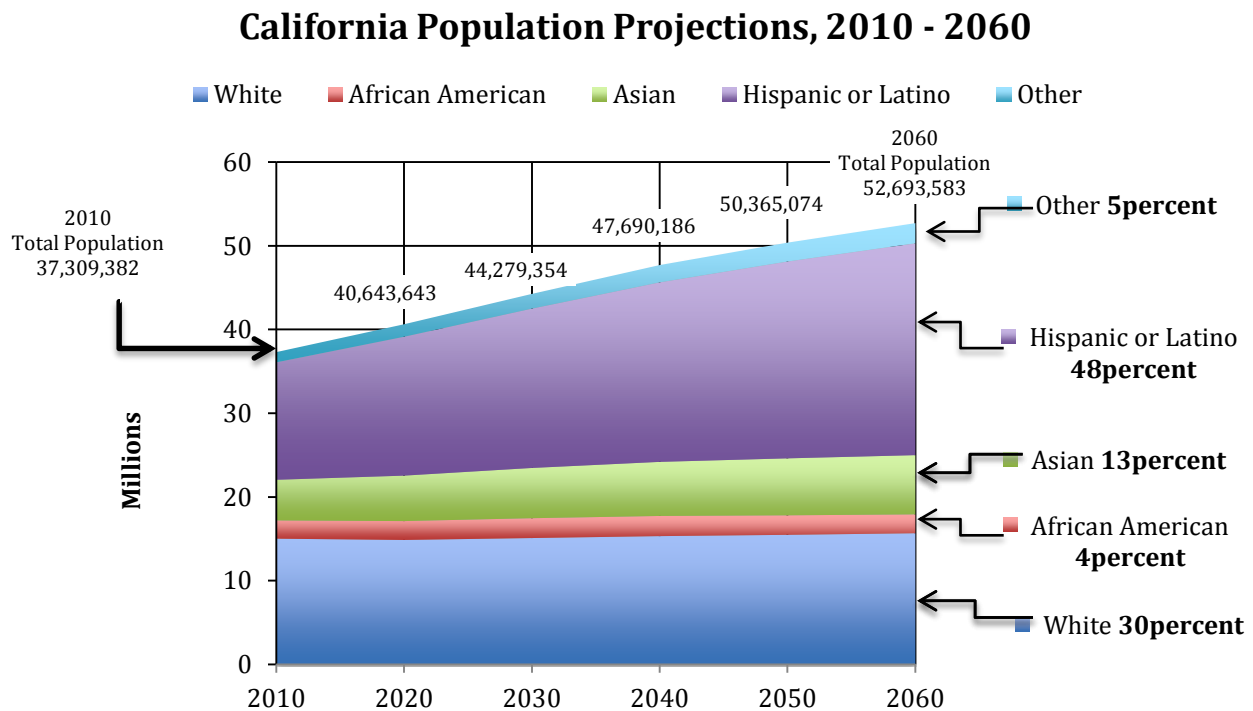
Local trends: East Bay and Chabot Echo State Trends

Mirroring statewide trends, the East Bay population is projected to experience continued growth, especially among Hispanics/Latinos and Asian Americans. In 2013, Chabot area white residents were less than a quarter (24 %) of the population, and the combined Hispanic/Latino (33 percent) and Asian American (28 %) residents were nearly two thirds of the population (Evidence DB- 7. Population by Race-Ethnicity by College Regions, Alameda County, and California: 2013). The East Bay is also expected to echo the statewide increase in the number of immigrants and older residents (Evidence DB- 5. San Francisco Chronicle, "Asian population swells in Bay Area, State, Nation" March 22, 2012).

Evidence DB- 7. Population by Race-Ethnicity by College Regions, Alameda County, and California: 2013

Race-ethnicity	Chabot		Las Positas		Alameda County		State of California
American Indian / Alaska Native	1,261	<1%	432	<1%	4,377	<1%	<1%
African American / Black	43,807	10%	6,927	3%	182,258	12%	6%
Asian American	124,745	28%	38,852	19%	421,061	27%	13%
Hispanic / Latino	146,408	33%	34,984	17%	365,749	23%	39%
Native Hawaiian / Pacific Islander	6,946	2%	634	<1%	12,907	<1%	<1%
White	109,831	24%	114,617	56%	511,064	33%	39%
Mixed race (2 or more)	16,688	4%	7,944	4%	62,197	4%	3%
Total	449,686	100%	204,390	100%	1,559,613	100%	100%

Source: Economic Modeling Specialists Inc., Dataset QCEW 2014.1 <http://www.economicmodeling.com/>

Residents of the Chabot Region have lower average incomes, more persons per household, and lower educational levels than the region of our sister school, LPC, and the county overall (Evidence DB- 8. Households and Income by College Region and Alameda County: 2008-2012**Error! Reference source not found.**, Evidence DB- 9. Highest Degree Level of Persons 25 Years Old and Over in the Chabot Region: 2008-2012). Less than one third (28 %) of adult residents in the Chabot service area hold a Bachelor's degree or higher, compared to nearly one half (46 %) in the LPC service area and Alameda County. The Chabot College service area also has a higher rate of unemployment than the LPC service area, but less than Alameda County (Evidence DB- 10. Employment by College Region and Alameda County: 2013). Slightly more than one third of the Chabot Region residents are foreign-born and about one half speak a primary language other than English at home (Evidence DB- 11. Place of Birth, by College Region and Alameda County: 2008-2012**Error! Reference source not found.**, Evidence DB- 12. Primary Language Spoken at Home by Persons 5 Years and over, by College Region & Alameda County: 2008-2012**Error! Reference source not found.**).

Evidence DB- 8. Households and Income by College Region and Alameda County: 2008-2012

	Chabot	Las Positas	Alameda County
Number of Households	140,561	69,939	539,179
Persons per Household	2.98	2.80	2.75
Mean Household Income	$83,216	$129,766	$95,678

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Tables DP03 and DP04 <http://factfinder2.census.gov>

Evidence DB- 9. Highest Degree Level of Persons 25 Years Old and Over in the Chabot Region: 2008-2012

	Chabot	Las Positas	Alameda County
Less than High School	17 %	7 %	14 %
High School Degree	26 %	16 %	19 %
Some college, no degree	21 %	22 %	19 %
Associates Degree	7 %	9 %	7 %
Bachelor's Degree	20 %	29 %	24 %
Graduate Degree	8 %	17 %	17 %

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Table DP02 <http://factfinder2.census.gov>

Evidence DB- 10. Employment by College Region and Alameda County: 2013

	Chabot	Las Positas	Alameda County
Number of Employed Residents	200,900	91,200	725,000
Annual Unemployment Rate	7.1%	4.3%	7.4%

Source: CA Employment Development Department. <http://www.labormarketinfo.edd.ca.gov/>

Evidence DB- 11. Place of Birth, by College Region and Alameda County: 2008-2012

	Chabot	Las Positas	Alameda County
Foreign Born	35%	21%	31%
U.S. Born	65%	79%	69%

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Table DP02 <http://factfinder2.census.gov>

Evidence DB- 12. Primary Language Spoken at Home by Persons 5 Years and over, by College Region & Alameda County: 2008-2012

	Chabot	Las Positas	Alameda County
English Only	49%	73%	57%
Spanish	24%	9%	17%
Asian/Pacific Island Languages	20%	11%	18%
Other	8%	6%	8%

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Table DP02 <http://factfinder2.census.gov>

Given fewer college-educated role models and English-speaking households, it is not surprising that fewer Chabot service area high school graduates are prepared for California State University/University of California (CSU/UC) than those graduating from the LPC service area (Evidence DB- 13. Percentage of High School Graduates Completing All UC /CSU Required Courses, By College Region).

Evidence DB- 13. Percentage of High School Graduates Completing All UC /CSU Required Courses, By College Region

Percentage of High School Graduates Completing All UC /CSU Required Courses, By College Region
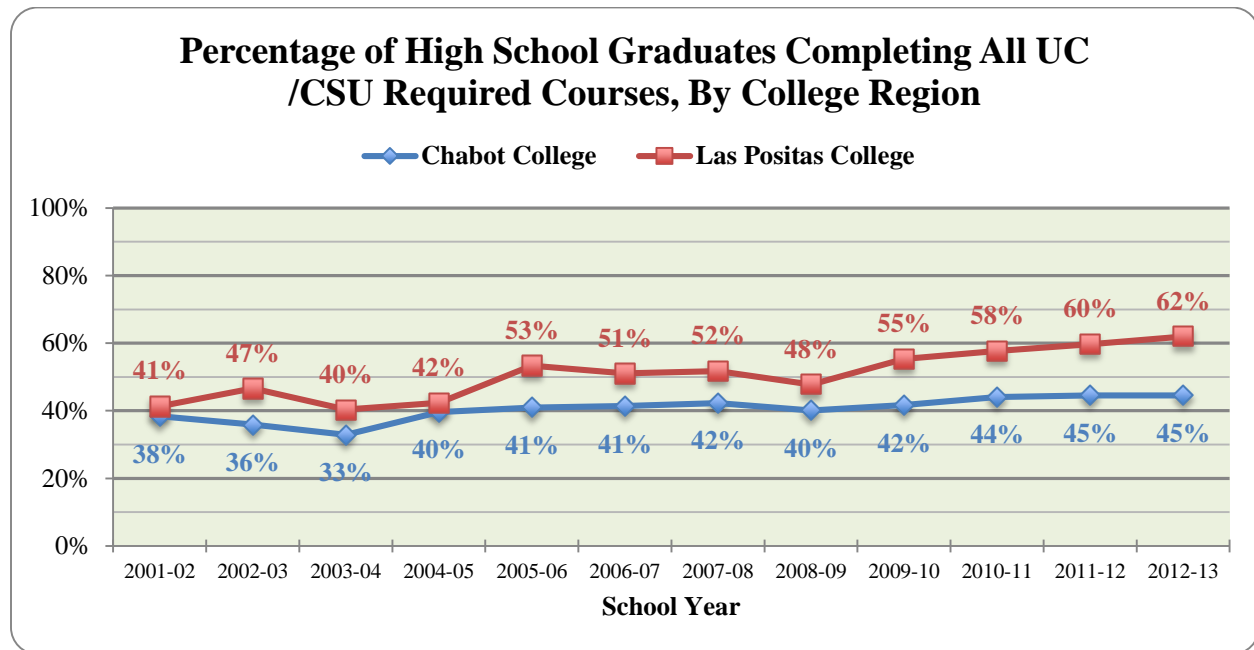
The East Bay has a diversified economy (Evidence DB- 14. 2013 Employment by Industry). The economic slowdown of 2008-09 changed the economy in many ways. One major change was a decrease in total jobs in Alameda County by about 200,000 (Evidence DB- 16. Chabot College Institutional Self Study for Reaffirmation of Accreditation, October 2009 (http://www.chabotcollege.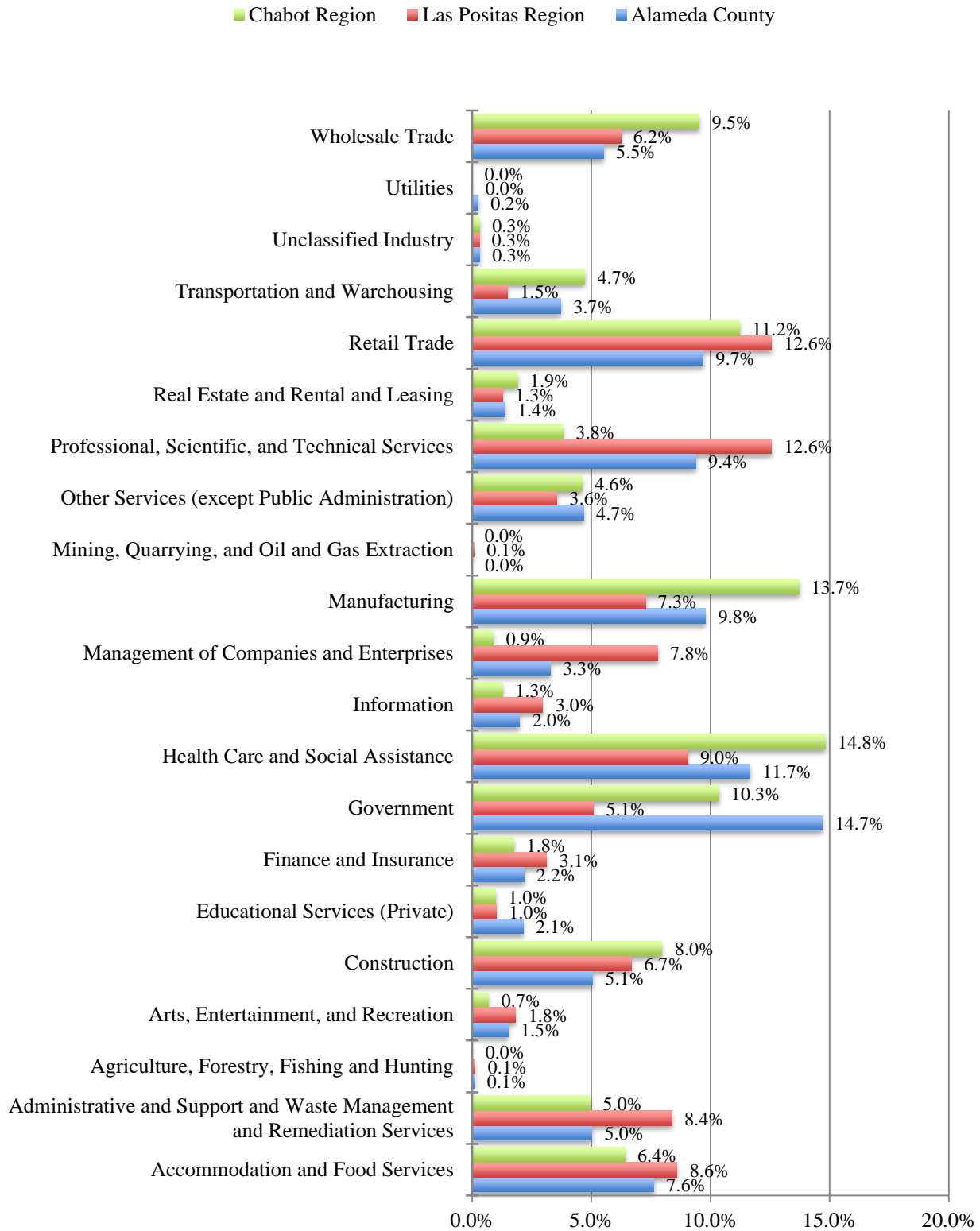edu/accreditation/Documents/2009_Accreditation_Report.pdf)). However, the distribution of jobs by education level remained relatively the same, indicating that jobs losses were spread evenly across the education levels [General Reference 10]. Now, the number of jobs is predicted to grow through 2020, and the distribution of jobs by education level is again predicted to remain stable (Evidence DB- 15. Alameda County Jobs and Job Openings by Education Level: 2013 vs. 2020). Of the expected new jobs, 9 percent will require a vocational certificate or Associate's degree and 26 percent a Bachelor's degree or higher (Evidence DB- 15. Alameda County Jobs and Job Openings by Education Level: 2013 vs. 2020). As of the 2013-2014 academic year, most of Chabot's programs that award students with a degree or certificate lead to jobs that are predicted to grow by 2020 (Evidence DB- 16. Chabot College Institutional Self Study for Reaffirmation of Accreditation, October 2009 (http://www.chabotcollege.edu/accreditation/Documents/2009_Accreditation_Report.pdf). Many of the new and emerging fields, such as biotechnology, nanotechnology, and alternative energy technology, were developed in the Bay Area, and the College has infused some of these fields into current programs such as Biology or Automotive Technology.

Evidence DB- 14. 2013 Employment by Industry

■ Chabot Region ■ Las Positas Region ■ Alameda County

Industry	Chabot Region	Las Positas Region	Alameda County
Wholesale Trade	9.5%	6.2%	5.5%
Utilities	0.0%	0.0%	0.2%
Unclassified Industry	0.3%	0.3%	0.3%
Transportation and Warehousing	4.7%	1.5%	3.7%
Retail Trade	11.2%	12.6%	9.7%
Real Estate and Rental and Leasing	1.9%	1.3%	1.4%
Professional, Scientific, and Technical Services	3.8%	12.6%	9.4%
Other Services (except Public Administration)	4.6%	3.6%	4.7%
Mining, Quarrying, and Oil and Gas Extraction	0.0%	0.1%	0.0%
Manufacturing	13.7%	7.3%	9.8%
Management of Companies and Enterprises	0.9%	7.8%	3.3%
Information	1.3%	3.0%	2.0%
Health Care and Social Assistance	14.8%	9.0%	11.7%
Government	10.3%	5.1%	14.7%
Finance and Insurance	1.8%	3.1%	2.2%
Educational Services (Private)	1.0%	1.0%	2.1%
Construction	8.0%	6.7%	5.1%
Arts, Entertainment, and Recreation	0.7%	1.8%	1.5%
Agriculture, Forestry, Fishing and Hunting	0.0%	0.1%	0.1%
Administrative and Support and Waste Management and Remediation Services	5.0%	8.4%	5.0%
Accommodation and Food Services	6.4%	8.6%	7.6%

Source: Economic Modeling Specialists Inc., Dataset QCEW 2014.1 http://www.economicmodeling.com/

Evidence DB- 15. Alameda County Jobs and Job Openings by Education Level: 2013 vs. 2020

	2013 Jobs		2020 Jobs		Job Openings by 2020	
Education Level	Number	%	Number	%	Number	%
Bachelor's Degree or higher	176,863	27%	198,077	27%	48,890	26%
Associate's Degree / Vocational Award	61,632	9%	68,405	9%	16,511	9%
Some College (no degree) or below	416,007	64%	455,379	63%	119,359	65%
Total	654,502	100%	721,861	100%	184,760	100%

Source: Economic Modeling Specialists Inc., Dataset QCEW 2014.1 <http://www.economicmodeling.com/>

Chabot College Student Characteristics

As of Fall 2013, Chabot College served 13,500 students with approximately 4,500 full-time and 9,000 part-time students. Fewer than half attend during the day and about 20 percent attend only on evenings or Saturdays. Almost three quarters of the students live in the official Chabot service area, while the other quarter come from surrounding areas. Of Chabot students who report their educational goals, more than half (55 %) state that they intend to transfer to a four-year college, with or without an Associate of Arts/Associate of Science (AA/AS) degree, while another 10 percent intend to earn an AA/AS degree only. Twelve percent of the students attend Chabot for occupational training or certificates, while only five percent attend for their own personal development. However, 17 percent of these students are undecided about their educational goals; less than 1 percent of all Chabot students do not report a goal (Evidence DB- 17. Chabot College Student Characteristics Fall 2013).

The Chabot College student body mirrors the ethnic, age, and educational diversity of the service area. The student population comprises substantial numbers of Black/African Americans (13%), Asian Americans (16%), Filipinos (8%), Hispanics/Latinos (36%), and whites (18%). Five percent of students have multiracial backgrounds, while less than 2% represent other or unknown heritage groups (Evidence DB- 17. Chabot College Student Characteristics Fall 2013). Between 1978 and 2013, Chabot's student body became increasingly diverse, reflecting a parallel growth in diversity in the East Bay. During this period, the number of white students dropped from 67 percent to 18 percent, with corresponding increases in most other race/ethnicity groups, especially Hispanics/Latinos. By Fall 2008, the number of Hispanics/Latinos (26%) had surpassed the number of whites (21%), and the college earned the status of a Hispanic-Serving Institution by becoming at least 25 percent Hispanic/Latino. As of Fall 2013, Hispanics/Latinos now represent more than a third of the student population. Women comprise a majority (53%) of the student body, although the younger age groups are more gender-balanced. The student age distribution is split among students 21 years or younger (45%) and adult students 25 years or older (55%) (Evidence DB- 17. Chabot College Student Characteristics Fall 2013). Chabot students are now slightly younger, more likely to report an educational goal, and more likely to live in the service area. In 2008, more than half attended only during the day. In 2013, less than half attended in the day only, while an increasing number attended in the evening or Saturday only. In 2008, less than 1 percent of the students took classes only online; by 2013, nine percent of students took only online classes.

Evidence DB- 17. Chabot College Student Characteristics Fall 2013

Chabot College Student Characteristics
Fall 2013 Census -Final Count

	Number	Percent
Total Students	13,512	100%

Gender			Student Type			Enrollment Pattern		
Female	7,117	53%	Full-time			Day only	6,237	46%
Male	6,245	46%	12 or more units	4,405	33%	Both Day and Eve/Sat	3,384	25%
Unknown	150	1%	Part-time			Evening or Eve/Sat	2,510	19%
			6 to 11.5 units	4,936	37%	Saturday only	139	1%
			.5 to 5.5 units	4,171	31%	Online/Ind. Scheduled	1,239	9%
Race-ethnicity			Non-credit units only	0	<1%	Unknown	3	<1%
African-American	1,769	13%						
Asian-American	2,142	16%				**Educational Goal**		
Filipino	1,058	8%	**Enrollment Status**			Transfer		
Latino	4,810	36%	First time any college	2,259	17%	(with/without AA/AS)	7,470	55%
Native American	35	<1%	First time transfer	1,150	9%	AA/AS only		
Pacific Islander	264	2%	Returning transfer	1,544	11%	(not transfer)	1,353	10%
White	2,462	18%	Returning	35	<1%	Occupational certificate		
Multiracial	738	5%	Continuing	8,427	62%	or job training	1,627	12%
Unknown	234	2%	In High School	97	1%	Personal development		
						(intellectual/cultural,		
						basic skills, GED)	709	5%
						Other or Undecided	2,299	17%
Citizenship			**Student Educational Level**			Unknown	54	<1%
U.S. Citizen	11,526	85%	In High School	304	2%			
Permanent Resident	1,324	10%	Freshman (< 30 units)	7,409	55%			
Student Visa	69	1%	Sophomore (30-59 un.)	2,536	19%	**New Students: High school districts**		
Other	593	4%	Other undergraduate	1,817	13%	Chabot College Districts	1,112	49%
Unknown	0	0%	AA/AS degree	567	4%	*Castro Valley*	*109*	*5%*
			BA/BS or higher deg.	879	7%	*Hayward*	*377*	*17%*
						New Haven	*194*	*9%*
						San Leandro	*164*	*7%*
Age			**Official residence**			*San Lorenzo*	*261*	*12%*
19 or younger	3,462	26%	District Resident	9,727	72%	*Moreau*	*7*	*<1%*
20-21	2,508	19%	Other CA Districts	3,521	26%	LPC District HS	61	3%
22-24	2,299	17%	Other States	134	1%	Other Alameda County	270	12%
25-29	1,922	14%	Other Countries	130	1%	Other Bay Area	71	3%
30-39	1,808	13%				Other California	570	25%
40-49	806	6%	Note: Cities in the District include			Other States	48	2%
50 or older	707	5%	Castro Valley, Hayward, San Leandro,			Other Countries	127	6%
			San Lorenzo, and Union City.			Total new students:	2,259	100%

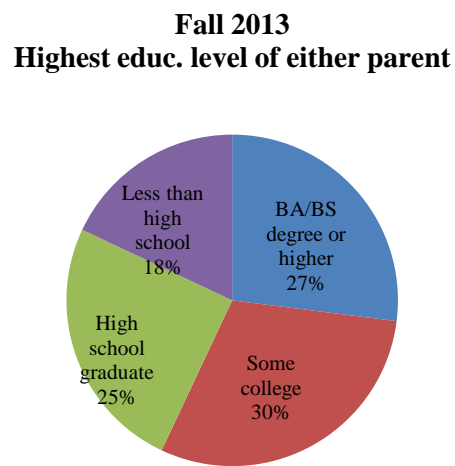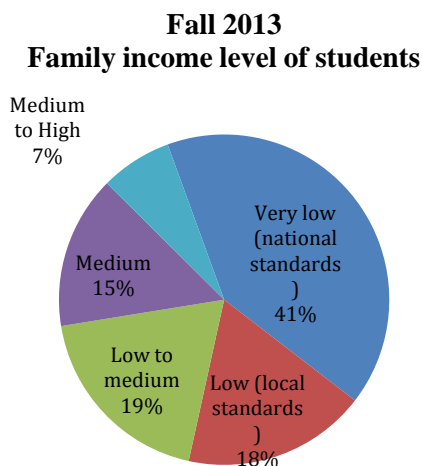| Local residence: Cities with over 100 students						Transfer students: Previous college		
Hayward	4,389	32%	Newark	273	2%	CA Community College	1,517	56%
San Leandro	1,950	14%	Pleasanton	201	1%	California State Univ.	280	10%
Union City	1,184	9%	Dublin	154	1%	University of California	95	4%
Oakland	1,049	8%	Tracy	142	1%	CA private colleges	121	4%
Castro Valley	911	7%	San Ramon	111	1%	Out of state	243	9%
San Lorenzo	780	6%	Alameda	110	1%	Out of country	166	6%
Fremont	754	6%				Unknown	272	10%
Livermore	326	2%	Other local cities	1,178	9%	Total transfers:	2,694	100%

SOURCE: Chabot-Las Positas Institutional Research Dataset, Fall Final Census   *Updated 01/16/2015*
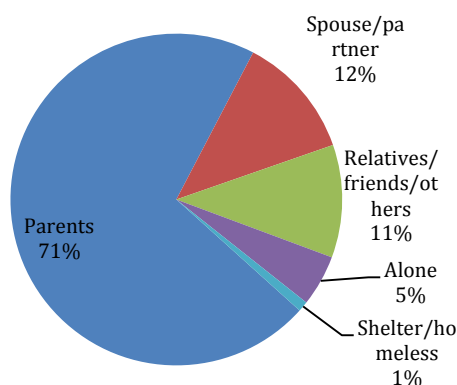
The College serves students from a variety of backgrounds. In fact, the remarkable diversity of the student body is a key characteristic of Chabot as an institution. On one hand, 43 percent of Chabot students are in the first generation of their families to attend college; so family members may not fully realize the demands of college coursework, let alone the requirements to earn a degree (Evidence DB- 18. Chabot Student Family Income, Parental Education, and Living Situation). On the other hand, more than a quarter of the students are in families where at least one parent has earned a Bachelor's degree (Evidence DB- 18. Chabot Student Family Income, Parental Education, and Living Situation). Students in these families might have the advantage of a clearer understanding of the requirements for college attendance, success, and persistence to a degree.

The majority of the students attending Chabot have significant academic and personal challenges. According to the 2013 student survey, 71 percent of the students live with their parents, and 59 percent of the students report household income levels of low or very low based on federal poverty rate guidelines (Evidence DB- 18. Chabot Student Family Income, Parental Education, and Living Situation). Additionally, over 60 percent of Chabot students work 20 or more hours per week. Furthermore, the need for financial assistance appears to be increasing, as the number of students applying for financial aid has grown from 20 percent in Fall 2000 to 60 percent in Fall 2013. All such indicators suggest that the 68 percent of Chabot students who attend part-time do so primarily for economic reasons. In addition, almost all new students enter Chabot College under-prepared for college level work. Of new students, 80 percent require remediation in basic skills mathematics and 81 percent require remediation in basic skills English (Evidence DB- 19. Institutional Research Website: Assessment into English and Math Courses (www.chabotcollege.edu/IR/demographics.asp)).

Evidence DB- 19. Institutional Research Website: Assessment into English and Math Courses (www.chabotcollege.edu/IR/demographics.asp)

Fall 2013
Family income level of students

- Medium to High 7%
- Very low (national standards) 41%
- Medium 15%
- Low to medium 19%
- Low (local standards) 18%

Fall 2013
Highest educ. level of either parent

- Less than high school 18%
- BA/BS degree or higher 27%
- High school graduate 25%
- Some college 30%

Fall 2013
**Living situation of students**

Student Outcomes: Success and Equity

Most students enter Chabot intending to transfer or earn an AA/AS degree, but most need basic skills courses in English and mathematics. Therefore, success rates in basic skills courses, persistence rates into college-level courses, numbers of degrees, and numbers of transfers to universities are important indicators of the College's success. In addition, in such a diverse student body, it is important to ensure that these indicators are equal among ethnic groups.
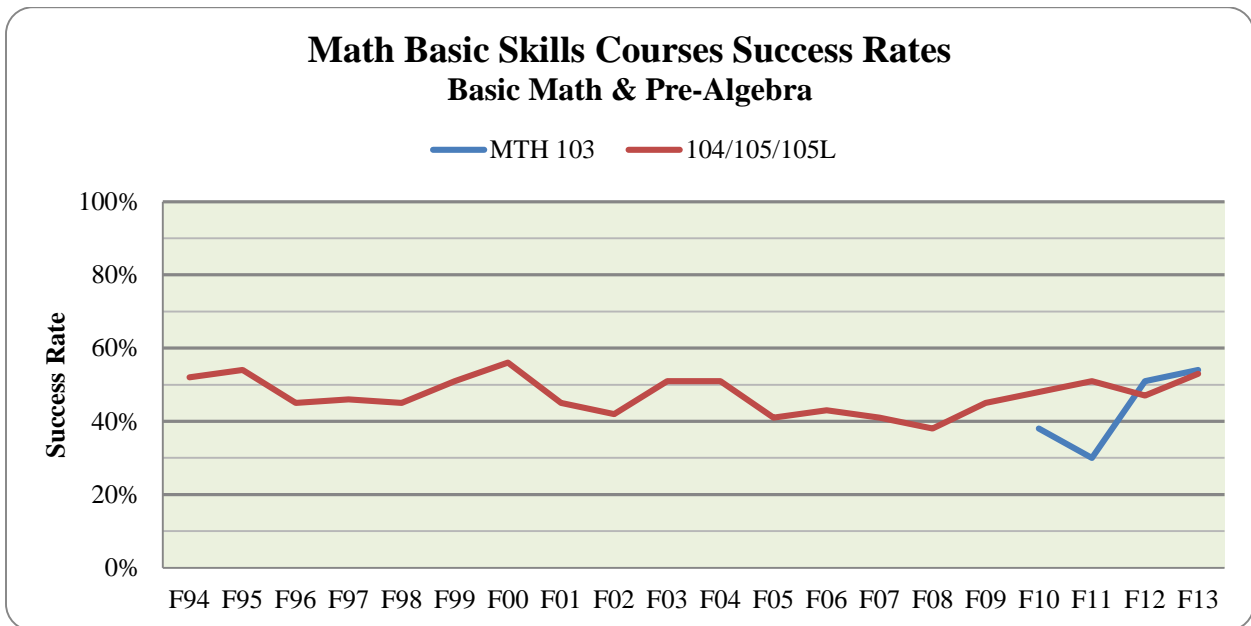
In Fall 2013, success rates in Chabot's basic skills courses overall were 65 percent in English, 65 percent in English as a Second Language (ESL) and 47 percent in mathematics. Examining success rates separately for each English and math basic skills course shows that most English basic skills courses have had success rates between 50 and 70 percent since 1995 and that all of these courses had success rates above 60 percent in Fall 2013 (Evidence DB- 20. English Basic Skills Courses Success Rates). However, most mathematics basic skills courses have had success rates typically around 50 percent or less (Evidence DB- 22. Math Basic Skills Courses Success Rates).

In the two-semester English basic skills course sequence, English 101A and English 101B, Hispanic/Latino students have had success rates similar to all students, while Black/African-American students have usually had lower success rates (Evidence DB- 23. English 101A (Read, Reason, Write) Success Rates, Evidence DB- 24. English 101B (Read, Reason, Write) Success Rates). For those successful in the first English basic skills course (101A), persistence rates to college English have averaged about 50 percent of all students and similarly for Hispanic/Latino students, but closer to 40 percent for African Americans (Evidence DB- 25. Persistence Rates from ENGL 101A to 1A within 2 years). Persistence rates from English 101B to college English are much higher for all students, averaging at least 80 percent (Evidence DB- 26. Persistence Rates from ENGL 101B to 1A within 2 years).
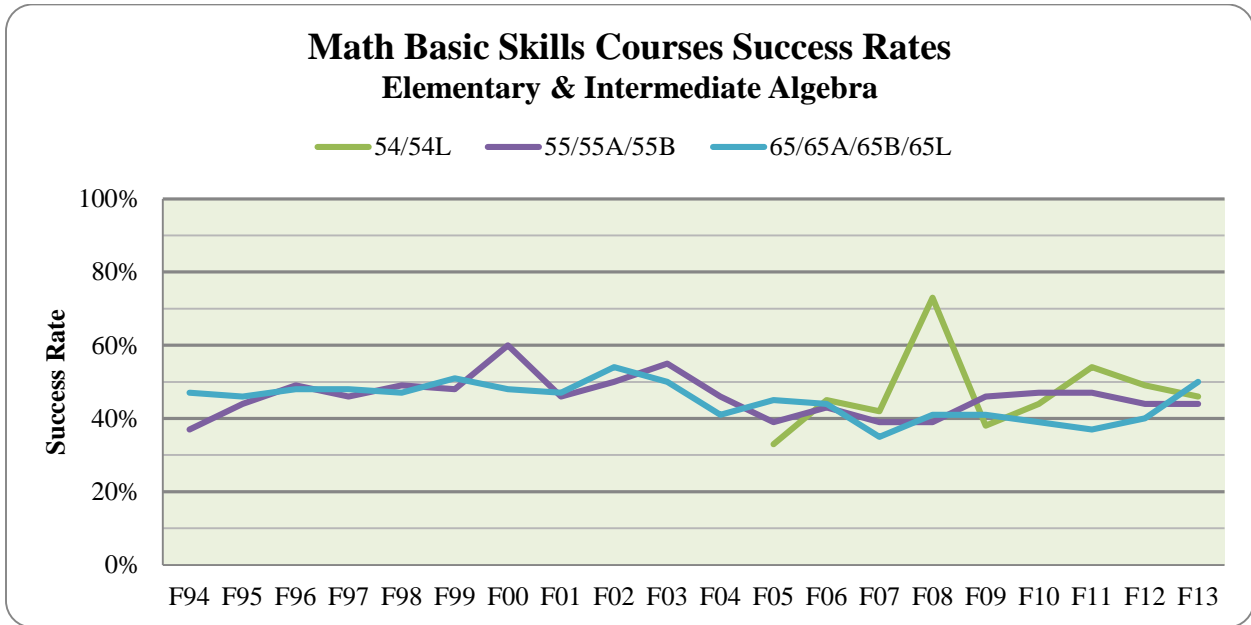
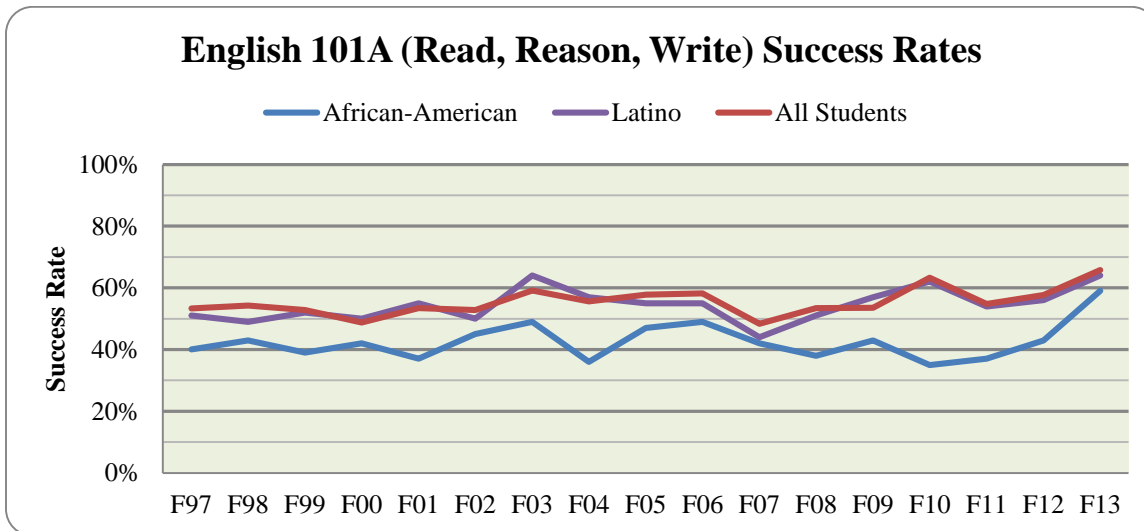**Evidence DB- 20. English Basic Skills Courses Success Rates**
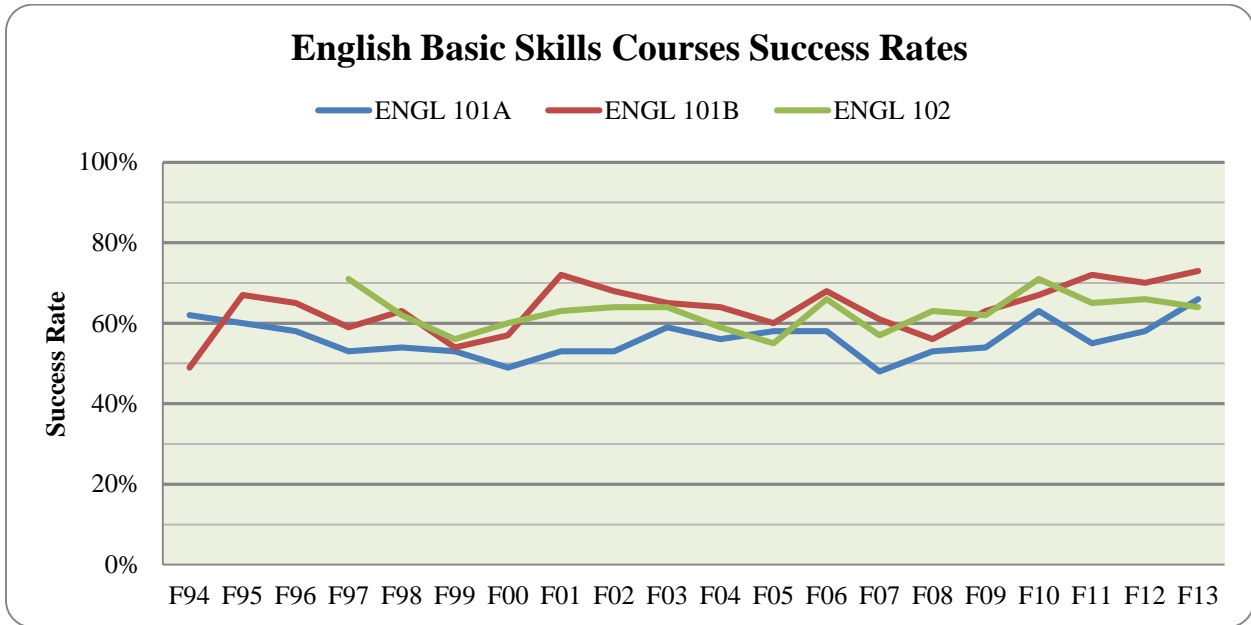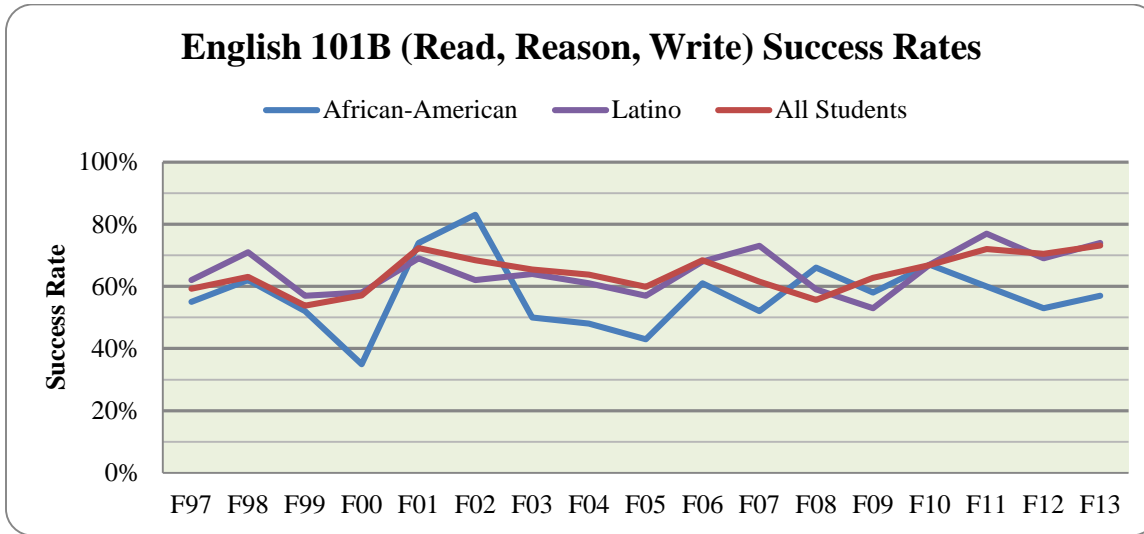

English Basic Skills Courses Success Rates

Evidence DB- 21. Math Basic Skills Courses Success Rates

Math Basic Skills Courses Success Rates
**Basic Math & Pre-Algebra**

Evidence DB- 22. Math Basic Skills Courses Success Rates

Math Basic Skills Courses Success Rates
Elementary & Intermediate Algebra

54/54L   55/55A/55B   65/65A/65B/65L

Evidence DB- 23. English 101A (Read, Reason, Write) Success Rates

English 101A (Read, Reason, Write) Success Rates

African-American   Latino   All Students

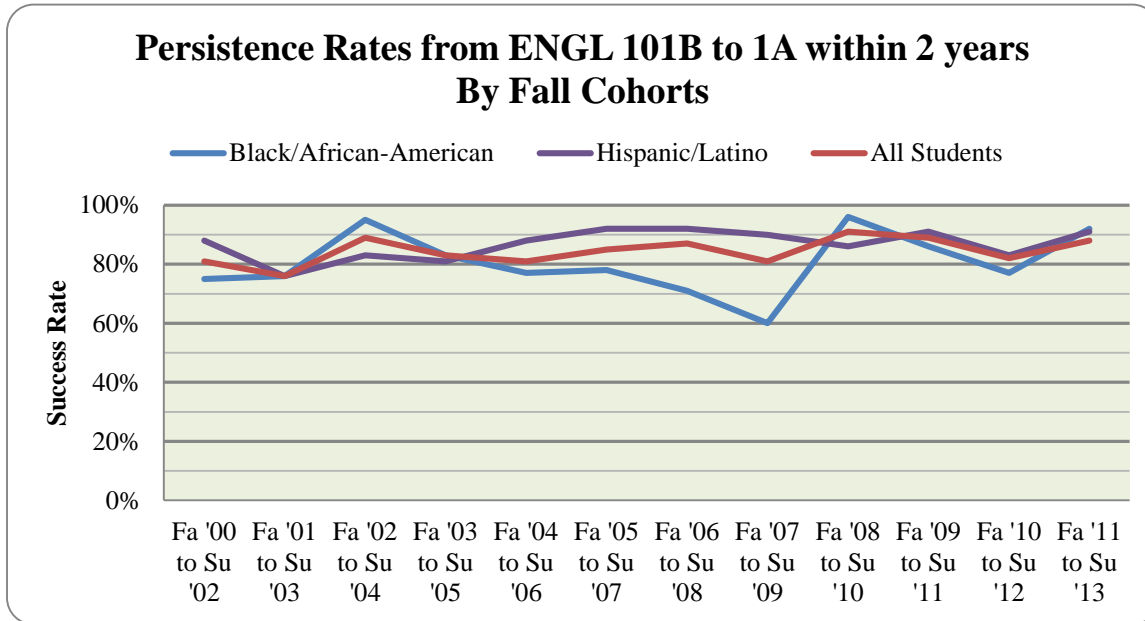**Evidence DB- 24. English 101B (Read, Reason, Write) Success Rates**

English 101B (Read, Reason, Write) Success Rates

Evidence DB- 25. Persistence Rates from ENGL 101A to 1A within 2 years

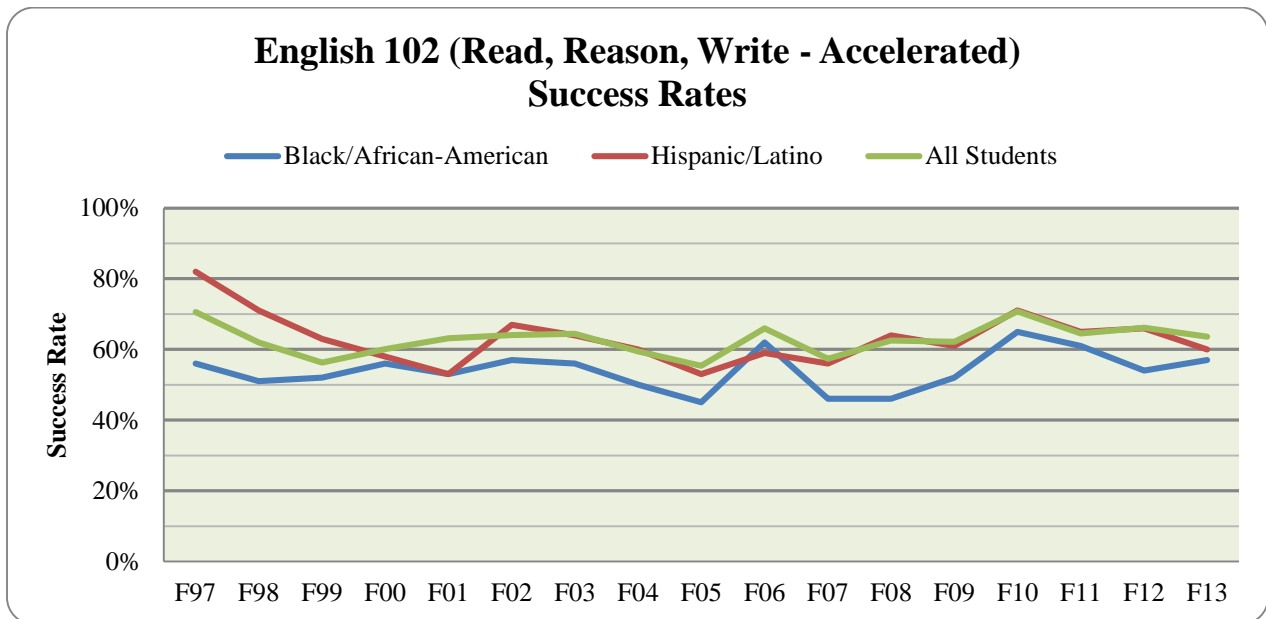Persistence Rates from ENGL 101A to 1A within 2 years By Fall Cohorts
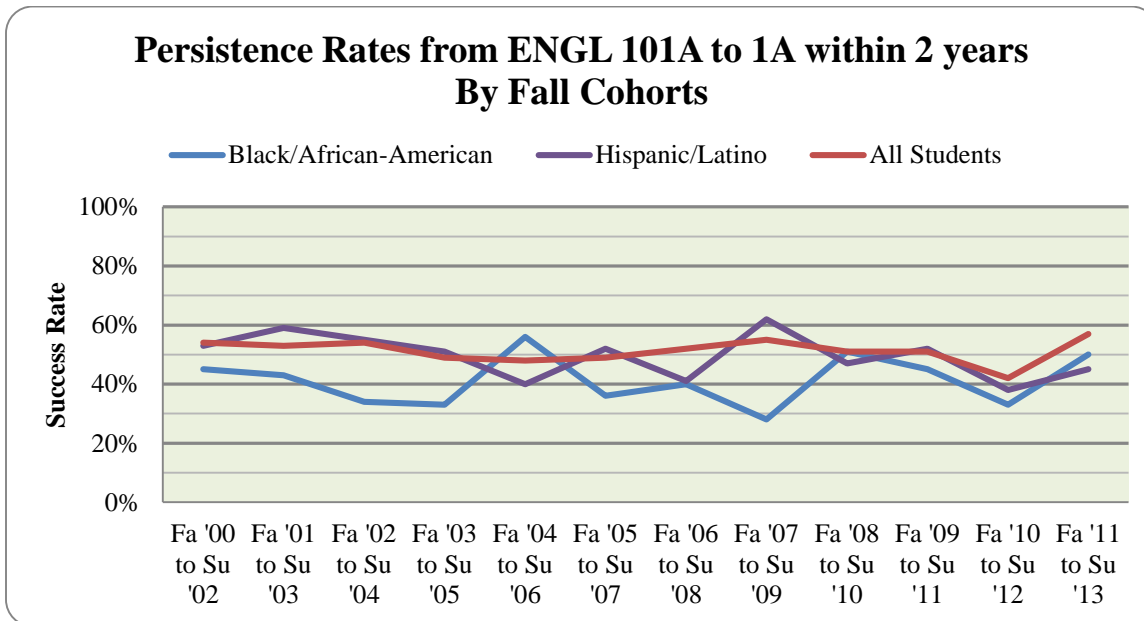
**Evidence DB- 26. Persistence Rates from ENGL 101B to 1A within 2 years**

In the accelerated one-semester English basic skills course, English 102, Hispanic/Latino students have also had success rates similar to all students, while Black/African-American students have usually had somewhat lower success rates (Evidence DB- 27. English 102 (Read, Reason, Write - Accelerated)). However, for the accelerated English basic skills course, English 102, more than 80 percent of the successful students persisted to college English, and both African Americans and Hispanics/Latinos persisted at the same rate (Evidence DB- 28. Persistence Rates from ENGL 102 to 1A within 2 years).

Evidence DB- 27. English 102 (Read, Reason, Write - Accelerated)
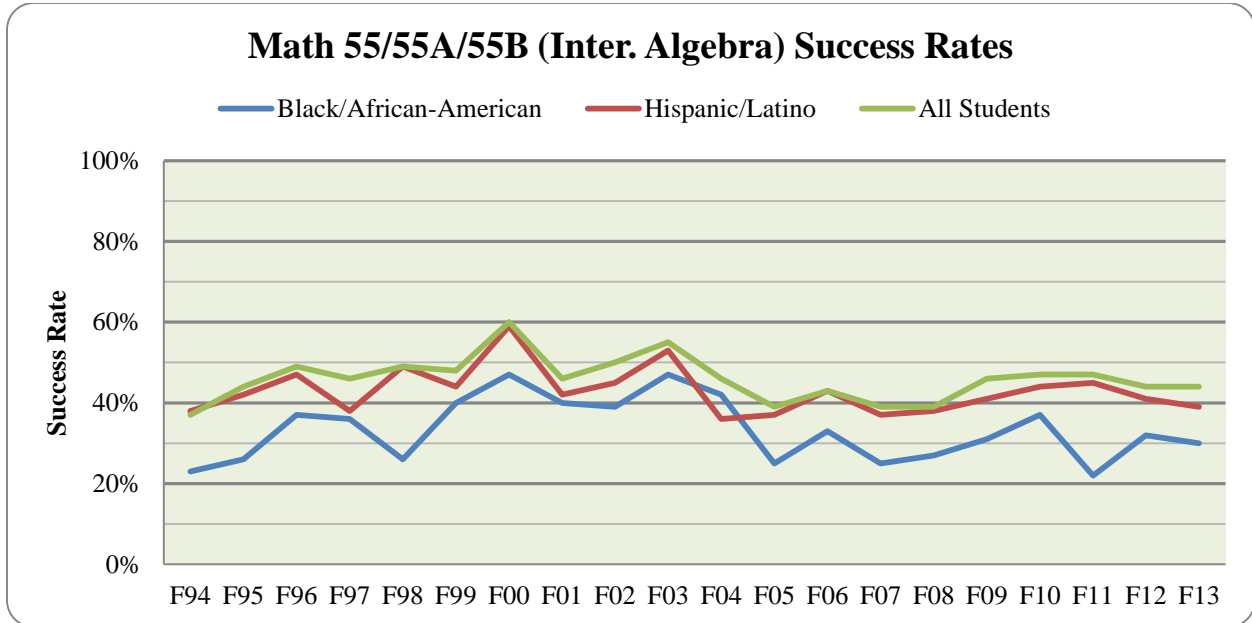
Evidence DB- 28. Persistence Rates from ENGL 102 to 1A within 2 years

Persistence Rates from ENGL 102 to 1A within 2 years
By Fall Cohorts

— Black/African-American   — Hispanic/Latino   — All Students
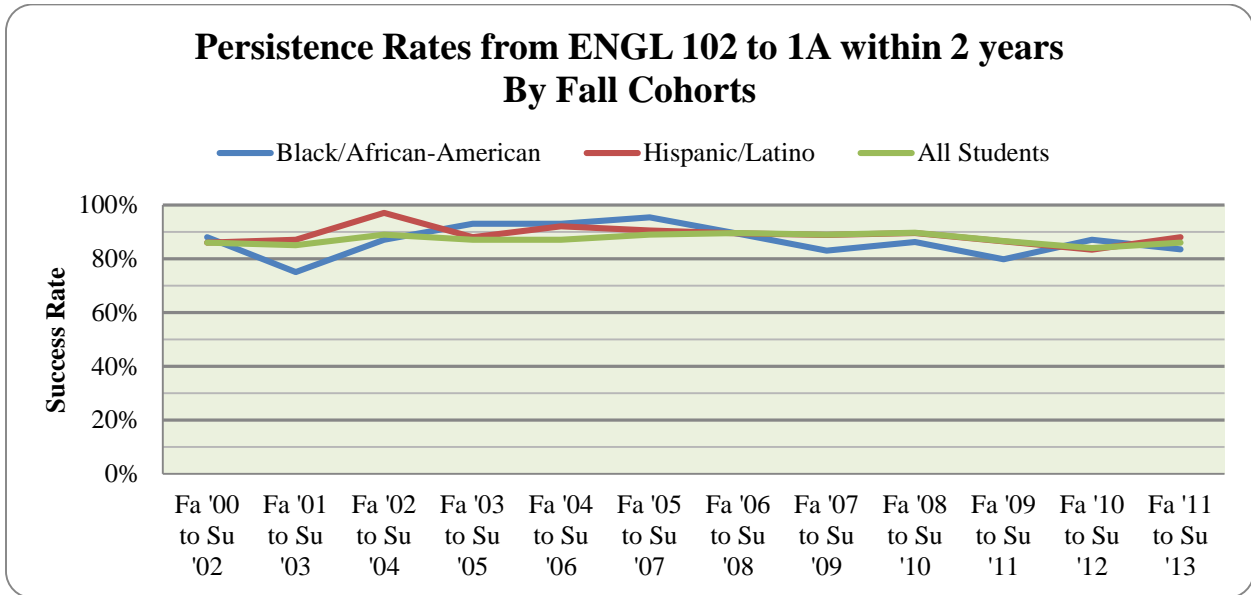
In the highest basic skills math course, Math 55, the average success rate has plunged from 60 percent in 2000 to 44 percent in 2013. African Americans had success rates below the average (Evidence DB- 29. Math 55/55A/55B (Inter. Algebra) Success Rates). However, students who were successful in this math basic skills course, persistence to college-level math hovered at about 70 percent for all students, and the performance of both Latinos and African Americans was near this average (Evidence DB- 30. Persistence Rates from MTH 55 to College Level Math within 2 years, By Fall Cohorts).

**Evidence DB- 29. Math 55/55A/55B (Inter. Algebra) Success Rates**

Evidence DB- 30. Persistence Rates from MTH 55 to College Level Math within 2 years, By Fall Cohorts
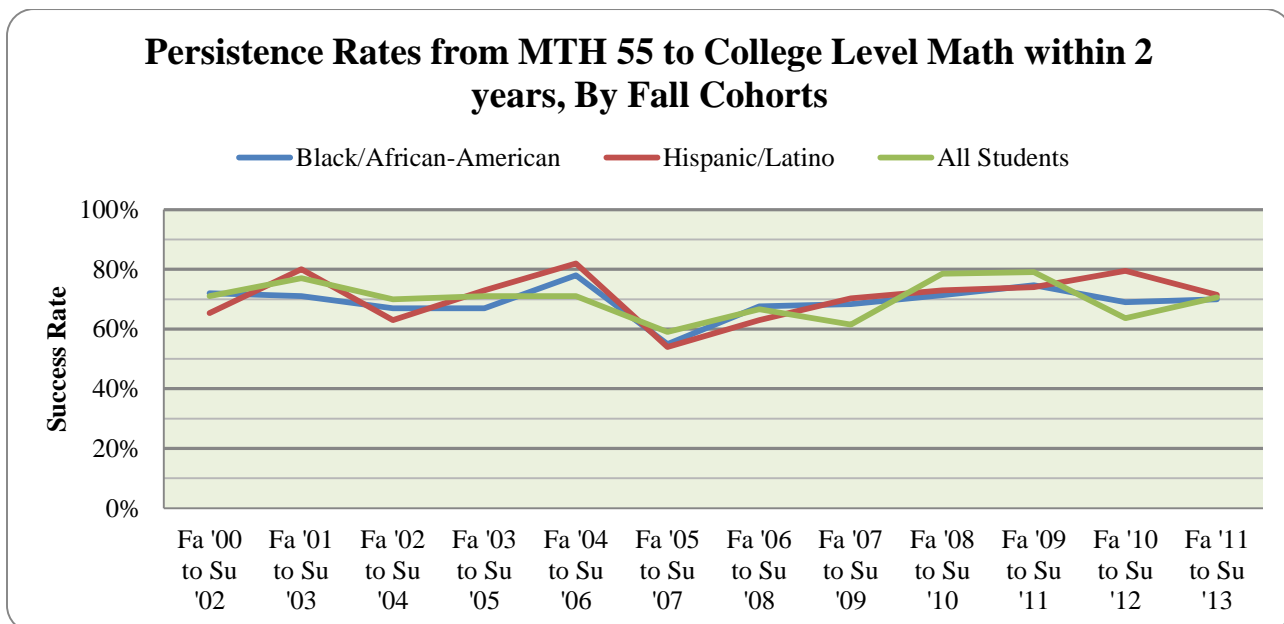
The number of degrees, certificates, and transfers to four-year institutions are indicators of successful completion at Chabot. The annual number of AA/AS degrees awarded by Chabot has climbed steadily since 2000, from 575 in 2000-01 to 836 in 2013-14 (Evidence DB- 31. Chabot College Trends in Number of AA/AS Degrees Earned, by Ethnicity**Error! Reference source not found.**, Evidence DB- 32. Number of AA/AS Degrees Earned at Chabot College, by Ethnicity: Academic Years 2000-01 to 2012-13). This increase was driven by steady increases in the number of Asian American and Hispanic/Latino graduates.

Evidence DB- 31. Chabot College Trends in Number of AA/AS Degrees Earned, by Ethnicity
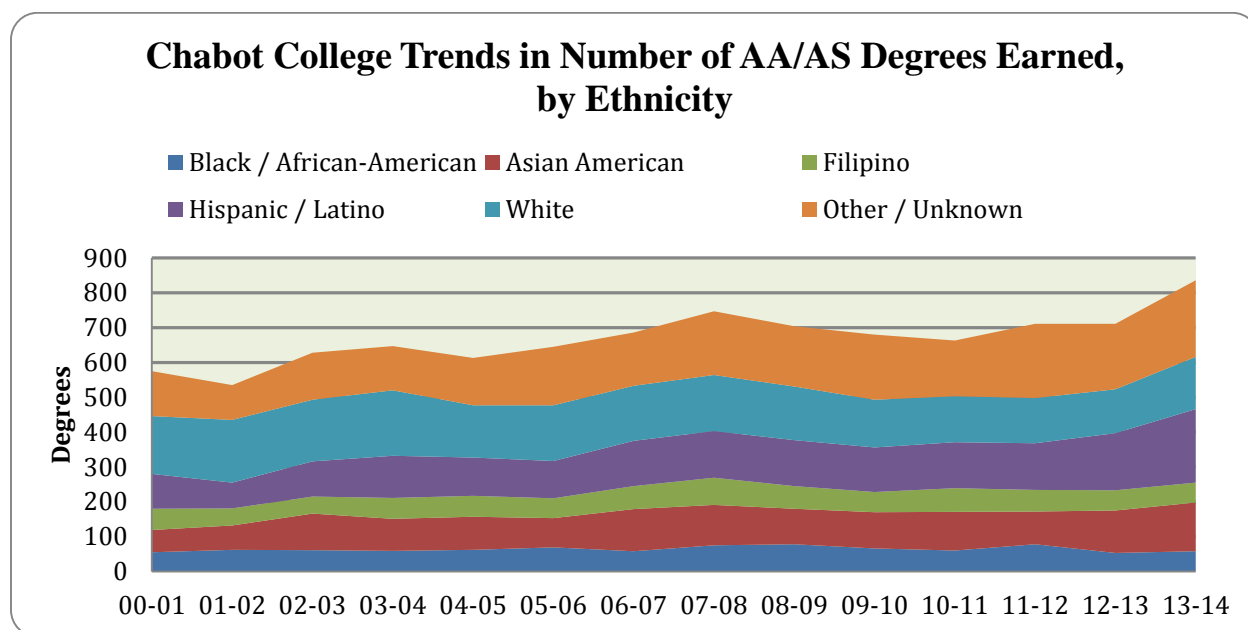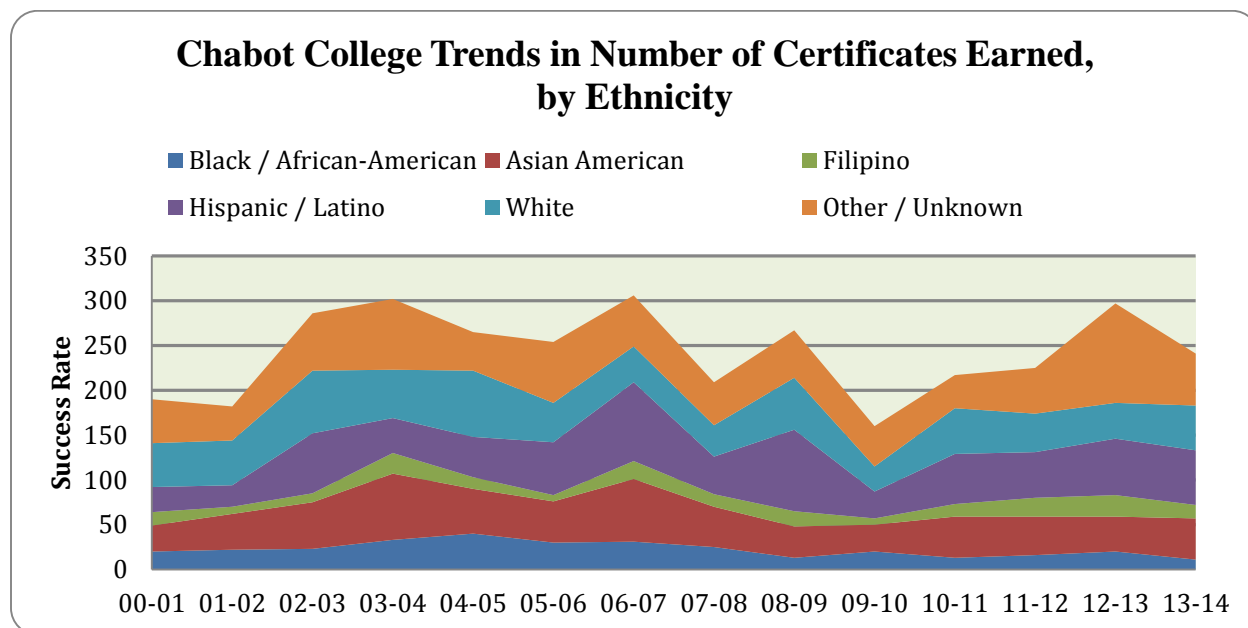

Chabot College Trends in Number of AA/AS Degrees Earned, by Ethnicity

Evidence DB- 32. Number of AA/AS Degrees Earned at Chabot College, by Ethnicity: Academic Years 2000-01 to 2012-13

Ethnicity	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
African American	55	62	61	59	62	69	58	75	78	66	60	78	53	58
Asian American	64	70	105	92	95	84	121	116	102	104	111	94	122	140
Filipino	61	49	49	60	60	57	66	78	65	58	68	62	58	57
Hispanic / Latino	100	74	101	121	110	107	130	134	132	128	132	134	164	211
White	166	180	177	188	150	160	158	161	154	137	132	130	126	150
Other / Unknown	129	100	135	127	136	168	153	183	173	187	160	213	188	220
Total	**575**	**535**	**628**	**647**	**613**	**645**	**686**	**747**	**704**	**680**	**663**	**711**	**711**	**836**

The number of certificates awarded has fluctuated since 2000-01. It peaked at 306 certificates in 2006-07. In 2013-14, 241 certificates awarded. Fluctuations appear in all five of largest race/ethnicity groups (Evidence DB- 33. Chabot College Trends in Number of Certificates

Earned by Ethnicity, Evidence DB- 34. Number of Certificates Earned at Chabot College, by Ethnicity: Academic Years 2000-01 to 2012-13**Error! Reference source not found.**)

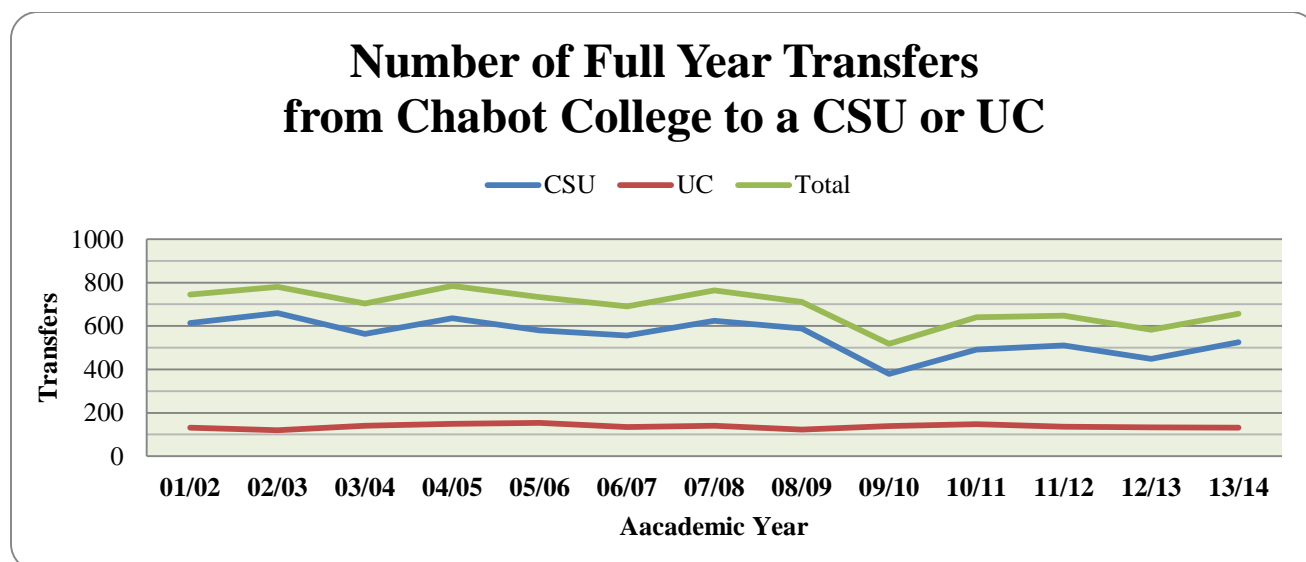**Evidence DB- 33. Chabot College Trends in Number of Certificates Earned by Ethnicity**

Evidence DB- 34. Number of Certificates Earned at Chabot College, by Ethnicity: Academic Years 2000-01 to 2012-13

Ethnicity	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
African American	20	22	23	33	40	30	31	25	13	20	13	16	20	11
Asian American	29	40	52	74	50	46	70	45	35	30	46	43	39	46
Filipino	15	8	10	23	13	7	20	14	17	7	14	21	24	15
Hispanic / Latino	28	24	67	39	45	59	88	42	91	30	56	51	63	61
White	49	50	70	54	74	44	40	35	58	28	51	43	40	50
Other / Unknown	49	38	64	79	43	68	57	48	53	45	37	51	111	58
Total	**190**	**182**	**286**	**302**	**265**	**254**	**306**	**209**	**267**	**160**	**217**	**225**	**297**	**241**

Among the 2012-2013 degree and certificate graduates, almost half (47%) planned to transfer to a four-year college, while slightly fewer (44%) were planning to work (they could choose both) (Evidence DB- 35. Spring 2013 Graduate Survey). Of those planning to work, more than one-third were starting a new career and over 40 percent had a new job in the same career. Almost 80 percent of those planning to work improved their job status by attending Chabot College.

The annual number of transfers to UC and CSU declined from over 800 before 1998-99 to around 650 in 2013-14 (Evidence DB- 36. Trend in Number of Full Year Transfers from Chabot College to a CSU or UC, Evidence DB- 37. Number of Full Year Transfers from Chabot College to a CSU or UC). Between 2000-01 and 2013-14, the annual number of Chabot students transferring to UC remained relatively stable at 130. Most of the variation in transfer numbers has come from CSU rather than UC. Transfers to CSU declined from over 600 students to less than 400, but increased to 525 in the last year. The decline among CSU transfers came primarily from students who declined to identify their ethnicity or identified themselves as white (Evidence DB- 38. Trend in Number of Full Year Transfers from Chabot College, by Ethnicity, Evidence DB- 39. Number of Full Year Transfers from Chabot College to a CSU or UC, by Ethnicity).

Evidence DB- 36. Trend in Number of Full Year Transfers from Chabot College to a CSU or UC

Evidence DB- 37. Number of Full Year Transfers from Chabot College to a CSU or UC

Univ.	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
CSU	613	660	564	636	580	556	624	588	379	492	511	449	525
UC	132	120	140	149	153	135	140	123	139	148	136	133	132
Total	**745**	**780**	**704**	**785**	**733**	**691**	**764**	**711**	**518**	**640**	**647**	**582**	**657**

Evidence DB- 38. Trend in Number of Full Year Transfers from Chabot College, by Ethnicity
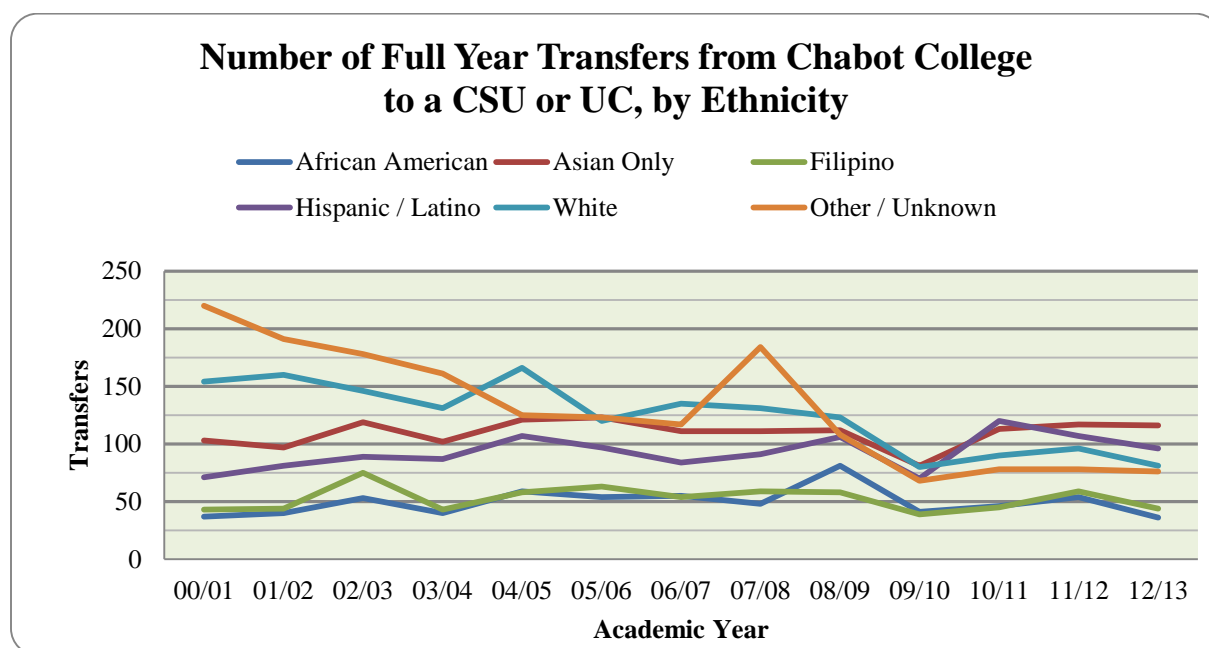
**Number of Full Year Transfers from Chabot College
to a CSU or UC, by Ethnicity**

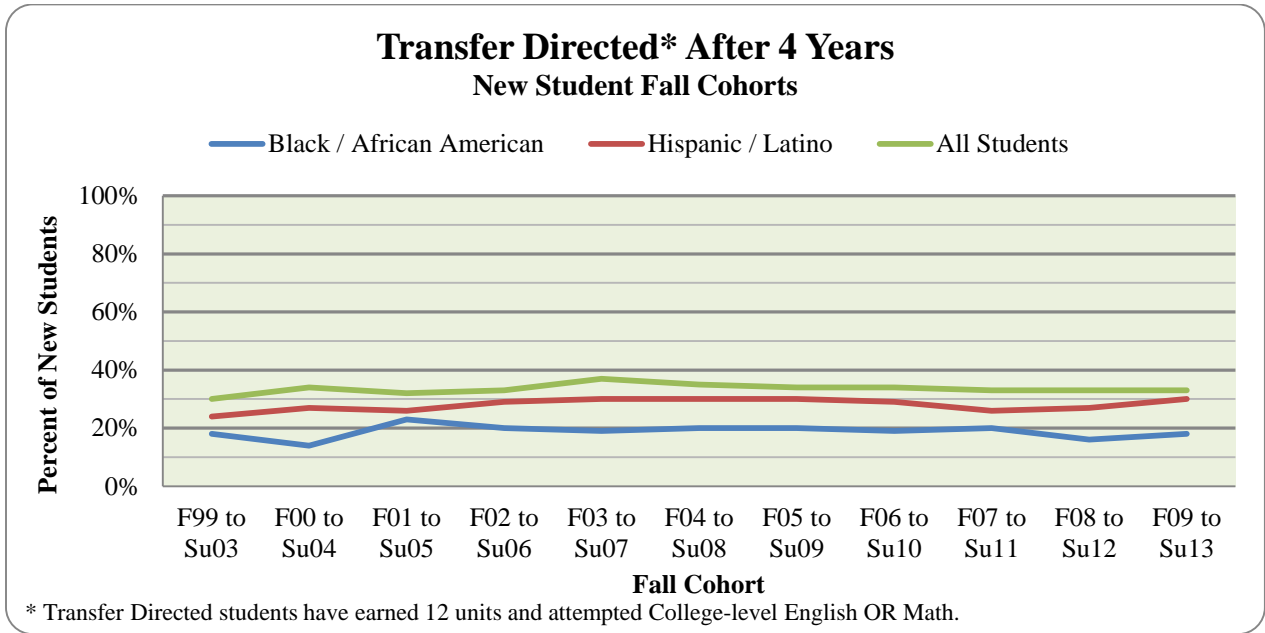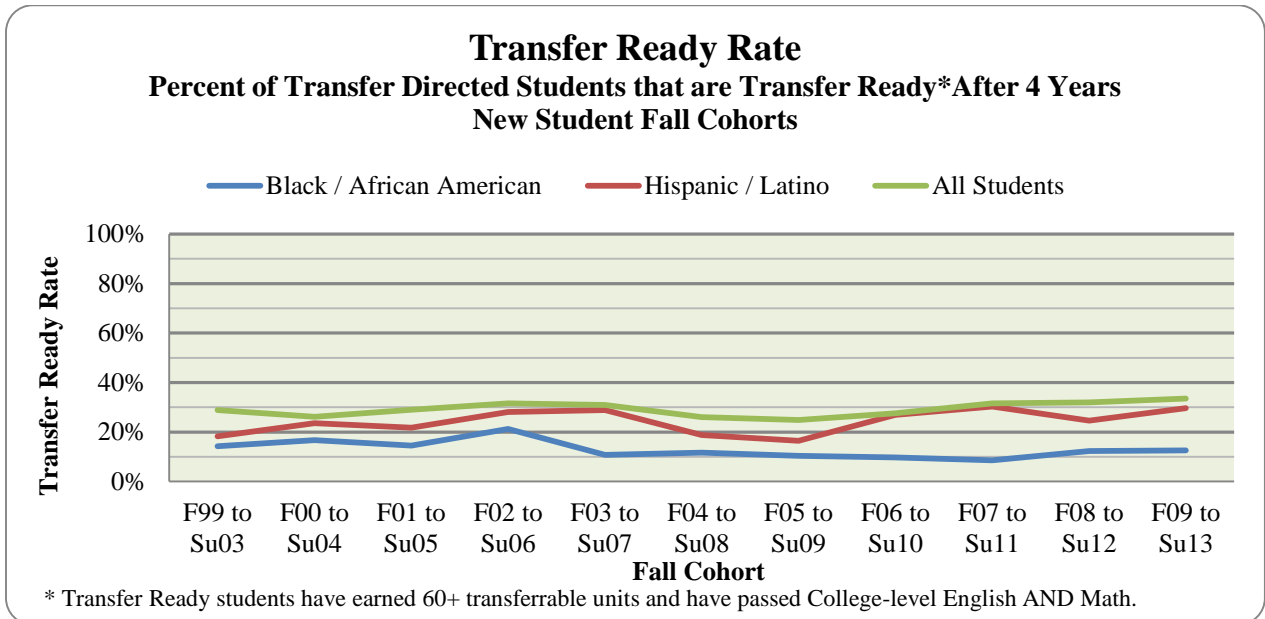**Evidence DB- 39. Number of Full Year Transfers from Chabot College to a CSU or UC, by Ethnicity**

Ethnicity	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
African American	37	40	53	40	59	54	55	48	81	41	46	54	36
Asian American	103	97	119	102	121	123	111	111	112	81	113	117	116
Filipino	43	44	75	43	58	63	54	59	58	39	45	59	44
Hispanic / Latino	71	81	89	87	107	97	84	91	106	70	120	107	96
White	154	160	146	131	166	120	135	131	123	80	90	96	81
Other / Unknown	220	191	178	161	125	123	117	184	108	68	78	78	76

Of all new students, about 33 percent become "transfer-directed" within approximately four years, by earning 12 or more units and attempting a transfer-level English or math course (Evidence DB- 40. Transfer Directed* After 4 Years). Fewer Latino and African American students become Transfer Directed. The Transfer Ready rate, the number of Transfer Directed students earning at least 60 transferrable units and passing both College-level English and Math is lower for both Latino and African American students (Evidence DB- 41. Transfer Ready Rate).

Evidence DB- 40. Transfer Directed* After 4 Years

Transfer Directed* After 4 Years
New Student Fall Cohorts

— Black / African American   — Hispanic / Latino   — All Students

* Transfer Directed students have earned 12 units and attempted College-level English OR Math.

Evidence DB- 41. Transfer Ready Rate

Transfer Ready Rate
Percent of Transfer Directed Students that are Transfer Ready*After 4 Years
New Student Fall Cohorts

— Black / African American   — Hispanic / Latino   — All Students

* Transfer Ready students have earned 60+ transferrable units and have passed College-level English AND Math.

Programs and Services that Support Student Success
Although there are some significant differences by ethnicity in success, persistence, degree, and transfer statistics at Chabot, students who take advantage of the many student programs and services do better. The persistence of students in all ethnic groups is higher among those who went to orientation, took assessment tests, saw a counselor, and participated in support and learning communities (Evidence DB- 42. Programs and Interventions that Increase Success at Chabot). In addition, students involved in these communities also have higher rates of success in college-level English. Another program that has been shown nationally to increase student retention, Service Learning, continues to offer opportunities to Chabot students, despite budget cuts that left it with little staff (Evidence DB- 43. Student Survey Fall 2013 Results)

Helping Students Achieve Their Educational Goals: Student Ed Goal Groups
Chabot's strategic plan goal is to "increase the number of students who achieve their educational goal in a reasonable time." To determine whether we are meeting that goal, the Program Review and Budget Committee (PRBC) wanted to take into account that students have different educational goals, different starting places in academic preparedness, and different speeds in moving towards their goals, depending on how many units they are taking. To address these differences, the Office of Institutional Research (OIR) identified ten distinct groups of students among the 2,000 plus incoming students each Fall. The groups were defined by their educational goal, level of assessment in English, and the number of units they were taking their first semester (Evidence DB- 44. Definitions and Percentages of Student Educational Goal Groups at Chabot College). These ten groups were distinct, in both student characteristics and outcomes, across many cohorts. The college is now using these groups to determine whether more students are reaching their goals as compared to the past, and to focus existing and new grant resources on the student groups that need the most support to succeed. The small (7%) Laser (full-time, FT) College-ready group is always the most successful group, with all other groups substantially less successful. Consequently, new programs are focused on supporting the larger Laser (FT) Basic Skills (19%) and Seeker (part-time, PT) Basic Skills (23%) student groups, since they are mostly likely to benefit from more support.

Evidence DB- 44. Definitions and Percentages of Student Educational Goal Groups at Chabot College

Chabot College Student Educational Goal Groups

Groups	Definitions of Educational Goal Groups			Pct of new students in Fall 2013
Student Ed Goal Groups	*Educational Goal*	*Full-time/ Part-time*	*English Assessment*	
Laser (FT) College-ready	Transfer or Degree (Need GE)	Full-time	College	7%
Laser (FT) Basic Skills			Basic Skills	19%
Laser (FT) Not Assessed			Not Assessed	6%
Seeker (PT) College-ready		Part-time (any units)	College	4%
Seeker (PT) Basic Skills			Basic Skills	23%
Seeker (PT) Not Assessed			Not Assessed	12%
Explorer	Undecided	6+ units	any	8%
Career Builder FT	Certificate or Job training	Full-time	any	1%
Career Builder PT		Part-time 6-11 units	any	3%
Skills Builder	Cert/Job/Und / Pers Dev	Less than 6 units	any	13%

Summary

There is no "typical" Chabot student, as the College serves a remarkably diverse population Evidence DB- 45. Chabot Students: Diverse, First Generation, and Basic Skills (www.chabotcollege.edu/IR/StudentCharacteristics/ChabotFacts-DiversityFirstGenAssessF13.pdf). However, given the state and local trends, it is likely that Chabot will experience more growth in the number of Hispanic/Latino and Asian-American students, many of whom will come from low-income families and be the first in their families to attend college. Most students will continue to struggle academically and financially, work 20+ hours per week while attending school part-time, and require basic skills education in order to complete degree and transfer-level programs. These students comprise the Laser (FT) Basic Skills and Seeker (PT) Basic Skills students, our largest groups. It is with these trends in mind that Chabot continues to develop, nurture, expand and sustain excellent programs that have shown to work with our diverse student population.

Overall, Chabot students are satisfied with the academic and student services at the College. More students than ever perceive a college-wide commitment to student learning (71% in Fall 2013, up from 65% in Fall 2011), and over 70 percent feel they have made progress on almost all of the 21 college-wide learning outcomes; for 6 of the outcomes, over 80 percent have made progress (Evidence DB- 43. Student Survey Fall 2013 Results). This evidence speaks to the effectiveness of Chabot programs and instruction.

Major Developments since 2009

District:
Board of Trustees Started Policy Revision 2012
New District Budget Allocation Model (BAM) 2012
New District Governance Committee structure (IPBM) 2014

College:

<u>Hayward Promise Neighborhood</u> **Grant**

This is a $25 million grant with CSUEB as our lead agency and several other funded partners to come together to improve academic outcomes in a specific Hayward neighborhood. Chabot's focus, as mandated in the grant, is to have students enter Chabot without the need for English or Math remediation, and complete a degree/certificate within three years. Our activities include college-readiness programs in the middle and high schools, and academic support services for the cohorts of entering Chabot students from Hayward.

<u>Chabot College Office of Development and the Foundation:</u> This office was established in August 2013. The founding of this unit marks a historic moment in the college's creation of a comprehensive, multileveled service unit expressly for the purpose of advancement activities. The goals for the Office of Development and the Foundation include: Articulating to the general public and to the campus community a brand rooted in the experience of a community college education and based on the mission, vision, and values of Chabot College and those of the CLPCCD; Reaching beyond the boundaries of the college and inviting residents of the Chabot College service area to participate in campus programs, services, and activities; Increasing funds available to students, faculty, and staff through revenue generating activities.

<u>First Year Experience Program</u> Created in 2014, the First Year Experience (FYE) Community is designed to help incoming students maximize their first year of college by getting comfortable on campus, connecting with friends, and thinking of Chabot as home. Areas of Interest include:

- STEM: Science, Technology, Engineering, Math, Pre-Dentistry, Pre-Med

- Business: Accounting, Management, Marketing, Entrepreneurship, Retail Management

- Change it Now Social Justice: Psychology, Sociology, Ethnic Studies, Liberal Arts

- Public Service/Law: Criminal Justice and Legal Professions

- Creativity/Digital Media: Graphic & Web Design, Animation, Video Editing

- Health & Community Wellness: Health Science, Pre-Nursing, Pre-Dental Hygienist, Med. Technicians

- Exploring Pathways: Still deciding and Liberal Arts

- Puente: Explores Latino themes

- Daraja: Explores African American themes

- PACE: A Learning Community for people who work from 9-5pm

This was the result of a year-long collaborative process of 46 faculty, staff and student leaders, in a "Presidential Task Force" that was convened to develop and plan for the scaling-up of successful college programs and initiatives.

Design It, Build It, Ship It (DBS), a program funded by a Dept. of Labor Trade Adjustment Assistance Act Community College Career Training Grant (TAACCCT): Due to the work the College did with Project Renew and the work we did with dislocated workers from NUMMI, we were well-positioned to apply for this regional grant. There are a lot of partners including Contra Costa CCD and the Career Ladders Project. We were awarded $1.2 million over three years to focus on the Advanced Manufacturing, Engineering, and Advanced Transportation and Logistics

MESA Program: Mathematics Engineering Science Achievement Program created by successfully obtaining the grant thru CCCCO, which currently serves approximately 125 low income, first generation STEM majors in 2012.

Passion and Purpose Courses: These courses came out of the strategic plan goal. It is a 1 unit class with a 1 unit lab that helps students find their passion and purpose. There is a service learning aspect to the class and it was approved by the Curriculum Committee in fall 2013. Seven (7) sections are scheduled for fall 2015, four within FYE.

Striving Black Brothers Coalition program: This home grown program started in 2006, assists African American males attending Chabot College in excelling academically, socially, culturally, and professionally. Participants are encouraged to embrace leadership by being positive role models for each other through a strong commitment to academic achievement, brotherhood, and community service. In 2015, the group participated in events with The White House Initiative on Educational Excellence for African Americans, through panel discussions within California and across the country with the White House focus on President Barack Obama signature initiative "My Brother's Keeper".

Habits of Mind Project: We have a Faculty Inquiry Group (FIG) working on the Habits of Mind. These are habits that are used by people who are skillful and mindful. They have been boiled down to 16 habits of skills necessary to operate in society. We also worked on a resource guide that was distributed across the campus.

Student Success & Support Program (SSSP): It is a state mandate from the Chancellor's Office that requires students to do Orientation, Assessment, abbreviated SEPs, academic counseling, academic probation follow-up, if applicable, and other follow up services.

Career Pathways Trust Regional Consortium grant: As part of an East Bay regional effort, Chabot is a key partner in a California Career Pathways Trust grant, a $15 million grant to develop regional collaborations with school districts in building career pathways in Advanced Manufacturing/Engineering, Law and Public Services, Digital Media/Information Communications Technology, and Health. Activities also include looking at dual enrollment,

improved placement, work-based learning and improved counseling/student support services that help students transition from high school to college.

Peer-Led Team Learning: The Office of Institutional Research (OIR) reviewed the results of all college services, programs and interventions over the last ten years to see whether they had impacts on student outcomes. FYE and Learning Community programs such as Change It Now! (CIN), Puente and Daraja Projects, and TRiO SSS ASPIRE have demonstrated consistently positive student outcomes. These programs had higher course success rates in college English and Math, and higher persistence, degree, certificate and "transfer ready" rates, all about 2 times the college-wide rate. Learning community programs such as Math, Engineering and Science Achievement (MESA) had higher success rates in STEM courses while providing STEM-related internship and scholarship opportunities. These effective programs included some key common elements: 1) early engagement (high school) in college; 2) comprehensive matriculation services; 3) communities of students with clear Student Education Plans who enroll full-time; 4) Counseling support and academic planning specific to students' interests/majors; 5) academic learning support; and 6) intrusive advising and monitoring of student progress. *El Centro* would like to make applying to these programs easier and more efficient and make some of the key common elements more accessible to more students.

Creation of Strategic plan but with the focus on one goal: The 2012-15 Strategic Plan was developed by the Planning, Review and Budget Council (PRBC), Chabot's institutional planning body, a shared governance body that includes Academic, Classified and Student Senate leadership, administration, and chairs of college-wide committees such as Staff Development, Basic Skills and Student Learning Outcomes and Assessment, among other committees. Each committee sought student input from student committee members, as well as surveys, focus-group and individual discussions. PRBC members analyzed internal and external quantitative and qualitative data to gain a focused understanding of student needs and the external realities affecting students and the college alike. Several week- and day-long retreats in the summer and Fall of 2012 were held to conduct this analysis and prioritization. This resulted in the *2012-2015 Strategic Plan* with a singular Goal: *Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support*. As part of this planning process, the PRBC prioritized Strategies and Initiatives to achieve this Goal. Because these initiatives entailed the close collaboration and integration of student and academic services, the President convened the Presidential Task Force (PTF) that resulted in the FYE program.

Measuring Progress on the Strategic Plan

Chabot's strategic plan goal is to "increase the number of students who achieve their educational goal in a reasonable time." In order to determine whether we are meeting that goal, the Program Review and Budget Council (PRBC) needed a research method to take into account that students have different educational goals, different starting places in academic preparedness, and different speeds in moving towards their goals. To address these differences, the Office of Institutional Research (OIR) identified ten distinct groups of students among the 2,000 plus incoming students each Fall. The groups were defined by their educational goal, level of assessment in English, and the number of units they were taking their first semester. These ten "Student Educational Goal Groups" were distinct, in both student characteristics and outcomes, across many cohorts. The college is now using these groups to determine whether more students are reaching their goals as compared to the past, and to focus existing and new grant resources on the

student groups that need the most support to succeed. The small (9%) Laser (full-time, FT) College-ready group is always the most successful group, with all other groups substantially less successful. Consequently, new programs are focused on supporting the larger Laser (FT) Basic Skills (26%) and Seeker (part-time, PT) Basic Skills (25%) student groups, since they are mostly likely to benefit from more support.

Chabot College Student Educational Goal Groups

Groups	*Definitions of Educational Goal Groups*			
Student Ed Goal Groups	*Educational Goal*	*Full-time/ Part-time*	*English Assessment*	*Pct of new students in Fall 2014*
Laser (FT) College-ready	Transfer or Degree (Need GE)	Full-time	College	9%
Laser (FT) Basic Skills			Basic Skills	26%
Laser (FT) Not Assessed			Not Assessed	4%
Seeker (PT) College-ready		Part-time (any units)	College	5%
Seeker (PT) Basic Skills			Basic Skills	25%
Seeker (PT) Not Assessed			Not Assessed	9%
Explorer	Undecided	6+ units	any	11%
Career Builder FT	Certificate or Job training	Full-time	any	1%
Career Builder PT		Part-time 6-11 units	any	3%
Skills Builder	Cert/Job/Und/ Pers Dev	Less than 6 units	any	7%

Title 3 Grant: In 2009, the College was awarded a Title III Strengthening Institutions Grant, which had four major goals: 1) Increase success and persistence in basic skills courses; 2) Increase success and persistence in courses supported by learning support services; 3) Develop student learning outcomes and appropriate assessments at each level; and 4) Maintain and increase enrollment by increasing persistence. The grant not only reached these goals, but changed the culture of the college by introducing data and insights developed in Title III activities and among Title III/Basic Skills personnel into college-wide conversations and decision-making about improving student success and completion. Title III grant activities focused on improving persistence, success, and engagement in basic skills and college-level courses through the use of Faculty Inquiry Groups (FIGs) that piloted various methods of pedagogy and learning support and the use of learning assistants in classrooms. Title III also supported the college's nascent learning assessment efforts with infrastructure and training for full-time and part-time faculty. During the life of the grant, from 2009 to 2014, these grant objectives were met: success rates increased in basic skills courses, success and engagement increased in classes with learning support services, Fall-to-Fall persistence increased for students in basic skills courses and for all degree-seeking students, and persistence into the next Math level increased for Beginning and Intermediate Algebra. In addition, over 90 percent of course level student learning outcomes were written and assessed, and student learning assessment was successfully integrated into Program Review.

Evidence

Evidence DB- 1. Facilities Master Plan

Evidence DB- 2. Faculty/Staff Survey Spring 2014 Results

Evidence DB- 3. California Community Colleges System Strategic Plan, 2013 Update

Evidence DB- 4. California Population Projections, 2010 – 2060

Evidence DB- 5. San Francisco Chronicle, "Asian population swells in Bay Area, State, Nation" March 22, 2012

Evidence DB- 6. Population Reference Bureau, "U.S. Baby Boomers Likely to Delay Retirement" September, 2014

Evidence DB- 7. Population by Race-Ethnicity by College Regions, Alameda County, and California: 2013

Evidence DB- 8. Households and Income by College Region and Alameda County: 2008-2012

Evidence DB- 9. Highest Degree Level of Persons 25 Years Old and Over in the Chabot Region: 2008-2012

Evidence DB- 10. Employment by College Region and Alameda County: 2013

Evidence DB- 11. Place of Birth, by College Region and Alameda County: 2008-2012

Evidence DB- 12. Primary Language Spoken at Home by Persons 5 Years and over, by College Region & Alameda County: 2008-2012

Evidence DB- 13. Percentage of High School Graduates Completing All UC /CSU Required Courses, By College Region

Evidence DB- 14. 2013 Employment by Industry

Evidence DB- 15. Alameda County Jobs and Job Openings by Education Level: 2013 vs. 2020

Evidence DB- 16. Chabot College Institutional Self Study for Reaffirmation of Accreditation, October 2009 (http://www.chabotcollege.edu/accreditation/Documents/2009_Accreditation_Report.pdf)

Evidence DB- 17. Chabot College Student Characteristics Fall 2013

Evidence DB- 18. Chabot Student Family Income, Parental Education, and Living Situation

Evidence DB- 19. Institutional Research Website: Assessment into English and Math Courses (www.chabotcollege.edu/IR/demographics.asp)

Evidence DB- 20. English Basic Skills Courses Success Rates

Evidence DB- 21. Math Basic Skills Courses Success Rates

Evidence DB- 22. Math Basic Skills Courses Success Rates

Evidence DB- 23. English 101A (Read, Reason, Write) Success Rates

Evidence DB- 24. English 101B (Read, Reason, Write) Success Rates

Evidence DB- 25. Persistence Rates from ENGL 101A to 1A within 2 years

Evidence DB- 26. Persistence Rates from ENGL 101B to 1A within 2 years

Evidence DB- 27. English 102 (Read, Reason, Write - Accelerated)

Evidence DB- 28. Persistence Rates from ENGL 102 to 1A within 2 years

Evidence DB- 29. Math 55/55A/55B (Inter. Algebra) Success Rates

Evidence DB- 30. Persistence Rates from MTH 55 to College Level Math within 2 years, By Fall Cohorts

Evidence DB- 31. Chabot College Trends in Number of AA/AS Degrees Earned, by Ethnicity

Evidence DB- 32. Number of AA/AS Degrees Earned at Chabot College, by Ethnicity: Academic Years 2000-01 to 2012-13

Evidence DB- 33. Chabot College Trends in Number of Certificates Earned by Ethnicity

Evidence DB- 34. Number of Certificates Earned at Chabot College, by Ethnicity: Academic Years 2000-01 to 2012-13

Evidence DB- 35. Spring 2013 Graduate Survey

Evidence DB- 36. Trend in Number of Full Year Transfers from Chabot College to a CSU or UC

Evidence DB- 37. Number of Full Year Transfers from Chabot College to a CSU or UC

Evidence DB- 38. Trend in Number of Full Year Transfers from Chabot College, by Ethnicity

Evidence DB- 39. Number of Full Year Transfers from Chabot College to a CSU or UC, by Ethnicity

Evidence DB- 40. Transfer Directed* After 4 Years

Evidence DB- 41. Transfer Ready Rate

Evidence DB- 42. Programs and Interventions that Increase Success at Chabot

Evidence DB- 43. Student Survey Fall 2013 Results

Evidence DB- 44. Definitions and Percentages of Student Educational Goal Groups at Chabot College

Evidence DB- 45. Chabot Students: Diverse, First Generation, and Basic Skills
(www.chabotcollege.edu/IR/StudentCharacteristics/ChabotFacts-DiversityFirstGenAssessF13.pdf)

New References Added for this chapter

1. Spring 2013 Graduate Survey
   (www.chabotcollege.edu/IR/StudentSuccess/GradSurvSp13_Summary_Final.pdf)
2. Programs and Interventions that Increase Success at Chabot
   (www.chabotcollege.edu/IR/StudentSuccess/)
3. Chabot Students: Diverse, First Generation, and Basic Skills
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4. Job projections for Chabot CTE degree and certificate programs
   (www.chabotcollege.edu/IR/localstats.asp)
5. California Community Colleges System Strategic Plan, 2013 Update
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10. Chabot College Institutional Self Study for Reaffirmation of Accreditation, October 2009
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General References from Standard I

6. Student Survey Fall 2013 Results
   (www.chabotcollege.edu/IR/satisfactionsurveys.asp)
7. Faculty/Staff Survey Spring 2014 Results
   (www.chabotcollege.edu/IR/staffchars_surveys.asp)
17. Institutional Research website: Assessment into English and Math Courses
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Organization for the Self Evaluation

Planning for the 2015 Accreditation Report commenced in August 2013. The Academic/Faculty Senate appointed a faculty chair and the college administration appointed an Administrative Chair. The two chairs (Executive Committee) created the accreditation timeline (See below for timeline.) and organized the start of the accreditation process.

The faculty chair presented the topic of accreditation to the college community on a Staff Development Flex Day in October, 2013 (Video link http://youtu.be/SdPuWiuZmQE). Recruitment for chairs and committee members for the standard committees took place during the rest of the fall semester. Committee members were recruited by asking for members from the governance groups (Faculty Senate, Student Senate, Classified Senate and the administrative groups) as well as through communication with the college community as a whole.

The College sent representatives to the ACCJC administered training workshop at San Joaquin Delta College in October 2013. The faculty chair then trained the committee members and interested college community members on the accreditation process in general and separately on their particular standard in January 2014. The training workshops were convened to introduce the 2013 Accreditation Standards. Relevant materials were discussed and provided via the Accreditation Training Homepage. (http://libraryguides.chabotcollege.edu/Accreditation). The committees first met on Flex day February 2014 to organize their approach to answering the standards.

> In spring 2014, the Executive Committee organized a Steering Committee composed of the Standard Committee Chairs to provide a place for communication and to assist Standard Chairs in the development of the report. The meetings, which took place monthly, were used to organize the report and discuss issues that arose. (Meeting agendas and minutes:
> http://libraryguides.chabotcollege.edu/content.php?pid=563309&sid=4897167)

At the end of May, 2014, the first drafts were submitted to the Executive committee. The Executive Committee returned the drafts with comments by the end of July. The standard committees started on their second drafts in August of 2014 and submitted a second draft on October 31, 2014. Identification of issues, questions, additional references, or additional material began in November and continued through February, when editing towards the completed document began. During April, the draft document was posted for general comments, circulated among Standard Chairs, and submitted to the Shared Governance groups for approval, ending with the Board approval in July.

2015 Accreditation Self Evaluation Timeline

August - September 2013
> ☐ Steering Group is organized; Faculty Chair Appointed by Academic/Faculty Senate
> ☐ Recruitment of Standard Members starts
> ☐ Student Survey drafts distributed to governance committees and others committees for feedback

October December 2013
> ☐ Recruitment of Standard Members Continues
> ☐ WASC accreditation workshop at San Joaquin Delta College
> ☐ October 8 Staff Development Day Presentation on the Value of Accreditation
> ☐ Distribute Student Surveys to classes

January- February 2014
        □ College wide and Standard Committee trainings are held
        □ February 19, 2013 Flex Day Standard Committees meet with rest of the college
community

March – May 2014
        □ Steering Committee creates Report outline/structure and first draft of Non Standard
sections (Eligibility requirements, etc.)
        □ Steering Committee meets monthly to review progress
        □ Faculty Staff survey created and sent out.
        □ May 30: Standard Committees draft Standard reports – First Major Complete Draft due

June – August 2014
        □ Executive Committee reviews drafts provide feedback to standard committees.
        □ Executive Committee drafts Eligibility Requirement Sections.

August 2014
        □ August 7: Draft Standards Reports returned to Standard Chairs
        □ August 15: College Day Standards breakout sessions

August-December 2014
        □ Steering Committee and Standard Chairs take drafts to governance committees for
initial input
        □ Introduction including Descriptive Background and Demographics written
        □ October 31: Second Drafts of the Standards Due
        □ November 7: Drafts returned to the Standard Chairs
        □ December 19: Final Drafts from standard committees are due
        □ December 19: Executive Committee and others complete final drafts of Non Standard
Sections

January – February 2015
        □ Executive Committee works with Standard chairs to edit drafts

March – April 2015

        □ March – Early April Editor completes Draft
        □ Mid-April – Executive Committee/ Standard Chairs Review/Edit Draft
        □ April 21 Board Presentation on Progress
        □ April 22 – Draft Posted to the community for Comments
May 2015
        □ May 12 and May 14 College Forums
        □ May 15 All College Comments due
        □May 21 Academic Senate approves Draft
        □May 27 College Council approves Draft

June - July 2015

 June 16 Board receives the Draft for comments (First reading)

 July 21 Board Approves the Self Evaluation Report (Second Reading)

 July 31 College sends the report and all required documents to the ACCJC

October 2015

 October 5 Monday: The Team Arrives: Visit to the District Office may occur. Board Room is set up as the Visiting Team room.

 October 6 Tuesday: Visiting team morning reception; visiting team works in Board Room and Interview rooms. Visiting Team holds 1-2 open forums

 October 7 Wednesday: Visiting Team works in Board Room and Interview rooms ; Visiting Team holds 1-2 open forums

 October 8 Thursday: Visiting Team holds exit interview meeting

 After the Visiting Team leaves, final reception will be held to thank all of the community who worked on the Self Evaluation.

Executive Committee

Accreditation Liaison Officer/Co-Chair: Stacy Thompson (Administrator)

Faculty CoChair: Jim Matthews (Faculty)

Resource: Gene Groppetti (Ret. Administrator)

Accreditation Chairs/Steering Committee

Accreditation Liaison Officer: Stacy Thompson (Administrator)

Faculty Co-Chair: Jim Matthews (Faculty)

Administrative Cochair: Stacy Thompson (Administrator)

Standard 1 Cochair   William Hanson (Faculty)

Standard 1 Cochair   Tim Dave (Administrator)

Standard 1A Resource   Carolyn Arnold (Faculty)

Standard 2A Cochair   Jan Novak (Faculty)

Standard 2A Cochair   Stacy Thompson (Administrator)

Standard 2A Resource   Gene Groppetti (Ret. Administrator)

Standard 2B Cochair   Matthew Kritscher (Administrator)

Standard 2B Cochair   Sadie Ashraf (Faculty)

Standard 2C Cochair   Pedro Reynoso (Faculty)

Standard 2C Cochair   Deonne Kunkel (Faculty)

Standard 2C Cochair   Jane Wolford (Faculty)

Standard 3A Cochair   Donna Gibson (Faculty)

Standard 3A Cochair   David Betts (Administrator)

Standard 3B Cochair   Scott Hildreth (Faculty)

Standard 3B Cochair   Dale Wagoner (Administrator)

Standard 3C Cochair   Kathryn Linzmeyer (Administrator)

Standard 3C Cochair   Paulette Lino (Administrator)

Standard 3D Cochair   Dave Fouquet (Faculty)

Standard 3D Cochair   Connie Willis (Administrator)

Standard 4 Cochair   Jason Ames (Faculty)

Standard 4 CcChair   Sara Parker (Faculty)

Support Staff

Editor   Patricia Shannon (Faculty)

Layout and Evidence Repository   Rachael Tupper-Eoff (Classified Staff)

Institutional Research   Carolyn Arnold (Faculty) and **Jeremy Wilson** (Staff)

Cover Artists   Aaron Deetz (Faculty) and Mark Schaeffer (Faculty)

Accreditation Standard Committee Membership

1A/1B Mission/Effectiveness, *Co*Chair, William Hanson (Faculty), Tim Dave (Administrator)
Members:
Staff: Karen Silva, Mary Ines, Cheryl Sannebeck,
Administrator: Tim Dave
Faculty: Christine Santiago, Clayton Thiel, Kathy Kelly, Carolyn Arnold, Deonne Kunkel, Dmitriy Kalyagin
2A Instruction, Cochairs: Stacy Thompson (Administrator), Jan Novak in Spring 2014(Faculty), Gene Groppetti Fall 2014-Spring 2015 (Retired Administrator)
Members:
Staff: Nancy Cheung, Catherine Powell,
Administrator: Tom Clark
Faculty: Felicia Tripp, Cynthia Stubblebine, Carlo Enriquez, Michael Thompson, Mark Schaffer, Ken Grace, Wayne Pitcher, Julie Coan, Ruth Kearn, Terri Scheid, Janice Tanemura, Connie Telles, Jane Vallely
Student: Chris Guttierez
2B Student Services, Cochairs: Matt Kritscher (Administrator), Sadie Ashraf (Faculty)
Members:
Staff: Katrin Field, Stacey Moore, Noell Adams, Bedilla Ramirez, Philomena Franco, Susan Ficus, Nathaniel Rice, Deborah Laase
Administrators: Paulette Lino, Kathy Linzmeyer
Faculty: Kathleen Allen, Becky Plaza, Michael D'Aloisio, Naoma Mize, Patricia Molina, ValJean Dale, Sandra Genera, Jeanne Wilson, Boris Polishchur, Shirley Pejman, Stephanie Zappa
Students: Nakisha Thompson, Dillon Pieters,
2CLibrary, Cochairs: Pedro Reynoso Faculty), Deonne Kunkel in Spring 2014 (Faculty.), Jane Wolford in Fall 2014 and Spring 2015 (Faculty)
Members:
Staff: Rachael Tupper-Eoff, Heather Hernandez, Roland Belcher
Administrator: Marcia Corcoran
Faculty: Norman Buchwald, Debbie Buti, Vernonica Martinez, Homeira Foth, Alisa Yungerman, Rani Nijjar
3A Human Resources, Cochairs: David Betts (Administrator), Donna Gibson in Spring 2014 (Faculty), Jim Matthews in Fall 2014 – Spring 2015
Members:
Staff: K Metcalf, Nancy Soto
Administrators: Wyman Fong, Vanessa Cormier,
Faculty: Don Plondke, Mireille Giovanola, Adrain Huang, Doris Hanhan
3B Physical Resources, Cochairs, Dale Wagoner (Administrator), Scott Hildreth, (Faculty),
Members:
   Staff: Gregory Correa, Bedilia Ramirez
   Faculty: Michelle Sherry, Jeff Drouin
3C Technology, Chair, Kathy Linzmeyer (Administrator),
Members:
   Staff: Minta Winsor, Lisa Ulibarri, Gordon Watt, Kim Cao

Administrator: Jeannine Methe (District)
    Faculty: Mike Sherburne, Aldrian Estepa Wayne Phillips
3D Finance*, Cochairs, Connie Willis (Administrator), Dave Fouquet (Faculty)
Members:
    Staff: Yvonne Vanni, Heather Hernandez, Rosie Mogle, Barbara Yesnosky (District)
    Administrators:, Judy Hutchinson (District), Maria Ochoa (Foundation)
    Faculty: Agnello Braganza
4A/4B Governance*, Cochairs, Jason Ames (Faculty), Sara Parker (Faculty)
Members:
Staff: Debra Kling, Steve Stevenson
Administrator: Carla Walter
Faculty: Jerry Egusa, Kristin Land
Students: Nijel Quadri, Luis Flores,

District Organizational Chart

College Organizational Charts

Academic Services Org Chart

Student Services Organizational Chart

Administrative Services Org Chart

Chabot-Las Positas Community College District
Functions and Task Map – Summary of Functions

The CLPCCD Function Map contains the Summary of Functions for District and College functions by the ACCJC Standards Model.

Standard I: Institutional Mission and Effectiveness

A. MISSION		
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	**District**
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S

B. IMPROVING INSTITUTIONAL EFFECTIVENESS		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	**District**
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. 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	S
3. 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 analyses of both quantitative and qualitative data.	P	S
4. 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	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS				
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.				
			College	**District**
1.		The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
	a.	The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
	b.	The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
	c.	The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2.		The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	SH	SH
	a.	The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
	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.	SH	SH
	c.	High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	SH	SH

d.	The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	SH	SH
e.	The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	SH	SH
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.	SH	SH
g.	If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h.	The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i.	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3.	The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a.	An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b.	A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c.	A 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; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally	P	S
4.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S

5.	Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6.	The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees 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 outline.	P	S
	a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
	b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
	c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S
7.	In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
	a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
	b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
	c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S

	College	District
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

	College	District
1. 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	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
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	S
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	S
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	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records	P	S

		College	District
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	S

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

		College	District
1.	The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a.	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	S
b.	The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c.	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	S
d.	The institution provides effective maintenance and security for its library and other learning support services.	S	P
e.	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	S

			College	District
2.		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	S

Standard III: Resources

			College	District
A. HUMAN RESOURCES The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.				
1.		The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
	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.	SH	SH
	b.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
	c.	Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
	d.	The institution upholds a written code of professional ethics for all of its personnel.	SH	SH

2.	The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3.	The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
	a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
	b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4.	The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
	a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
	b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
	c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	SH	SH
5.	The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
	a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH
	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.	SH	SH
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	S	P

B. PHYSICAL RESOURCES
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

		College	District
1.	The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
	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.	S	P

b.	The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2.	To assure the feasibility and effectiveness of 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.	SH	SH
a.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH
b.	Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH

C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

		College	District
1.	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.	SH	SH
a.	Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	S	P
b.	The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c.	The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d.	The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S
2.	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	S

D. FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	SH	SH
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.	SH	SH
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	S	P
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH

		College	District
f.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	S	P
g.	The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3.	The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

Standard IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

		College	District
1.	Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	SH	SH
2.	The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH
a.	Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	SH	SH
b.	The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3.	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.	SH	SH

		College	District
4.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	SH	SH
5.	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.	SH	SH

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

		College	District
1.	The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
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.	S	P
b.	The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c.	The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f.	The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g.	The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P

h.	The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i.	The governing board is informed about and involved in the accreditation process.	SH	SH
j.	The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2.	The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
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	S
b.	The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;	P	S
c.	The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	P	S
d.	The president effectively controls budget and expenditures.	P	S
e.	The president works and communicates effectively with the communities served by the institution.	P	S
3.	In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a.	The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b.	The district/system provides effective services that support the colleges in their missions and functions.	S	P

c.	The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d.	The district/system effectively controls its expenditures.	S	P
e.	The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f.	The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
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.	S	P

Chabot-Las Positas Community College District
Task Map – Summary of Functions

The CLPCCD Task Map contains the Summary of Functions for District and College functions that are enumerated into three categories: centralized functions where the district has primary responsibility, de-centralized functions where the colleges have primary responsibility, and shared functions where both district and colleges have equal responsibility. The accreditation standard for each specific function is provided in parentheses.

1. **THE FOLLOWING ARE "CENTRALIZED" CLPCCD DISTRICT FUNCTIONS (DISTRICT IS PRIMARY):**

   A. HUMAN RESOURCES (III A – Human Resources)

        a. COLLECTIVE BARGAINING

        b. WORKERS' COMPENSATION, HEALTH AND WELFARE

   B. MAINTEANCE AND OPERATIONS (III B – Physical Resources)

   C. INFORMATION TECHNOLOGY (IIIC – Technology Resources)

        a. TECHNOLOGY SERVICES AND APPLICATIONS – BANNER AND OTHER INTEGRATED THIRD PARTY SYSTEMS, APPLICATION DEVELOPMENT, DATABASE ADMINISTRATION

        b. INFORMATION ACCESS AND REPORTING

      c.   INTERNET/EMAIL SERVICES

      d.   VIDEO CONFERENCING

      e.   TELECOMMUNICATIONS

      f.   NETWORK MANAGEMENT

      g.   HELP DESK SERVICES

      h.   TECHNOLOGY DEVELOPMENT AND PLANNING

      i.   SERVER MANAGEMENT

      j.   BACK-UP AND RECOVERY

      k.   DESKTOP SUPPORT

      l.   CLASSROOM AND COMPUTER LAB SUPPORT

      m. MEDIA SERVICES/AUDIO VISUAL

D. BUSINESS SERVICES (III D – Financial Resources)

      a.   ACCOUNTING

      b.   PAYROLL (COMPENSATION)

      c.   PURCHASING

E. FINANCE (III D – Financial Resources)

      a.   ECONOMIC ANALYSIS

      b.   CASH FLOW ANALYSIS

F. RISK MANAGEMENT (III D – Financial Resources)

      a.   GENERAL LIABILITY

2. THE FOLLOWING ARE "DE-CENTRALIZED" CLPCCD COLLEGE FUNCTIONS FOR BOTH CHABOT AND LAS POSITAS COLLEGES (COLLEGE IS PRIMARY):

A. ACADEMIC SERVICES (II A – Instructional Programs)

B. ADMISSIONS, RECORDS, & REGISTRATION (II B – Student Support Services)

C. ATHLETICS (II A – Instructional Programs)

D. AUXILIARY SERVICES (II B – Student Support Services)

   a. BOOKSTORE

   b. FOOD SERVICES

   c. STUDENT GOVERNMENT

E. CATALOG/SCHEDULE DEVELOPMENT (II A – Instructional Programs)

F. CHILD DEVELOPMENT SERVICES (II A – Instructional Programs)

G. DSPS - DISABLED STUDENTS PROGRAM AND SERVICES (II B – Student Support Services)

H. EOPS - EXTENDED OPPORTUNITIES PROGRAM AND SERVICES (II B – Student Support Services)

I. FINANCIAL AID (II B – Student Support Services)

J. FOUNDATION (STD?)

K. GRAPHIC DESIGN/DUPLICATING (II B – Student Support Services)

L. INSTRUCTION (II A – Instructional Programs)

   a. CURRICULUM DEVELOPMENT

M. LIBRARY/LEARNING RESOURCES (II C – Library and Learning Support Services)

   a. LIBRARY

   b. TUTORING

N. ONLINE INSTRUCTION/SERVICES – BLACKBOARD (II A – Instructional Programs)

O. PROGRAM DEVELOPMENT AND REVIEW (II A – Instructional Programs)

   a. PROGRAM DEVELOPMENT

   b. PROGRAM REVIEW

P. RESEARCH (II B – Student Support Services)

Q. STUDENT LEARNING OUTCOMES (II A – Instructional Programs)

R. STUDENT SERVICES (II B – Student Support Services)

S. TELEVISION STUDIO (II A – Instructional Programs)

T. VOCATIONAL PROGRAMS (II A – Instructional Programs)

U. VTEA (II A – Instructional Programs)

3. THE FOLLOWING ARE "SHARED" CLPCCD FUNCTIONS BY DISTRICT AND BOTH COLLEGES (SHARED BY ALL):

A. BUDGET DEVELOPMENT (III D – Financial Resources)

B. FACILITIES PLANNING AND CONSTRUCTION - COLLEGE COMMITTEES AND DISTRICT-WIDE COMMITTEE (III B – Physical Resources)

C. GRANT DEVELOPMENT (III D – Financial Resources)

   a. Development and writing of the grant (Done at the Colleges)

   b. Grant Fiscal Management and Audit Control (Done by District)

D. HUMAN RESOURCES (III A – Human Resources)

   a. PRIORITIZING, ALLOCATION, AND PLACMENT OF STAFF AT APPROPRIATE LOCATION

E. INFORMATION TECHNOLOGY (IIIC – Technology Resources)

   a. WEBSITE SERVICES (WEBMASTER FOR EACH COLLEGE AND DISTRICT)

F. MARKETING (CURRENTLY AT COLLEGES, PREVIOUSLY DISTRICT PIO) – (STD?)

G. TRAINING

   a. STAFF DEVELOPMENT (III A – Human Resources)

   b. INFORMATION TECHNOLOGY (IIIC – Technology Resources)

H. WORKFORCE/ECONOMIC DEVELOPMENT (II A – Instructional Programs)

Certification of Continued Compliance with Eligibility Requirements

The Accreditation Self Study Steering Committee has reviewed the eligibility requirements for accreditation. The Committee agrees that Chabot College continues to meet each of the 20 eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges.

1.   Authority

Chabot College is accredited by the Accrediting Commission for Community and Junior Colleges. Chabot College is also accredited by the Council on Dental Education, American Dental Association, the Committee on Allied Health Education and Accreditation in collaboration with the American Hospital Health Information Management Association and the American Medical Assisting Association. The Program in Nursing is accredited by the California Board of Registered Nursing. The College is approved by the California State Department of Education and is a member of the American Association of Community and Junior Colleges and the Community College League of California.

2. Mission

The current mission statement was developed in fall 2013 to better align with the current Accreditation Standards. The mission statement was then approved by College Council in March 2014 and approved by the Board in March 2014 and is published in the ***Chabot College Catalog***.

3. Governing Board

The Chabot-Las Positas Community College District, which consists of two colleges, is governed by a seven-member Board of Trustees. The District is divided into seven areas, and each area elects a resident of that area to serve on the Board. Each college also elects a non-voting student trustee. The Board normally meets twice a month, the first meeting being a workshop and the second is a business meeting. At the business meetings there is the opportunity for presentations or statements from the public, as well as for statements from various College constituents. To the best of the College's knowledge, no Board member has employment, family, or personal financial interest related to the College or the District.

4. Chief Executive Officer

The Chief Executive Officer position at Chabot College was appointed by the Board of Trustees on January 2012. She is responsible for the development, implementation, and evaluation of all college functions including programs, services and operations of the college. Her primary responsibility is to the institution.

5. Administrative Capacity

Chabot College has sufficient positions to support its mission and purpose. A few administrative positions are filled on an interim basis (Dean of Science and Mathematics, Dean of Applied Technology and Business, Dean of Counseling, and Dean of Special Programs and Services). All of these positions are advertised and should be filled by permanent employees by fall 2015. Appropriate administrative preparation and experience are addressed as part of the employment process.

6.   Operational Status

Chabot College has been in continuous operations since 1961 and has been in its current location since 1965.

7.   Degrees

Chabot College offers 43 Associate of Arts, 24 Associate of Science, 11 Associate of Arts for transfer and 4 Associate of Science for transfer degrees. The College also offers 41 Certificates of Achievement and 26 Certificates of Proficiency. A substantial portion of Chabot College's programs, approximately 57 percent, lead to either an associate in arts or associate in science degree.

8.   Educational Programs

Chabot College's educational programs are congruent with its mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. All associate degree programs are two academic years in length. All course outlines of record include student learning outcomes. Student learning outcomes are utilized in courses and programs in order to assess the student's learning experience and to improve student learning. Distance learning is designed to mirror the same quality as the face-to face classes offered.

9.   Academic Credit

Chabot College awards academic credit in accordance with the California Education Code, and California Code of Regulations Title 5.

10.   Student Learning and Achievement (Formerly Educational Objectives)

Chabot College defines and provides all program educational objectives in all its course outlines (http://www.chabotcollege.edu/academics/Outlines.asp). Each course and program offered at the College has defined and measureable student learning outcomes. All student learning outcomes, regardless of mode of delivery, are assessed by faculty. The College has defined and assessed college wide learning and is developing further institutional student learning outcomes for its General Education program. The College documents its student learning assessment within program review.

11.   General Education

Chabot College adheres to the District Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education as well as California Code of Regulations, Title 5. Education, Section 55061. Chabot College incorporates into its degree programs 19 units (Associate in Science) to 25 units (Associate in Arts) of general education courses, which include areas of study that mature the mind, enrich family and widen social and ethnic relationships, and develop skills and aptitudes that can aid the student in furthering personal and social usefulness and to live in the environment as a thinking and contributing citizen. General Education Graduation Requirements include completing courses in language and rationality, natural sciences, humanities, social and behavioral sciences, wellness, American institutions, American cultures and demonstrating a mathematics proficiency through a course or a proficiency text.

The State of California Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code Section 66746-66749) guarantees admission to a CSU campus for any community college student who completes an "associate degree for transfer. Students receiving the AA-T or AS-T do not have to have their General Education courses certified. Associate Degree for Transfer is posted on their transcript, which is accepted by CSU as completing admissions and lower division general education requirements. Students are not required to complete any Chabot College General Education or Graduation proficiency requirements.

12. Academic Freedom

Board of Trustees Policy 4030 codifies Academic Freedom rights in the Chabot Las Positas Community College District.

13.   Faculty

Chabot College, as of Fall 2014, is composed of 162 full-time contract faculty and 295 part-time faculty. The degrees and length of college service for full-time faculty are listed in the College Catalog. Faculty responsibilities are published in the *Faculty Contract,* the *Faculty Handbook,* and the *District Board Policies.*

14.   Student Services
Chabot College provides appropriate student services and student development programs to its diverse student body in order to facilitate access, progress, and success. Major areas of student services are as follows: admissions and records; financial aid; counseling, advising, and a variety of student success and support programs; career and transfer centers; course and program articulation; student outreach; international students program; associated student government, student clubs and activities; children's center; food services; performing arts series; and student employment. The College's services and programs for students are consistent with student characteristics and the institutional mission.

15.   Admissions
Chabot College has adopted and adheres to admission policies consistent with its mission. Student eligibility requirements, including admission to special programs and services are published in the *College Catalog.*

16.   Information and Learning Resources
Information and learning resources and services to students and employees at Chabot College consist of specific services in the following areas: the Library, the Learning Connection tutorial centers (Peer Academic Tutoring Help (PATH), the STEM (Science, Technology, Engineering, and Mathematics) Center, and the Writing and Reading Across the Curriculum (WRAC) Center) and the computer laboratories. The Library's databases are provided by the Community College League Consortium. These resources support the college's mission and its educational program.

17.   Financial Resources
Chabot College financial resources come primarily from the State of California; additional resources come from other sources such as grants and federal funds. Budget planning takes place at both the District and College level; all constituent groups have an opportunity to participate in budget development. The District currently maintains a Board of Trustees mandated contingency reserve of five percent of estimated income. Additional District reserves are maintained based on various considerations

18.   Financial Accountability
An independent certified accounting firm conducts year-end audits of the Chabot-Las Positas Community College District. These audits include a review of the previous year's recommendations, financial documents, expenditures and internal audit processes. All audit reports are presented to the Board of Trustees.

19.   Institutional Planning and Education
Institutional planning at Chabot College is a collegial process involving all governance bodies: College Council; Academic, Classified and Student Senates and the College Enrollment Management Committee. The primary responsibility of the Program Review and Planning

Council, along with its subcommittee, the College Budget Committee, is to address planning and budget issues.

20. Integrity in Communication with the Public

Chabot College reviews and publishes the *College Catalog* biannually with an addendum in the second year, and *Class Schedules* are published each term. These publications are posted on the Chabot College website as is all of the College's public information. These publications provide comprehensive and accurate information regarding admission, rules and regulations, degrees, grievance procedures, costs and refunds, and academic qualifications of its faculty and administrators.

21.   Integrity in Relations with the Accrediting Commission

A complete assessment of the institution in relation to the basic criteria for institutional eligibility was conducted by the Steering Committee. Each Eligibility Requirement for Accreditation was reviewed and validated by reviewing appropriate supporting documentation. The institution continues to comply with the Eligibility Requirement for Accreditation.

Signed: _____

      Susan Sperling, President, Chabot College

      _____

      Donald L. Gelles, President, CLPCCD Board of Directors

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education
Chabot College last submitted a Distance Education Substantive Change Proposal to the Commission in April, 2009. Every year, the College submits an annual report on Distance Education to the Board of Trustees (http://www.chabotcollege.edu/cool/resources/). Each report discusses ACCJC Accreditation Policies as well as federal and state regulations and how the College creates policies and procedures based on those policies and regulations. In response to the 2013 ACCJC Substantive Change Manual, the District Board of Trustees approved new policies, "Distance Education Quality" and Distance Education – Authentication and "Verification of Student Identity".
http://www.clpccd.org/board/documents/7.2_DEREPORT_CC.pdf
Policy on Institutional Compliance with Title IV
Chabot College complies with the requirements of Title IV of the Higher Education Act. Chabot College follows the federal regulations that require first-time borrowers of Direct Loans are to receive entrance counseling available at studentloans.gov. The College directs students to that site. At Chabot College, all Title IV and State Student Eligibility Requirements and Policies are stated in the Financial Aid Handbook and on the College Financial Aid website.

The Chabot College Financial Aid Office, part of Student Services, is particularly committed to and effective at serving a very diverse population of students regardless of their economic background. It supports the college mission and strategic plan of assisting students to reach their educational goal within a reasonable time by providing financial aid information and support. It recognizes that financial aid is vital to student access and retention, and a critical component to ensure and facilitate student learning and success. Their mission continues to be focused on service to students and stewardship of funds, working with departments and divisions on campus to coordinate and provide services and information to our students. (Web Page)

The department is partnering with American Student Assistance (ASA) to provide a financial literacy program (SALT) to all current and former students. This online resource teaches students how to pay bills and improve credit scores, increase income, build savings and assets, and reduce debt, and can be incorporated into class curriculum. Self-help videos, entrance and exit loan counseling, and other orientation information are available to students via online Financial Aid TV. Training sessions are also conducted to other service providers within the Enrollment Services division so that faculty and staff are aware of the Federal and State changes that may affect their student population.

The Student Financial Aid Default rates for the past three years are as follows:

3 year official (2011): 23.2%
3 year official (2010): 29.6%
3 year official (2009): 26.8%
https://www.nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=001162

The default rate is within federal guidelines; notwithstanding, the college has a plan to reduce the default rate should it exceed federal guidelines. The Financial Aid Office currently utilizes ASA/SALT contracts, participates in CCCCO contract default prevention activities with Peterson and Associates, and is petitioning to remove loans associated with up to ten fraud borrowers. The office plans to hire additional staff to allow the current loan processer to take on new duties related to increased student loan regulations, default management and improved loan advisement including entrance and exit activities, and financial literacy.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
Chabot College provides clear and accurate information to students and the public in all College publications and through the website. The College utilizes the College Website, the College *Catalog* (printed and online) and the *Schedule* of classes as primary outreach tools. These resources are focused primarily on course and education program information along with regulatory and enrollment information related to educational programs.
Policy on Institutional Degrees and Credits
Academic Study
Chabot College conforms to Board Policy 4020 Program Curriculum and Course development; Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education; Board Policy 4100 Graduation Requirements for Degrees and Certificates (http://www.clpccd.org/board/bprevisedchapter4.php) and California Code of Regulations Title 5 (Education) Section 55002.5 (Credit Hour). The College uses the Carnegie unit to define the credit hour. The appropriate formula for credit hour is defined within the CurricUNET management system, which the College uses for developing and maintaining curriculum. Thus, the college ensures accuracy and consistency in assigning credit hours.
Examples include:

- A three-unit lecture course requires a minimum of three lecture hours per week plus six hours of homework (or six hours of a combination of homework and to-be-arranged hours) per week for a semester-length course.
- One unit of credit for a laboratory course requires a minimum of three hours of laboratory work per week per semester.

The College *Catalog* states information on requirements for A.A., A.S., A.D.T degrees, including the requirement that graduation with a degree is based upon completion of 60 units of lower-division college-level work.
Levels of Appropriate Rigor
The curriculum approval process ensures consistency that faculty approved standards are upheld for every course and program approved by the Curriculum Committee. Additionally, the faculty discuss appropriate rigor at the department level and through the work of the Academic/Faculty Senate.
Student Learning Outcomes
Each course and program offered at Chabot College has defined and measureable student learning outcomes. These student learning outcomes are assessed through a variety of methods. The college has defined student learning outcomes through its institutional learning outcomes for general education. Program learning outcomes for each program are published in the College Catalog. Every course across all modes of delivery and locations follows the course outline of record and the defined student learning outcomes.

As part of the program review process, the Student Learning Outcomes and Assessment Committee (SLOAC) works with faculty and staff to define program and course student learning outcomes, identify appropriate assessment methods, develop timelines and assessment plans for all program and course student learning outcomes, and implement assessment.

Chabot College publishes student learning outcomes for every course on its program review website

Assessment Results Provide Sufficient Evidence of Student Achievement

Chabot College faculty and staff currently use either the assessment management tool Elumen or a home grown system for recording and cataloging assessment data. These data are regularly and systematically reviewed and used by faculty for course and program improvement during annual program planning and comprehensive program reviews. Additionally, the OIR annually posts program data that includes information on student success and persistence. The College is moving to a new assessment tool with an implementation date of fall 2015.

Policy on Institutional Integrity and Ethics

Chabot College is in compliance with the Commission's Policy on Institutional Integrity and Ethics.

Upholds and Protects the Integrity of its Practice

Chabot College upholds and protects the integrity of its practice through the Mission-Vision-Values, the Education Master Plan 2005-2015 (New Plan to be adopted in the 2015-16 Academic Year.), Board Policies and through ongoing review of practices to ensure compliance with the California Education Code, Title 5, and federal regulations.

Responding to Commission Requests

Chabot College complies with the Commission reporting requirements with integrity and in a timely manner.

Institution Reports Clear and Accurate Information

Chabot College uses the College Web Site, the College *Catalog* and *Schedule* of Classes, and other published documents to provide reports that are clear and accurate information on its Mission, education programs; admissions requirements; student services; tuition and other fees and costs; financial aid programs; and policies related to transcripts, transfer of credit, and refunds of tuition and fees.

Institution Policies Ensuring Academic Honesty, Integrity in Hiring, and Preventing Conflict of Interest

The Board Policies Chapter 4 addresses several aspects of integrity in hiring and preventing conflict of interest. The District Human Resources Department has written hiring guidelines for all classes of employees and ensures that the guidelines are consistently followed. The Board of Trustees adopted its own policies to govern Conflict of Interest (Board Policy 2710) and Code of Ethics/Standards of Practice (Board Policy 2715).

> Student responsibilities are outlined first in Board Policy 5512, then further delineated in the 2014-16 College *Catalog* under "Student Rights and Responsibilities."   Students are subject to disciplinary action for "dishonesty, such as cheating, plagiarism or furnishing false information to the college, forgery, alteration or misuse of college documents, records or identifications." Sanctions for violations are listed on the same page.

Institution Demonstrates Integrity and Honesty in Interactions with Students

Chabot College promotes a student-centered learning environment that is based on respect and integrity. The College provides accurate and clear information through the College *Catalog*, Schedule of *Classes*, the College website, and other College published sources. Under the direction of the Vice President of Academic Services and the Vice President of Student Services, all materials are reviewed for accuracy and clarity before publication.

Institution Establishes and Publicizes Policies Regarding Institutional Integrity and How Violations are Resolved

Information regarding student rights and responsibilities including resolving violations is readily available to students and the public through the College *Catalog*, the College Website, and the *Schedule* of Classes.

Institution Cooperates with Commission on Site Visits

Chabot College holds accreditation activities, including site visits as a priority. The College provides assistance in advance as well as provides support while the team is on site.

Institution Establishes Process to Receive and Address Complaints about Operations

The Chabot College faculty administrators and staff members are committed to the highest professional standards in meeting our educational goals. To assure that our institutional integrity and ethics are held to the highest standards, procedures have been established to receive and address complaints regarding questionable accounting practices, and operational activity, which is a violation of applicable law, rules, and regulations, or questionable activities which may indicate potential fraud, waste, and/or abuse. (Probably need some specifics)

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Chabot College has no contractual relationships with non-regional accredited Organizations.

Signed: _____

      Susan Sperling, President, Chabot College

      _____

      Donald L. Gelles, President, CLPCCD Board of Director

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

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, IIA.2.i, II.A.3, II.B.4, II.C.2)

Response to Recommendation #1

The College has devoted significant time and resources to learning assessment, with major efforts during Flex days to train faculty, and release time and/or stipends for the chair of the SLOAC. All courses have SLOs. Those outcomes are assessed during a three-year cycle, and reporting on both those outcomes and suggested changes to enhance student learning are a required element of PR (Evidence I-23. PRBC Website, PR submissions, URL).

Chabot College identifies and assesses SLOs for its courses, certificates and degrees and uses assessment results for course and program improvements. The SLOs include CLOs, PLOs, and CWLGs. The language used for the CLOs, PLOs and CWLGs is taken from Bloom's Taxonomy. Each active course is required to have CLOs. The number of CLOs needed per course is determined by the course content. In general, 3-5 CLOs are required to cover a 3-unit course. The PLOs assess program goals and are mapped to the CLOs. Faculty are asked to develop two PLOs per program. Every semester, primarily during Flex days, faculty meet in their disciplines to share and discuss assessment results as part of the PR process. Plans are then developed for the improvement of instruction to enhance the learning process. This dialogue and evaluation is recorded in the division's PR

Chabot has completed at least one outcomes assessment cycle for all courses with a second due for completion in spring 2015. The assessment cycle is embedded into the PR process and tied to requests for resources to improve student learning. As of May 1, 2015, the SLOAC Committee has determined, by a manual count, that 62.3% of our courses are actively being assessed, discussed, and documented. The percentage excludes the Medical disciplines which are expected to have their assessments done for their own accreditation reports. Other assessments are still being recorded by the SLOAC Committee.
 Here is a breakdown of the results per division:

Division	Completed	Not Completed	Percent
Math & Science	66	3	95.7%
LIBS	2	0	100.0%
DSPS	16	0	100.0%
Applied Tech &	110	35	75.9%

Business			
Arts, Humn, & Soc Sci	218	75	74.4%
Counseling	16	17	48.5%
Health & PE *	19	141	11.9%
TOTAL	**447**	**271**	**62.3%**

* – The above data does not include any results from the Medical disciplines.

The mapping of existing courses and programs to the CWLGs occurred during the first cycle of formal assessment, where faculty identified one or more of the CWLGs for each course. Today, when faculty propose a new course, the CWLG mapping is submitted with the course proposal (**Error! Reference source not found.**). During the three year SLO assessment cycle, the CWLGs are to be assessed. Thus, all courses at Chabot support the college mission.

Program outcomes have been developed for all certificate and degree programs, and assessment and reflection occurs through the PR process (Evidence I-23. PRBC Website, PR submissions, URL). As of May 1,2015, the SLOAC committee has determined that 76.5% of the PLOs assessed and documented.

Division	Programs	Programs w/ PLOs Written	Discussed and Documented
Arts Humn & Soc Sci	53	53 – 100.0%	49 – 92.5%
Applied Tech & Bus	64	56 – 87.5%	41 – 64.1%
Counseling	9	9 – 100.0%	9 – 100.0%
Health PE & Athletics	19	19 – 100.0%	8 – 42.1%
Language Arts	7	7 – 100.0%	7 – 100.0%
Library	1	1 – 100.0%	1 – 100.0%
Science & Math	13	13 – 100.0%	12 – 92.3%
Chabot	166	158 – 95.2%	127 – 76.5%

Recommendation 2

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.I.a, II.A.I.c, II.A.2.a, II.A.I.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.B.I, II.B.3.c, II.B.4, II.C.2)

Response to Recommendation 2

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. The PRBC has assessed and modified the program review process and the program review forms on an annual basis. In the fall, 2014, PRBC determined to move the process to a program review module from Gover-Net (the parent company of Curri-Unet) for use in fall 2015.

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)

Response to Recommendation 3

In response to Recommendation 3, the Chabot College Library and the Learning Connection have developed Program Level Outcomes (PLOs) and assessments, Service Area Outcomes (SAOs) and assessments, and Student Learning Outcomes (SLOs) and assessments. The Library and the Learning Connection moved from an annual unit-plan-based planning model to the 3-year Program Review (PR) model adopted by the college. Both the Library and the Learning Connection have actively engaged using data from its assessments to establish its planning goals to ensure that the Library and the Learning Connection systematically evaluates resources and services to adequately meet students' needs.

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.I, III.C.2)

Response to Recommendation 4

The College addressed the recommendation to more fully integrate technology planning into college planning. The Chabot Technology Committee 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. The Technology Committee also receives technology-related requests directly from Programs Review (PR) submissions. Thus, faculty and staff have a voice in technology-related decisions, and the Chabot Technology Committee is more effective in the planning and prioritization of new technology requests campus-wide, since new technology requests consistently flow through the Technology Committee. The procedure also facilitates and formalizes the process by which the Budget Committee consults with the Chabot Technology Committee for input on technology-related requests.

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.I, I.B.2, I.B.3, IV.A.I, IV.A.3, IV.A.5, IV.B.2.a, IV.B.2.b, IV.B.2.d, IV.B.3g)

Response to Recommendation #5

The College has continued to assess its governance process since the Midterm Report. Bewteen 2012 and 2014, all committees has been directed to review and change their charges as necessary. In spring, 2014, the College Council determined that a review and revision of the Shared Governance Policy should be undertaken. PRBC held 3 workshops on governance in the fall, 2014 and in the spring 2015, the governance groups of the College started a revision process. The College President's Office will create a new draft policy during the Summer 2015. A taskforce from the governance groups will review the daft and a new policy will be adopted.

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)

Response to Recommendation #6

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

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)

Response to District and College Recommendation #1

Since the Midterm Report, the District and the Colleges, with the guidance of the District Senior Leadership team, reviewed and revised the District Function Map in the fall of 2014. At that time, a separate "Task Map was also created to better illustrate the department functions that were assigned to the District and the Colleges.

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.I, III.D.3,IV.B.3)

Response to District and College Recommendation #2

The District now operates under a new Budget Allocation Model (BAM) that was approved by District Budget Study Group in March 2013, and implemented with the Adoption Budget for Fiscal Year 2013-14. The BAM is clearer than the previous model: it can be summarized as follows: From the aggregated revenue (which includes general apportionment, mandated costs, and other faculty reimbursements), set district-wide expenses (known as "Step 3A" costs, which includes retiree benefits, gas and electric costs, property and liability insurance, etc.) are taken off the top. Allocations are made to the District Office and Maintenance and Operations (M&O) according to set percentages. The remaining revenue is split between the colleges according to Full Time Equivalent Students (FTES)j targets.

Required Evidentiary Documents for Financial Review

Supporting Documents/Evidence CURRENTLY NAMED (not numbered, waiting to confirm alignment with DB and what to label this section)

Chabot College Catalog, **2014-16, page 11,**
http://www.chabotcollege.edu/academics/catalog/Catalog%202014-16reduced.pdf
Board Policy# 4110 Selection of Management Personnel (Need new board policy?)
SLOAC Website, http://www.chabotcollege.edu/sloac/institutional.asp)
Program Review (student assessment) (http://www.chabotcollege.edu/prbc/)
Board Policy For Degrees,
http://www.clpccd.org/board/documents/BP4025PhilosophyandCiteriaforAssociateDegreeandGERev.02-18-14_Adopted.pdf
Board Policy on Academic Freedom,
http://www.clpccd.org/board/documents/BP4030AcademicFreedomRev.02-18-14_Adopted.pdf.
Class Schedule (URL needed)
Board Policy BP7054 with procedures

IA. | *Mission*

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Description

The current mission statement defines the institution's purpose, its intended student population, and its commitment to achieving student learning (DB-50). The mission statement reads:

> *Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region.*

> *The college responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals.*

The focus on learning also appears in the accompanying vision statement (DB-50):

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

In addition, the college's mission and vision are supported by the following collective values (DB-49.)

Learning and Teaching

- supporting a variety of teaching philosophies and learning modalities

- providing an environment conducive to intellectual curiosity and innovation

- encouraging collaboration that fosters learning

- engaging in ongoing reflection on learning, by students and by staff

- cultivating critical thinking in various contexts

- supporting the development of the whole person

Community and Diversity

- building a safe and supportive campus community

- treating one another with respect, dignity, and integrity

- practicing our work in an ethical and reflective manner

- honoring and respecting cultural diversity

- encouraging diversity in our curriculum and community of learners

Individual and Collective Responsibility

- taking individual responsibility for our own learning

- cultivating a sense of social and individual responsibility

- developing reflective, responsible and compassionate citizens

- playing a leadership role in the larger community

- embracing thoughtful change and innovation

The College exists in order to fulfill educational purposes that are appropriate for a public comprehensive community college—helping students pursue their educational goals in college, in the workplace, and in the community. The College is committed to excellence and equity in the academic and student support programs that help students achieve their goals.

The College is committed to preparing its students to succeed academically, in the workforce, and to engage in communal life. The mission statement expresses a dedication to achieving student learning, and it is supported by strong statements about student learning in the vision and values statements.

Evaluation

The College meets the Standard. The Chabot College mission statement defines the College's broad educational purposes and its intended student population. The mission, vision, and values statements articulate the College's commitment to student learning.

Awareness of the mission and vision statements is widely established—82 percent of the staff are familiar with them, an increase from 71 percent in 2008. Two-thirds of staff are familiar with the values statements (DB- 3).

Planning Agenda

None

IA.1.

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Description

The commitment to student learning, engagement, and the achievement of educational goals as expressed in the mission statement is fostered throughout the institution by the ongoing establishment and refinement of curriculum, programs, and services to match the needs of the student population and the local economy.

In order to "prepare students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community," Chabot provides a general education curriculum, associate degree programs, career and technical education programs, remedial and basic skills instruction, and transfer courses (DB-49). Courses and programs are updated or revised systematically and new courses are developed every year in response to academic and workforce needs (Evidence I- 1. Curriculum Committee). The OIR provides updates about how Chabot career and technical education programs are addressing the demands of the local labor force (Evidence I- 1. Curriculum Committee Minutes

Evidence I- 2. OIR Environmental Scan).

The Chabot curriculum provides student learning programs and services that reflect our population's educational goals and needs (Evidence I- 3. Exhibit from IR). While approximately 66 percent of our students intend to transfer and/or earn an AA degree at Chabot, over 80 percent of our entering students need remediation in mathematics and/or English before taking college-level courses (Evidence I- 3. Exhibit from IR).

In addition, almost 60 percent of students report low incomes, and 73 percent are first generation college students (Evidence I- 3. Exhibit from IR). Our students struggle to complete basic skills courses and over 30 percent of new students do not return after one semester (Evidence I- 4. Fall to Fall Persistence Data). Consequently, Chabot students need a variety of learning support services to succeed and persist in college. Therefore, Chabot has established a comprehensive array of student learning support services, learning communities, pathways, student services, and cocurricular activities. Chabot College provides a wide range of student support services such as orientation, academic and personal counseling, assessment, admissions and records, financial aid, and follow-up services. Services are intended to help students succeed, persist, and reach their educational goals. Current efforts include the state-supported Student Success & Support Program (SSSP), which mandates that all new students to be provided orientation, assessment, counseling, and an educational plan. Three major students program specifically target low income and/or first generation students for extra support services: Extended Opportunity Programs and Services (EOPS) a TRIO Student Success grant called ASPIRE, and a TRIO success grant aimed at low-income ESL students (Evidence I- 5. Special Student Programs,).

Many of the learning support services were developed and continue to be improved through Faculty Inquiry Groups (FIGs) and Pilot Projects (Evidence I- 6. Faculty Inquiry Groups and Pilot Initiatives). The Learning Connection oversees a number of tutoring labs and learning support programs across campus, including the Learning Connection Center (LC), Science, Technology, Engineering, and Math (STEM Center) formerly known as the Math Lab, Writing and Reading Across the Curriculum (WRAC) Center, Language Center (ESL), World Languages Lab, Communication Studies Lab, and Learning Assistant program (peer tutors in classrooms) (Evidence I- 9. Learning Connection). These services support students in basic skills as well as transfer-level courses. Library services support the academic goals of the students through its collections, its reference and instructional programs.

Learning communities provide the academic and personal support many low- income, basic skills, and first-generation college students need. Chabot has long-established learning

communities such as Daraja (Basic skills and college English program for African-American students), Puente (Basic skills and college English program for Latino students), and PACE (program for working adults to obtain a college education). Newer learning communities include Change it Now! (CIN) (English and Communication program focused on social justice issues), Hayward Promise Neighborhood HPN (program for students in low-income neighborhoods in Hayward) and Math Engineering Science Achievement MESA (program for underrepresented and disadvantaged STEM students) (Evidence I- 7. First-Year Experience). In addition to academic support services and learning communities, instructors in such diverse areas as Psychology, History, Fire Science, and Science have developed instructor-led study groups that provide scaffolding to help students learn how to study and understand that subject (DB-42).

In the last few years, college efforts to support low-income, first-generation basic skills students led to the development of academic pathways within supportive communities. Pathway programs are intended to assist new students in more quickly integrating into the college and their majors, so they will be more likely to persist and succeed. These communities include:

- First Year Experience (FYE): Creates supportive cohorts and provides pathways into college-level courses for new students in Athletics, CIN, STEM, Business, and HPN. Older cohort programs, such as Daraja and Puente have been aggregated with these new pathways. The college intends to expand the offerings in 2015-16 (Evidence I- 7. First-Year Experience)

- Second Year FYE Expansion, Fall 2015, includes new cohort pathways in Public Service/Law, Health and Community Wellness, and Creativity/Digital Media (Evidence I- 10. Second Year FYE Expansion, Fall 2015).

Numerous co-curricular opportunities help students engage in their education as well as "the civic and cultural life of the global community," one of our college learning goals. These opportunities include student government, student clubs, speakers series (such as the annual Law and Democracy lecture to promote civic engagement), the Great Debate, Women's History Month, Latino and African American-themed activities and programs, author readings and cultural events to promote cultural awareness, social justice events to engage students in the local community, entrepreneurial and business conferences and "pitching" competitions, honors societies in several disciplines, and many, many other activities.

The College uses various methods to assess how well it is meeting the needs of its student population. English, mathematics, and chemistry placement assessment results as well as student demand determine the balance of courses offered at the basic skills or transfer level. The OIR tracks student success and retention data, which is used to determine whether the assessment processes are effective in predicting student success and retention (DB-20, Institutional Research Website: Assessment into English and Math Courses). The OIR also analyzes how well the learning and student support programs are working. In spring 2014, the last 20 years of institutional research on Chabot programs were summarized in a report called, "Programs and Interventions that Work" (DB-42). The most successful programs and services in this report were used as the basis for the development of the FYE program. In

addition, student satisfaction with college learning and student service programs is measured every other year in student surveys (DB-43).

The past six years has brought a heightened focus on student completion, and the College has used several benchmark assessments to determine if we are meeting our mission to support student achievement towards completion of their educational goals. These include setting institutional standards for the overall outcome measures (Evidence I- 11. Chabot College 2015 Annual Report to ACCJC) and a detailed analysis of the progress of cohorts of students by educational goal through various milestones to completion. The OIR provides periodic reports on college progress in these areas (Evidence I- 12. OIR Reporting on Student Success).

Evaluation

The College meets the Standard. Chabot College's student learning programs and services are aligned with the College's mission. Chabot monitors and adjusts its offerings and services in accord with the educational and workforce needs of the local community and supports students from all backgrounds to learn, succeed, persist, and complete.

Using assessment, success, and persistence data as well as survey research, the College continually evaluates how well it is meeting the learning needs of the student population and modifies or adds educational programs and services as needed. A wide variety of proven learning support services, learning communities, academic pathways, and co-curricular opportunities address the need for support by low-income, first generation basic skills students. According to students, Chabot College is meeting their needs and addressing their learning. In the Fall 2013 Student Survey, 81% of the students responding were satisfied or very satisfied with their overall experience at Chabot, a 3% increase from the student satisfaction survey two years earlier. Seventy-two percent agreed or strongly agreed that they would encourage others to attend Chabot (DB-43).

Students believe that they are learning and appreciate the help they get from campus learning support services. Eighty-three percent of the students felt they were learning something from their course(s) regardless of the grade(s) they were getting, and 75 percent felt the course work had adequately prepared them for the next level of instruction. Of those who used learning support services such as the LC, WRAC, STEM Center, Communications Lab, Disabled Students Resource Center (DSRC), PACE, and the Library, 83 to 92 percent were satisfied or very satisfied with them (DB-43). The majority (71%) of students agreed or strongly agreed that there is a college commitment to student learning.

Actionable Improvement Plan

None

IA.2. | *The mission is approved by the governing board and published.*

Description

The current Chabot College mission statement was approved in March 2014 by the CLPCCD Board of Trustees (Evidence I- 13. Board Minutes, 18 March 2014). The mission statement is published on the college website and in the *Catalog* (DB-50).

Evaluation

The College meets the Standard. The College has a Board-approved statement of mission that is published on the website and in the *Catalog*.

Planning Agenda

None

IA.3.

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Description

Chabot College's current mission statement was approved in 2014. Between 2004 and 2013, the PRBC deemed the statement current, relevant, and a solid guide for the next strategic plan (Evidence I- 14. PRBC Website with Minutes).

In the fall of 2013, during the routine review of the college's mission statement, the PRBC decided revisions were needed. The PRBC identified a task group to prepare and present a revised statement, which would then be reviewed by all shared governance groups by the end of the fall 2013 semester. The task group was composed of the faculty senate president, classified senate president, the faculty accreditation chair, institutional researcher, former PRBC chair, a representative from Student Services, and an administrator. The task group recommended to PRBC that the mission statement be revised to focus more on student learning and achievement and to make it more measurable and relevant to the needs of the community and workforce (Evidence I- 14. PRBC Website with MinutesEvidence I- 12.).

By the end of the fall 2013 term, the Faculty, Classified, and Student Senates and PRBC had approved the updated mission statement It went on to College Council on February 26, 2014 for approval (Evidence I- 15. College Council Website with Minutes). The College updated the statement on the website and in the *Catalog*, and the revised mission statement continues to be disseminated throughout the college.

Evaluation

The College meets the Standard. The College has an effective process in place for regularly reviewing and revising the mission statement. The development of the current mission statement was participatory and followed the College's governance and decision-making processes.

Actionable Improvement Plan

None

IA.4.

The institution's mission is central to institutional planning and decision-making.

Description

The mission statement is used to guide the strategic planning process, and it is central for all institutional planning and decision-making endeavors.

Chabot College's mission is reflected in our Strategic Plan and our Educational Master Plan (Evidence I- 16. PRBC Website, Strategic Plan, Evidence I- 17. Educational Master Plan). The previous mission statement was the basis for the 2005-2015 Educational Master Plan, and the new mission statement is being used in the development of the new Educational Master Plan.

The mission statement's commitment that—*We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals"* is the central basis for the current 2012-15 Strategic Plan, which consists of one key objective: "to increase the number of students that achieve their educational goal in a reasonable time (Evidence I- 16. PRBC Website, Strategic Plan).

The mission statement inform decisions in multiple ways. Fulfilling the mission statement requires faculty and staff to form strategic partnerships with community, educational, and workforce organizations that will support the educational and workforce goals of our diverse student populations. The mission also promotes the development of academic and support programs that encourage students to participate in the civic and cultural life of the global community. This has led to funding and support for newer programs, such as Law and Democracy, CIN and STEM.

Since most of our students start at Basic Skills levels, English and mathematics courses include a balance of basic skills, degree-applicable, and transfer-level courses. Since the mission statement commits the College to providing for the educational needs of our local population and workforce, Chabot offers technical programs that prepare students for careers in occupations with the best wages and highest demand for skilled workers in our local labor market (DB-49., DB-50.).

Evaluation

The College meets the Standard. A major purpose of the college as expressed by the mission statement—to help students succeed in their education— is embodied in our 2012-15 Strategic Plan Goal—to increase the number of students that achieve their educational goal (Evidence I- 16. PRBC Website, Strategic Plan). Our planning documents demonstrate the use of the mission statement in developing and implementing the educational and student support programs provided by the college. The central tenet of the mission statement— commitment to student learning—is confirmed in recent student and faculty/staff surveys.

The majority (71%) of students agreed or strongly agreed that there is a college commitment to student learning (DB-44. Student Survey Fall 2013 Results). An even higher number of faculty and staff (87%) felt that there is college commitment to student learning, a key aspect of the mission statement (DB-3. Faculty/Staff Survey Spring 2014 Results).

The majority of staff and faculty report using the mission statement in various ways for planning and guidance. In the survey, 82 percent of all staff (92 percent of FT faculty) were familiar with the Chabot vision/mission statement, and 71 percent of all staff (81 percent of FT faculty) reported using the vision/mission statement in some aspect of their work. About 60 percent of faculty and staff and 75 percent of administrators thought that institutional decision-making and planning were guided by the mission statement. All of these percentages are 10 percentage points higher than six years ago, indicating an increased awareness and use of the mission statement in planning (Evidence I- 18. Spring 2008 Faculty/Staff Survey Results, http://www.chabotcollege.edu/IR/survey08.asp)

Actionable Improvement Plan

None

IB.   *Improving Institutional Effectiveness*.

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student

Description

Chabot College consistently demonstrates commitment to student learning across all areas of the college, aligning outcomes assessment with institutional planning, decision-making, and resource allocation via a regularly evaluated cyclical process. Of particular note this cycle are revisions in our institutional processes and delivery of services, revisions that have produced multiple innovative programs and structurally integrative practices that in the upcoming years will continue to revolutionize the college's approach to student learning. Made in response to qualitative and quantitative assessment, though established, transparent processes, the implementation of a continuous evaluation and revision cycle to student assessment and planning and budgeting processes demonstrates Chabot's institutional commitment to assessing identified student learning needs and integrating the outcomes into budgeting and planning.

During this cycle the College has made the following ongoing improvements to student learning assessment and institutional planning and budgeting processes:

- Integrated student learning and service area assessment fully into PR to be used as the basis of evaluation, recommendations, and decision-making

- Integrated the Strategic Plan Goal fully into PR

- Transitioned the Institutional Planning and Budget Committee (IPBC) to the PRBC as the primary Shared Governance recommending body. PRBC integrates and assesses college planning, including revising the PR processes and forms; integrating student learning outcomes and service area assessment into PR as the basis of decision-making; drafting the College Strategic Plan, including goals; regularly reviewing data to ascertain progress; reading and integrating PRs across campus, coordinating the Educational Master Plan, using PR for recommendations to the Budget and hiring prioritization committees, and assessing institutional effectiveness

- Increased institutional funding support for Chair of PRBC to support institutional planning and effectiveness

- Integrated PRBC into District's Planning and Budget Committee (PBC) to align with district processes

- Revised and updated College Mission, Goals and Values

- Updated Chabot's institutional process and policy committee charges. In process of updating document, *Chabot College Shared Governance and Collegial Consultation Process* in response to assessment of institutional effectiveness

- Aligned Educational Master Plan with College Mission Statement and Strategic Goal Plan. Started process for the new Educational Master Plan.

- Updated College Council charter as the final approving body for college strategic planning and budgeting

- Assessed and reviewed the PR process annually, including integrating Course Level Outcomes (CLOs) assessment reflections into PR, evaluating and integrating the use of SAOs in PR, transitioning from eLumen to Curricunet to more effectively and efficiently manage data, and revising the process for assessing GE outcomes using the results from first cycle evaluations

- Initiated hiring of a Dean of Academic Programs and Student Success to support learning outcomes assessment, accreditation, and program alignment.

Detailed below are particulars as supported by evidence.

IB.1. | *Improving Institutional Effectiveness*.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes

Description

Chabot College maintains an ongoing dialogue around continuous improvement of student learning and institutional processes at all levels of the organization and in both informal and structured settings. Informal discussions around both student learning and institutional effectiveness range from one-on-one hallway discussions to campus ongoing email dialogues on current topics. Structured dialogue happens in discipline and division meetings, program faculty, and all-college committees in accordance with Chabot's policy document, the *Chabot College Shared Governance and Collegial Consultation Process*, (2006) and revisions to committee charges since 2006 on the committees' respective webpages (Evidence I- 19. Shared Governance and Collegial Consultation Process).

Improvement of Student Learning

The PR and Student Learning Outcomes: Dialogue around student learning takes place at all levels of the institution with PR as the central organizing mechanism. All disciplines and programs assess learning outcomes, reflect on their assessments, and review their programs, tying program development and needs, including resource requests, to identified student learning needs and the college's strategic plan goal. The PR submissions are submitted to the PRBC and each area's administrator. Discipline, Program, and Service Area Submissions are made publicly available and provide the basis of college discussion and planning (Evidence I- 20. PRBC Website, 2015-16 PR Submissions).

Details for each phase of this process include:

- Programs assess learning and discuss results. The College allocates time during Flex days.

- Programs may elect to hold additional retreats or to hold additional meetings to consider learning outcomes and potential program revisions and recommendations. For instance, the Mathematics Subdivision in response to its assessment of SLOs held a multiple retreats to revise philosophy, consider the assessment process, and make needed improvements to its program (Evidence I- 21. Mathematics Subdivision 2015-16 PR Response).

- Program, discipline, and service area dialogue is documented in PR and submitted to the PRBC and the appropriate supervisor, the PR Submission is made publicly available (Evidence I- 20. PRBC Website, 2015-16 PR Submissions.).

- Deans and other administrators read PR submissions and synthesize the results for the division or service area. They submit summaries to PRBC, and these summaries are made publicly available. Together with the PR submission, they form the basis for college planning and budgeting (Evidence I- 14.).

- The PR submissions are integrated into the process to create both the new College Educational Master Plan and the new District Strategic Plan. For example, in 2014 each program was asked to include long-term vision statements with submissions. Deans submitted a synthesis and the writers of the Educational Master Plan read both, identifying common themes and roadblocks for the colleges and district to consider.

Additional forums were held where faculty and staff could speak to the learning needs of students. Recommendations made at these forums were organized into the categories of Facilities, Student Support, and Technology.

- Senior administrators discuss the results of PR in meetings and hold administrative retreats for evaluation and planning purposes. For example, following the submission of PR, the Vice President of Academic Services held a strategic planning retreat.

- The PRBC reads and synthesizes PR submissions, then makes recommendations to appropriate shared governance committees on identified areas of need.

- The PRBC routinely discusses the PR submissions and data provided by the OIR to guide college planning. Over the past four years, using these data sources, the college committed to multiple college initiatives. This process and commitment demonstrates Chabot's commitment to assessment, evaluation, and integrated planning and budgeting in order to improve student learning.

- Progress towards meeting college student learning and success initiatives are measured and regularly reviewed.

All of these discussions and recommendations are documented in the minutes of the PRBC (Evidence I- 14).

The cyclical process described has developed over time. Each year, the college has made improvements. This past year, the Budget Committee and personnel prioritization committees formally revised their processes to include receiving input from the PRBC and using OIR data.

The PR process formally and explicitly locates SLOs assessment in PR. Thus, reviewing the Chabot's history with SLOs will be helpful. The dialogue about SLOs began at Chabot in 2003. Between 2003 and 2005, faculty leaders attended workshops on SLOs. In spring 2004, the College Mission and Vision statements were revised to include commitments to student learning. In Fall 2004, Institutional Learning Outcomes, which would become the College-Wide Learning Goals (CWLGs) were developed in a series of campus forums. On Convocation Day in fall 2005, the SLO assessment cycle was introduced to the College as a whole, and the Student Learning Outcomes Assessment Committee (SLOAC) was formed.

Since then, the SLOAC and PRBC have guided the dialogue about SLOs across campus and within disciplines at Convocations, on Flex days, and in other forums (Evidence I- 22, History of SLOs). Between fall 2007 and spring 2009, faculty wrote the first SLOs for each course in their disciplines and designed rubrics for assessment. Since then, the assessment cycle of writing, assessing, discussing, and revising SLOs has been incorporated into the iterative processes of program planning and curriculum review. Faculty assess learning outcomes every three years in each course, meet with colleagues to discuss the results of the assessments, and 'close the loop' of continuous improvement by recording any insights or next steps to improve student learning. Since 2010, reporting on course and program student learning assessment, including recommendations and resource needs, has included in annually submitted PR as described previously. Since 2012, the PRBC has read and synthesized the results of PR and, which forms the basis for resource allocation

recommendations. Recent recommendations have included: hiring of staff support in the LC, recommendations for additional administrative staffing, implementation of program pilots, including the FYE and Peer Mentoring program, and the development of Pathway programs.

College Committees and Groups and Student Learning Assessment

Student learning similarly centers the work of committees and work groups, many of whom report to or are members of PRBC. These committees include the Basic Skills Committee (BSC), with its associated FIGs, The Presidential Task Force (a PRBC work group), and the Student Success and Support Program (SSSP) Committee. Each of these plays a vital role on PRBC, representing interests focused on improving student learning and success. During the past six years, these groups have played a leadership role in conducting research and designing academic activities intended to make a difference in student learning, success and persistence in support of Chabot's Strategic Plan Goal and Institutional Outcomes. They have further extended the dialogue about student learning to all faculty and staff by providing presentations, activities, and workshops during Convocation and Flex days, as well as holding regular meetings (Evidence I- 23. Flex Day Agendas)

The BSC has led a long-term dialogue on the factors that help our students, who are 85 percent basic skills students, to learn, succeed, and progress at Chabot. In 2009-10, the BSC developed a strategic plan that mapped out a path to provide students with the support to progress through basic skills to college level courses.

 (

Evidence I- 24. BSC Strategic Plan

). Using a wealth of OIR data that has carefully monitored what works and what does not, the committee has overseen the use of Federal Title III funds and state Basic Skills Initiative funds to encourage faculty to pilot and institutionalize practices that encourage student learning and success (Evidence I- 23, DB-42.).

The BSC is a key example of how a focus on learning, assessment, and data-driven decision-making is used in strategic planning and budgeting. In 2011-12, the Chair of Basic Skills Committee synthesized OIR data and other data on basic skills students into a narrative about barriers to new student success and presented it to the BSC, PRBC, the Student Services Advisory Committee, and CEMC. A joint PRBC/Basic Skills working group formed to continue the dialogue about the issues and make recommendations.   This group made recommendations to Student Services and PRBC that became part of the strategic plan, drove the commitment to a single strategic plan goal, and contributed to the development of strategic plan initiatives to improve student learning (Evidence I- 14).

Chabot uses FIGs as a mechanism for encouraging faculty to use student learning assessment to generate a question intended to achieve improvement. This question then becomes the focus of a shared research inquiry. All FIGs are focused on some aspect of how to improve student learning and success. Research inquiries have included Reading Apprenticeship, Habits of Mind, English Assessment, Equity, mathematics curriculum, learning support, etc. In addition to supporting dialogue on student learning within the FIG, these groups broaden

the conversation across the campus by leading conversations and presenting findings at Flex day.

In the Fall of 2013, President Susan Sperling convened a campus Task Force to focus on strategic plan initiatives designed to improve student learning, specifically, she intended to bring dispersed and diffuse efforts across the campus into dialogue with one another. The Presidential Task Force met regularly for a year to broaden the conversation around student learning and synthesize initiatives under development with the objective to "*coordinate initiatives designed to create an infrastructure and environment that directly supports students to move from entry to engagement to achievement; aligning services, learning support, academics, and community to function in an integrated and intentional manner.*" As a work group reporting to PRBC, this task force coordinated efforts in terms of campus outreach, alignment, implementation, and institutionalization.

The SSSP Committee has met the last few years to discuss student learning and support. While much of the focus has been on implementation of legislatively mandated programs and services, this new categorical program has facilitated much dialogue about student needs and support for learning within Student Services. Representatives of the SSSP serve on the Presidential Task Force and PRBC. In each case, these representatives have played vital roles in the work to align programs and services, to read and synthesize PR, and to make strategic and budget recommendations.

Individuals who serve on PRBC regularly review data on student learning and success. As a consequence, the PRBC has become marked by a particularly student-learning focused perspective, which has in turn shifted campus culture towards a continual use of qualitative and quantitative data (beginning with student learning assessment). The outcome has been in a deeper understanding of our students' challenges to reach their educational goals, which triggered still further shifts in our processes and the development of initiatives to meet identified student and institutional needs. Student learning assessment is the foundation for these efforts.

Continuous Improvement of Institutional Processes

The PRBC meets regularly twice a month, with additional meetings schedule as necessary. The agenda regularly contains the topic of institution effectiveness   Significant improvements in our processes have continued as each year, the PRBC evaluates the process from the previous year and makes recommendations for improvement, for example:

- In fall 2010, the PRBC discussed at length the three year cycle of PR, clarifying the work of each year.

- In 2012, the PRBC discussed how to better document the results of learning outcomes assessment reflections, which led to the inclusion of SLO assessment reflection in PR.

- In spring 2012, the PRBC chair and a faculty colleague led a retreat to improve the effectiveness of shared governance and decision-making at Chabot. The PRBC and other campus leaders reviewed and discussed shared governance, reporting and committee structures, how decisions are made and should be made, and suggested changes in the reporting or committee structures. This retreat provided a forum to

discuss major issues of governance and decision-making, and the recommendations were shared with PRBC. While this retreat did not result in any major changes to the governance or committee structure, it began the dialogue about the priorities of the college and how to make decisions among them, which led to an atmosphere of mutual trust and respectful dialogue that would continue into the next year when the current strategic plan was developed.

- In fall 2013, after extensive discussion, the submission date for PR was revised to align with personnel prioritization and budget planning processes. Additional dialogue continued on what decisions or recommendations PRBC makes, how it makes them, and to whom the recommendations are made.

- In spring 2012 and again in fall 2014, campus committees reviewed their charters and membership, as did PRBC.

- Building on previous retreat work, in fall 2014, three retreats were held to solidify recommendations to amend college committee reporting structure, including proposals to alter PRBC membership to include division representatives; more clearly delineating the roles and responsibilities of PRBC versus Academic Senate; and streaming lining communication between committees (Evidence I- 25. 2014 PRBC-Shared Governance Retreats Notes). These retreats were followed in spring 2015 by review of the proposals by committees and individuals across campus to provide feedback.

- Dialogues on institutional effectiveness occur in committees, councils, and in all-college forums, whenever data on student learning outcomes, curriculum, and college structure are reviewed and discussed. Committees regularly review their charters and update membership.

- The Planning, Resource, and Budget Committee (PRBC) initiated a series of workshops and meetings in 2014-2015 to consult with all shared governance constituencies regarding assessment of and recommended changes to Chabot's shared governance policies and procedures. This institutional self-reflection yielded a number of thoughtful recommendations on strengthening structures and processes of college shared governance procedures in order to improve their overall effectiveness. Major issues engaged were refining and lessening the proliferation of committees, the improvement of communication between committees, better delineation of committee charges, and strengthening the nexus between strategic planning and resource allocation.

- The Faculty Senate convened a subcommittee in spring of 2015 to review these recommendations and to produce a document reflecting Faculty Senate perspectives and recommendations. These consultative processes are documented in the 2014-2015 minutes of the PRBC and Faculty Senate as well as in additional documents summarizing the recommendations of the 3 day shared governance workshops.

All of these discussions, evaluations, and processes are documented in the minutes of the PRBC (Evidence I- 14).

Evaluation

Chabot meets the Standard. Self-reflective and broad-based dialogue around student learning and institutional effectiveness occurs on an ongoing basis. It has resulted in practices that increase student learning and an integrated program review, including student learning assessment and strategic planning and budgeting process. Over the past six years, the College believes that solid gains have been made towards increased student learning, success, persistence, and completion. The most important work has been in assessing student learning outcomes then using that data to show strengths and weaknesses in student learning, success, persistence, and completion patterns. Using the information in this way has provided important insights about classroom pedagogy, discipline and program patterns, college policies, processes, and resources, which in turn led to change throughout the institution. While current changes in state policy are accelerating movement to close achievement and opportunity gaps, Chabot College had already identified the need to increase access to matriculation services, to improve access to key course sequences, to support students in identifying pathways and programs, and to provide increased support, counseling, and mentoring.

In the Spring 2014 Faculty/Staff Survey, 86 percent of full-time faculty reported participating in dialogues about student learning in college committees, and over 90 percent had these conversations in each of the other identified settings—during Flex day activities (92%), in discipline and division meetings (95%), and with one or more colleagues (98%), and, informally, in the hallways (95%) (DB-3). About 90 percent of full-time faculty said that they "participated in thoughtful, reflective dialogues about the improvement of institutional effectiveness" most often in "meetings with one or more colleagues." Even more faculty had participated in such dialogue in division and discipline meetings or "informally in hallways or offices." A significant majority of faculty had dialogues on institutional effectiveness on college Flex days (87%) and in college committees (86%). An average of 90 percent of full-time faculty and 93 percent of administrators participated in these dialogues across each of these settings.

Actionable Improvement Plan

College Plan #1: The College commits to completing the work on the shared governance committee structure and document in the 2015-2016 Academic Year. The College commits to widely communicate and share the completed structure and document. In July 2015 the Office of the President will organize the recommendations into a proposal for revision of Chabot's shared governance structures and procedures. The president will present this revision proposal, based upon the recommendations of the college community in 2014-2015, to PRBC and all three Senates for a first reading in early fall 2015. Following consultation and the gathering of any further recommendations, the revised document will be resubmitted for a second reading in fall semester 2015. Following feedback in response to the second reading, the president will recommend approval of the document to College Council at their last fall semester meeting in December. Following College Council approval, the final document will be shared with the Board and the new processes initiated in early 2016.

IB.2. | *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.*

IB.3. | *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 analyses of both quantitative and qualitative data.*

Description

Chabot College sets measurable goals and widely discusses results. The college determines its institutional goals and objectives during the development of its three-year Strategic Plan Goal, and through a yearly priority-setting exercise. The goals, objectives, and strategies for the Strategic Plan are set by PRBC during strategic planning retreats and meetings. Before developing or revising the Strategic Plan, PRBC members have reviewed the vision and mission of the college, the Educational Master Plan, progress on previous Strategic Plan goals and objectives, updated internal and external environmental scan data, read PR submissions, and student and staff surveys. The objective is to choose goals and objectives that support the mission of the college and move forward educational programs and services that support students in achieving their educational goals.

2012-2015 Strategic Goal Plan: In May 2012, the newly elected chair of PRBC initiated a process to revise the Strategic Plan for 2012-15. In light of severe budget constraints and threats of more cuts, she also proposed that PRBC lead an effort to "Establish a framework for prioritizing transfer programs, vocational programs, and courses; discuss Basic Skills and ways to help our students define and achieve their goals; establish a framework for prioritizing learning support and students engagement programs" (Evidence I- 14. PRBC Website with Minutes).

In preparation for a May 2012 retreat to begin this process, PRBC members reviewed a long list of available data and resources to inform the planning and prioritizing process. For the retreat, the following materials were prepared and presented by the PRBC Chair and the Coordinator of Institutional Research:

- Chabot Student Characteristics, particularly educational goals, assessment levels, and income levels
- Research on career and educational pathways (Evidence I- 1. Curriculum Committee Minutes
- Evidence I- 2. OIR Environmental Scan), in particular: Chabot student transfer majors, and how they compared to the largest majors in the CSU and UC campuses that most of our transfers attend, and the local jobs and salaries of Bachelor's

graduates, and Chabot student career and technical education majors, and the local jobs and salaries available for students with an AA degree or certificate in those programs

- Research on Chabot Basic Skills students, their assessment levels, their success and persistence, and what we know about what they need to be successful.
- Cost and FTES or service data for all disciplines and for learning support, student engagement, and student services programs
- Chabot College 2009-12 Strategic Plan Goals, Strategies, and Objectives
- Strategic Plan Goals from other colleges

At two PRBC retreats in May and August 2012, PRBC members examined these resources to draft a Strategic Plan, based on the institutional research data that was presented at the retreats (Evidence I- 14). The retreats led to the development of a proposed 2012-15 Strategic Plan.

The proposed Strategic Plan for 2012-15 was shared with the college at the Fall 2012 Convocation. Additional input was gathered from faculty and classified staff on that day. From this feedback, PRBC held one more retreat, and the 2012-15 Strategic Plan was finalized and approved in August 2012. It was then distributed to faculty and staff to inform PR for the 2013-14 academic year. The 2012–15 Strategic Plan is an expression and implementation of the Chabot College mission as a comprehensive community college committed to student learning. The vast majority of our students come to Chabot to achieve an educational goal. Research at Chabot and other community colleges indicates that students that identify an educational goal early and start on that pathway are far more likely to complete. To that end, Chabot College has committed to a single goal for our Strategic Plan. That goal is to: "Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support."

Chabot's strategic goal plan aligns with the college's mission statement, which concludes with a commitment to student learning: "We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals" (Evidence DB-49). Any improvement in students' achievement of their educational goals is based on the improvement of student learning. To ensure that students are prepared at program completion with the skills and knowledge to succeed in employment or transfer to a four-year program, the college is committed to considering student learning first in every decision, policy, program and practice. Our goal also aligns with the CCCO System Strategic Plan as well as the ARCC and Scorecard Reports, which were all focusing on outcomes.

In addition to setting an overall goal, PRBC committed to nine strategies for meeting its goal and mapped initiatives across campus that were developing projects that supported the effort. These initiatives arose from extensive dialogue across the campus in multiple committees (Evidence I- 14). The President then formed a task force reporting to PRBC to coordinate and align efforts designed to meet the strategic plan goal, including: obtaining needed grants, building infrastructure, and designing program components. These efforts eventually lead to Chabot's FYE, a grant to support pathway development, and the alignment of student support programs and projects across campus.

Measuring and Assessing Progress

Soon after the 2012-15 Strategic Plan and Initiatives were adopted, the OIR was charged with finding a way to measure progress on the strategic plan goal. The OIR formed a subcommittee called the PRBC Strategic Plan Goal Measurement Team for this purpose. While the goal seems straightforward, measuring progress, in particular progress related to initiatives, is challenging: what education goals, what is progress, do all student follow the same path. The OIR quickly realized that there are several groups of students, each with specific characteristics. The team realized that they wanted to recognize that students have different educational goals, different starting places in academic preparedness, and different speeds in moving towards their goals, depending on how many units they are taking. To address these differences, the OIR proposed grouping new students by educational goal and other variables and identified 10 distinct groups of students among the incoming fall cohorts of 2,000 or more first-time college students (DB-45. Definitions and Percentages of Student Education Goal Groups at Chabot College). The groups were defined by their educational goal, level of assessment in English, and the number of units they were taking their first semester. Based on long-term data collected by the OIR, these ten groups were distinct in both student characteristics and outcomes across many cohorts.

Tracking the educational goal groups through a series of progress milestone, the OIR is able to determine the progress the college is making on increasing the number of students who achieve their educational goals. Each educational goal group is compared to how well it has done in the past, not only on the completion of their goals, but on milestones they reach along the way, such as progression through the English and mathematics sequences. Milestones are reported for each cohort in their first semester, first year, and every year after that. Long before students can reach their degree or transfer goals, the milestones provide an early indicator of whether this cohort will be more likely to achieve their goals than previous cohorts. Comparisons with earlier cohorts within each educational goal group provide a baseline that is appropriate and realistic for that group.

The OIR uses Educational Goal groups to not only track progress on our overall goal to increase the number of students who meet their educational goal, but to measure effectiveness of the various strategic initiatives. We can compare by educational goal group students who participate in these programs and those who do not, to inform program development. The OIR reports this progress to PRBC and at Flex Day workshops. Discussions focus on the activities that helped increase the numbers and which groups of students need the most support to achieve their goals (Evidence I- 26). Preliminary results in Fall 2014 show that Chabot increased the numbers attaining English milestones in year 1, but that the mathematics milestones remained a bottleneck, so this might prevent our overall numbers from increasing.

The college also uses the educational goal groups to focus existing and new grant resources on the student groups that need the most support to succeed. No matter what the outcome, the small (7%) Laser (FT) college-ready group is always the most successful group, with all other groups substantially less successful. Consequently, new programs are focused on supporting the larger Laser (FT) Basic Skills (19%) and Seeker (PT) Basic Skills (23%) student groups, since they are mostly likely to benefit from more support. Increasing the numbers of these students who reach their goal will increase the overall numbers of the

college. Hence, measurement leads to program revision. For example, OIR data clearly shows that students who participate in the "early decision" process reach their education goals more than students who do not, so the College has increased its high school outreach efforts to encourage more students to participate in Chabot's Early Decision process.

In addition to using the educational goal groups to monitor progress on the strategic plan and attendant initiatives, Chabot also set institutional goals for major student outcomes, that is, course success rates and number of degrees, certificates, and transfers. These goals are monitored and compared to our benchmarks, the average of the previous five years.

Qualitative data compliments OIR data on educational goal groups. Student responses are gathered in interviews and surveys that inform all our work and galvanize the community to address issues related to student learning. For instance, the Habits of Mind FIG recently administered campus surveys, presented the results to PRBC in fall 2014, then presented at Flex February 12, 2015. Similarly, Chabot's "Making Visible" team continues to produce documentaries that provide student perspectives on services and programs. These documentaries not only inform Chabot's work, but have been distributed across the state, bringing student voices to the forefront of education. One of the more recent videos, "The Passion Project" was shown and widely discussed on campus fall 2013 (Evidence I- 27). The video follows students' journey finding direction as college students. The film lead to the development of a new course, "Passion and Purpose," which all students, including those in FYE, may take. Both of these projects are initiatives that developed from the work of PRBC on our strategic goal plan and are measured by educational goal groups.

The use of qualitative and quantitative data were what finally enabled Library faculty and staff to successfully make the case for the revitalization and renovation of library and student support needs. For years, library and academic support faculty and staff unsuccessfully argued to centralize learning support services and bring the library technologically up-to-date, citing outcomes and service use data in PR. To support the effort, academic support services produced a documentary assessing current support and student support needs. Shown to the entire campus and in more than one forum, the video sparked needed discussion across campus on what it meant to support student learning, and resulted in the prioritization of funding, that could have been used elsewhere to renovating the library and learning support centers.

Continuous Cycle of Evaluation, Integrated Planning, Resource Allocation, and Implementation

In collaboration with college shared governance committees, the PRBC oversees and coordinates the institutional planning process. The PRBC brings administrators, faculty and staff together to integrate planning and evaluate programs and processes, as discussed previously.

As previously described, programs and services at Chabot are reviewed in a three-year cycle with PR playing the primary mechanism. The OIR presents data analyses to the College community on a regular basis. Reports of survey results, student characteristics and outcomes, census data, and faculty/staff characteristics are regularly provided on the OIR

website (Evidence I- 28). These reports might include raw data as well as highlights and analyses of trends.

In addition to data provided for preparing PR, the OIR regularly provides data to members of the College community. The PRBC reviews internal and external environmental scan data annually to inform the planning cycle. Conclusions about progress on strategic plan goals as well as trend data needed to set future priorities are discussed. The PRBC monitors progress on initiatives to improve student learning through regular reporting by the leaders of the initiatives. At the beginning of each year, the highest priority initiatives are selected by the membership, and at the end of each year, PRBC lists the initiatives that have been accomplished. During the PRBC's reading and synthesis of PR submissions, campus needs related to achieving our strategic goal plan and improving student learning are prioritized. At the same time, the PRBC identifies roadblocks and supports efforts to address them. Based on all of this quantitative and qualitative data, the PRBC makes recommendations to the relevant shared governance committees. Those committees use the strategic plan goal and the recommendations to prioritize resource allocation. For instance, the Faculty Prioritization Committee requires programs to include data related to the strategic goal plan in their request for faculty and uses substantial data provided by the OIR.

In relation to the strategic plan goal, course completion bottlenecks are analyzed at PRBC and presented to the CEMC to inform decisions related to Full-Time Equivalent Faculty (FTEF). For example, Chabot piloted FYE with FTEF allocated through regular processes informed by PRBC recommendations, initiatives, and the Strategic Plan. Similarly, during statewide cutbacks, PRBC and CEMC held a series of open, joint meetings and developed a plan for communicating with faculty and staff, identified priorities, and developed criteria for making decisions. During the meetings, input from college staff and OIR data, specifically on student enrollment patterns were used. Data to the entire campus was presented and areas were asked to prioritize courses accordingly.

Evaluation

Chabot meets the Standards. The 2012-15 Strategic Plan consists of one strategic plan goal and nine major strategies. Progress of the initiatives is monitored and documented by the PRBC. Measurable progress on the strategic plan goal is monitored and reported to the PRBC by the OIR using cohorts of new students grouped into meaningful educational goal groups. Because the Strategic Plan goal is focused and well integrated into PR, it has become widely known and embraced by the college.

In the most recent faculty/staff survey, a majority of the faculty and staff (58%) were familiar with the college's strategic plan goal (DB-3). This is an 18% increase from the 2008 survey and shows the wide awareness and use of that goal to develop and implement initiatives. Similar increases were also noted since 2008 in faculty participation in the development of institutional policy (44% to 55%), and in faculty perception of the usefulness of PR for identifying priorities for improvement or support (41% to 59%). These increases reflect the improvement in the planning and PR process.

Chabot's integration of its Strategic Plan Goal into PR and strategic planning and budgeting is noteworthy. Programs that increase student learning and meet the strategic goal plan are

prioritized. Evidence of this is seen in prioritization and allocation trails, including the renovation of the Library and Learning Support building, hiring of a Dean to support student success, and the funding of initiatives and positions that support the strategic goal plan. The College assesses progress towards achieving its goals using both quantitative and qualitative data and allocated resources accordingly. Chabot's institutional process are regularly evaluated in an ongoing process that continues to yield a number of effective revisions. Its focus on achieving its strategic goal plan has galvanized the campus and led to programmatic alignments as well as solid alliances between academic and student support services.

A well-organized cycle of planning is in place at Chabot, and the institution understands and embraces that cycle. Survey results show that 93% of full-time faculty contribute to PR. Sixty-two percent of the staff believe institutional research results are used in the planning, development, evaluation, and revision of programs and services, which is an increase from 53 percent in 2008 and 45 percent in 2001. Administrators are among the largest consumers of institutional research data, with 82 percent of Chabot administrators using institutional research data, followed by 69 percent of full-time faculty and 45 percent of full-time classified professionals who use it.

Survey results revealed less understanding of college planning and budgeting, especially how the two are related. Although the Budget Committee uses the Strategic Plan Goal and initiatives and PR to guide funding allocation, only 58 percent of staff felt that "college-wide and unit planning are linked to resource allocation." Thirty percent of the staff expressed no opinion either way, which suggests that communication between the PRBC and the Chabot community may need improvement. Regarding the role of PRBC in college planning, one of the planning agenda items from 2007 was to increase the awareness of the role of the PRBC in the college planning and budgeting process. The overall awareness of the role of PRBC by all staff improved, from 22 to 35 percent, showing that there was wider dissemination of the process. Half of faculty and most administrators were aware.

The need for a new shared governance policy/procedure document has been highlighted in the 3 retreats mentioned above and discussed in both the PRBC and College Council. While individual shared governance committees have updated their charges as directed by the PRBC and the College Council, issues around overall decision making flow, membership, representation by different college groups and the efficiency of the current governance processes are still seen as needed revision. At the writing of this report, this process is still being pursued by the College.

Actionable Improvement Plan

None

IB.4. | *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.*

Description

The cycle of planning process detailed in Standard I B1.2 and 3 describe the mechanisms that exist for broad-based participation in college planning. The PR and shared governance process ensure that participation occurs at the program, division/area, and institutional levels.

In situations where there are funding shortages, the College identifies and leverages additional resources from external funding sources. These include bond monies, VTEA, state and federal grants, as well as grants from private businesses and community organizations. As part of the planning process, a PR response might include the intention to seek funds for new initiatives from outside sources. In addition, the college employs a full-time grant writer to support proposals for funding and also has an active foundation that raises funds to support college activities.

In addition to the formal PR, there are other opportunities for faculty and staff to provide input during Convocation and Flex Day sessions. Although the content of these sessions varies from year to year, they typically include focus group discussions, recruiting meetings for college governance committees, and workshops learning assessment (Evidence I- 23). The PRBC also holds periodic college retreats, special meetings, and focus groups when a larger participation is necessary. For instance, over the years, focus groups have been held for updating the mission statement and periodic retreats have been held to work on the Strategic Plan and determine Priority Objectives/Themes (Evidence I- 14).

Further, the collaborative governance model encourages participation in college planning. Shared governance committees include representatives from all constituent groups: administrators, classified staff, faculty, and students (Evidence I- 19). In addition, all governance committee meetings are open meetings; that is, anyone can attend a meeting or join a committee at any time. At the first division meeting of the academic year, faculty members choose representatives to college committees. Classified and Academic/Faculty Senates also facilitate this process by inviting senators and other faculty and staff to join under-enrolled committees.

Chabot's planning processes encourage and facilitate improvement in every quarter.

Evaluation

Based on the 2014 Faculty/Staff Accreditation Survey, 58 percent of respondents believe that college planning and unit planning are linked to resource allocation, which is a 16 percent increase from the last survey in 2008. The planning process at Chabot is broad-based and occurs at every level in the institution. Sixty-one percent (61%) of full-time faculty indicated on the Spring 2014 Faculty/Staff survey that they have had sufficient opportunity to provide input into the college planning process while 48 percent of all staff reported having the same opportunity (DB-3). This suggests that the College needs to improve mechanisms for ensuring the participation of all constituencies. This is especially true for classified staff (full-time and part-time) and part-time faculty members who have fewer opportunities to participate. Both faculty and staff frequently have conflicts with standing committee meeting times and participating regularly in committees requires extensive time commitments (precludes many staff).   In the development of the new shared governance committee structure, the College is addressing this issue. (See Actionable Improvement Plan 1.)

Data from the OIR documents plentiful opportunities for college constituencies to participate in the planning process. Seventy percent of responders confirmed their direct participation in the development of their area's PR (an increase of 7.7% from 2008); 55 percent agreed they have an adequate opportunity to participate in the budget development process for their area (almost 20% improvement compared to 2008). Additional data show the planning processes, particularly the PR process, allocates necessary resources and leads to improvement of institutional effectiveness. Fifty-six percent of staff believe the PR process resulted in improvements in their areas, which is a six percent increase from 2008. Fifty-two percent of survey respondents saw new resources being allocated to their area due to the PR process, a substantial gain from 2008.

Actionable Planning Item

See AIP 1.

IB.5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description

Collecting and Disseminating Assessment Data

Chabot College collects a wide variety of assessment data through the OIR, standing committees, and individual programs. The College communicates the collected assessment data both internally and externally to appropriate constituencies in the form of reports, summaries, data tables and graphs, one-page handouts, presentations, email, newsletters, and the OIR website.

Office of Institutional Research

The OIR collects, summarizes, and provides substantial data from outside and inside sources for the college. All of its work is documented, and the vast majority is posted on the OIR website. The OIR collects and provides data about student characteristics, enrollment trends, student performance outcomes (e.g., success, persistence, degrees, transfers), student learning, student engagement in learning, student satisfaction, staff satisfaction, and trends in local economy, labor market, and education. The OIR also compiles the data needed for the Environmental Scan, which and is used for strategic planning. Student outcomes data are updated and monitored each semester in order to assess student learning and progress through the college. Outcomes data include course success rates, semester to semester persistence rates, success and persistence through course sequences and transfer pathways, and grade point averages at the college, program, discipline, course, or section level. Course sequence analyses track cohorts of students who enroll in a particular sequence of two courses to see how many successfully complete the sequence within two years. These analyses are updated each fall for English, mathematics, and ESL courses, and for all disciplines with course sequences that involve prerequisites.

As described previously, the OIR is also tracking new student cohorts based on their educational goal, full-time/part-time status, and assessment levels in English. Outcomes are tracked for each group starting in their first semester and at the end of each year for up to four years. Results from these analyses are presented and discussed in PRBC, published on the OIR website and wherever initiatives are being planned.

Between 1999 and 2009, benchmark data on cohorts of new first-time students were tracked for four years. Benchmark data included information on the number and percentage of new first-time students who successfully completed college English and mathematics, became transfer-directed and transfer ready, and earned a degree or certificate. These benchmarks were reported for the first semester, the end of the second year, and the end of the fourth year, allowing comparisons between cohorts. Benchmarks were shown by various student characteristics, such as educational goal, full-time/part-time status, assessment levels, high school, gender, ethnicity, and age. Results from these cohort studies formed the basis for the development of the educational goal groups, and they were discontinued after the educational goal groups were started, because the educational goal groups provided a much more meaningful way to follow cohorts of students.

Student surveys are conducted biennially in a random sample of course sections, stratified by discipline and time of class, with a participation rate of almost 100%. Since 1994, the surveys have asked about student satisfaction with Chabot academic and student services and programs and with the campus climate. In addition, items have been added about student progress in the college learning outcomes and about their engagement in learning activities. The stability of the items in these surveys has allowed changes in satisfaction, student learning, and student engagement to be monitored over the years. The year before the accreditation self-study, the survey is expanded to address accreditation-related topics in more detail. This cycle's student accreditation survey was conducted in fall 2013 in time to include the results in the self-study. A staff survey, distributed to all staff, is conducted every six years. This survey coincides with the accreditation self-study. All faculty, classified professionals, and administrators have the opportunity to evaluate all aspects of the college in reference to the accreditation standards. Although the standards have changed, many items have been continued from survey to survey, so that changes and improvements over the years can be monitored. This cycle's staff accreditation survey was conducted in spring 2014 in time to include the results in the self-study.

The OIR also helps faculty conduct customized student surveys in selected programs or courses as part of PR or evaluation. Topics include students' past and current learning experiences in the field, their engagement in active learning in the class, the usefulness of various learning support tools and services, and their participation in civic engagement in a city debate event. The findings of these surveys become the basis of dialogue about improving student outcomes. Each semester, the OIR also provides assessment data for more about 100 *ad hoc* research requests. Most of these requests are initiated by faculty who want to evaluate the efficacy of a change in a program or course, or often in support of PR. Other requests consist of evaluation research for ongoing learning communities, for example, Daraja, Puente, and CIN, grant-funded projects, learning support services, or FIGs. In addition, the grant developer/writer uses targeted assessment data in assembling grant proposals.

The state Chancellor's Office is an external source of college data. They provide an interactive database for simple data queries based on the College's own database. Some faculty go directly to DataMart for program data, while most faculty rely on the OIR to collect and compile reports.

The OIR disseminates its data analyses and research results in several ways. Routine yearly data on student characteristics, local high school students who attend Chabot, and basic student outcomes used to be compiled into several bound reports and distributed to Chabot administrators, faculty, offices, the Library, District administrators and the Board of Trustees. Since 2011, these data and reports have been divided into one-page handouts that are posted on the OIR website. These summaries are updated as new data become available. Most OIR presentations are produced using PowerPoint, which are then turned into PDF files for posting on the OIR website. In addition, *ad hoc* research analyses are disseminated on single pages in the form of labeled data tables from the OIR software program, or as formatted tables and graphs in Excel, sometimes with a written analysis. Research handouts of common interest are posted on the OIR website.

On-Campus Committees

College committees also collect and publicize assessment data. The PRBC collects yearly accomplishment evaluations from standing committees that address set priority objectives (Evidence I- 14). The Curriculum Committee collects course/program proposal rationales and checklists to certify quality assurance (Evidence I- 1).

The Committee On Online Learning collects Online/Hybrid Course Delivery Proposals from faculty planning to teach a course in online or hybrid delivery mode to help ensure the incorporation of proven pedagogical techniques (Evidence I- 29. Committee On Online Learning website). (Evidence I- 29 Evidence I- 29. Committee on Online Learning website (http://chabotcollege.edu/cool/)). The Facilities Committee collects progress reports on construction at Chabot (Evidence I- 30). The committees also publicize their assessment data internally and externally. The PRBC reports accomplishment evaluations via email, handouts, and on their website. The Committee on Online Learning provides a detailed list of Online/Hybrid Course Proposals and the current status of each on their website. The Facilities Committee reports construction status updates on its website.
Applied Health Programs

Two applied health programs at Chabot College collect performance data on their students. The Chabot Dental Hygiene Department tracks how well their second-year students do on the National and State Dental Hygiene Board Exams (Evidence I- 31**Error! Reference source not found.**). Likewise, the Chabot nursing program collects information on the outcomes of their students on the State Licensing Exam. The Nursing program communicates with its students extensively (Evidence I- 32). This evaluation information helps in evaluating the quality of these programs. The results are communicated to the campus community by email.

College President and Board of Trustees

The Office of the President regularly reports institutional research findings to the public, such as student success and retention statistics, as well as updating the public on facilities renovation/construction using timetables, costs reports, and other information to assure the

community that Chabot is being responsible with Measure B Facilities Bond funds (**Error! Reference source not found.**).

Members of the Board of Trustees disseminate the assessment data they receive from the campus at other meetings, conferences, and educational institutions that they attend.

Evaluation

The College provides documented assessment results from many sources on campus. A highly productive OIR regularly generates and disseminates routine student characteristics and outcomes data for monitoring, periodic and comparable survey results for evaluation purposes, ad hoc research analyses for PR and evaluation purposes, cohort data analyses that provide comparative longitudinal data, custom surveys for PR inquiries, and compilations of state data. Surveys conducted by the OIR and the District indicate readily accessible data and continued appreciation and support for Chabot College both on and off campus.

Campus surveys show that assessment information is effectively communicated. Eighty-five percent of faculty and staff believe that the OIR provides data for college and program evaluation while 62 percent believe that institutional research results are used in the planning, development, evaluation and revision of programs and services, an increase from 45 percent in 2001 and 53 percent in 2008 (DB-3).

In sum, the College does an excellent job of producing documented assessment results and communicating quality assurance information internally and externally to faculty, staff, students, and the public via email, websites, presentations, and newsletters. Positive feedback from students, staff, and the public indicates that quality assurance is being communicated.

Actionable Improvement Plan

None

IB.6.

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Description

As discussed in Section B.1, the College continually and systematically reviews and modifies all parts of the cycle. All participants in planning and resource allocation processes are responsible for assessing and improving the effectiveness of their efforts. The Budget Committee looks at whether it has had sufficient information to fairly allocate resources. The Facilities Committee asks if the Facilities Plan is on time and on budget. The SLOAC evaluates the level of student assessment and whether the tools for completing that assessment are effective. The OIR tracks the number of research requests it completes and how that information is used in decision-making. Division Deans synthesize PR from year to year to be sure that programs are improving student learning and making progress towards

meeting the college wide goals. Each group makes recommendations about improving not only the decisions they are making, but how to improve the decision-making process. The PRBC is responsible for assessing the effectiveness of the entire cycle, as described previously. The PRBC assesses the effectiveness of the entire cycle of evaluation, integrated planning, resource allocation, and reevaluation from several different angles—amount of information flowing, usefulness of information, participation in the process, and the results of the process—each using different sources of information (Evidence I- 14).

To assess whether its planning processes are effective, PRBC reviews how information is flowing from disciplines and programs to the Deans and to the appropriate shared governance committees. The PRBC also examines how that information is used by the PRBC. Throughout this process, feedback is provided by the deans, faculty, staff, and members of other committees. In addition, PRBC reviews the content of PR submissions and the Deans' summaries to see if the information evaluation, recommendations, and resource requests. The PRBC carefully considers how the process can be made more effective and efficient. The PRBC also carefully uses the submissions to identify strategic planning goals and appropriate resource allocation. Finally, the PRBC takes note of whether PR findings and resource requests made a major contribution towards developing or revising the Strategic Plan. In conjunction with the Budget Committee and personnel prioritization committees, the PRBC can then determine whether final resource allocations were made using strategic planning priorities.

Each year, the PRBC regularly reviews and seeks to improve the planning and resource allocation process. Extensive time has been taken each year to revise and refine PR, including at what point in the year it should be submitted so that the key resource allocation committees have resource requests in a timely way. Table 1 displays the dates and topics of meetings held during the late spring and early fall of 2014 in preparation for this year's PR (Evidence I- 14).

Date	Topic
	•
August 22nd 2012	• "Closing the loop" on last year's Program Review: a. Summary feedback report to the college b. Communicating budget allocations from Bond funds, Perkins funds, and the general fund
August 29th 2012	• Incorporating new Strategic Plan into Program Review
November 28th 2012	• Finalizing Academic Program review Forms that directly incorporate CLO's reports and strategic plan
December 5th 2012	• Streamlining Program Review forms, Administrative and Student Services

January 25th 2012	• Retreat on Shared Governance and Strategic Plan Implementation
February 6th 2013	• Recommendation to President on College Council charge
March 20th 2013	• Shared governance self-evaluation process for this Spring • Committee Effectiveness survey • Proposal to move Program Review to Fall starting next Fall • Process for reading Program Review
April 10th 2013	• Program Review resource requests
April 24th 2013	• Program Review-consensus on report back to the college and next steps in resource allocation • Consensus on Recommendation to move Program Review to the Fall to better align with resource allocation process
May 8th 2013	• Assess Progress on goals
May 15th 2013	• Evaluation of Effectiveness, Evaluation Approved
September 4th 2013	• Recommendation of vision for PRBC
October 2nd 2013	• PRBC Initiatives Reviewed
October 23rd 2013	• Formation of Presidential Task Force to support PRBC Initiatives
November 6th 2013	• Role of College Council
December 4th 2013	• Mission Statement update
January 29th 2014	• Review PRBC Charge and goals for the semester
March 20th 2014	• Dean's summaries of PR
March 26th 2014	• Questions to Deans on Program Review Summaries • Use of Curricunet for PR
April 23rd 2014	• Vote of electronic module of SLOs in Curricunet
August 20th 2014	• Program Review Survey
August 27th 2014	• Shared Governance: Charter Review, retreats cosponsored by Academic and Classified Senate with PRBC • Program Review forms update
September 10th 2014	• Review and Update PRBC Initiatives

September 24th 2014	• Incorporating the Educational Master Plan into Program Review
October 22nd	• Revision of Prioritization Process: Incorporate direct PRBC input into Prioritization (sent to College Council)
November 5th 2014	• Reading PR submissions
November 19th 2014	• Statement to Faculty Prioritization based off results from PR
December 10th 2014	• Statement to Classified Prioritization based off results from PR
January 28th 2015	• Results from PR Survey • Shared Governance Draft: Shared Governance Retreat recommendations
February 4th 2015	• Statement to the Budget Committee based off results from PR, sent to College Council • Shared Governance Academic Senate Resolution
February 18th 2015	• PR Revisions to spreadsheets that go to Budget
March 18th 2015	• Strategic Plan Goal
April 15th 2015	• Shared Governance feedback from committees on Retreat Recommendations, including flow chart and tying resource allocation to college planning

Evidence I- 33. PRBC Agenda Related to Evaluating, Streamlining, and Restructuring Planning Processes

The Accreditation Faculty/Staff Survey, which is conducted every six years and solicits staff understanding and awareness of the planning, resource allocation, and evaluation processes (DB-3). Results from this survey are used to identify areas of the planning process that need more illumination for the staff.

Evaluation

The PRBC annually assesses the entire cycle of planning and resource allocation processes. The survey (DB-3) showed that although there have been increases since 2008, many faculty/staff do not understand the links between planning and resource allocation processes, or the roles of the various committees. Too few faculty/staff agreed that "in the college planning and budgeting process, I have a clear understanding of the role of the PRBC (35%),

the Faculty Prioritization Committee (36%), the Budget Committee (27%), and Enrollment Management Committee (34%)." In comparison to the previous survey, all responses except the Budget Committee increased by about 10 percent in the last 6 years, which is a solid improvement. In addition, while only 58 percent of faculty/staff agreed that "college-wide and unit planning are linked to resource allocation," this is more than the 50 percent who felt that way six years ago, and a huge increase over the 26 percent who felt that way twelve years ago. In addition, over half (56%) agreed that program review has 'led to improvement in their area.'

Only 37 percent of staff surveyed agreed that "the college planning process responds within a reasonable time to changing factors such as student characteristics, labor markets, or course demand," so although the structure and processes are in place, the staff perception is that improvement occurs slowly. The 2014 Faculty/Staff survey also showed that 32% of staff agreed that "the planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated," which is about the same as it was in 2009. In response, all shared governance committees are reviewing their charge in order to better integrate the work of the councils and committees.

The PRBC has been examining the governance structures, roles, processes, and reporting responsibilities and is making recommendations for change that should clarify how decisions are made and by whom. The survey showed that the majority of staff are engaging in "thoughtful reflective dialogues" about improving institutional effectiveness at the discipline and division level, but only fulltime faculty and administrators are involved at the college levels. The participation of part-time faculty and staff is a long-term challenge.

As part of the evaluation of institutional and other research processes, survey results showed that the majority of staff (65%) did believe that the College "evaluates how well its mission and goals are accomplished." In addition, most (85%) staff felt that the OIR "provides data for college and program evaluation." Half of all staff had used institutional research data "in the planning and evaluation of their courses/program/unit," and about two-thirds of full-time faculty and more than 80 percent of administrators had used it.

Actionable Improvement Plan

See Actionable Improvement Plan 1.

IB.7.
| *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support.*

Description

Chabot College evaluates the effectiveness of its instructional programs, student support services, library, and other learning support services in a variety of ways. These evaluation

processes contribute to improvement in the programs and services offered to students. The College assesses the effectiveness of these evaluation processes.

Instructional programs are evaluated overall at the college level, at the individual program level, at the course and section level, within degree and transfer pathways and course sequences as part of PR. The effectiveness and efficiency of PR is evaluated by the PRBC.

The biennial student satisfaction survey provides student feedback about their experience with Chabot in general, their impressions of instructors, their progress towards their educational goals, and their preparation for transfer or employment. In addition, students are asked how engaged they are in learning activities, and how much progress they have made on the college learning outcomes. In the more detailed Accreditation survey, students also evaluate more detailed aspects of courses and instructors, at the all college level (DB-44).

This information is used to evaluate instructional programs in a very general way by comparing student-reported levels of satisfaction, engagement, and learning from year to year. Before the student survey is conducted, the OIR reviews the survey items to determine which ones have been used by the faculty and staff to prompt improvements in services. Items are continued if they provide useful evaluative data. For example, the items on learning engagement and the college learning outcomes remain on the survey because they yielded benchmark data for all students that were then used to evaluate student engagement in learning communities and the learning progress made by degree and certificate graduates (Evidence I- 8). At the program level, PR is used to evaluate instructional offerings. Working together within each discipline, the faculty use institutional research data on student success and persistence, results of surveys of student satisfaction and engagement, SLOs, and other student and course information to identify barriers to student learning and propose solutions. Through the three-year cycle faculty can identify problems, propose research or implement changes or new initiatives, and request resources to address problems. The effectiveness of the PR process has been evaluated continually since the current process was initiated in 2003, and the PRBC annually reviews and refines the process.

The evaluation process for faculty is described in Articles 14 (Untenured), 15 Tenured) and 18I (Adjunct) of the *Faculty Contract* (Evidence I- 34). Tenured Faculty evaluations takes place every three years. Untenured faculty go through a 4 year evaluation process in order to receive tenure. Adjunct faculty are evaluated in their first semester of employment and subsequently at least once every 3 years.

A peer evaluation team collects and reviews relevant class materials, including syllabi, assignments, and exams, visits class meetings and records observations on a prescribed form, and conducts a survey of the students in attendance. These form the basis for subsequent discussions with the faculty member and a written report to the division dean. The effectiveness of these evaluations is assessed by the Faculty Association and the deans as part of ongoing review of the *Faculty Contract.* Student services are evaluated overall at the college level, at the program level, and sometimes at the point of service level.

The biennial student satisfaction survey was designed specifically to evaluate how satisfied the students were with major student services (DB-44). It also measures how many of the students have heard of or use each service, in order to evaluate how well the service is

making itself known. This survey is given to a representative sample of all students, and it can also be analyzed for major groups of students, such as fulltime, evening only, or by race/ethnicity, so it can be used to evaluate services for specific groups. As noted before, prior to conducting the survey, an item-by-item evaluation of the survey is conducted, which can lead to changes in the survey or evaluation and change by the services. For example, this survey shows changes in student satisfaction with these services over the years, with most showing high levels of satisfaction that are sustained or have increased.

An exception to this pattern of high satisfaction with student services is student satisfaction with counseling, which has been much lower than for other services over the years, and has prompted much discussion in the Counseling Division about why that is so and how they can improve. It led to the use of a point-of-service evaluation, so counselors could pinpoint the areas of student dissatisfaction. These evaluations proved to be much more positive than the student survey, so it was concluded that counseling was being done well, but the students were not always happy with the information provided, or the problems they had getting access to a counselor. In the meantime, the discussions led to improvement, because student satisfaction with counseling has remained at a relatively high level for the last 2 surveys, and there was a dramatic rise in staff satisfaction with counseling in the last three accreditation surveys. In addition to the all-college survey, some other departments such as the Library, the Learning Connection and the Special Student Services Programs (for example, EOPS, and ASPIRE) either run their own surveys or ask the OIR to develop and administer satisfaction surveys of their own to evaluate their programs. The surveys are evaluated and revised before they are administered.

Student services programs are evaluated during PR, using in-house data to evaluate whether improvements are needed, and often some changes are made. In addition, student services personnel are evaluated using processes specified by contracts, and those process are reviewed during contract negotiations. Library faculty and staff evaluate their own services by participating in the annual in-house censuses, which create an annual snapshot of service activity and needs. This effort looks at numbers of reference questions answered, amounts of books circulated as well as usage statistics from our databases. Informally, the library staff gauge student needs based on the interaction of students, professional literature, and conference and workshop attendance to gain insight to present and future needs of students. Also, the Library participates in the State Chancellor's Annual Data Survey and uses data from those longitudinal surveys to compare itself with other like libraries. The Library is evaluated at the college level by both students and staff through the student and staff satisfaction surveys. In the biennial student surveys, three to five questions are always dedicated to the students' access to Library services and the adequacy of orientation and research materials. During the evaluation of the survey, Library staff to determine whether questions need to be revised.

Learning support services (Learning Connection) are also evaluated at the college level by both students and staff through the student and staff satisfaction surveys. General tutoring, the WRAC, and STEM Center (previously Math Lab) are part of the list of student services that are evaluated in the surveys—from the students' perspective of whether they are satisfied, and from a staff perspective of whether they were satisfied that the student they referred was taken care of. In addition, the learning support communities, such as EOPS and

PACE are included in the surveys. Moreover, the learning support services are the subject of ongoing evaluations using IR data to show whether students with these services had higher student learning, success, and/or persistence rates than those who did not have the services. Learning support pilot projects using peer student assistants, peer instructional leaders, and study skills labs in the classrooms are also scrutinized using student learning, success, and/or persistence data to evaluate their effectiveness. Since the goal of all of these services is to improve learning, these evaluations effectively indicate ones which should remain. The tutoring labs and services also evaluate their own services with the numbers of students who use them and thus find the service valuable; this information is also collected in the student survey. Faculty and staff involved in these services are given the opportunity to evaluate and revise questions in the survey.

Evaluation

Chabot College uses a myriad of evaluation methods to collect evidence about the effectiveness of its instructional programs, student support services, and library and other learning support services. Staff members in instructional programs, student services, library, and learning support services all have strong incentives to review and discuss this evidence and use it for improvement. They also have a formal mechanism to use if the evaluation shows that a program or service is not doing well and a plan of action is needed to work towards improvement. The evaluation methods are evaluated by the OIR and the areas being evaluated. During this evaluation, the OIR and personnel consider whether the survey is gathering useful, accurate, and relevant data, and whether revisions or additions are needed.

The PRBC annually reviews the PR process for improvement. The PR processes are designed to ensure that academic, student, and administrative services reflect on their data and development and implement plans for improvement. The Library and the Learning Support Services must use their evaluative data for feedback about whether they are satisfying their customers, the students; if they are not, they will lose their customers. Two key surveys, the faculty/staff and student surveys receive a careful and thorough evaluation prior to administration. All of these evaluation mechanisms are informally assessed for effectiveness by the groups who use them, and the work of the PRBC is to provide a formal review of the mechanisms at the all-college level.

Staff perceive that the mechanisms are effective. In the 2014 Accreditation faculty/staff survey, faculty and staff reported that the appropriate sources of data are being used for evaluation purposes. Most (76%) agreed that "the Office of Institutional Research provides data for college and program evaluation (DB-3). In addition, about half felt that institutional research results (53%) and PR results (47%) are used "in the planning, development, evaluation, and revision of programs and services." This indicates an increase in the use of institutional research data for these purposes from 37 percent in 1995 to 45 percent in 2001 to now 53 percent in 2008.

While only one-third of all staff had actually used OIR data "in the planning and evaluation of their courses/program/unit," about half of fulltime faculty had, a likely outcome, since many staff do not evaluate courses or programs, the purpose of most OIR analyses. However, only 30-40 percent of faculty found the academic PR process helpful for evaluating student learning or for identifying priorities for improvement or support. This

feedback in the survey led in part to the most recent changes in the academic PR process. The changes indicate that data are being used to assess and improve effectiveness, and the PR process is being evaluated and revised to improve effectiveness.

Actionable Improvement Plan

None

Evidence List

Evidence I- 1. Curriculum Committee Minutes

Evidence I- 2. OIR Environmental Scan

Evidence I- 3. Exhibit from IR

Evidence I- 4. Fall to Fall Persistence Data

Evidence I- 5. Special Student Programs,

Evidence I- 6. Faculty Inquiry Groups and Pilot Initiatives

Evidence I- 7. First-Year Experience

Evidence I- 8. Learning Interventions—OIR data

Evidence I- 9. Learning Connection

Evidence I- 10. Second Year FYE Expansion, Fall 2015

Evidence I- 11. Chabot College 2015 Annual Report to ACCJC

Evidence I- 12. OIR Reporting on Student Success

Evidence I- 13. Board Minutes, 18 March 2014

Evidence I- 14. PRBC Website with Minutes

Evidence I- 15. College Council Website with Minutes

Evidence I- 16. PRBC Website, Strategic Plan

Evidence I- 17. Educational Master Plan

Evidence I- 18. Spring 2008 Faculty/Staff Survey Results,
http://www.chabotcollege.edu/IR/survey08.asp

Evidence I- 19. Shared Governance and Collegial Consultation Process

Evidence I- 20. PRBC Website, 2015-16 PR Submissions

Evidence I- 21. Mathematics Subdivision 2015-16 PR Response

Evidence I- 22. History of SLOs

Evidence I- 23. Flex Day Agendas

Evidence I- 24. BSC Strategic Plan

Evidence I- 25. 2014 PRBC-Shared Governance Retreats Notes

Evidence I- 26. OIR Report on 2012-2015 Strategic Plan Goal Progress, http://www.chabotcollege.edu/IR/success.asp#Measuring_Progress_on_the_Strategic_Plan_Goal

Evidence I- 27. Student-Created Video on Passion, https://sites.google.com/site/passionandpurposechabotcollege/

Evidence I- 28. The OIR Website, http://www.chabotcollege.edu/IR/

Evidence I- 29. Committee on Online Learning website (http://chabotcollege.edu/cool/)

Evidence I- 30. Facilities Committee Website (http://chabotcollege.edu/facilities/)

Evidence I- 31. Evidence I- 31. Dental Hygiene Board Exam Results, http://www.chabotcollege.edu/dhyg/

Evidence I- 32. Communication sent to Nursing Students, http://www.chabotcollege.edu/NURS/Program_Announcements.asp

Evidence I- 33. PRBC Agenda Related to Evaluating, Streamlining, and Restructuring Planning Processes

Evidence I- 34. Link to District Website Employee Contracts, http://www.clpccd.org/HR/HRContactsandSalarySchedules.php

A.

Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

A1.

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. The academic and vocational programs at Chabot College prepare students to succeed in their educational goals and in the work place. Instructional programs reflect the diverse educational/career goals of students and respond to the educational needs of the local population and economy.

Chabot's mission statement was reviewed and revised in fall 2013, and approved by the Chabot Faculty and Classified Senates, the PRBC, and the District Board of Trustees in spring 2014 (I-13):

> *"Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Chabot students contribute to the intellectual, cultural, physical, and economic vitality of the region.*
> *The college responds to the educational and workforce development needs of the regional population and economy. As a leader in higher education, Chabot promotes excellence and equity in academic and student support services. Chabot is dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals."*

The appropriateness and integrity of courses and programs are ensured through the college's planning and PR process. The college's Curriculum Committee, COOL, PRBC, Office of Academic Services, and OIR all play integrated roles in meeting the community's educational needs. Alignment with the College mission and quality of programs is ensured via comprehensive curriculum review and PR processes (I-1). The OIR provides extensive quantitative and qualitative information about student's needs, perceptions, performance on their college experience and the community in which they live. The OIR has student interest trend data for the past ten years.

The College's offerings are designed to address the academic needs of the local population. To fulfill this need, the college uses its Educational Master planning, curriculum and PR processes and documents, advisory committees, and other research to design and provide the programs of study. Chabot currently awards degrees in 69 fields of study, including 18 Associate Degrees for Transfer, 36 Certificates of Achievement, 23 Certificates of Proficiency, and 5 other Certificates to meet the vocational training needs of the service area (A-4)

In 2013-2014, Chabot awarded 836 Associate Degrees. Although Chabot students transfer to many four-year colleges, the majority transfers to CSU and UC. In 2013-2014, Chabot transfers to CSU increased from 449 in 2012-2013 to 525 in 2013-2014. In the previous two years, Chabot had been recovering from a statewide low point in transfers to CSU in 2009-10 due to cuts in transfer acceptances at CSU. The number of Chabot transfers to UC fell slightly from 133 to 132. In 2012-13, Chabot awarded 241 certificates (Evidence II- 1).

A recent example of innovation to meet the needs of students and the community is the implementation of the Chabot BMW Program. This partnership added new vehicles, tooling, coursework, and faculty to Chabot's NATEF-certified automotive training programs. Students taking the Chabot/BMW training classes can earn up to six BMW of North America training certificates, which will position graduates to enter a BMW Dealership with a Level III training status. BMW has active dealership programs in the Bay Area, California, and 350 BMW Dealerships across the nation.

As part of the implementation of formal student learning assessment processes at Chabot, to assure that graduates achieve certain holistic and college-wide learning goals, in 2004 the College identified five institutional learning outcomes, known as College-Wide Learning Goals (CLWG) (Evidence II- 2). These outcomes are tied to the mission statement and are used to assess whether the College meets the mission. They inform the discussion of the GE requirements of AA and AS Degree programs. The CLWGs are, as follows:

- Global and cultural involvement
- Civic responsibility
- Communication
- Critical thinking
- Development of the whole person

All courses at Chabot contribute to learning in one or more of the areas. The mapping of existing courses and programs to the CWLGs occurred during the first cycle of formal assessment, where faculty identified one or more of the CWLGs for each course. Today, when faculty propose a new course, the CWLG mapping is submitted with the course proposal (A-7). During the three year SLO assessment cycle, the CWLGs are to be assessed. Thus, all courses at Chabot support the mission.

Chabot College's Associate in Arts Degree (AA) and Associate in Science Degree (AS) graduation requirements were completely reviewed and updated by an Academic Senate committee in 2007 (Evidence II- 2). The Senate also approved the "AA/AS Degree

Philosophy Statements. These requirements and the philosophy statement directly support achievement of the mission. In 2011, The State of California mandated a new degree program, the Associate Degrees for Transfer. These new degrees, based on the requirements developed by a joint California Community College and California State University task force, are being developed and implemented. The degrees use the CSU GE course requirements in order to fulfill the Associate Degrees. As of fall 2014, 18 degrees have been approved.

In fall 2011, 2012, 2013 and 2014, Chabot students had higher success rates and lower withdrawal rates than any time in the last 15 years. Success rates, traditionally stable at 65-67 percent, rose to 69 percent in fall 2013. Withdrawal rates, stable at 22-23 percent prior to 2011, dropped to 16 percent in the last three years. In addition, the percentage of students who withdrew from all their courses fell from 20 percent in the early 2000s to 4 percent in fall 2013. However, non-success rates (D, F, No Credit, No Pass) have gone up slightly from an average of 12 percent during the early 2000s to 15 percent in fall 2013. Compared to the late 1990s and early 2000s, students are now more likely to stay enrolled in their classes, whether they are succeeding or not (Evidence II- 3).

The Office of Academic Services implements curriculum changes approved by the Curriculum Committee and the Board of Trustees. Once a program or course within a program has been implemented, it is subject to PR and ongoing curriculum review. As a consequence, courses and programs are continually assessed for currency, teaching and learning strategies, student learning outcomes, and alignment with the mission (I-20). For CTE programs, the evaluation of the programs is further enhanced by advisory committees. Associate degree and certificate program outcomes have been developed for all degree and certificate programs. These program outcomes are assessed and reported on through the PR process. As previously noted, the academic courses map the learning outcomes of the course to the CWLGs. Hence, all academic programs support the institutional learning outcomes.

Evaluation

Chabot meets the standard. The College's efforts to link the Mission, the five CWLGs, and instructional programs, through CLOs and PLOs, have been successful. Chabot's CWLGs are a reflection of both the mission statement and the GE philosophy. Program and course outcomes are correlated, and courses are to the institutional outcomes. As a result, all institutional offerings are aligned to the mission of the institution. Fall 2013 Student Surveys suggest that the college is making progress on all five institutional-level outcomes (Evidence II- 4).

In the Spring 2014 Faculty/Staff Survey, 60 percent agreed or strongly agreed that "Institutional planning and decision making are guided by the vision/mission statement" (up from 50% six years earlier) (A-3). Sixty-eight percent of staff agreed or strongly agreed that "Educational programs are continually reviewed for consistency with the mission," a considerable improvement from 56 percent in 2008. Sixty-two percent felt that institutional research is used in the planning, development, evaluation, and revision of programs and services, up from 53 percent in 2008.

Actionable Planning Item

None

A1.a.

Instructional Programs

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.

Description

Chabot's programs strive to meet the varied educational needs of the community. The College's commitment to diverse educational programs is expressed in its mission, values, and vision statements (A-5). The College relies on data supplied by the OIR, input from the community, and the expertise of its faculty to identify the varied educational needs of its students. The CTE programs include community advisory committees to provide direct guidance and advice. The following advisory boards and committees presently operate: Accounting and Business, Administration of Justice, Architectural, Automotive Technology, Computer Applications Systems, Dental Health Programs, Disabled Students Programs and Services, Early Childhood Development, Electronics, Engineering, EOPS/CARE/CalWORKs, Film Production, Fire Technology, Graphic Design, Human Services, Interior Design, Machine Tool Technology, Medical Assisting, Nursing, Radio and Television Broadcasting, Real Estate, Service to Seniors, Welding Technology (A-4). As new needs are identified, other advisory boards will be appointed to assist the college in developing appropriate programs. The OIR provides the staff and faculty with reliable research for planning. Recent institutional research has included information on the communities Chabot serves, student characteristics, and student success (Evidence I-2 OIR, DB-17). Students, faculty, and staff are also regularly surveyed to obtain current perceptions of satisfaction with various aspects of their educational experience.

The OIR-provided information is incorporated into the planning and evaluation of programs and services, primarily through the three-year PR cycle, with a "deep data review" required in year one. Included are data relating to enrollment management, success and withdrawal rates by race-ethnicity and gender, and success rates through a sequence of courses, if applicable (I-20).

Chabot's Assessment Center provides data for both institutional planning and for individual students' program planning. Currently, assessments in English, math, ESL, and chemistry are available to students, as is a vocational assessment. The Strong and Myers-Briggs tests are available to students with counselor referrals (Evidence II- 5). Eighty-five percent of Chabot

students are assessed as Basic Skills students, requiring development English and/or Math classes. As a result, the focus of the recently concluded Title III and ongoing state-funded Basic Skills Initiative grants has been on raising awareness of the needs of basic skills students and improving outcomes for these students (Evidence II- 6). Research is conducted through the Assessment Testing Center and the OIR to determine student needs.

Institutional planning is guided by the *Educational Master Plan 2005-2015* (I-17). The Master Plan was developed with extensive input from faculty, staff, administrators, students, board members, and community representatives, and informed by current data on student characteristics, population statistics in the service area, labor market characteristics and projections, and the economic impact of Chabot on the community. The Master Plan states broad institutional goals related to instruction and identifies a Statement of Philosophy, Description and Mission, and Goals for each program based on the analysis of research.

Numerous programs, learning communities, student services, and individual courses have been developed directly in response to student need:

- The Puente Project, which has expanded to 90 community colleges and high schools in California, was founded at Chabot College in response to a high drop-out rate of Latino students. Institutional research shows that students in the Puente program have significantly higher persistence rates than other Latino students and the general student population.

- Daraja, also founded at Chabot, was created in response to low retention and transfer rates among African-American students and has been cited by the American Association of Community Colleges as an "Outstanding Regional Program." Institutional research shows that students in the Daraja program have a significantly higher persistence rates than other African-American students and, in most years, surpass the general student population.

- Chabot's PACE Program is a learning community and degree and transfer program designed to address the needs of Chabot's high number of working adult students.

- Aspire provides individual academic, career, and personal counseling to foster success of first generation, low income, or disabled students.

- Tech Prep provides articulation avenues for students in high school and regional occupational programs.

- CalWORKs provides accelerated career programs for working adults and welfare recipients. This program also provides educational and career opportunities that enable students to complete their educational goals, find meaningful employment and successfully transition into the workforce.

- The DSRC assists students with special needs to make the transition to college.

- The EOPS provides assistance to educationally disadvantaged students.

- The ESL program provides courses to help non-native speaking students acquire the language skills to succeed in college coursework.

Evaluation

The college meets the standard. The institution uses research to ascertain student needs and develop and assess programs. Faculty/staff surveys indicate that 62 percent of respondents believe institutional research results are used in planning, development, evaluation, and revision of programs and services, up from 53 percent in 2008 (DB-3). Student Surveys suggest that students perceive themselves as making progress towards the institutional learning outcomes.

Specific attention has been given to assessing Chabot's progress on student learning assessment. All courses have SLOs. Those outcomes are assessed during a three-year cycle, and reporting on both those outcomes and suggested changes to enhance student learning are a required element of PR (I-20). Program outcomes have been developed for all certificate and degree programs, and assessment and reflection occurs through the PR process. The computer software program, eLumen, has been utilized to compile documentation of SLOs, their assessment, and their correlation to the institutional outcomes. However, extensive technical difficulties with eLumen were experienced, and the College has opted for multiple data management strategies for the current cycle and is transitioning to a CurricUNET-based data repository (under testing spring 2015, with adoption in the 2015-16 Academic Year.

The College's Educational Master Plan, grant proposals, and numerous programs have been developed based on the educational preparation, diversity, demographics, and economy of Chabot's students and community. The success of these programs is assessed systematically through PR. Course and program outcomes have been written and are assessed through PR. Institutional research indicates that students perceive themselves as making progress on institutional learning outcomes (DB-43).

Actionable Planning Item

None

A1.b. | *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Description

Instruction at Chabot College is designed to facilitate student learning and success in a wide range of academic disciplines using delivery systems and modes of instruction compatible with curriculum objectives and appropriate to the diverse needs of its students. Courses are offered on weekdays, evenings, Saturdays, and online. Instructional methods include traditional lectures, interactive lectures, multimedia presentations, whole class discussions, small group work, hands-on activities, and one-on-one work with students. Faculty regularly experiment with these different instructional approaches and teaching methodologies to accommodate student learning styles.

Courses are offered in real time in campus classroom environments, as hybrid courses involving a combination of on-campus and web-based instruction and resources, and in synchronous and asynchronous mode via the internet, as determined by discipline faculty and after undergoing a rigorous approval process at the discipline, division, and institutional levels. (See IIA.2 for a description of the curriculum process.) Chabot currently uses the system, CurricUNET, to manage and access CORs.

Chabot has developed numerous programs, learning communities, student services, and individual courses in response to student need. Among them are The Puente Project, Daraja, PACE, Aspire, Tech Prep, CalWORKS the DSRC, EOPS, and ESL, as previously discussed. The Learning Connection provides additional support to students seeking to achieve their learning and goals (Evidence II- 7). The DSRC provides additional assistance to students with various disabilities (Evidence II- 8).

Online learning offers flexible learning options and access for students who work or whose commitments preclude an on-campus class schedule. The online student demographic generally comprises working adults. Chabot College offers both fully online courses as well as hybrid courses (online courses with a varied number of required meetings).

Approximately 15 percent of all course offerings offered at the College are currently being taught in online or hybrid format. In Fall 2013, Chabot offered 65 hybrid course sections and 108 online course sections (compared to 55 hybrid and 96 online course sections in fall 2012) (Evidence II- 7).

The College's supported web-based delivery platform for web-based, hybrid and online courses is the Learning/Course Management System (LMS/CMS) *Blackboard*. During spring 2014, approximately 62 percent of all course sections (online, hybrid, and face-to-face courses) utilized Blackboard as a primary or supplementary means for instructional delivery. Forty-nine percent of faculty report that they utilize Blackboard, up from just 3 percent in 2008 (DB.3).

California Code of Regulations, Title 5, Section 55206 requires that if any portion of the instruction for a new or existing course section will be offered through distance learning modes of delivery in lieu of face-to-face interaction between instructor and student, the course must undergo a separate approval process. All faculty who wish to teach an online or hybrid course at Chabot College must complete the Online/Hybrid Course Approval Process. This in-depth process includes background research, obtaining input from colleagues and administrators, explaining student benefits, a description of how the course content will be delivered, the nature of instructor-student and student-student interactions, how student learning will be assessed, how technology will be utilized, how students with disabilities will be accommodated, as well as a demonstration of course content (a requirement of instructors teaching online for the first time) (I-29). The DSRC, in collaboration with the faculty, provides accommodations to ensure all students have access to the content in every course, regardless of mode of delivery. Dialogue on online and hybrid online course delivery regularly occurs in workshops on Flex Days at Chabot and throughout the curriculum development process.

Evaluation

The College meets this standard. Chabot utilizes various modes of instruction compatible with curriculum objectives and is responsive to student needs in the designing and delivery of instruction. Additionally, Chabot provides extensive learning communities and support services to enhance student success and to support the teaching goals of its instructors. Determination of delivery systems and modes of instruction rests with the faculty, which are subject to Chabot's rigorous curriculum development process.

Actionable Planning Item

None

A1.c.

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Description

Chabot College identifies and assesses SLOs for its courses, certificates and degrees and uses assessment results for course and program improvements. The SLOs include CLOs, PLOs, and CWLGs. The language used for the CLOs, PLOs and CWLGs is taken from Bloom's Taxonomy. Each active course is required to have CLOs. The number of CLOs needed per course is determined by the course content. In general, 3-5 CLOs are required to cover a 3-unit course. The PLOs assess program goals and are mapped to the CLOs. Faculty are asked to develop two PLOs per program. Every semester, primarily during Flex Days, faculty meet in their disciplines to share and discuss assessment results as part of the PR process. Plans are then developed for the improvement of instruction to enhance the learning process. This dialogue and evaluation is recorded in the division's PR (I-20).

Chabot supports SLO work through a comprehensive website that is available with links to the history and philosophy of the SLO work at Chabot, definitions, examples, contacts and resources (A-7). Fifty-nine per cent of responding faculty in the Spring 2014 Faculty/Staff survey agree or strongly agree that the College has provided them with training on assessing SLOs. The purpose and value of writing and assessing SLOs is clear to over two-thirds of the faculty. Over 70 percent have contributed to writing SLOs and 87 percent have assessed them in their course(s). Eighty-three percent of the faculty responding agree or strongly agree to the statement, "My program/discipline has developed program-level student learning outcomes, a significant increase over the figure of 55 percent in 2008. While 72 percent of the faculty are familiar with the CWLGs, over 88 percent provide opportunities for their students to learn the major learning goals of communication, critical thinking, acting ethically, and thinking creatively (DB-3). Flex days continue to provide opportunities for dialogue within the community to explore the area of improving student learning. When answering the question, "I participate in thoughtful, reflective dialogues about improving student learning on college-wide flex days," 76 percent of

all staff agree or strongly agree. This is an increase over the 65 percent who agreed or strongly agreed in 2008.

The SLOAC website provides a link to archives of the Flex Day presentations from fall 2010 related to SLO training (A-7). The site has a variety of links, including *Bloom's Taxonomy for the Cognitive Realm with Outcomes and Sample Assessments.* What follows is a brief summary of SLO assessment at Chabot.

- In the spring of 2008, Flex Day workshops on SLOs and assessment were held. Faculty and staff across campus attended and participated in college wide workshops on writing and assessing SLOs. The SLOAC website was launched, which provides links to course, program, and institutional learning outcomes.

- Faculty develop SLOs for new courses, and modify SLOs, for existing courses based on discipline proficiency and assessment. The CLOs are included in the official COR and are reviewed with each update. The CWLGs are mapped to CLOs during the curriculum process.

- PLOs are written by program faculty, and they are assessed when all CLOs have been assessed. At that time, the 'Closing the Loop' form, which summarizes the results, documents the reflections and recommendations for improvement, is completed. Chabot's PLO 'Closing the Loop' form was revised for PR in spring 2013. The PLO "Closing the Loop" form documents the evaluation and assessment of program-level outcomes and is embedded within the three-year assessment cycle.

- Assessment of CWLGs and student satisfaction is done annually through the OIR. Results of the assessment for CWLGs from 2003 through 2013 are posted on the OIR website (Evidence II- 4). More 75 percent of all Chabot Students feel they have improved in the five CWLGs.

- The CTE disciplines receive additional input from outside advisory committees to ensure that instruction is current and in line with industry standards. These advisory panels help the program respond to trends and emerging needs in the industry. Advisory panels often recommend revisions to curriculum and SLOs as they relate to the field of study.

- Programs and disciplines must establish an assessment schedule for courses in the area. Information on each program's schedule is available at the SLOAC website.

- In fall 2014, the College initiated PR for GE, and identified outcomes for this program.

- In the fall of 2015, Chabot College will adopt an integrated software program for PR and SLOs. This new software will provide greater accuracy, ease of use, mapping with existing Curriculum, and better reporting for course and program improvement throughout the institution.

SLO work is a central element in Chabot's PR process, which is a three year, comprehensive, integrated system of review, discussion, planning, change, and resource allocation. The SLO role in PR is illustrated in the diagram below.
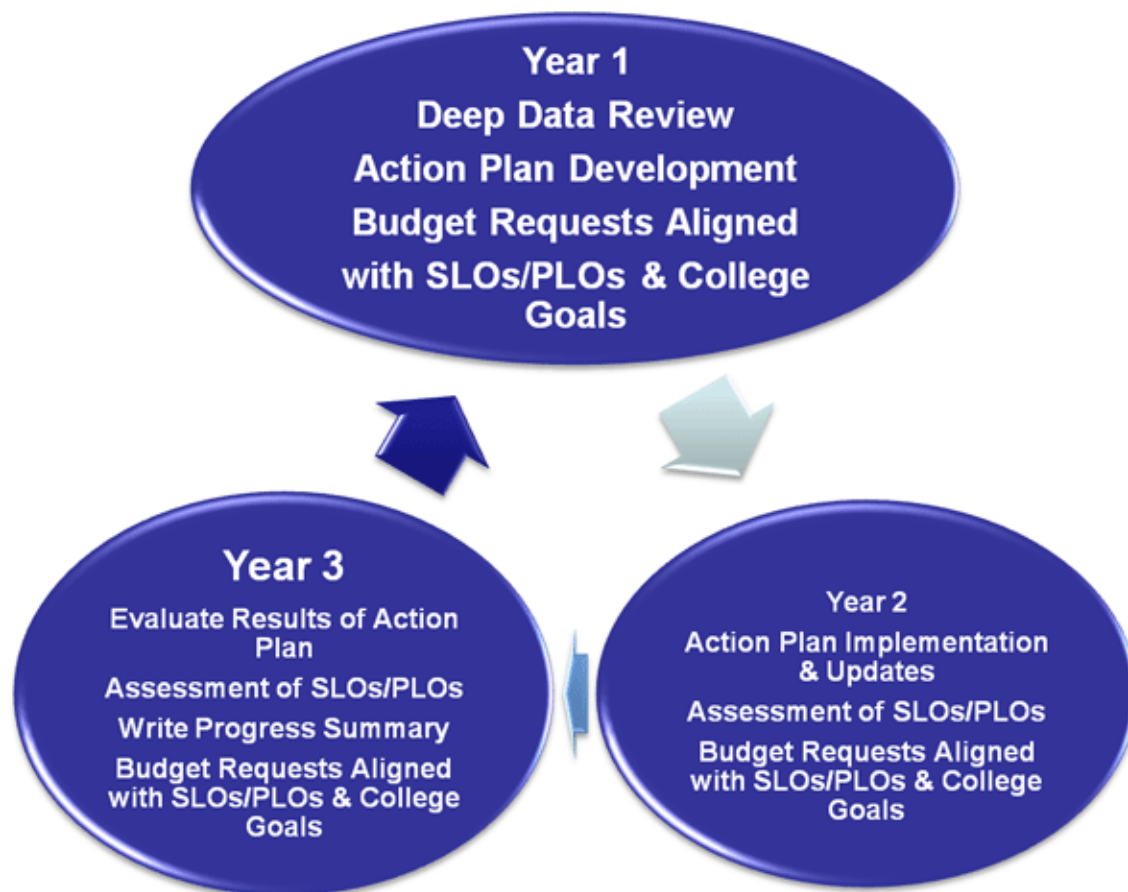
In many cases, faculty have made significant changes to their programs based on the results of the work done through the PR process and based upon the information learned from the SLO/CLO/PLO work. Following are several examples:

Mathematics

The faculty evaluated a gap between the students' perceived performance and their actual performance in MATH 103, 104, 65, 55, 53, and 37 courses. They compared the program-level course results with the content from the course level, and they found that students struggled with foundational concepts—concepts that will carry them through to the next course in the sequence. Almost all fulltime mathematics faculty teach higher level courses, so additional fulltime faculty are needed to address the lower-level mathematics classes. As a result, the mathematics discipline requested additional full-time faculty through PR.

Another program-level discussion also considered topics from the MATH 103, 104, 65, 55, 53, and 37 courses. Most topics that appeared at the top of the respective lists are foundational in nature with connections to prerequisites. The discussion also brought up the validity of placement exams—do the exams place students in the appropriate class? As a result, the faculty decided to investigate not only the validity of the exams but if there are other placement exams in the market.

Dental Hygiene

The Dental Hygiene Program is required by its accrediting body to assess SLOs at least once per year. Data from the assessments (tests, student didactic grades, student clinical competencies as

well as graduation rates and success rates on the National Board Dental Hygiene Exam and the Clinical State Board Exam are reviewed and assessed by program faculty at their bi-annual collaboration meetings (clinical) and their annual curriculum review meeting (held in the summer each year). Also, students complete an online survey for each class to aid in determining if the SLOs have been met from the student perspective. As a result of these assessments, changes are made to SLOs and CORs. These are then submitted to the curriculum committee for review. The dental hygiene program has been doing course level assessment as required for the past 14 years.

Auto Tech

In the fall 2012 semester the discipline successfully implemented a large-scale revision of its entire program. These changes affected all courses, certificates, degrees, and provided students with improved learning opportunities and shorter completion times. Students have responded with positive feedback regarding the changes, and the improvements to class availability. The changes also directly impacted SLOs, since hands-on experience has increased and provides greater application focus. Implementation was the culmination of two years of review, revision, and implementation of a foundation that will serve the program for years to come. Recently, the program received approval on two new certificates, Hybrid and Service Consultant, with a third certificate awaiting approval, BMW. Students have shown the following changes since the revisions were implemented:

- 5 percent increase in Core 1 (Evidence II- 10)

- 12 percent increase in Student Success (Evidence II- 11)

A key implementation component of the program revisions is the ability to develop instructional schedules that allow a breadth of course offerings each semester, address prerequisite requirements, and reduces program completion times due to greater course availability across morning, afternoon, and evening instructional periods. The use of multi-cycle schedules is a method that could address challenges for other disciplines on the campus.

Kinesiology and Physical Education

In response to the prompt, "Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights," faculty in Physical Education report that they continue to refine and re-evaluate all of their coursework and incorporate greater health-related personal assessments into their activity courses. "On the physical education activity side, the division is committed to educating students about adult type II diabetes and metabolic syndrome. Due to the health risks presented by metabolic syndrome and adult diabetes, the present student population at Chabot College is predicted to have a shorter lifespan than their parents. The goal of Chabot Kinesiology and Physical Education is to be at the forefront in the education and prevention of this deadly disease."

 Art History

In the Art History discipline, instructors have used successfully a method referred to as the "Pre-test/Post-test Evaluation, which is endorsed by the National Institute for Learning Outcomes Assessment. This method calls for use of locally developed tests and examinations, which are administered at the beginning, then again at the end of courses or academic programs. The results of these two tests are compared for an assessment of student progress. This method is especially effective for assessment of Chabot students because it factors in an institution-wide

picture of what is known as "direct value-added" education. "Value-added" education considers not just student "outcomes," but also "incomes" (such as preparation and socioeconomic status). The importance of taking pre-existing student characteristics into account has been stressed for years and with great intensity by Chabot faculty.

Evaluation

The College substantially meets this standard. The College has devoted significant time and resources to learning assessment, with major efforts during Flex Days to train faculty, and release time and/or stipends for the chair of the SLOAC. In spring 2014, 70 percent of faculty indicated that the purpose and value of writing and assessing SLOs was clear, 55 percent agreed that they had received training from Chabot in writing SLOs, 59 percent that they had received training from Chabot in assessing SLOs, and 48 percent that they had received training in writing or assessing SLOs. Seventy-three percent indicated that they had contributed to the development of SLOs, and 87 percent agreed that they had assessed or plan to assess within the year SLOs in their course(s). Eighty-three percent affirmed that their program/discipline has developed PLOs. All of these represent significant increases over the 2008 survey. Chabot has completed at least one outcomes assessment cycle for all courses with a second due for completion in spring 2015. The assessment cycle is embedded into the PR process and tied to requests for resources to improve student learning.

Actionable Planning Item

College Plan #2: Student Learning Outcomes
1. The College commits to increase to 100 percent the number of programs with ongoing assessment of learning outcomes by June 2017. Complete PLO assessment and reflection, and use achievement of these outcomes as an additional basis for awarding degrees and certificates by June 2016.

2. The College commits to increasing course level assessments to 100 percent. The college commits to assessing institutional level assessments. The college commits to completing comprehensive learning outcomes assessment for all GE courses by June 2016.

3. The College commits to complete its comprehensive learning outcomes assessment for all GE courses by June 2016.

4. The College commits to achieving the ACCJC SLO rubric from Proficiency to Sustainable Continuous Quality Improvement.
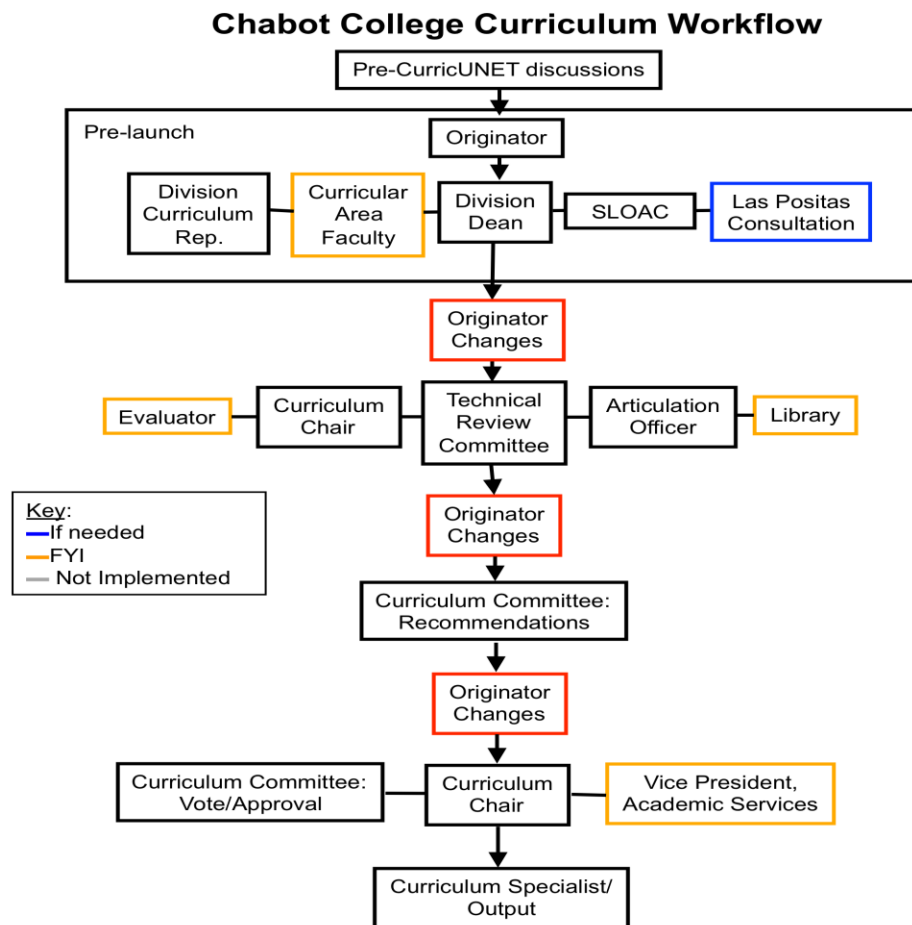
A2. | *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

Description

Chabot College offers collegiate, developmental and precollegiate courses and programs, community education, short term training and international student programs. Planning and decision-making are guided by information and analyses provided by the OIR. Through environmental scans, labor market information, and surveys of community groups, the PRBC develops an understanding of both internal and external "community expectations" for development of the vision, mission, and value statements, which serve as the touchstones for course and program development.

Collegiate courses and programs are developed and implemented based on faculty expertise in their disciplines, faculty experience of student needs, input from advisory committees, when appropriate, and requirements of transfer institutions. Additionally, the need for new courses and academic programs become apparent in study of new students' placement test results and high school records, student persistence and success rates, student requests, surveys, and citizens' advisory boards. Proposed courses and programs, and modification of existing courses and programs undergo rigorous Curriculum Committee review and discussion. Online and hybrid courses undergo additional scrutiny by the COOL Committee. (See IIA.1.b.) The curriculum process requires submission of proposed CORs, including proposed CLOs, PLOs, and mapping to the CWLGs. The curriculum development process ensures that proposed courses and programs fit the mission, SLOs have been identified, and that courses and programs are of appropriate content and rigor. After approval, courses and programs enter the PR cycle, which is a three-year process of assessment, reflection, planning, and implementing of needed changes (Evidence I-3. Curriculum Committee Minutes). (See IIA.1.c and IIA.2.e.) A diagram of the curriculum development process at Chabot College follows.

Once approved, curriculum is evaluated within the institution through the PR process to identify strengths and to recommend improvements, based on assessment of SLOs and other student data. Health programs such as Emergency Medical Technician, Medical Assisting, Registered Nursing, and Dental Hygiene receive additional evaluation by external accreditation agencies. Technical programs such as Automotive Technology, Real Estate, Apprenticeship Programs, Computer Application Systems, Welding, and Fire Technology assure program quality by success on licensure exams, optional certification, and job placement and promotion rates.

Chabot College Curriculum Workflow

Pre-CurricUNET discussions

Pre-launch

Originator

Division Curriculum Rep. — Curricular Area Faculty — Division Dean — SLOAC — Las Positas Consultation

Originator Changes

Evaluator — Curriculum Chair — Technical Review Committee — Articulation Officer — Library

Key:
— If needed
— FYI
— Not Implemented

Originator Changes

Curriculum Committee: Recommendations

Originator Changes

Curriculum Committee: Vote/Approval — Curriculum Chair — Vice President, Academic Services

Curriculum Specialist/ Output

Developmental and pre-collegiate courses are developed in disciplines through analysis of data supplied by the OIR (DB-19. OIR Website) and by faculty who observe that students entering their courses and programs lack sufficient skills to succeed and when the anecdotal evidence offered by faculty for these courses is supported by data compiled by the OIR. Chabot has a long history of course offerings in developmental and pre-collegiate courses and programs in ESL, English, and mathematics. Increasing "the number of students that achieve their educational goal within a reasonable time…" is the paramount goal of Chabot's strategic plan (I-17).

The College offers over approximately 100 short-term courses during each of the fall and spring semesters and over 500 community education courses each year. Many of these are short term training courses for those seeking particular technical skills in order to "progress in the workplace" or courses designed to allow students to "engage in the civic and cultural

life of the community." Both of these goals are included in the Mission Statement (A-5). The offering of Community Education courses is determined based on the Mission Statement and uses criteria established by the California Community Colleges Guidelines for Community Services Offering (Evidence II- 12). The program is self-supporting. Courses are developed under the supervision of the Office of Community Education. Some prerequisite classes for credit programs are offered on a not-for-credit basis through the Community Education program. For example, the nursing program requires CPR certification as a prerequisite, and the Community Education program offers it as a fee-based class, thus meeting the needs of nursing students, along with a variety of health care/emergency response fields within the community. Every Community Education course is evaluated through student surveys handed out at the end of the course, which are then reviewed.

The College also has a program to host and support international students. Over 50 students from 22 countries attended Chabot in 2013-2014 (DB-17). The presence of international students on the campus affords students the opportunity to understand people from other cultures and nations.

Evaluation

The College meets this Standard. The College assures the quality and improvement of all courses and programs offered in the name of the institution regardless of type of credit awarded, delivery mode, or location. The Curriculum Committee approves and through PR all courses and programs are evaluated on a regular, cyclical basis. Community advisory boards, vocational accreditation agencies, licensing boards, and transfer institutions provide further evaluation of course content and program rigor.

Actionable Planning Item

None

A2.a.

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

Faculty play the central role in designing, establishing quality, and improving instructional programs. Faculty representatives participate in the development of the Educational Master Plan as well as all of the academic PRs, which include specific curriculum and program development goals. Nine faculty and one student comprise the voting members of the Curriculum Committee, which approves all changes and additions to the curriculum. Curriculum is re-evaluated by this committee on a five-year cycle, and PR forms require disciplines to report on their currency within this five-year cycle. All CLO outcomes are written and assessed by faculty within the discipline. Proper fit of the SLO to the course is collaboratively established by faculty teaching the

course and evaluated by faculty during the SLO assessment cycle. Faculty are responsible for designing courses with pedagogy appropriate to students' abilities and course content. Courses are delivered by faculty using modes they deem appropriate. Faculty control over class design and delivery is upheld by the Chabot-Las Positas Academic Freedom statement (A-10, I-34). Official CORs include a catalog description, expected outcomes for students (related to but not identical to student learning outcomes, course content, methods of presentation, typical textbook(s), and methods of evaluating student progress. In addition to the list of expected outcomes found in the CORs, CLOs are filed with each course proposal. Filing the SLOs separately allows for the expeditious modification of any SLOs deemed necessary by faculty assessing them in their courses and programs, since the changes would not invoke the curriculum review process.

Each discipline undertakes comprehensive PR and within this process completes course and program evaluation and makes recommendations. Each discipline submits PR documentation every year (as part of a three-year cycle) to evaluate progress toward the strategic plan goals, program, discipline, and course goals, to identify accomplishments, and to make necessary adjustments. This process includes significant focus on both course and program learning outcome evaluation and improvement recommendations. The three-year PR cycle includes the following elements (I-20):

- Year 1
    - Section 1: Where We've Been
    - Section 2: Where We Are Now
    - Section 3: The Difference We Hope to Make
- Year 2
    - Section A: What Progress Have We Made?
    - Section B: What Changes Do We Suggest?
- Year 3
    - Section A: What Have We Accomplished?
    - Section B: What's Next?
- Required Appendices:
    - A: Budget History
    - B1: Course Learning Outcomes Assessment Schedule
    - B2: "Closing the Loop" Assessment Reflections
    - C: Program Learning Outcomes
    - D: A Few Questions [including those regarding SLO developing, assessment, and actions for improvement based on SLO assessment]
    - E: New Initiatives
    - F1: New Faculty Requests
    - F2: Classified Staffing Requests
    - F3: FTEF Requests
    - F4: Academic Learning Support Requests
    - F5: Supplies and Services Requests
    - F6: Conference/Travel Requests

- o   F7: Technology and Other Equipment Requests
- o   F8: Facilities

Additionally, faculty serve on the PRBC that establishes institutional goals and resource allocation following review of requests from PR submissions.

Evaluation

The College meets this Standard. Chabot College uses well-established procedures in its course development and PR processes to design, identify student learning outcomes for, approve, and evaluate courses and programs.

The central role played by faculty in these processes is evidenced in the fact that that faculty design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. In the Spring 2014 Faculty/Staff Survey, 72 percent of faculty agreed that faculty and have sufficient opportunities for input on matters of curriculum review, evaluation and revision, and 73 percent agreed that educational programs are assessed, reviewed and modified regularly (DB-3).

Actionable Planning Item

None

A2.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.

Description

Chabot faculty lead in maintaining the integrity of courses, certificates, programs, and degrees. The College has created faculty-driven committees for Curriculum, SLOAC, and the COOL to oversee all aspects of instruction. Competency levels for individual courses are identified on official CORs and with SLOs, and requirements for the AA degree, AS degree and each individual Certificate, established during the faculty-driven curriculum process, are stated in the *Catalog* (A-4). All of these competency levels and requirements have been developed by faculty, with the assistance, when appropriate, of advisory committees. Presently, 18 Citizens' Advisory Boards provide information and make recommendations to the College. As an example, the Automotive Technology Advisory Committee includes professionals from local automotive dealerships, automotive retail supply stores, and independent repair shops, and well as automotive technology instructors from local high schools and the College. This mix of professionals provides insight into the potential student pool, industry advancements, and needs of the local community.

Another example is the Dental Hygiene Advisory Committee which includes a current first year student, a current second year student, graduates from the past two years, local dentists in the community, a public health dentist, dental faculty from affiliate schools at the University of California, San Francisco, a representative from the local Dental Hygiene Society at East Bay Component, classified staff, and current faculty members. The advisory board provides insight on the current trends, the current job market, valuable feedback on professional competencies of Chabot graduates and needs of the local community.

The SLOS, which are aligned with the Expected Student Outcomes found in every COR, have been established for Chabot courses, certificates and degrees, and these outcomes are assessed by faculty and shared with the college through the PR process, which requires that learning outcomes be specifically addressed. The PLOs, in turn, are developed holistically from SLOs in a program's individual courses. These outcomes are the basis for evaluating student achievement in course and certificate and degree programs. Faculty map CLOs to PLOs for courses to insure that there is a strong relationship between the two, and identify CWLGs (A-7).

Faculty create a clear path to achieving SLOs by incorporating CORs into their work. Assessing faculty performance in this regard is part of the faculty evaluation process and is published in the Faculty Handbook (Evidence II- 13Evidence II- 13. Faculty Handbook, http://www.chabotcollege.edu/academics/Handbooks/Handbook2013-2.pdf (ok)

) and in the Faculty Contract (I-34).

Evaluation

The College meets the standard. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable SLOs for courses, certificates, programs in both general and vocational education, and degrees. For years, faculty have evaluated students based on measurable objectives found in the "Expected Student Outcomes" section of the official COR. Now, in addition, faculty are using SLOs and evaluating students based on their achievement of these outcomes. Program outcomes are being assessed as well, and mapping SLOs at the course, program, and college levels reinforces the linkage between the three. Seventy-three percent of faculty agreed that educational programs are assessed, reviewed, and modified regularly, 87 percent agreed that they have assessed (or plan to assess within the year) SLOs in their course(s), and 83 percent agreed that their program/discipline has developed PLOs (DB-3). Additionally, the College PR process requires that CLOs and PLOs be assessed and actions formulated to improve areas where weaknesses have been revealed. (See II.A.1c.). Doing so is a predicate for requesting resources for courses and programs.

The CWLG and any additional SLOs that may be created for the GE programs are being developed in the 2014-2015 Academic Years and assessment will begin in fall, 2015.

Actionable Planning Item

None

A2.c. | *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Description

High-quality instruction begins with hiring and evaluating high-quality faculty. Fulltime and part-time faculty applicants alike are interviewed and must provide evidence of content expertise and references before being offered a position. In addition, all fulltime faculty and many part-time faculty are required to give a teaching demonstration. (See discussion in Standard III.) Once employed, regular peer reviews for full-time and part-time faculty are performed according to the Faculty Contract (I-34). These include a review of CORs, syllabi and possibly other teaching materials, an observation of instruction, and a review of student surveys. Peer reviews are discussed with the faculty member observed and sent to the Division Dean, and Vice President of Academic Services. Instruction is evaluated regardless of location or mode of instruction mode. Full-time and part-time faculty are invited to participate in staff development activities throughout the academic year, and part-time faculty are eligible for compensation when they participate.

All course and program proposals are scrutinized by the Curriculum Committee for approval. Breadth, depth, rigor, and sequencing of courses are considered, and transfer courses are articulated (I-1). The PR process affords an additional, ongoing, and comprehensive look at courses and programs (I-20). The GE requirements for all Associate Degree candidates provide students with broad exposure to subject areas outside of their major fields of study.

Sequencing and course coordination are given particular attention in pre-collegiate/developmental and learning community programs. In English and Mathematics for example, courses are carefully sequenced from precollegiate to collegiate, building competencies as progress is made through the programs. Time to completion is an issue for community college students, and the College has committed to supporting students in completing in a reasonable time (I-16). As part of planning to achieve this goal, the College extensively researched which courses were creating significant "bottlenecks" to completion, and how Chabot could ease those bottlenecks to improve time to completion (Evidence II- 14). That research has been widely shared throughout the during Flex Day activities and has informed the deliberations of Faculty Senate, CEMC, and PRBC. As a result, additional sections of precollegiate and transfer-level courses have been placed on the class schedule to shorten time to completion for many of students. Course sequences in certificate and degree programs are included in the *Catalog* to help students and counselors efficiently plan programs of study (A-4). Student Education Plans (SEPs) are developed for individual students to help them complete their studies in a timely manner.

Evaluation

The College meets this standard. The institution provides high-quality instruction of appropriate breadth, depth, rigor, and sequencing. A majority of students, 83 percent, surveyed were satisfied or very satisfied with their instructors, and 75 percent stated that faculty demonstrate a commitment to a high level of teaching. Seventy-five percent responded that they believe their course work has adequately prepared them for the next level of instruction (DB-43). A 2013 graduation survey showed that of the students who did graduate, 61 percent did so in 3 or fewer years (DB-35).

Synthesis of learning is a goal of all programs and most courses. A majority of students (83%) agreed that they had made some or a lot of progress on their critical thinking skills, and 80 percent reported the same for their problem-solving skills (DB-43).

The Curriculum and PR processes facilitate institutional dialogue regarding course and program quality. Reducing bottlenecks in course sequences has reduced time to completion for many students and enhanced their educational experience. Inclusion of program course sequencing in the *Catalog* helps students plan semester-to-semester class schedules efficiently, allowing them to complete their studies in a timely manner. For many students the development of a SEP further increases their ability to complete their studies in the least amount of time.

Actionable Planning Item

None

A2.d. | *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Description

Multiple delivery modes, instructional methodologies, and support services are in place to address the diverse needs and learning styles of Chabot students. The College offers traditional, semester long lecture/lab courses, short term courses, lecture/lab courses with significant online or other technological components. These types of courses are offered on and off campus. The College also offers courses in a purely online format. Various learning communities offer support to students who might otherwise find it difficult to persist in their studies.

Online courses provide educational access to students who cannot attend school during traditional hours and give students the flexibility to learn at their own pace. The COOL, a subcommittee of the Curriculum Committee, provides assistance to faculty wanting to develop high quality online course offerings. Online courses are offered throughout the academic year including summer session. A rigorous review process by the COOL ensures that these courses are of high quality (I-29)

Learning communities bring together students with similar backgrounds and similar interests to provide additional support and individual attention to those who are in the greatest need. Students can participate in several learning communities and programs designed for specific cohorts, including high school students, African-Americans, Latinos, science, technical, engineering, and mathematics majors, non-traditional working students, non-native English speakers, educationally disadvantaged, and disabled students. Over the past few years, new projects have been piloted to address the student needs that can be addressed through cohorts and interest groups. In fall 2014, the College embarked on a pilot of a FYE pathway program for students with specific goals (I-7).

The LC further addresses the needs of students by providing one-on-one tutoring and small-group conversations through the Language Center (ESL), the WRAC Center, the STEM Center, Peer Academic Tutoring Help (PATH), and the learning assistant and peer-led team learning programs.

Evaluation

The College meets the Standard. Chabot College offers numerous modes of instructional delivery targeting the diverse needs of students. Faculty are aware of different learning styles, and vary their teaching methodologies to accommodate the various learning styles of their students. They also assess student learning in multiple ways. Chabot's Staff Development Committee has organized on-campus workshops on teaching and learning during Flex Days.

Flex activities provide faculty the opportunity to learn about and share new pedagogical approaches. Surveys of both faculty and students indicate that multiple teaching methodologies are utilized to improve student learning. In response to the question of how much classroom time is devoted to the following types of activities, the response was "most" or "all":

	Spring 14 Faculty Survey	Fall 13 Student Survey
Lectures	25%	55%
Interactive lectures	53%	57%
Multimedia presentations	42%	38%
Whole class discussions	38%	33%
Small group work	32%	32%
Hands-on activities	44%	30%
One-on-one work with students	17%	13%

Faculty and staff have piloted many successful learning interventions and curriculum models. Faculty agree or strongly agree that they regularly experiment with different instructional approaches (91%) and use a variety of teaching methodologies as a

response to the learning styles of students (92%). Ninety-two percent of faculty also indicated that they use multiple methods of classroom assessment to measure student progress. (DB-3).

Actionable Planning Item

None

A2.e.
The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

The institution evaluates all courses and programs for their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans through the Curriculum and PR processes. In 2012 the College implemented a new curriculum management system, CurricUNET. The introduction of the new system enabled broader access to curriculum development and the opportunity to monitor the entire process. Faculty have been trained in the use of CurricUNET by members of the Curriculum Committee, and documentation for using CurricUNET for curriculum submission is available on the Chabot College CurricUNET website (I-1). The 2012-2013 Curriculum cycle was an especially challenging one as the implementation of new Title 5 regulations regarding repeatability cause a significant number of courses to be modified and new courses to be created. The new curriculum management system became a welcome addition as faculty became familiar with the ease of modifying/creating courses and programs. The review process was more transparent and the articulation element was streamlined with the uploading of courses into OSCAR/ASSIST. Additional modules for PR and SLO assessment have been purchased and being implemented. The Assessment module is expected to be piloted in fall 2015, with the PR module as quickly as possible thereafter.

Proposals for curriculum include a statement of rationale, the Course Outline of Record (COR), SLOs, required library resources, prerequisites and corequisites, and articulation with other institutions. Curriculum review and approval by faculty within the discipline, the Division Dean, and the Curriculum Committee are required. Final approval is made by the Board of Trustees (I-1)

PR takes an even deeper look at programs through analysis of student success data spanning several years, review of CORs and SLOs, and relevancy of the program to the needs of Chabot students. The PR encourages faculty to identify problems faced by their students, to develop inquiry projects to study how they might be overcome, and to request resources to improve student learning. The PR forms and data are supplied to faculty before they begin their analyses. Faculty evaluate data to assess such things as equity in course offerings, efficiency, and productivity in terms of Weekly Student Contact Hours (WSCH) and Full Time Equivalent Faculty (FTEF) WSCH/FTEF (Evidence

II- 15). Finally, the analysis takes into account Chabot's Strategic Goals and CLO, PLO, and CWLG assessment, and all PR submissions must include documentation of SLO and CLO results and reflections. Requests for additional resources to support program changes or growth must justify those requests based on these factors. Completed documents are reviewed by PRBC or its specialized subcommittees as well as the Office of Academic Services.

The requests for resources to improve student learning and/or advance progress toward the Strategic Plan goal are then forwarded to the relevant shared governance committees: Faculty Prioritization, Facilities, Budget, Enrollment Management, and Staff Development. In the 2013-14 academic year, the PR submission date was moved from spring to fall to ensure that these shared governance groups have adequate time to review requests and make thoughtful resource allocation decisions to strengthen student learning and achievement (Evidence I-23 PRBC Website, PR Submission).

Evaluation

The College meets the Standard. Chabot College has processes in place for evaluating classes and programs. Curriculum is introduced and reviewed by the Curriculum Committee following well-established procedures. Programs are evaluated in an ongoing, comprehensive manner through the PR process. PR resource requests are justified based on improvements in student learning and keeping programs current, and are then channeled to the appropriate shared governance resource allocation committee for action.

Actionable Planning Item

None

A2.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.

Description

Planning and decision-making are guided by information and analyses provided by the OIR. Through environmental scans, labor market information, and surveys of community groups, the PRBC develops an understanding of both internal and external "community expectations" for development of the vision, mission, and value statements (A-5). These statements serve as touchstones in the planning, developing, and evaluating of courses and programs at the College. The educational master plan revolves around a cycle of program development and delivery, data gathering to ascertain program effectiveness, analysis of student success and community satisfaction, planning for improvement, and implementation of improvement strategies. Then the

cycle repeats, as illustrated in the diagram that follows, which comes directly from the *2005-2015 Education Master Plan*.

Within this planning, the currency and completion of student learning assessment for courses, certificates, and programs has been addressed. A stated goal of the Educational Master Plan is to: Develop student learning outcomes at the college, program, and course levels for instruction and student services, assessing students to determine if they have achieved these levels, evaluating, and making changes to improve outcomes. Chabot's PR process is the vehicle for assessing learning outcomes, and planning and budgeting based on those assessments. Allocation of resources to programs does not occur without the data gathering, assessment, and analysis required by PR. A three-year Strategic Plan developed by the PRBC updates and refines the goals of the educational master plan. The current 2012-15 Strategic Plan focuses on a single goal: Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support."

This goal provides additional focus for the PR process, which, like strategic planning, is on a three-year cycle. This process requires programs to assess and report on student learning for courses and programs. Significant data is provided by the OIR, and that data is analyzed in PR submissions. Those submissions also include resource requests (facilities, FTEF, new faculty, budget, technology), which are then provided to the appropriate shared governance committees for deliberation. All PR submissions and resource requests are publicly available on the PRBC website (I-20).

Evaluation

The College meets this standard. The *Educational Master Plan* guides long-term planning. Every three years, the college develops a new strategic plan to focus efforts in the subsequent three years. Progress toward achieving those goals, and evaluating and improving student learning, is a primary focus of the PR process, which is directly connected to resource requests and is heavily driven by institutional data. Fifty-eight percent of respondents agreed that they were familiar with the strategic plan goal (versus 40 percent in 2008), 62 percent agreed that institutional research results are used to design and develop programs (vs. 53 percent in 2008), 51 percent agreed that the PR process has helped to evaluate student learning in classes (versus 36 percent in 2008), and 73 percent agreed that educational programs are assessed, reviewed and modified regularly (versus 60 percent in 2008) (DB-3).

Actionable Planning Item

None

A2.g.

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

Most departments and programs do not use standardized exams. In some instances, anatomy for example, standardized questions are imbedded into nonstandardized exams to assess SLOs. These questions have been written jointly by faculty who attempt to eliminate biases. In the Chemistry Department, the ACS Division of Chemical Education Examination for General Chemistry is given as a final in most Chemistry 1B sections, and the ACS Division of Chemical Education Examination for Organic Chemistry is given as a final exam in all Chemistry 12A courses. These exams have been carefully designed by the American Chemical Society to eliminate biases.

For the past 3-4 years the following health programs have used standardized exams to prepare students for licensing examination:

- Clinical Nutrition

- Pharmacology

- Fundamentals of Nursing
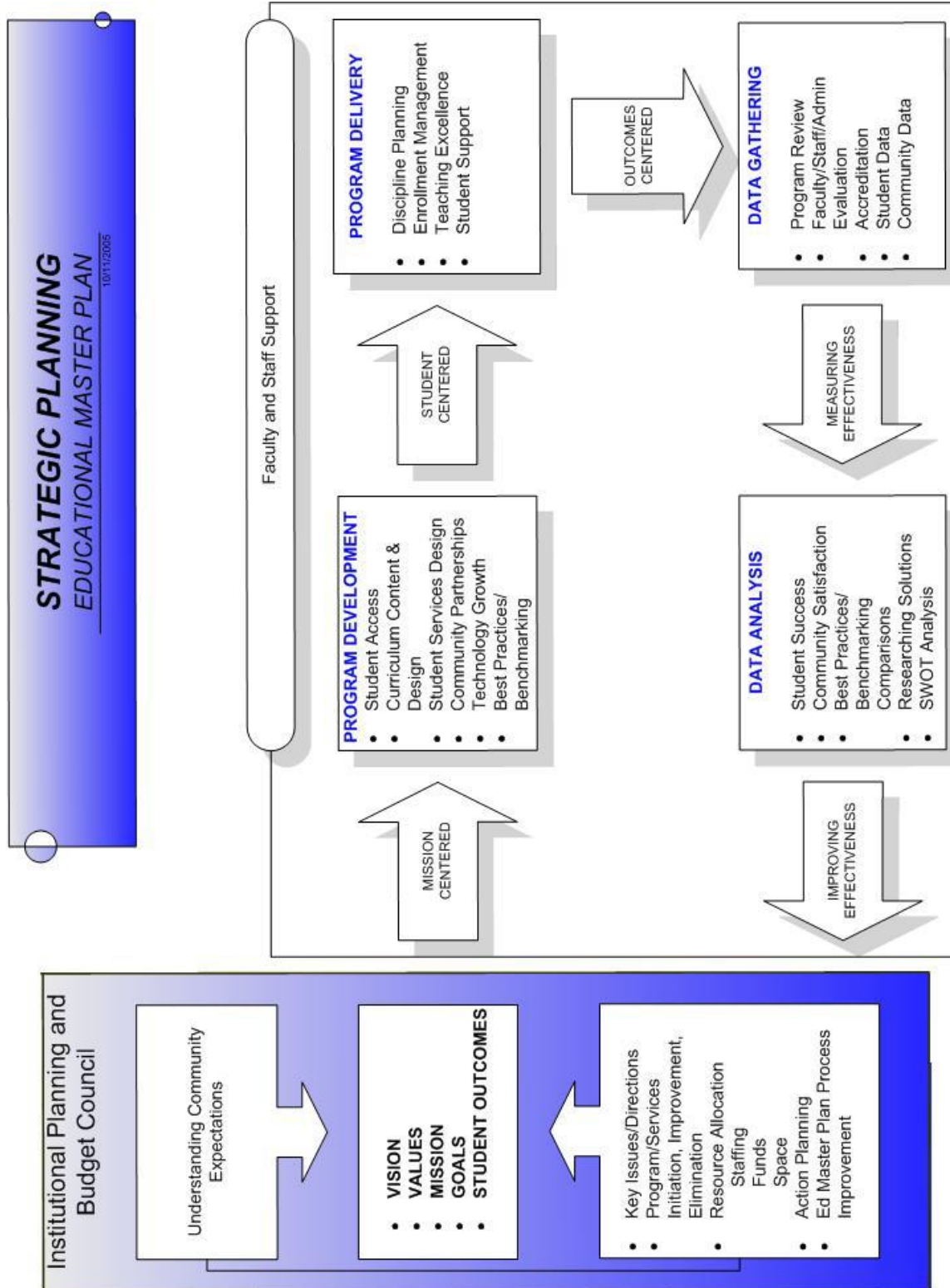
- Maternal-Newborn Nursing

- Nursing Care of the Child

- Psychiatric/Mental Health Nursing

- Leadership

- Community Health

- Medical-Surgical Nursing

- NCLEX (licensing examination) predictor

These are administered upon course completion. Online normed and standardized achievement tests from Associated Technologies Institute are used. The researchers developing these tests have examined the tests for reliability and validity (content) as well as bias. If the student does not pass the achievement test at the 50th percentile or higher, s/he must complete remediation, which consists of taking two (non-proctored) online tests until they score 100 percent on the test. (Wrong answers are pointed out to the student and the student can then check on the content). Copies of the non-proctored test results are emailed to the instructor.

The Fire Technology Program employs standardized testing in the courses specific to the Fire Fighter-1 Certification Preparation. These courses are linked to a State of California Fire Fighter-1 Training Record that confirms successful completion of cognitive and psychomotor skills required by the California Office of State Fire Marshal—State Fire Training Division. These courses are:

- FT50, Fire Protection Organization

- FT51, Fire Services Operations

- FT52, Fire Fighter Safety and Public Education

- FT89, Fire Fighter-I Academy Introduction

- FT90A, Fire Fighter-I Certification Preparation I (Basic)

- FT90B, Fire Fighter-I Certification Preparation II (Intermediate)

- FT90C, Fire Fighter-I Certification Preparation III (Advanced)

- FT91A, Wildland Firefighting

- FT91B, Hazardous Materials First Responder - Operational Level

- FT91C, I-200: Basics (Incident Command System)

The remaining Fire Technology Curriculum is required to comply with the Uniform Fire Technology Curriculum as approved by the State Chancellor's Office, which is modeled on the Fire and Emergency Services Higher Education curriculum provided by the United States Fire Administration. These courses are not required to use Standardized Testing. However, instructors choose to do so.

Evaluation

The College meets the Standard. Standardized course- and program-level examinations are not standard practice at Chabot. When they are used, every practical attempt is made to eliminate bias.

Actionable Planning Item

None

A2.h.
The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

The Curriculum Committee reviews all courses to assure that the credit awarded is consistent with institutional policies and the generally accepted norms of higher education. Credit hours assigned and expected hours of study per credit hour are specified in the Chabot College Faculty Handbook (**Error! Reference source not found.**). The CORs clearly state expected outcomes, course content, and methods of evaluating student progress. Additionally, Chabot's grading policy is clearly stated in the [College Catalog](#). Faculty are expected at the start of the semester to provide to the students, in writing, a summary of the objectives of the course, methods of evaluation to be employed, and the standards for assigning letter grades. These grading practices are stated in the [Faculty Handbook](#). Communication of learning goals and grading policies is evaluated by students.

The expected outcomes and SLOs have been established and assessed for all courses. Although this is not the only basis for awarding units of credit, it is a key factor, as these outcomes are the critical learning for each course. Grading is always based on clearly stated standards included in course syllabi and mandated by the faculty contract (I-34).

Evaluation

The College meets the Standard. All courses at Chabot College are approved by the Curriculum Committee, which assures that units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, along with requirements found in Title 5 and the California Education Code. Faculty assign grades based on clearly stated standards.

Actionable Planning Item

None

A2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

Chabot College awards degrees and certificates after a student has demonstrated competence in appropriate program coursework and satisfied additional standards approved by the Board of Trustees and those found in the California Education Code. All programs at the College have developed PLOs and are being assessed. The PLOs are derived from the SLOs found in all program courses, and student progress within a program depends on the achievement of those outcomes. Program faculty assess student achievement in order to make changes and improvements that might increase the success of their students. The College's PR requires a discussion of SLOs and PLOs as part of the integrated planning and budgeting process. During review of PR documents in campus governance committees, dialogue occurs about these outcomes and their relationship to the college's strategic plan and educational master plan.

Evaluation

The College substantially meets this standard. The college is currently engaged in assessing PLOs for all of its programs and will complete assessment by the end of the spring 2015. Currently, degree and certificate awards are based on successful completion of required courses, which would include satisfactory achievement of associated CLOs. While these roughly correlate with PLOs, the College needs to complete program outcomes assessment.

Actionable Planning Item

See College Plan #2.

A3.

A3.a.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course or inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Description

All students receiving an Associate degree from Chabot College must complete a minimum of 18 semester units of GE coursework in the areas of language and rationality, natural science, humanities (including fine arts), and social and behavioral sciences. In addition, all Associate degree graduates must complete 1-4 units of wellness and one course in American Cultures that may also satisfy one of the other GE requirements. The college's GE requirements are consistent with the District Board Policy on the awarding of degrees and certificates (A-15).

Within each of these general areas of knowledge, students are presented a wide range of course offerings. All offerings within a course grouping include methodologies characteristic of the group and fulfill the GE requirement (this is assured by the curriculum review process), yet the course choices are broad to satisfy student interests and program needs. There are differences in the requirements of the Associate in Arts and Associate in Science degrees, but each has a strong GE component. The Associate in Arts degree requires a minimum of three semester units in each of the areas of natural science, humanities, and social and behavioral sciences and nine units from the area of language and rationality including three in English composition, three in communication and analytical thinking, and three in writing and critical thinking. Associate in Arts candidates must also complete four semester units of wellness and a course in American Cultures.

Chabot College requires Associate in Science degree candidates to complete a minimum of three semester units in each of the areas of natural science, humanities, and social and behavioral sciences and six units from the area of language and rationality including three in English composition and three in communication and analytical thinking. One credit of wellness, one course in American cultures, and three credits of a program-based GE requirement are also required. The GE requirements, all major requirements, and electives must total a minimum of 60 semester units with a cumulative grade point average of 2.0 or better for the granting of an Associate Degree. The relatively new Associate in Arts and Associate in Science Transfer degrees (AA-T and AS-T, respectively) also have a substantial GE requirement, requiring students to meet either the California State University GE transfer requirement or Intersegmental GE Transfer Curriculum (IGETC) of the University of California. The current GE and Associate degree requirements were revised in 2006-2007 by a cross-discipline committee of faculty and approved by the Academic Senate (Evidence II-2). Courses included as GE have been developed by faculty and reviewed and approved by the Curriculum Committee to assure that the CORs and stated SLOs support the philosophy of GE outlined in [Chabot College *Catalog*](#) (A-4), as follows:

> *"General education programs have come to be accepted as a significant part of the program of studies in American colleges and universities. The term general education refers to a program of studies which introduces the student to areas of study that mature the mind, enrich family and widen social and ethnic relationships, and develop skills and aptitudes that can aid the student in furthering personal and social usefulness, and to live in the environment as a thinking and contributing citizen. It is a program, furthermore, that activates the imagination, deepens the perspective of life, and gives life direction and purpose.*

The general education program is eminently well suited to a democracy where every person is eligible to enjoy the cultural riches of the world and to become a useful citizen in dealing with local, national and world economics, cultural, social and political problems."

Chabot's statement of philosophy on general education appears in its printed and online catalogs along with listings of specific courses fulfilling the College's GE requirements. Numerous printed flyers also outlining GE requirements for degree and transfer are readily available for students in the College's admissions and counseling areas. The information contained in these flyers is also available online and in the college catalog.

Our GE requirements include the following comprehensive learning outcomes:

- Understanding the basic content and methodology of the major areas of knowledge, including:
  - Humanities
  - Fine arts
  - Natural sciences
  - Social sciences

The content and methodology for these major areas of knowledge are determined by the faculty, working in their respective disciplines, who develop courses that satisfy specific GE requirements. Course development and implementation undergo Chabot's rigorous curriculum process, as discussed above (Section IIA.2., I-1)
The purpose of Chabot GE courses is to develop students who are productive individuals and lifelong learners with skills in the following areas:

- Oral and written communication
- Information competency
- Computer literacy
- Scientific ad quantitative reasoning
- Critical analysis and logical thinking
- Acquisition of knowledge through a variety of means

In addition to these understandings and skills, the College seeks to help students recognize what it means to be an ethical human being and effective citizen by imparting the following qualities:

- Appreciation of ethical principles
- Civility and interpersonal skills
- Respect for cultural diversity
- Historical and aesthetic sensitivity
- Willingness to assume civic, political, and social responsibilities locally, nationally, and globally

Courses with these learning goals are listed in the college catalog and on Chabot's website (Evidence II- 16), along with information about how they fit into degree requirements.
The purposes and skills listed previously are mirrored in Chabot's CWLGs and all of the GE CLOs were mapped to one or more of the CWLGs in eLumen when first created. Assessment of

the CWLGs is an ongoing process that occurs from students' perspective, using student surveys, and from faculty assessments of their students' performance. In 2012, Flex Day presentations and video were presented to the faculty to enhance their understanding of the mapping process and, in the case of faculty teaching GE courses, to assist them in mapping GE course outcomes to CWLGs (A-7).

Assessment criteria used to measure how well students have attained the skills and knowledge associated with GE areas are developed by SLOAC. In 2014-2015, the committee selected a representative group of GE courses from across the college to assess the critical thinking component of the GE curriculum. The CLO for the GE program coincided with Chabot's CWLG. A rubric was adopted and used by faculty in these courses to assess the achievement of learning outcomes. The assessment revealed that over 70 percent of Chabot students were at the accomplished or competent levels of achievement, while the remaining group was at the developing or beginning level.

Evaluation

The college substantially meets this standard. Chabot's GE requirements include an understanding of the basic content and methodology of the major areas of knowledge, including the humanities and fine arts, the natural sciences, and the social sciences. The philosophy of GE at Chabot College is clearly stated in the College *Catalog* and on the college website.

Actionable Planning Item

See College Plan #2.

A3.b.

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description

Skills in oral and written communication, information competency, computer literacy, scientific and qualitative reasoning and critical analysis are practiced throughout the GE program. Students may choose within the GE offerings courses such as speech, library studies, or computer science, each of which emphasize particular skills. Mathematics and English proficiencies must also be demonstrated. Mathematics proficiency may be demonstrated by passing an exam or passing a designated course. English proficiency is demonstrated through passing English 1A, which is required of all Associate degree candidates (A-4). The GE courses for degrees are approved by the Curriculum Committee to ensure they meet collegiate standards. (I-1). College level Mathematics and English courses and GE courses which fulfill transfer requirements are articulated with four-year colleges to ensure that they meet collegiate standards.

The articulation of GE courses is part of the college's curriculum regimen, which requires faculty proposals to undergo a rigorous dialogue and examination of course content and

expected outcomes starting at the discipline level and moving through the Curriculum Committee to Board of Trustees approval. Courses approved for satisfaction of the GE requirement must satisfy transfer requirements of the CSU and UC systems.

Evaluation

The college meets this standard. Students develop skills, as part of Chabot's GE requirements, in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical thinking. Courses satisfying this standard are developed by the faculty and evaluated before approval in the rigorous curriculum development process, which requires appropriate course content and expected outcomes, in addition to CLOs. Once approved courses are assessed as part of Chabot's SLO process.

Actionable Planning Item

None

A3.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.

Description

The rationale for GE is presented in the [Chabot College *Catalog* (A-4) and asserts the GE is](#) "designed to prepare the student to acquire a greater understanding of the self, the physical, and the social world." The catalog more completely defines GE as

> *"….a program of studies…that can aid the student in furthering personal and social usefulness, and to live in the environment as a thinking and contributing citizen …The general education program is eminently well suited to a democracy where every person is eligible to enjoy the cultural riches of the world and to become a useful citizen in dealing with local, national, and world economics and cultures as well as social and political problems."*

The GE philosophy is also present within Chabot's vision, mission, and institutional learning outcomes: global and cultural involvement, civic responsibility, communication, critical thinking, and development of the whole person. A close study of these learning goals will reveal that Chabot has made a commitment to include ethics and effective citizenship as College and GE priorities.

There is a close alignment between the commitment to the GE philosophy and the Mission statement (A-5). The college strives to achieve this Mission inside the classroom and with activities linked to educational programs. For example, in 2006 Chabot opened a new art gallery,

which over the past nine years has presented numerous exhibits that are well-attended by both students and community members. The College's Public Art Committee oversaw the process of selecting and installing artwork for public display on campus. Chabot offers programming through student-run television and radio stations, and brings a rich and diverse array of cultural events to the community through the Performing Arts Center.

The College sponsors many student organizations as a way to foster student civic and cultural involvement outside of the classroom. Chabot models civic responsibility in numerous ways, including following "green" building principles in the Measure B building projects, which incorporated a sustainability commitment for the college, sponsoring, through student organizations, broad and inclusive dialogue on contemporary issues and concerns. Three examples student groups that reflect civic responsibility are the Striving Black Brothers Coalition and CIN.

Chabot's Striving Black Brothers Coalition (SBBC) assists African American males attending Chabot College in excelling academically, socially, culturally, and professionally. Participants are encouraged to embrace leadership by being positive role models for each other through a strong commitment to academic achievement, brotherhood, and community service (Evidence II-17). The CIN is a rigorous, academic, leadership program designed to empower students interested in social change, who would also like to transfer to four-year colleges and universities. Within their designated courses, students have the opportunity to select various community issues to explore in the areas of education, health care, budget cuts, environmental issues, poverty, violence or other issues that they find relevant to their lives (Evidence II- 18). The Passion and Purpose Initiative is another example of a new (2 years old) program that includes courses and out of class experiences for students. The goals and aims of the program include "Our specific goals are to increase students' engagement with their education and their community. This will foster a sense of belonging at Chabot College that will translate into more successful students…." It's where you take your passion(s), transform it into a real life application through self-discovery and peer supported exploration of personal projects…"(Passion & Purpose) (h)elps bring self-awareness to students/participants by creating a safe environment for possibilities through peer and teacher support in personal projects" (Evidence II- 19).

In the Fall 2013 Student Survey, 72 percent of students stated that they had made some or a lot of progress on becoming informed about current issues facing the US and the world, 68 percent that they had advanced their ability to make a positive contribution to their community, and 74 percent that they had progressed in developing a personal code of ethics and values during their time at Chabot (DB-43). Ninety-three percent of faculty stated that they consciously encourage their students to act ethically and responsibly as citizens (DB-3).

Evaluation

The College meets the Standard. Chabot fosters a learning environment that recognizes and models being an ethical human being and effective citizen, appreciates civility and interpersonal skills, respects for cultural diversity, historic, and aesthetic sensitivity, and the willingness to assume civic, political and social responsibilities locally, nationally, and globally. These ways of being are encouraged and practiced through various student organizations and programs.

Actionable Planning Item

None

A4. | All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

The academic and vocational programs at Chabot College reflect the diverse educational/career goals of the student population. Students attending Chabot College intending to transfer to a four-year institution and students pursuing terminal degrees or certificates who successfully complete the course of study and apply for graduation will be awarded an Associate Degree or Certificate. The program of study leading to the Associate in Arts Degree (A.A.) and the Associate in Science Degree (A.S.) has two primary components, (1) a focus of study in some field of knowledge or established interdisciplinary coursework (the major) and (2) a broad exposure to additional subject areas that are designed to prepare the student to acquire a greater understanding of the self, the physical and the social world (GE requirements), as required by Title V standards. Students are eligible to receive an Associate in Arts or Associate in Science Degree after they have successfully completed an outlined program of study of a minimum of 60 semester units with a grade-point average of 2.0 or better, as set forth in the *Catalog* (I-2).

Evaluation

The College meets this standard. Degree programs include focused areas of study. All degree programs at Chabot College provide students with an introduction to broad areas of study in the GE courses and include focused study in at least one area of inquiry or in an established interdisciplinary core. The most recent student survey showed that students believe they have gained understanding in their major fields of study (DB-43).

Actionable Planning Item

None

A5. | *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

Description

Program and curriculum design is the foundation for Chabot students' competitiveness in the employment market and in obtaining external licensures and certifications. Chabot vocational, occupational and CTE faculty rely on their extensive professional

background, active advisory committees, and external accrediting agencies in designing and refining individual courses and programs that yield completers who meet professional and industry standards. No career field is static, and Chabot CTE program faculty observe and refine programs through professional development within their skill areas, and many continue to practice their craft.

Through curriculum development, testing protocols, and discipline PRs, CTE programs strive to ensure that students acquire and demonstrate technical and professional competence. Programs evaluate the quality and efficacy of lecture/lab/clinical hours, facilities, and measure student success. Where mandated, vocational and occupational programs meet all external accreditation requirements, including Dental Hygiene, Nursing, and Automotive Technology. All CTE programs use local advisory committees to assist with annual reviews, course enhancements, and student success indicators. Local employers on advisory committees give feedback on recent graduate performance.

The official COR is the starting point for developing a strong vocational or occupational program. Occupational and vocational faculty develop course outlines often with input from advisory boards, specialized accreditation agencies, and licensing organizations. Dental Hygiene, for example, uses standardized learning outcomes specified by their accreditation agency (Evidence II- 20). Chabot's CTE programs have also embedded critical skill competencies within the curriculum to meet industry standards. Each lecture and laboratory topic covers a required competency or certification component. In both formal and informal testing modes, faculty assess student competency.

A second crucial element in assuring that students are learning relevant industry skills is to hire faculty who are competent and current in their discipline. In addition to the careful scrutiny that all new hires undergo, Chabot's CTE program provides opportunities for professional development and re-enrichment and puts a major emphasis on hiring faculty who have current industry knowledge. Most of the CTE part-time faculty are working or have worked in discipline-specific business or industry segments. The dental hygiene faculty, for example, maintain private practice, completing the mandatory 25 units of continuing education courses, and teaching methodology courses every two years for licensure renewal (Evidence II- 21).

Advisory boards provide valuable feedback on the professional competencies of former Chabot students. For example, nursing faculty meet with hospital representatives serving on their advisory committee twice a year to evaluate the performance of Chabot's nursing graduates. In general, hospitals are highly satisfied with Chabot students and comment favorably on their readiness for entry-level jobs. The Automotive Technology Advisory Board plays a very active role in ensuring that the program prepares students for employment and licensure. Faculty in each discipline in CTE meet with local employers, four-year transfer program partners, and secondary feeder schools to review programs and discuss student performance. Agenda items include curriculum, laboratory equipment, staff development needs, employment trends, employment skills, and anything else that will help students meet the needs of the employers. Documentation of working with advisory boards is documented often in program review, for example, Automotive Technology, Mass Communication/Radio, and Engineering (Evidence II- 22. Example of Advisory Committee

Meeting,
[C:\Users\Patricia\AppData\Local\AppData\Local\Temp\AppData\Local\Temp\Advisory
Committee Meeting Minutes April 29 2014.docx. Finally, many students work in their
professions while attending Chabot to upgrade their skills, and these students bring us a fresh
perspective on real world job demands.

The CCCCO gathers "Core Data" to comply with Federal requirements related to federal
funding of CTE programs. Skill Attainment, Completion, Persistence, Employment,
Participation of Special Populations, and Completion of Special populations are six areas
where programs are compared to state averages, goals, and other community colleges.
During PR, program faculty will analyze this and other data and make recommendations for
program improvements.

Employability is another indicator of student preparedness. The Board of Registered Nursing
conducts surveys to determine the percentage of students gaining employment as entry-level
staff nurses from each nursing cohort. These surveys are conducted annually. Chabot
students typically report nearly 100 percent employment in local hospitals and clinics within
six months after graduation (Evidence II- 23).

Results on external licensure certificate exams provide a quantitative measure of
preparedness. For the past 10 years, Chabot's Dental Hygiene students have had a 100
percent pass rate on the National Dental Hygiene Board Exam and an average 95 percent
pass rate on the State clinical exam (first try) with a 100 percent pass rate on the second
attempt, and results are documented in PR (I-20. Students must pass both the National Dental
Hygiene Board Exam and the State Clinical exam to be licensed. Chabot's nursing students
have had a pass rate of over 97 percent to 96.3 percent on their first attempt of the nursing
licensing examination and 100 percent on the second attempt (NCLEX-RN exam) (Evidence
II- 24). Fire technology students graduate from an industry-certified academy.

Evaluation

Chabot meets the Standard. Students completing vocational and occupational certificates and
degrees demonstrate technical and professional competencies that meet employment and
other applicable standards and are prepared for external licensure and certification.

Actionable Planning Item

None

A6. | *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees 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 outline.*

Description

Current and prospective students receive regularly updated information regarding educational courses and programs and transfer policies. This information is available through the College *Catalog* (A-4), the website (Evidence II- 25), in person from the counseling staff, and in program-specific brochures and web pages. The *Catalog*, printed every two years with addenda printed in alternate years, is distributed at the college and is available online at the college website. It includes, among other things, information on degree and certificate programs, graduation requirements, transfer information, and course content and is made available in print and digital form on the College website. Students may discuss this information with counselors by appointment or through drop-in counseling. The *Class Schedule* is published well in advance of each semester and is available in the Bookstore, Admission and Counseling offices, distributed at local high schools and posted online (A-11). It also provides students with basic information related to degree and certificate program requirements and transfer information. Both of these publications are also available at college outreach functions such as Early Decision Registration Day and Hayward Promise Neighborhood events, held throughout the year. Official CORs contain a course description, prerequisites, expected outcomes, course content, methods of presentation, typical assignments, methods of evaluation, and typical textbooks and other required materials (Evidence II- 26). The College Curriculum Committee reviews all CORs to verify that the content of the course is consistent with college wide and discipline-specific learning goals. All CORs are housed in the Office of the Vice President of Academic Services and are available online through CurricUNET, the curriculum management platform utilized by the college. Each part-time and full-time instructor assigned a particular course is required to utilize the COR for developing his/her approach to the course. All faculty are required by contract to cover, at a minimum, the content described in the COR and to distribute a course syllabus (content specified) at the beginning of the semester (I-34). The course syllabus identifies specifically how the content of the official COR is addressed in a particular course section by a particular instructor and is a contract between the students and instructor. Course syllabi are examined by colleagues during the process of peer review. Copies of course syllabi are collected and held in the divisional offices. Students are able to access SLOs for a particular course through PR documents that are publicly available on the Chabot website (I-20).

Evaluation

Information about educational courses, programs, and transfer policies is easily accessible to all students. Processes are in place to assure that students receive a syllabus in every class that accurately reflects the COR. In the Fall 2013 Student Survey, 76 percent of the students agreed

that "course requirements and expectations are provided in writing." Eighty-one percent of students agreed that "Written class requirements and grading policies are followed by instructors." Seventy-nine percent of the students in this same survey agreed that "It is clear to me what I am expected to learn in each class" (DB-43). Expected learning outcomes are included in every COR, and CLOs are developed for each course. According to the faculty contract article 9B, Faculty are expected to put the course expected outcomes and may include the CLOs on their course syllabi (I-34).

Actionable Planning Item

None

A6.a.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description

The institution makes available to its students clearly stated transfer-of-credit policies to facilitate the mobility of students without penalty. Current information is available from the *Catalog* (A-4), on printed information sheets in the Articulation and Counseling offices, and in the Career and Transfer Center. Transfer information is accessible via the Career and Transfer Center website (Evidence II- 27). Entering transfer-bound students are required to meet with a counselor to develop a SEP that identifies the courses required by transfer institutions.
There are distinct differences between transferring Chabot courses out to other institutions and transferring courses in to Chabot College. The Articulation Office acquires and houses course-to-course articulation agreements with baccalaureate granting institutions. Transfer and articulation policies are set by the receiving institutions. These transfer institutions review Chabot's CORs to assure that corresponding courses have comparable content and outcomes. The web site for official articulation with public four year schools (CSU and UC) is on the ASSIST web site (Evidence II- 28). The Articulation Officer maintains the database with approved Chabot curriculum changes of transferable courses. In addition to articulation agreements with all CSUs and all UCs, Chabot has out-going articulation agreements with a number of private institutions. For the most part, these agreements are not bilateral.
A number of avenues are available for students to access information about transferring to other institutions.

- Read the *Catalog* regarding transfer policies to the UC and CSU systems and to private institutions (A-4). In the Fall 2013 Student Survey, 57 percent of the students responded that they use the *Catalog* for information on program and transfer requirements (DB-43).

- Meet with a Chabot counselor: All Chabot counselors are well versed in policies for courses coming to Chabot College or being transferred to other institutions.

- Read print media provided by the Articulation Office, which maintains printed and online flyers regarding CSU/GE, CSU Course Transfer, IGETC, and UC course transfer, all of which are updated at least once a year (Evidence II- 29).

- Access internet-based ASSIST, the official web site for articulation between California community colleges and UC and CSU institutions. Out-going articulation agreements that California public transfer institutions have with Chabot College are posted on ASSIST. All counselors are trained on how to effectively utilize ASSIST as part of a student's educational planning process.

Attend workshops: Regular workshops in the Career and Transfer Center are offered for students (Evidence II- 26. Course Outlines of Record, http://www.chabotcollege.edu/academics/Outlines.asp (ok needs pdf)

-).

The Counseling Division in collaboration with the Career and Transfer Center offers transfer-focused workshops that cover topics including Transfer Basics, AA-T/AS-T degrees, Major Exploration, and Transfer Admission Guarantee preparation, which gives students the research tools to make knowledgeable transfer decisions. Transfer information is also part of course content in PSCN classes, for example, PSCN 10, 15, 18, 20, 22, 23, 25, 26, and 36.

Chabot hosts two transfer events each year, one daytime event in the fall term and one evening event in the spring term. Approximately 40 transfer institutions send representatives to answer questions on transfer requirements, programs, housing, and financial aid. During the rest of the school year, individual school representatives do tabling outreach to students, and admissions counselors from the most common transfer schools (CSU East Bay, UC Berkeley and UC Davis) hold individual advising appointments with students in the Career and Transfer Center.

Incoming articulation decisions are made in a course-to-course comparison by an instructional faculty member within the discipline, who determines whether expected learning outcomes for the incoming course align with those of the Chabot course. Courses transferring to Chabot may fulfill AA/AS Degree GE requirements. Counselors determine applicability with the final approval by the Dean of Counseling, with the findings recorded on the SEP and/or notes in the student's academic record. The Counselor and/or student can also use a "GE Petition" to request review of a course for applicability of an AA/AS GE area. The Dean of Counseling approves these petitions. Counselors use Title V and Chabot College Curriculum guidelines as resources to determine comparable learning outcomes for AA/AS GE area requirements.
Courses transferring to Chabot to fulfill specific course requirements in an AA/AS major are handled via the "Course Substitution" petition process. The petition and documentation are reviewed by a faculty member who teaches a possible comparable course. Documentation by the student may be in the form of a skill-based certificate, such as an EMT card, transcripts, a catalog description, an official COR, or an instructor's syllabus. If the Chabot faculty member determines that expected learning outcomes are comparable to the Chabot course, the "Substitution Petition" will be forwarded to the Division Dean, then to the Dean of Counseling

for approval. Once approved, one copy of the petition is sent to the student and another is scanned into the student's academic record.

In 2011, SB 1440 was passed, resulting in the development of a common course numbering system and process for approval, the California Identification Number (C-ID). Along with the development of C-ID, new degrees have been developed to ensure that community college students, who complete the specified program, are accepted into CSUs as upper-division students. These new degrees are called Transfer Model Curriculum (TMC). Colleges were mandated to align their courses with C-ID numbers and to develop and approve AA-S/AA-T degrees for each existing local AA/AS degree. Chabot has 18 approved transfer degrees.

Chabot has developed a number of useful articulation tools that assist counselors in determining incoming course articulation, for example, mathematics and English equivalency grids, the Early Childhood Development Reciprocity Agreement, and the GE Reciprocity Agreement with community colleges in Region IV. Since fall 2007, the District has participated in reciprocal GE agreements with seven other local community colleges (known at the GE Reciprocity Agreement with Region IV community colleges). A student can complete GE requirements and graduation proficiencies at any of the participating colleges and they will be accepted by the others without penalty.

The *Catalog* contains a chart of Advanced Placement International Baccalaureate and CLEP test (used only for transfer) course-to-course comparability and use of courses to satisfy CSU/GE and IGETC transfer requirements. The Articulation Office and the Dean of Counseling continual work to develop additional incoming articulation agreements, for example, articulation agreements with private colleges, and to provide information on the Career Technical Center and the Counseling web site.

Evaluation

The College meets the Standard. The College provides information and assistance to students to facilitate the transfer of credits both into and out of the College. In the Fall 2013 survey, 75 percent of students were satisfied with their preparation for transfer. This is up three percentage points from 2007 (DB-43).

Actionable Planning Item

None

A6.b.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

Curriculum and course offerings undergo regular review and must of necessity change to be responsive to the needs of the students and the community. When significant changes are necessary, the district and college follows BP 4021 (DB-14), which outlines a course of action for program revitalization or discontinuance. This is generally a two-year process that provides opportunity for the Vice President and an ad hoc committee to study the need for and consequences of, the proposed change. Recommendations for change must be shared in writing with the College President and Academic and Classified Senates and approved by the Chancellor and Board of Trustees. All concerned parties are consulted and reasonable efforts are made to provide opportunities for students to finish the program or transfer to a related program.

Counseling plays the lead role in assisting students when programs are eliminated or program requirements change. When this occurs, students can file a Course Substitution/Waiver Petition. Depending on the individual situation, the petitioned course may be waived or another course substituted. Students are encouraged to work with the instructional faculty and the Division Dean. The approved petition is scanned into the student's academic record as an official change of program for awarding certificates or degrees.

Evaluation

The District and the College meet the Standard. The district and the college have policies in place for the revitalization or discontinuance of programs. Students may petition for reasonable accommodation if courses are unavailable for them to complete a program.

Actionable Planning Item

None

A6.c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and the personnel through the catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description

Several publications are printed and distributed in the community and much of the information is available on the Chabot website. The *Class Schedule* is available online (A-11), and print copies are distributed in the Bookstore, Admissions and Counseling offices, and local high schools. The *Catalog* is printed every two years with addenda printed in alternate years (A-4). Brochures are distributed at school functions that are open to the public, such as Early Decision Day and the Hayward Promise Neighborhood community events.

The Chabot College website is also used to communicate information to students (Evidence II- 25). In fall 2010, the college introduced a more up-to-date, clear, and efficient website design that helps students, faculty, staff and the public find the information they need. The college homepage has links to the "Current Students" and "Future Students" pages where all programs, departments, and college resources are linked. The student web portal, THE ZONE, directs students to needed information. The Vice-Presidents of Academic and Student Services, along with their respective deans, regularly review information published in any format to assure currency and accuracy.

The OIR regularly conducts surveys and publishes the results via email and makes the information available to the public on the college website.

Evaluation

The College meets the Standard. Chabot College provides accurate and current information in multiple formats to its employees and students, and to the general public.

Actionable Planning Item

None

A7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Description

Academic freedom, free speech, and integrity among faculty, staff, and students are highly valued at Chabot. The College's institutional outcome of civic responsibility includes "promoting the development of values, integrity, and ethical behavior." The outcome of global and cultural involvement includes "familiarity with multiple paradigms and methodologies" and the Critical Thinking outcome includes "analysis of multiple paradigms and methodologies." Each of these is fostered in an environment that allows for the open and honest exchange of ideas.

The Chabot-Las Positas Board of Trustees has approved clear policies on academic freedom and student academic honesty (A-10, **Error! Reference source not found.**. These policies are available to the public via the District website. The academic freedom policy is further described for faculty in the *Faculty Handbook* and Faculty Contract (Evidence II- 13, I-23). Policies on academic honesty are printed in the *Catalog* (A-4)

Evaluation

The College meets the Standard. The college has clear policies on academic freedom and student academic honesty and makes the policies available to the public. In spring 2014, 78

percent of Chabot faculty and staff agreed or strongly agreed that academic freedom is upheld at Chabot (DB-3).

Actionable Planning Item

None

A7.a. | *Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Description

Faculty are expected to behave professionally and monitor themselves to assure that they are expressing professionally accepted views in their discipline. When voicing personal opinions, it is incumbent upon faculty members to make sure that they are not interpreted as representing the institution. These and related issues are addressed in the Academic Freedom Statement of the *Faculty Contract* (I-23).

Evaluation

The College meets this standard. In the Fall 2013 Student Survey, 68 percent of students responded that instructors present material objectively without imposing their personal convictions; 73 percent responded that instructors encourage students to examine different points of view; and 82 percent agreed that instructors encourage their participation in class without regard to race/ethnicity, cultural background, gender, sexual orientation, or other non-academic characteristics (DB-43). Seventy-eight percent of faculty and staff stated that academic freedom is upheld at Chabot and 88 percent that they are able to provide balanced perspectives without the influence of personal convictions (DB-3).

Actionable Planning Item

None

A7.b. | *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

Description

The current policy on cheating was approved by the Academic Senate in fall 2008 after two years of discussion and development (Evidence II- 2). The College's expectations regarding student academic honesty and the penalties for dishonesty are published in the *Catalog* (A-4) and are reinforced by faculty on course syllabi and in class discussions. Instances of alleged plagiarism or any form of academic dishonesty may be referred to the Vice President of Student Services for action, in accordance with the established disciplinary procedures as set forth in Board Policy (**Error! Reference source not found.**). Procedures to be followed

when an accusation of academic dishonesty is made are detailed on the Student Conduct and due Process Policy page of the College website (Evidence II- 25).

Evaluation

The institution has established clear expectations concerning academic honesty and the consequences of dishonesty. These expectations are published and communicated to the students in a variety of media. Ninety-three percent of faculty report that they consciously encourage students to act ethically and responsibly as citizens, and 66 percent agree that the college provides students with clear expectations about academic honesty and sanctions for violations (DB-3).

Actionable Planning Item

None

A7.c. | *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

Not applicable to Chabot.

A8. | *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Not applicable to Chabot.

B.

> **Student Support Services**
> The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for access, progress, learning, and success. The institution assesses student support using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Introduction

Chabot College recruits and admits diverse students who are able to benefit from the college programs and services, and ensures the entire student pathway through the institutional experience is characterized by a concern for equitable access, progress, learning and success. Chabot College's demonstrated commitment to access to higher education for all students who may benefit from its programs is consistent with the California State regulations for community colleges, and is described in the BP 5127 which states, "In accordance with the provisions of the California Code of Regulations, Title 5, it is the policy of this District that the admission, registration and enrollment procedures shall be fair and equitable to all students" (Evidence II-30).

Board Policy 5124 provides the access for concurrent enrollment for high school students as it states, "The Chabot-Las Positas College District will provide opportunities for high school students to enroll in courses at Chabot and Las Positas Colleges" (Evidence II- 31)

Chabot College Student Services Division provides important, multifaceted roles in facilitating student engagement, progress and success throughout the entire pathway including initial contact with the institution through to graduation and/or transfer to baccalaureate institutions (Evidence II- 32). The college also shows its commitment to its open access mission, vision and values as evidenced by the following value statements:

Community and Diversity

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

The entire pathway through Chabot College is nurtured by support for equitable access, student progress, learning and success toward each student's educational goals including graduation and/or transfer. Chabot College provides multilayered, wrap-around services from outreach and pre-admissions services, to comprehensive student support, including services for special populations, through follow-up services to facilitate graduation and/or transfer. Academic and student engagement activities and programs are provided throughout the entire student pathway, to ensure the diverse student population has enriching and meaningful activities that support student learning and development.

The college determines that admitted students are able to benefit from its programs through the "Pathways to Success" matriculation/SSSP including assessment of basic skills in English, ESL, and math (chemistry as needed), followed by an Online Orientation and group SEP session lead by a counseling faculty member. The process is described in the college's SSSP Plan and required for new students pursuing a certificate, degree or transfer as a condition of priority enrollment. After 15 units of coursework, nonexempt students are required to complete a SEP with a Counselor to assess academic progress, identify a major course of study and educational goal such as a Certificate of Achievement, Associates Degree, or transfer certification, and support services recommended to be successful in completion of identified program. Chabot identifies the needs of the diverse student body, develops and maintains a variety of support services to address the identified needs and enhance a supportive learning environment. In many ways, Chabot College is a pioneer in this area as the original home of the Puente Project and Daraja Program, two programs which have been adopted system wide since Chabot's inception of these learning communities decades ago to better serve the needs and interests of under-served students who are interested in Chicano/Latino and African American themes and need additional counseling, cohort and collaborative support with instruction and services partnerships both inside and outside of the classroom. Beyond these two legacy programs, Chabot provides a wide variety of student support services to meet the identified needs of the diverse community and student body. These support services are described in Section B.1. Student support programs and services are provided to all students throughout their educational pathway, with particular attention to transitions as students matriculate and progress toward graduation and/or transfer. Chabot's Early Decision, FYE, and Pathways programs provides learning communities for new, first year students, and the Career and Transfer Center provides assistance with part-time employment, career development events and activities, and comprehensive transfer support services for continuing students in partnership with discipline-based faculty, employers and university representatives. Student engagement is facilitated by Student Life in partnership with faculty and classified staff which provides opportunities for students to participate in cocurricular activities, such as public lectures, student organizations, Student Senate-sponsored Chabot College Town Hall forums, social activities and other leadership arenas, such as committee representation as part of shared governance. Prospective, new, continuing, and returning students can obtain information about the variety of student support services by visiting the college website, reading the *Catalog* and the *Class Schedule,* which is produced for each term, with online and print copies available in the Community and Student Services Center, Building 700 (A-4, A-11). Student Services maintains a comprehensive website, which hosts information and links to the service areas including contact and location information including Admissions and Records, Counseling, Children's Center, Financial Aid, Special Programs and Student Life. The College website home page and all webpages include a template with links to these services. Links to vital student services such as the Bookstore, Library, ClassWeb (online class registration, financial aid, and transcript system) and student email are embedded at the bottom of the college's home page and are embedded within the template used for all college websites.

B.1. | *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.*

Description

Chabot College students are supported by a comprehensive array of student outreach, access, matriculation, now known as SSSP services, counseling, learning and academic support, special programs, retention, and transition student support programs and services. Open admissions policies are published in the College *Catalog*, *Class Schedule*, and on the Admissions and Records website (A-4, A-11, Evidence II- 33). Admissions and Records services are available throughout the year, including semester breaks and summer sessions.
Core Services including Admissions and Records, Financial Aid, the Assessment Center and Online Services computer laboratory are all located on the first floor of the Community and Student Services Center near the core of campus, intentionally located in view of Hesperian Boulevard. The Career and Transfer Center, Counseling, and Special Programs are located on the second floor integrated with comfortable student-friendly spaces. The Special Programs "living room" hosts the EOPS/CARE, CalWORKs, s Puente, and Daraja programs as well as the U.S. Department of Education TRIO Aspire, Excel, and Educational Talent Search programs for service area schools. The Counseling Division coordinates the liaison activities with service area schools through the Early Decision Program for high school seniors. Counseling liaisons attend college and career high school events and a variety of community partnership events. They interact with partners through the HPN collaborative grant and with regional consortia CPT partners in and beyond the traditional service area. Chabot College students, prospective students, parents, and the general public have access to services and information regarding the college's student support services online.

Pre-Enrollment Services

Student and Community Outreach and Recruitment: Aligning with the College Mission, the College has engaged in extensive outreach efforts throughout the area, including but not limited to, targeted populations. Community outreach includes year-round city and community organization sponsorship of tables for recruitment, public engagement with college faculty and staff, and in recognition of students pursuing higher education such as Hayward Summer Street Fairs, Chamber of Commerce shows and mixers, Hayward Library Speaker Series, the Great Debate hosted at Hayward City Hall, and the Chabot Faculty Public Lecture Series hosted in the College Community Events Center.

The College sends postcards to ~155,000 service area residents informing the public of the programs and opportunities available prior to the registration period for each academic term as well as advertises in the local print and online news media, local radio and, at times, television. The college ensures admission information is prominent and available in the *Class Schedule*, College *Catalog* and college website, both online and in print formats.

Application for Admission: Chabot College provides an online application for admission through Open CCCApply, the statewide online application system for community colleges. Counselors visit over 25 service area high schools to provide an orientation to the admissions process and encourage high school seniors to apply and participate in the SSSP and FYE and Pathways Programs. Chabot students have direct access to their instructors, financial aid, student records, class schedule/information, etc. with the use of the college's ZoneMail (email) and ClassWeb online student portal (Evidence II- 34).

Assessment Center: The Assessment Center providing testing services to the students for placement into mathematics, English, ESL, and Chemistry courses (Evidence II- 35). It is the next step after applying online for admission, and the intake place for all new students to receive support and direction for participation in the SSSP.

Early Decision Program: Chabot offers service area high school seniors the Early Decision Program (Evidence II- 36) that provides for early commitment to attending Chabot College, with associated early access to matriculation services, with demonstrated improved student success, persistence, and retention (DB-42). Over five hundred students participate each year, representing the diversity of the service area.

Financial Aid Office: The Financial Aid Office provides information on grants, loans, and work-study programs to students and members of the community and helps students process financial aid applications and paperwork.

Student Online Services: Student Online Services provides computer access and support for students as they apply for financial aid, register for classes, apply to the college, complete financial aid applications and assessment, learn how to use ClassWeb, complete job searches, and utilize internet resources. Student Online Services also issues student IDs. An online learning Student Assistant helps students learn how to use Blackboard for online classes. The schedule is posted online (Evidence II- 37).

SSSP: The College provides a comprehensive Pathways to Success program through the SSSP, which was legislated as the Student Success Act of 2012. The SSSP includes the following core services: Assessment, Orientation, and SEP/Counseling. The SSSP also provides academic support for students on academic or progress probation/dismissal, and follow-up services for students who are in basic skills and/or undecided in their major or educational goal (Evidence II- 38Evidence II- 38. SSSP Services, http://www.chabotcollege.edu/Counseling/matriculation.asp).

Student Support Services

Admissions and Records: The Admissions and Records (A&R) Office establishes and maintains academic enrollment records of the college using the Banner student administration system and evaluates for graduation for all students. The A&R also oversees International Students admissions, concurrent enrollment of special admission students, and Veterans benefits services.

Articulation Office: The Articulation Office is housed in the Counseling Division and works to establish course to course and major to major agreements to support the transfer process for students. Chabot College maintains articulation with the CSU and UC systems and a number of independent colleges and universities within California. The Articulation Officer (full-time counselor) participates on the Curriculum Committee, Curriculum Implementation Committee, Instructional and Student Service faculty and other Intersegmental (CCC/CSU/UC) committees.

Career and Transfer Center (CTC) provides resources and assistance to meet students' academic and employment needs, including career choice, major preparation, transfer and scholarship information, job listing referrals, resume writing assistance, and job interview techniques. Four-year college & university representatives meet with Chabot students to answer questions and provide resources for transfer success.

Counseling: The Counseling Division's mission is to provide essential support services to a diverse student population by offering an array of programs, classes, and counseling services (Evidence II- 39).

Counseling services include:

- SEPS, Abbreviated (1-2 terms) and Comprehensive (2 or more terms)
- Academic Division liaisons, working with other academic units to share information
- Cooperative agreements with MESA/STEM, Hispanic Serving Institution grant, Title III and Trade Adjustment Assistance Community College and Career Training T(AACCCT) grants, Nursing, Mental Health, and HPN
- Student Follow-up Services for basic skills, undecided and students on probation
- Career and Transfer Services: major exploration, transfer workshops, job search help, etc.
- High School Liaisons
- Psychology-Counseling (PSCN) Curriculum courses, including transition to college orientation/education planning, college study skills, and Human Services degree and certificate courses

Financial Aid Office: The Financial Aid Office provides in-person and online information and services on grants, loans, and work-study programs to students and members of the community. Financial Aid hosts Federal Applications For Student Aid help nights in the weeks leading up to the March 2 priority filing deadline, processes financial aid applications and award packages, and works with Counseling and Admissions on satisfactory academic progress and completion. The Financial Aid Office plays a critical role in the academic success and retention of students since the OIR reports that over half (56%) of Chabot students are low-income (DB-17) and likely not be able to afford attendance without it.

Health Services: The Chabot College Student Health and Wellness Center, in affiliation with Valley Care Health System, provides quality health care services to all registered students. Most services are included in the College health fee, including assessment, evaluation and treatment of minor illnesses/injuries, nonurgent care, crisis intervention and short-term mental health counseling. Community and physician referrals, health education, and consultation services are provided as needed (Evidence II- 40).

Student Life Office: The Student Life Office coordinates campus activities and provides opportunities for leadership and engagement, such as the Student Senate of Chabot College and the Inter-Club Council. The Student Life office offers a multitude of campus events and activities for students. The Office collaborates with campus divisions, programs, and organizations to develop, plan, and implement college activities for a diverse student population (Evidence II- 41).

Special Programs and Services for Underserved and Diverse Student Populations

Career and Education Pathways Program - TAACCCT is a workforce initiative providing community colleges and other eligible higher education institutions with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, preparing program participants for employment. The TAACCCT offers employment readiness workshops, resume building, job search, job fairs, and career forums.

CalWORKs: California Work Opportunity and Responsibility to Kids program provides temporary financial assistance and employment-focused services to families with minor children who have income and assets below state limits for their family size. Chabot CalWORKs is a program of services for recipients of Temporary Assistance to Needy Families or Aid to Families with Dependent Children intended to help families receiving state aid achieve economic self-sufficiency. The program serves CalWORKs students by providing educational and career opportunities that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce (Evidence II- 42).

Cooperative Agencies Resources for Education: The Cooperative Agencies Resources for Education (CARE) program provides services for EOPS students who are welfare-dependent single heads of household enrolled full-time in community college (Evidence II- 43).

Daraja: The Daraja Program is a learning community designed to promote transfer and to increase academic and personal success (). This program addresses students' needs through academic support services and a curriculum focused on African-American literature, history, and issues facing the African-American community. Daraja students persist longer in college with better grades and transfer to four-year colleges and universities at a higher rate.

DSPS: The DSPS offers services to individuals with a physical, communicative, and psychological or learning disability. The DSPS is an instructional and service program. Instructional programs provide students with a disability essential instruction in Computer Application Systems, English (Learning Skills), Adaptive Physical Education, and Psychology Counseling. The specialized counseling faculty provides academic, career, personal and crisis counseling, and offers a variety of PSCN courses to assist students make a successful transition to college and beyond. They provide academic assessment, SEPs, and referrals for diagnostic evaluations, in addition to help meeting Department of Rehabilitation requirements (Evidence II- 45Evidence II- 45. DSPS Website, http://www.chabotcollege.edu/dsrc/counselors.asp).
EOPS: Chabot College offers EOPS to assist students with meeting the social, financial, and academic requirements of completing a college education. The EOPS provides services to students affected by language, social, and economic hardships to achieve their educational objectives and goals, including but not limited to, obtaining job skills, vocational certificates, associate degrees, and/or transferring to four-year institutions.
Foster and Kinship Care and Education (FKCE) provides training for prospective and current foster/kinship parents, as well as staff working with children in the foster care system, through informational seminars, workshops, miniconferences, and courses.
HPN Initiative: The HPN Initiative is a grant-supported place-based network of support for all children growing up in the Jackson Triangle Neighborhood in South Hayward. This network of support prepares them to attain an excellent education, to transition to college or post-secondary training, and to enter successful and rewarding careers. The HPN seeks to impact local students

from "cradle to career" by linking stakeholder organizations and educational institutions, led by CSU East Bay and including Chabot, to strengthen the educational pipeline.

PACE: The PACE program serves students working full-time, who plan to transfer to a four-year institution, by attending classes one to two nights a week and every other Saturday. The program is designed so that students can meet Associate's degree requirements and transfer requirements in three years. A counselor is available via in person and online for all program students (Evidence II- 46).

Puente Project: The mission of the Puente Project is to increase the number of educationally underserved and under-represented students who enroll and earn degrees in four-year colleges and universities, and to increase the number of those who return to the community as leaders and mentors in service of succeeding generations. Puente is open to all interested students. Puente is an academic, counseling and mentoring program of support for students to build the skills necessary for success in both academic and career goals while at Chabot College (Evidence II-44).

The *Striving Black Brothers Coalition (SBBC)* is a club with an EOPS staff member as its advisor that assists African-American males attending Chabot College to excel academically, socially, culturally, and professionally. The SBBC serves the college and the community, while building participants' confidence, personal, and academic success.

TRIO Aspire Program: The Aspire program is a federally granted program designed to assist low-income, first generation Chabot students transfer to a four year institution. Aspire supports students by offering counseling, workshops, priority registration, and tutoring to students who qualify.

TRIO ETS Program: The Educational Talent Search Program is designed to help young first generation and low income students stay in school, improve their grade point averages, graduate from high school, and go to college. Educational Talent Search serves 600 junior high and high school students in the Hayward and San Lorenzo School District by offering a comprehensive program of educational and motivational intervention strategies.

TRIO EXCEL Program: The EXCEL program is designed to assist low-income and first-generation ESL students complete a college degree at Chabot College or transfer to a four- year institution. The program provides ESL support to 140 students. The program also provides specific support assistance such as ESL group conversation club, computer programs, and language support workshops to assist students in learning English.

Veteran's Services: The Veteran's Services Office provides for administration of veteran educational benefits programs and resource referral (Evidence II- 48). The office also coordinates activities for student veterans such as health fairs and recognition events.

Assessment Model for Student Services

Chabot College assures the quality of student support services, regardless of location or means of delivery, by regularly and systematically assessing students' needs for support programs and services, and determining if the provided services support student learning and the mission of the institution.

Ongoing Assessment and Dialogue Regarding Student Needs

The institution assures the quality of student support services through strategic discussions on issues of quality at weekly division/department meetings such as Counseling Division, Special Programs Division, Admissions and Records, and Financial Aid. Issues of quality of student support services are also addressed in related committee and management meetings. Student Services Administrators meets every Monday morning to address items critical to the successful delivery of quality programs and services. This team, comprised of the Vice President of Student Services, Directors of Admissions and Records, Financial Aid and Student Life, and Deans of Counseling and Special Programs, coordinates timing and input on class schedule and registration cycle development, any changes to hours of operations, events, activities and programs where teamwork is needed, outreach and community relation activities, and review of service area staffing, budget and outcomes assessment data. For example, PR findings, position control review and staffing requests are reviewed for all areas of student services so each area is familiar with and can ask questions and provide input on how they can connect effectively to the other areas.

Each unit within the Student Services Division also holds weekly meetings on Wednesday, from 1:00 – 3:00 P.M., including Special Programs and Services Division, Counseling Division, Admissions and Records, and Financial Aid departments. The built-in strategic meeting time provides the opportunity to address issues of quality of student support services, including student service forms, intake and referral processes, technology issues, SSSP changes to data collection and reporting, student retention communications and follow-up, and changes to curriculum that counselors need to know to provide accurate information on programs and pathways.

Classified professionals, faculty and administrators stay up to date on the latest student support services effective practices, transfer policies and regulatory changes, including professional association conferences, counselor conferences, and targeted professional trainings such as Title IX nondiscrimination training, management training topics and research-based institutes in student engagement, equity and success. The weekly meetings provide a venue to share the discoveries of the conferences attended by representatives, and discuss implications for possible program improvement strategies in the unit and/or division.

Multiple Measures and Integrated Outcomes Assessment and Planning

The Student Services units also analyze service area usage and reasons for use data collected through SARS for the assurance of quality. The Counseling Division Dean and Counselor Assistant look at the top reason codes for student visits each term, the number of total visits, and the Front Desk Counseling activity data to determine the most need for this drop-in counseling resource and for counseling services requiring an appointment. The Probation Counselor Coordinator reviews the list of students on probation levels one and two provided by the Director of Admissions and Records, and determines the plan for Success Contract counseling appointments and if there will be a self-report and counselor review process. In another example of quality assurance through data review, the Financial Aid director reviews the loan default, satisfactory academic progress, and disqualification rates for students receiving financial aid and shares this data analysis with the counselors, so they have an idea about the trends in financial aid for the most current group of student recipients and any changes needed in advisement provided.

Finally, student support services quality is assured through the regular monitoring of the bi-annual Student Satisfaction Survey, Student Characteristics and Outcomes Surveys administered

by the OIR. The most recent Fall 2013 Student Satisfaction Survey indicated that 80 percent of students feel the online application for admission was easy to complete and two-thirds felt their privacy was being protected (DB-43). The area that shows the greatest decrease in satisfaction is being able to enroll in a course during the semester when the student needs it. Student satisfaction dropped from 58 percent during fall 2007, to 46 percent during fall 2013. This shows, how even with the concerted college wide efforts to preserve pathways during the recession course reductions, students encountered more difficulties than prior to the recession in enrolling in the course they need during the semester needed, which is largely a product of the workload reductions of fiscal years 2010-11, 2011-12, and 2012-13.

Students also indicated a 72 percent satisfaction with the student support services found on the lower level of Building 700, the Community and Student Services Center where Admissions and Records, Financial Aid, Online and Assessment Services, Veteran's Benefits, and International Students offices are located. The students rated the upstairs areas which include CTC, Counseling and Special Programs, with a 69 percent satisfaction rate. Delivery of student support services is often challenging with a high need population with limited financial and staffing resources. This was particularly true especially during the four years of the recession. The weekly department/division meetings worked toward streamlining processes and services as much as possible to try to better meet the needs and satisfaction of Chabot's very diverse and high need population. For example, during the year-long planning for the implementation of SSSP mandates, a workgroup met weekly. The workgroup focused on implementation while considering how various strategies would increase student satisfaction and convenience. The group was able to implement changes to the automated new student email that each new applicant receives upon completing the application for admission to include the student's "W#" student identification number and explicit directions on next steps in the SSSP process. Another outcome was the use of embedded links in the email to provide additional resources, with one click the new applicant is sent to a website with more information or the online form required for a process.

Another significant change that came out of the weekly SSSP Implementation Workgroup was the emphasis on providing new students who complete the core components of SSSP (assessment, orientation and SEP) with a higher registration priority than continuing students who do not complete the core services. This change provided newly matriculated students a much better initial class schedule, including more access to basic skills English and mathematics courses to get off to an academic strong start. This change was critical and was supported by OIR findings and recommendations of the Basic Skills Committee, since 85 percent of Chabot College students place into basic skills English and mathematics, and need foundation skills to succeed at higher rates in degree applicable and transferable coursework.

The OIR has provided quantitative data that these services support student learning through "programs and services that work" in supporting student persistence and success (DB-42). Participation in Early Decision, Orientation, Assessment and Counseling programs are all correlated with increased persistence. Puente, Daraja, and EOPS all show significant increase in English 1A completion and student persistence. The Early Decision program shows increases in student success and transfer preparation. The CIN learning community is also showing promising evidence of supporting student learning and persistence.

Student Pathways Characterized by Attention to Access, Progress, Learning, and Success

The college continuously works to provide student pathways through the institution that are characterized by ensuring access, guidance toward progress, learning support, and success in completing educational goals. These continuous improvement efforts take place through data analysis and dialogue in a variety of integrated planning venues including, the PRBC, Faculty Senate, Staff Development, SSSP and Equity Council meetings, Counseling and Special Programs Division, CEMC, and College Council meetings. For example, in fall 2012, the entire faculty, staff, and administration of the college came together to build the Spring 2013 class schedule. This planning was critical because of the potential effect of either passage or defeat of prior Proposition 30. If the proposition was defeated, then significant cuts would have to be made to course offerings in the spring. If it passed, then rapidly, the college would need to adjust course offerings needed to be made, with the possibility of adding (restoring) sections. During a specially planned Flex Day, a proposed spring schedule was built in discipline cluster teams, with each team including a counselor, discipline-based faculty, and student services professionals. The guiding principles were designed to provide and protect pathways through the college programs with consideration for access, progress, learning and successful certificate, degree, program or transfer completion. The courses that were listed as potentially affected by reductions were "red-lined" in the printed and online PDF class schedule to communicate the two scenarios explicitly. This example of working to provide pathways through the institution reflects a key milestone event within a continuous improvement cycle that is woven into enrollment management, PR, and unit/discipline planning, budget, schedule and staff development.

Student support services utilize continuous, ongoing, systematic evaluation and planning facilitated by student learning and SAO assessment to improve the effectiveness of the services. Each area of student services reviews and updates the SAOs to assess institutional progress in its continuous improvement efforts during the annual PR and unit planning process, and through the Student Services Advisory Council, which meets monthly throughout the year. Unit planning is tied to resource allocation and budget development through the PR process, which is strategically connected to the college's Strategic Plan and Educational Master Plan through prompts provided in PR. The Deans and Directors provide a summary of PRs, and the Vice President of Student Services provides a summary of outcomes assessed and program and service development budget, facilities, and other resource requests prioritized by the college's Strategic Plan.

The college has a deep commitment to access and uses the identified needs of the student body as a foundation for the systematic review and development of admissions policies and procedures. All courses are open to the public as long as they meet the minimum age requirement of 18 years old, or have graduated from high school or are specially admitted as a concurrent enrollment high school student and meet course prerequisites or program requirements. The application for admission is provided primarily online on the college home web page, and print applications are available upon request and for special population programs such as DSPS, EOPS and Puente. Additionally, the college's Counselors meet with high school counselors to explain admissions and matriculation procedures through the Counseling Liaisons. Issues associated with student access, progress, learning, and success are continually discussed in the weekly Student Services Administrators meetings. Participants include the Vice President of Student Services, Directors of Admissions and Records, Financial Aid and Student Life, and Deans of Counseling and Special Programs. The outcomes of these discussions that include Service Area and Student Learning Outcome assessment and analysis are shared with the Deans' Council, chaired by the Vice President of Academic Services, and each of the Student Services

units represented in their division/department meetings each week. Additionally, the BSC has representatives from both Academic and Student Services, and issues related to supporting student access, progress, learning and success are discussed continuously in relation to basic skills access, progress, learning and completion into degree and transfer applicable courses. The Staff Development Committee addresses student access, progress, learning and success in relation to planning professional development activities and Flex Days where sessions are offered to enhance college wide awareness and effectiveness in supporting students through these success indicators. The PRBC also focuses on enhancing support for student access, progress, learning and success through the development of the college Strategic Plan and reading all PRs to make recommendations to College Council on resource allocation. Additionally, the Student Equity Council, formed in April 2014, is a cross-representative group of discipline, library, research, and counseling faculty, classified professionals, deans, directors and administrators, as well as Student Senate representatives. The Council meets twice per month to review student equity data provided by the OIR, to develop and further refine the Student Equity Plan, to coordinate initiatives specified by the plan, and staff development on student equity. The Student Equity Council is chaired by the Vice President of Student Services and reports to the College Council and Academic Senate.

The institution assesses student support using SLOs and SAOs, faculty, staff, and student input, and PR to improve the effectiveness of these services. These key institutional documents, reviewed regularly by the College, through its PRBC committee and within disciplines, provide student services personnel valuable information regarding student access, progress, learning and success that inform and guide short-term and long-term planning for student services. The entire student pathway, from outreach and admissions, to assessment and counseling, to student education planning and follow-up on course and program completion, is assessed with concern for access, progress, learning and success including how student support services affect student access, persistence, and success. Student Services are formally evaluated annually through the college PR using a three-year cycle. Each unit reviews service area data, staffing, supplies, services requirements and previous cycle SAOs, then develops new SAOs and for instructional programs, SLOs for assessment toward continuous improvement. Each SAO is evaluated in a cycle of data collection, assessment, discussion, evaluation, and recommendation for program improvement. Data collection includes capturing student (W#) identification numbers at the point of service contact as well as through the admissions application data that feeds into the Banner student administration system. The service area data is collected via the Scheduling and Reporting System (SARS) used throughout the Student Services Division and academic support service areas, such as the PATH Center, WRAC Center, and STEM Center.

Evaluation

The College meets the Standard. Chabot College provides a wide spectrum of student support services that fulfill the College's mission. Student Services is embedded in the Educational Master Plan. Student Services PRs demonstrate planning, assessment and ongoing improvement of their services (I-20). The Student Services staff uses institutional research surveys, service area outcome assessments, and SARS) data for planning (DB-3, DB-43). The specific assessment for each area follows.

Admissions and Records Office

Questions regarding Admissions and Records on the staff survey indicate that 95 percent of staff who knew of the outcome when they referred students to A&R were satisfied. Of those that used A&R services themselves, 97 percent were satisfied. Other questions that relate to A&R staff also showed satisfaction rates in the 80-97 percent range (DB-2). Students who had experience using Admissions and Records had a satisfaction rate of between 90-87 percent of the over the years 1997-2011. Overall Student satisfaction has fluctuated between 64-59 percent satisfaction over the same years. The 59 percent overall satisfaction rate of 2011 is lower while the "neutral/not sure" rate has gone up from 24 percent to 31 percent of the same years. More research is needed to break out face to face versus web interactions with A&R.

Admissions and Records SAOs

SAO #1: Full implementation of the automated process of evaluation (Degree Works)

Outcomes: The Degree Audit/SEP Coordinator position was prioritized in the SSSP Plan through evaluating the needs of students in the SSSP Advisory Council. The College needs to provide more up-to-date transcript evaluation data for counselors and student in SEP process. Students need to have online access to evaluated transcripts.

SAO #2: Provide educational records management systems to ensure fail safe security and compliance with FERPA and CCCCO regulations

Outcomes: All employees who may work with student records are trained each year in FERPA compliance, and each individual user is assigned a unique username and password to access the system so tracking of use can be accounted for. Some "shared" log-in profiles were eliminated in 2011 to eliminate any possible unaccounted record logins. All student record authorization forms are scanned into BDMS and indexed to each student record, so that records are released in accord with the permission if a third party requests it (for example, parents).

SAO #3: Provide more intervention and automated processes to support student success

Outcomes: Much of the evaluation to assure the quality of Admissions and Records services has been done by the SSSP Implementation Workgroup (Fiscal year 2013-14), which was replaced by the SSSP Advisory Council (Fiscal Year 2014-15). Through careful examination of the automated processes, the SSSP Implementation Workgroup modified the "new student" email message that is automatically sent to each new applicant to include providing the new students with their Student Identification (W#) number to facilitate immediate use of the SSSP core services and the ClassWeb online registration system. Admissions also converted the online admissions application to Open CCCApply which provides: 1) improved user interface, which is easier to navigate due to prompts to answer specific questions and for any errors; 2) hover feature for Spanish translation; and 3) statewide application that combines individual college identity and processing, with system-wide consistency, compliance and support.

Financial Aid Office SAOs

In spring 2011, the Financial Aid Outreach Liaison began regular web, email, and written communication with students and the campus at each step along the process of application,

verification, awarding, and disbursement to help answer general questions and help students move along the complicated path of the annual financial aid cycle. This individual meets regularly throughout the year with classes, campus cohorts, and high schools to provide financial aid workshops and orientations. This dedicated proactive "outreach" assists in reducing students standing in line or calling with questions because focused, strategic information was being provided to students more regularly and effectively. Financial Aid has worked to enhance its relationships with groups on campus to redouble efforts to provide students on campus with financial aid information and assistance, including but not limited to, ASCC, Puente, CalWORKs, EOPS, DSRC, and Athletics.

The Financial Aid Office had established three campaigns throughout the year (fall, winter, spring) to provide information and application assistance at the beginning of the financial aid process and saw significant improvements in timely and accurate applications. The dedicated investment at the beginning of the process resulted in smoother verification and awarding processes later, for both students and staff.

Financial Aid SAOs

SAO #1: Students will be able to apply for financial aid independently, online and on time. This includes students taking personal responsibility for financial aid eligibility and process, making informed decisions and taking appropriate action when needed during the financial aid application process.

Outcomes Assessment: Use of the Financial Aid office services by students has increased accord to the 2013 student survey. In 1995, the use was by 47 percent of the surveyed students, while in the 2013 survey 68 percent used the services. The satisfaction rate of those students went from 80 percent in 1995 to 78 percent in 2013 (DB-43).

SAO #2: Provide a financial aid award process that is fair, equitable, and meets the needs of qualified students needing assistance while ensuring compliance with federal, state and institutional requirements

Outcomes Assessment: The Financial Aid Office questions on the staff survey indicate that 91 percent of staff who knew the outcome when they referred students to Financial Aid were satisfied. In the Student Survey, of the 68% of students who reported experience with the Financial Aid office, 78% reported being satisfied (DB-43).

 Longitudinally, the rate of satisfaction has moved with a range of 85% in 1997 to a low of 74% in 2011. Use of the Financial Aid office has increased from a low of 41% in 2003 to 68% in 2013 (DB-43).

Assessment (Testing) Center

The Assessment Center is the starting place for Chabot's SSSP (formerly Matriculation) after the initial Application for Admission. Assessment now affects priority registration for all new and continuing students as one of the three core services. Use of the Assessment Center services by students has increased according to the 2013 Student Survey (DB-43). In 1995, 56 percent of the surveyed students used the center, while in the 2013 survey, 72 percent used the services, an increase of 18 percent. The satisfaction rate of those students went from 74 percent in 1995 to 90 percent in 2013, which given the dramatic increase in access, is very

positive feedback regarding quality assurance in this area and access to services. The Assessment Center questions on the Staff Survey indicate that 91 percent of staff who knew of the outcome when they referred students to the Assessment Center were satisfied (DB-3). <u>Therefore, the Assessment Center, as an intake and testing center for students declaring an educational goal of certificate, degree or transfer or those working on basic skills, has strong evidence of support for student learning and satisfaction.</u>

Counseling

Counseling directly impacts student learning through the SSSP work, such as the Early Decision program, which has results in transfer preparation: and (Evidence II- 49, Evidence II- 50). In spring 2014, over 569 students participated in the Early Decision Program that culminated in a Mega Day registration and campus orientation event in May, and a Gladiator Welcome Day event when classes began in August. Almost the entire Student Services Division and some instructional faculty worked at these new student and welcome back events, providing personalized service to students beyond the normal work week in a welcoming environment. Due to consistent problems associated with testing in the schools, such as students arriving late to the sessions, bells ringing during testing, and students who were not planning to attend Chabot not taking the testing seriously, the College redesigned how assessment is completed within the Early Decision program this year. After the counselors provided an introductory visit that promoted the program, Early Decision assessments are conducted on campus in the Assessment Center. Students apply then schedule an assessment appointment. Once assessed, they schedule themselves in special Early Decision Psychology-Counseling 25 classes (Transition to College) to receive group counseling and an abbreviated SEP. Assessment staff observed the testing sessions to be free of interruptions, and more students indicating they reviewed the study guides prior to testing.

The Counseling Division uses SAOs to look continually at student data to drive planning and decision–making, and utilized cross-functional teams to gain input on improving services to students. For example, the following SAO's were developed and assessed:

SAO #1: Counseling Division personnel will participate in Division Meetings and Retreats and propose solutions to policy and procedural issues identified.

Measurement: Tally of meeting and retreat attendance and list of solutions to problems/issues identified.

Outcomes: Attendance has been consistent and a number of solutions have been implemented, including a streamlined appointment referral slip, new process and forms for academic probation, and new process and forms for financial aid educational planning.

SAO #2: Counseling Division will utilize cross-functional teams to improve service to students, such as the Front Desk Committee, Dean's Advisory, International Students Program Council, Matriculation Advisory Committee, and new technology initiative core groups, such as Degree Audit and Web Portal design teams, utilizing Division Meetings to report back and solicit input on recommendations.

Measurement: Review of meeting schedules and membership – does it reflect an ongoing effort to ensure services are student-centered, systems-oriented, and contributing to SLOs and student success?

Outcomes: Based on meeting discussions and constituency feedback, new forms and procedures were created, such as a more precise prerequisite override form, new SEP Readiness screening form to maximize appointment time, and request to repeat course forms to reflect new regulations for repeating credit classes. Joint meetings with Las Positas College Counseling and Area Deans have been conducted, and recommendations from those meetings have served as guidance to program development and continuous improvement.

With the new priority appointment system, front desk counseling, and accountability policies on tardiness and missed appointments, Counseling has been able to reduce the student appointment "no show" rate to just 13 percent, down from over 25 percent before the system was implemented. Use of counseling services by students has decreased since 1997. In 1997, the use was by 77 percent of the surveyed student, while in the 2013 survey 71 percent used the services. The satisfaction rate of those students ranged up and down between 79 percent in 1997 to 69 percent in 2013. This decrease in satisfaction is concurrent with the reduction in counselors as a consequence of a series of state budget reductions, and increases in graduation requirements (that is, Intermediate Algebra, College Composition) (DB-43).

However, the Front Desk Counseling (quick questions) has a satisfaction rate of 80 percent. Three other questions in the 2013 student survey concerning Counseling assistance with career and education goals as well as encouragement and support are at around 50 percent. Finally, the overall experience with counselors from increased from 49 percent to 53 percent (DB-43). Counseling Service questions on the staff survey indicate that 73 percent of staff who knew of the outcome when they referred students to Counseling were satisfied; if the student was referred to the Front Desk Counseling (quick questions) the satisfaction rate increased to 84 percent (DB-3).

SAO #3: Develop a fully-functional online orientation.

The Counseling Division has met the SAO of developing and implementing an Online Counseling program. This program is a new feature integrated into SARS Grid that the counselors use daily. The new button link allows a counselor to log-in to the "eAdvising" system, review questions and initiate responses. Counselors can view e-advising comments made by other counselors, unless marked confidential. The program has user authentication, so counselors can be confident student records are private, and the system requires students to log-in to generate questions and to view responses without the security risks presented by the old email advising system.

Student Health & Wellness Center

Health Services are evaluated through annual PR, the Student Satisfaction survey every two years and the internal patient survey. According to the 2013 student survey only 31 percent of students has used the service; however, 89 percent of students who used it were satisfied (DB-43). The Center's patient satisfaction survey reports that satisfaction with medical services continues to remain high with 90% ratings over the last three years. The results of the patient satisfaction survey suggest that students are very satisfied with health services. Nevertheless,

efforts will continue to improve patient education, follow-up appointment, coordination of mental health care, and referrals to medical care for chronic illnesses
The student health center has participated at the NCHA College Health Assessment II Survey in spring 2010. The survey supports that the health of the campus community relies on its academic mission by supporting the short and long-term healthy behaviors that can impact the student's academic performance. The preventative health and wellness program developed for the student health center was based on the ACHA (American College Health Association) Healthy Campus 20/20 objectives. This initiatives focuses on campus outreach programs in addressing identified health issues that affects the student's academic performance (I-20).
The Health Center questions on the staff survey indicates that 96 percent of staff who knew of the outcome when they referred students to the Health Center were satisfied. Of the staff who personally used the service, 96 percent were satisfied (DB-3).

SSSP

Chabot College provides a comprehensive student success program through the SSSP (formerly, Matriculation). Assessment places students in their appropriate mathematics, English, ESL, and chemistry courses. The orientation process provides students with essential college survival information and helps give students a blueprint to navigate college systems. The SSSP services also direct students to resources on campus that can help them be successful in college, including PSCN classes, counseling services, tutoring, Special Programs (EOPS, DSPS, CARE, CalWORKs, Puente, Daraja), Veterans Services, financial aid, Admissions and Records, Health and Wellness Center, etc. Area SAOs include the following:

SAO #1: Increase the number of Chabot College students completing Assessment, Orientation, and SEPs, and continue to support the Early Decision Program.

SAO #2: Develop, maintain, and regularly update SSSP materials, such as counseling website information, online orientation, and the assessment website.

SAO #3: Expand retention and follow-up services to include all students on all levels of academic and/or progress probation/dismissal.

Student follow-up services were re-initiated in Fall 2013 with temporary Counselor Assistant who developed HTML-based emails with links to related website resources for students on probation and initiated student follow-up emails about how to file for graduation evaluation. Those emails plus 18 new Transfer Degree options (AA-T's/AS-T's) led to a 25 percent increase in number of certificates and associate degrees awarded (highest number in 16 years).

SAO #4: Develop cost-effective and effectual services and processes to implement Student Success Act mandate, and SAO #5: Increase the accuracy of the online orientation's student name and ID collection process

Online Orientation was originally developed in-house. The system enables students to become familiar with needed information. Through a series of questions and answers, students learn about the programs, policies, resources of the college. The updated and fully functional system now allows students enter their student identification number at the end of the online orientation, which provides the data element collection needed for SSSP reporting.

The Assessment Center provides year-round, centralized, computerized, web-based testing in an quiet testing environment to administer assessment tests on 35 computers across morning, evening and weekend sessions (during peak enrollment periods) to provide as much access and efficiency as possible. A second half-time Counselor Assistant has been added to the 1.5 FTE assessment staff.

Student Online Services

Use of Student Online Services has increased according from 32 percent to 51 percent in the 2013 Student Survey 51 (DP-43). The satisfaction rate of those students went from 80 percent in 1995 to 90 percent in 2013. The Student Online Services questions on the staff survey indicate that 95 percent of staff who knew of the outcome when they referred students to Student Online Services were satisfied (DP-3).

SAO #1: Improve Student Online Services (Room 709) by extending hours and staffing to meet student demand.

A Counselor Assistant II (.5 FTE) was added to staffing April 2015 to provide extended hours.

Student Life Office

According to the 2013 student survey only 26 percent of students has used the service however, 82 percent of student who used it were satisfied (DB-43) The Student Life Office questions on the staff survey indicate that 85 percent of staff who knew of the outcome when they referred students to Student Life Office were satisfied. 87 percent of staff who used these services were satisfied (DB-3).

Student Life has accomplished three out of four SAOs, including holding a Student Assistant retreat, providing leadership trainings to club officers each semester, and increasing participation of clubs in the monthly Flea Market on campus. The last SAO was to offer monthly events to increase visibility in the community and satisfaction with student life as assessed in annual PR. New SAOs were established by then recently hired Director of Student Life in fall 2014 (I-20).

Student Senate of Chabot College

The Student Senate of Chabot College is made up of students that represent the student body at the College to the local and state administrators. This organization sponsors the Inter-Club Council, club events and programs, monthly Flea Markets, and many other events. According to the mission statement, the Student Senate of Chabot College challenge themselves to form a more united student body in the following ways: seek student needs and help students achieve their goals; use resources according to the best interests of students; educate students about and help shape the policies that affect them; make college a memorable experience. The Student Senate acts as a liaison between students and other government structures on campus; generate and facilitate the process for allocating student-generate resources to foster community at Chabot; and serve as the heartbeat of students on the campus.

According to the 2013 Student Survey, only 21 percent of students has used the service; however, 80 percent of students who used it were satisfied. There are enough opportunities

for involvement in co-curricular student activities (52 percent). Student interests are adequately represented by the student government (82 percent). I am likely to: Respond to communications by the Student Senate (44%) and to Attend meetings of the Student Senate (29 percent) (DB-43). The Student Government questions on the staff survey indicate that 85 percent of staff who knew of the outcome when they referred students to Student Government were satisfied. Eighty-seven percent of staff who used these services were satisfied. Also, 57 percent of the staff felt that Students are adequately involved in the governance of the college (DB-3).

Veteran's Services

The Chabot College Veteran's Services Office is primarily responsible for administration of veteran educational benefits programs. The Veteran's Benefits Specialist assesses the following SLO: Students will express their satisfaction with receiving information packets from the Veterans Services office, having comprehensive information available on the Chabot College's Veterans website, and in receiving their benefits to enroll in their college program. The SLO is measured through the Student Satisfaction Survey and observation of behaviors in office visits. According to the 2013 Student Survey, only 14 percent of students has used the service; however, 84 percent of student who used it were satisfied (DB-43). The Veterans Services question on the staff survey indicates that 98 percent of staff who knew of the outcome when they referred students to Veterans Services were satisfied (DB-3).

Actionable Improvement Plan

None

B.2.	*The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:*
B2.a.	*General Information: official name, address(es), telephone number(s) and Web site address of the institution; educational mission; course, program and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty, names of governing board members*
B2.b.	
B2.c.	*Requirements: admissions, student fees and other financial obligations; degree, certificates, graduation and transfer*
B2.d.	*Major Policies Affecting Students*
	Academic Regulations, including Academic Honesty, Nondiscrimination, Acceptance of Transfer Credits, Grievance and Complaint Procedures, Refund of Fees
	Locations or Publications where other policies may be found

Description

Chabot College provides all prospective and currently enrolled students current and accurate information regarding programs, policies, procedures and standards. The *Catalog* is the source of all information about college programs, policies, and procedures in a variety of formats and venues. Important sections of the *Catalog* are found in the *Class Schedule,* on various flyers and handouts, and on the website (A-4, A-11, Evidence II- 25).

The *Catalog* contains the following essential sections:

- Admissions and registration procedures

- Course add and withdrawal procedures

- Description of fees and general expenses

- Student Services and Special Programs Descriptions

- Graduation requirements and commencement information

- General Education, major and certificate and CSU/UC/IGETC transfer requirements

- Articulation information for transfer preparation

Additionally, the *Catalog* contains information about numerous policies affecting students, including:

- Academic freedom

- Student nondiscrimination

- Scholastic standards

- International student admission

- Transcripts

- Course repetition

- Academic renewal

- Student rights and responsibilities

- Sexual harassment

- Americans with Disabilities Act

- Student grievances, student conduct and due process

The *Catalog* is updated and reproduced biannually. The Office of Academic Services traditionally sent out hard catalog copy to department heads for review, edits and submission. Addenda reflecting curricula changes are produced biannually between catalog printing years. The *Catalog* is available online and in hard copy format in various campus locations (for example, Counseling, Admissions and Records, Special Programs, Dean's offices). These hard copies are also available for purchase in the Bookstore at a cost of $3.00. In April 2014, a catalog committee was formed to set editing time line, responsible parties, and include new content. Additionally, an electronic review and submission process was developed using email, PDF and Word documents for edited content. A longer redesigned time line and the idea of including program outcomes were are planned for the 2015 addendum to the 2014-2016 catalog. Other issue for the committee include the timing of new transfer degree approvals that affected the last catalog production timeline as the college wanted to include as many new degrees as possible, but state approval is required prior to listing in the catalog. Thus, the catalog committee adopted a new planning structure prepared for substantive changes, electronic review and submission, longer term redesign considerations and quality control under these conditions.

The *Class Schedule* is produced for the summer/fall and spring terms. To effectively respond to resource constraints, to promote online usage, and respond to environmental considerations, the college has reduced its carbon footprint by printing the necessary volume of the C*lass Schedule,* reducing the number of copies from 25,000 to ~7,500 to 10,000 copies The printed copies are made available, free of charge, in a variety of locations, including the online services center and during educational planning sessions for new students. The *Class Schedule* is also posted online at the

Chabot College website (Evidence II- 25). In addition to a comprehensive listing of course offerings, the *Class Schedule* includes the following information:

- Academic calendar

- Contact directory

- A step-by-step guide for new students

- Admission eligibility and procedures

- Priority registration information

- SSSP core services

- Assessment schedule

- English and mathematics course progression

- Registration procedures

- Fees and refund policy

- Counseling information

- Financial aid guidelines

- Learning communities

- Campus safety and parking policies

- Non-Discrimination and FERPA policies

- AA/AS general education and degree requirements

- Campus map

Currently, over two-hundred new SEP planning sessions are held during the academic year. These planning sessions are one of the core SSSP services, and they are an integral part of new student admissions to the college. During these sessions, students use the *Catalog*, the *Class Schedule*, handouts, and the website to become acquainted with the college's policies, procedures, and programs. Special Program orientations offer additional information specific to the needs of identified groups.

The website provides critical college information including: the Mission Statement; PDF versions of the current and previous catalogs and class schedules; academic calendars; college director;, division-, program-, and discipline-specific web pages; confidentiality and privacy policies; registration procedures for new, returning, and concurrent enrollment students; fees; transcript requests; awarding of degrees and certificates; adding and dropping courses; prerequisites, corequisites, and course overlap policies; late registration; extenuating circumstance withdrawals; student identification card

procedures; and Financial Aid processes, procedures, forms, and applications (Evidence II- 25).

Various informational flyers and handouts are sent to students and/or made available at various campus locations year-round and during college events (for example, education planning sessions, Financial Aid workshops, Early Decision workshops, Gladiator Day, Registration Awareness Day, etc.). Typical flyers and handouts include:

- General education, graduation and transfer requirement flyers

- Tuition and fee payment plan flyer

- Commonly used terms and definitions for new students

- Step-by-step registration guide

- Sample schedules and course registration worksheet

- Mathematics and English progression chart

- Emergency notification system information sheet

- Academic regulations brochure

- Financial Aid Office brochure

- Satisfactory Academic Progress Policy for Financial Aid applicants brochure

- BOG Fee Waiver online application information brochure

Evaluation

The College meets the Standard. The OIR administers a student satisfaction survey every two years in the fall semester and a student accreditation survey every six years. Together with the student characteristic report (prepared each semester), student needs, satisfaction and demographics can be assessed. Surveys are administered through selected courses during peak instructional periods. The results are shared in emails to the College and posted on the OIR website (I-28).

Fifty-seven percent of students responding to the Fall 2013 Student Accreditation Survey indicated that they used the *Catalog* for information on program and transfer requirements (DB-43). Fifty-six percent of students responded that it was clear to them what they needed to do to complete their program (degree, certificate, or transfer) requirements, while 21 percent responded that it was not clear. Analysis shows that more and more students are using online resources, including college websites with program and major degree information and relying heavily on counseling and student services for college policies and program information.

Fifty-three percent of the students responding to the Fall 2013 Student Accreditation Survey indicated that they used the paper class schedule for information on course time and services, while 79 percent use the online version of the class schedule. This trend of

online usage mirrors that of the *Catalog.* The increasing use of online resources requires the college to provide all information in both print and electronic formats, and to improve communications with students using electronic and social media while maintaining traditional formats for those in the community without access.

ACTIONABLE IMPROVEMENT PLAN

None

B.3.

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Description

Chabot College's Student Services regularly works cooperatively with the OIR to identify learning support needs of its students and fully participates in the PR process. The OIR conducts a Student Satisfaction survey to identify overall student perceptions of their experience at Chabot College. The survey helps the College identify learning support needs and evaluate student services. The OIR office also helps the College identify learning support needs through the Student Success/Equity Scorecard (Evidence II- 51).

 In the institutional budget and planning process, the Scorecard identifies key effectiveness indicators, desired outcome measures, strategies and goals. Additionally, the OIR office provides data on success rates and student persistence from one semester to the next for leaders of the PRBC and College Council as well as Basic Skills and other shared governance and planning venues such as Educational Master Planning. This data allows the college to make informed decisions about support needs for students in programs with low success or persistence rates. Student Services also researches and identifies the learning support needs of the student population through the assessment of SLOs and SAOs. The College uses the PR process, a three-year cycle with annual updates, in which the data previously described is assessed and evaluated to determine instructional and student services efficacy in identifying and addressing student learning support needs. The College uses these mechanisms to make the improvements to services and programs that impact student success. The PR Process was discussed in detail in Section A1.C., including a graphic that shows the process and year-to-year content. .

Evaluation

The College meets the Standard. Coordinating shared governance groups, the OIR, and the Office of Academic Services, and Student Services work together and as individual division, areas, programs, and service area to ensure services and programs address the learning support needs of students enrolled in traditional and distance education courses and programs. Through PR, Student Services assesses and evaluates the effectiveness of services, using extensive data provided by the OIR, to make recommendations for improvement and to request resources.

Actionable Improvement Plan

None

B.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.

Description

Chabot College supports online, hybrid, or web-based learning through a variety of methods and support services. Prior to the start of the semester, students receive a "Welcome to Online Learning" email containing instructions and resources for getting started in their online or hybrid class. An online, self-paced, Orientation to Online Learning is available to all students, can be completed/revisited at any time, and consists of video demonstrations and step-by-step instructions. The Orientation includes information for getting started in an online/hybrid class, using Blackboard, as well as tips for succeeding in an online/hybrid class. On-campus, drop-in assistance with an experienced online student is also available. In addition to the Orientation, many support resources including success tips, guides, along with methods for requesting assistance can be found on the Online Learning website (Evidence II- 52).

Off-campus and Evening/Weekend Instruction and Support Services are offered to all students. Chabot also offers classes in several high schools, at the Alameda Fire Department, sometimes uses a couple of classrooms in San Leandro and several local hospitals.

The College offers day and evening student support services, as well as online access to many student services. The SSSP is outlined on the website (Evidence II- 25). Students are led to an online orientation immediately following the CCCApply online admissions application. After the online orientation, students are directed to sign up for PSCN 25, Transition to College, where they progress through the rest of the matriculation process. Students are sent emails from Financial Aid, Veteran's Affairs, the DSRC, and EOPS when they indicate an interest in more information on the CCCApply admission application. All new students are sent a welcome email, or letter if no email address is provided, with the steps they should take to successfully enroll.

The Counseling Department is open throughout the year, including academic breaks between semesters on Mondays and Tuesdays from 8:30 A.M. to 5 P.M., on Wednesdays and Thursdays from 8:30 A.M. to 7:30 P.M. and on Fridays from 8:30 A.M. to noon. The Assessment Center is open throughout the year, including during academic breaks between semesters. All assessment sessions are offered on a drop-in basis. Students can choose from morning or afternoon assessments on Mondays and Tuesdays, morning and evening assessments on Wednesdays and Thursdays, and morning assessments on Fridays.

Email counseling appointment requests are also available to online learners. Students may email the Counselor Assistant II to request a counseling appointment through the following email address: cc-counseling@chabotcollege.edu. The Counseling Division has a counselor who is assigned online advising, so students can log-in and ask questions and receive a response via secured email, usually within a couple days (barring academic breaks). Using the web portal called "The Zone," all students receive an e email account that they can use throughout their enrollment for official correspondence with the college (Evidence II- 34).

Also of note for online learners is the Degree Works degree audit program. The Counseling Division faculty piloted this auxiliary software system with the MESA program students. This

program provides an online advising tool for students to create, verify, and modify their SEPs in consultation with a counselor. The degree audit function provides an online resource for students to see which courses meet requirements toward their selected Associate degree or Certificate program. Student Services has established an SAO to fully implement the system and make it available to all students.

The table below outlines the various availability of services, both online and in-person, including online services that have interactive features.

Student Support Services	Available in Person	Information Available Online	Interactive Services Available Online
Admissions & Records	X	X	X
Assessment	X	X	X
Bookstore	X	X	X
Career & Transfer Services	X	X	X
Counseling	X	X	X
DSPS	X	X	X
EOPS	X	X	X
Financial Aid	X	X	X
Health Services	X	X	X
International Students	X	X	X
Safety and Security	X	X	X
Special Programs	X	X	X
Student Life	X	X	X

Evaluation

The College meets the standard. Online course offerings continue to expand as does the need for more comprehensive online student support services. The college application for admission, an online orientation, schedule of classes, the *Catalog*, and course registration are available through the CLASS-Web online registration system. In addition, online advising is available, as well as student email accounts, a single sign-on web portal that includes access to all online courses via Blackboard, and email counseling appointment requests for in-person counseling.

In the Chabot College Fall 2013 Student Survey, 77 percent of students indicated, "It was easy to register for classes on-line." Additionally, 80 percent of students surveyed indicated, "My Chabot on-line application was easy to complete." These statistics are important as 79 percent of the students surveyed responded that they "rely on the online class schedule for information on course times and places" (DB-43).

ACTIONABLE IMPROVEMENT PLAN

None

B.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.

Description

Chabot College's overall mission is to: "prepare students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Chabot students contribute to the intellectual, cultural, physical, and economic vitality of the region." The College is committed to the following values:

Learning and Teaching

- Supporting a variety of teaching philosophies and learning modalities

Community and Diversity

- Encouraging diversity in the curriculum and community of learners

- honoring and respecting cultural diversity

- Cultivating a sense of social and individual responsibility

- Embracing thoughtful change and innovation

Chabot College promotes an overall environment that encourages students to explore all levels of personal growth. The college's CWLGs include:
- Global and cultural involvement
- Civic responsibility
- Communication
- Critical thinking
- Development of the whole person

Chabot College faculty, student clubs, and Student Senate have taken an interdisciplinary approach in providing a learning environment that encourages personal and civic responsibility. The Office of Student Life supports the Chabot College Student Senate and InterClub Council. The Office of Student Life plays a key role in collaborating with campus divisions and service areas, programs, and organizations to develop, plan, and implement college activities. The Student clubs and organizations represent Chabot's diverse student population and place a great emphasis on volunteer and community services for the community at large. On the current Office of Student Life website, there is a list of active students clubs (Evidence II- 41). The goal is of the office is as follows:

> *"to create academic excellence by helping college clubs to enhance in leadership development opportunities, and by providing various experiences to cultural diversity for the Chabot College students. Education happens both*

> *inside and outside the classroom, and a successful college career includes*
> *social as well as intellectual development."*

The Student Senate sponsors activities that promotes understanding of social justice issues, civic responsibility, and intellectual/personal development (Evidence II- 53):

- Speakers Event including Tim Wise, well-known American antiracism activist and writer, and Alexa Koeniga, Executive Director Human Rights Center, UC Berkeley
- Gladiator Day and March Madness, promotes clubs on-campus to meet/greet with students
- Funding for First Monday's panel discussion of contemporary topics
- Funding Social Problems Student Research Poster for spring 2014
- Townhalls to educate students on how the student government works

Evaluation

The College meets the Standard. The College provides a multicultural learning environment that encourages personal development, civic responsibility, as well as aesthetic and intellectual development for all students through a variety of cocurricular events and activities.
Success Stories and Ongoing Efforts

Chabot College offers a variety of events that reflect the intellectual, aesthetic, and personal development of the student. These events include collaboration across several academic disciplines, involving the cooperation of faculty and students regarding issues concerning the Chabot campus and the surrounding city of Hayward. Two examples of this collaboration include *The Great Debate* and the FYE program. In the fall 2011 Student Satisfaction Survey, 60 percent of Chabot students responded that they have never had serious conversations with students of different religious beliefs or political opinions. In the spring of 2013, an interdisciplinary collaboration among the Chabot Forensics and Communications Studies program, the Law & Democracy Projects, and CIN spearheaded an event titled, *The Great Debate*. In fall 2013, The Great Debate took place at Hayward City Hall, where Chabot College students, community leaders and the city residents participated in a guided discussion revolved around "hot topics." The Hayward Great debate met several goals:

- Chabot students collaborate with civic leaders in the Hayward area and participated in civic engagement with city government, and non-profit and community agencies.
- Students improved and developed public speaking and communication skills.
- Provided a community event that invites the public to learn and engage in the diverse types of thinking, learning, and research within the College.
- Implemented an interdisciplinary collaboration among faculty member, involving the Chabot Forensics and Communications Studies program, the Law & Democracy Projects, and CIN.

The FYE Communities were created to improve completion rates of students. The FYE provides access to counselors, mentoring, reserved courses for UC/CSU transfer, individual or group tutoring, and pathways into several academic programs, which include:

- STEM
- Business

- Social Justice (CIN)
- Athletics
- Hayward Promise Neighborhood
- African American Themes (Daraja)
- Latino Theme (Puente)

The list of events demonstrates the ongoing and continuous efforts of Chabot Faculty, Counseling, and students engaging in both personal and civic responsibility as well as intellectual, aesthetic, and personal development. Events include the Chabot Gay Straight Alliance National Coming Out Day and Hayward Gay Prom in June, *Emerging Work* a series of plays written and performed by students that is featured every Spring and Fall, or guest speakers invited to campus discuss higher education and institutional racism, human trafficking, or social justice issues.

The most recent student survey included questions concerning civic or personal engagement, which were not previously asked. Questions included: 1) becoming informed about current issues affecting the US and the world; and 2) developing a personal code of values and ethics. Seventy-seven percent of the respondents reported making "some" or "a lot" of progress to Question 1, and seventy-four percent of the respondents reported making "some" or "a lot" of progress to Question 2 (DB-43).

Actionable Improvement Plan

None.

B.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.

Description

Chabot College designs, maintains and evaluates a variety of comprehensive counseling services to support student development and success. Chabot prepares counseling faculty responsible for the counseling and advising function, which encompasses academic, career, and personal counseling services. All counseling services are regularly evaluated through the PR processes and Advisory Committees. All the Psychology-Counseling discipline courses have CLOs, which have been assessed. Moreover, SAOs or CLOs have also been developed for student probation, new student orientation, and front desk counseling services. Counseling and Special Programs Divisions meet together the 1st and 3rd Wednesdays, 1-3 P.M., and in their own areas for the 2nd and 4th Wednesdays. Counseling meets on the 2nd Wednesday to discuss discipline and operational issues, and uses the 4th Wednesday for standing committees such as Front Desk and Critical Incident Response Committees. Often Admissions and Records and Financial Aid Directors and staff are invited to these meetings to facilitate discussion about important changes or area improvements based on identification of student need.

Each full-time counseling faculty member serves as an Academic Division liaison, and collegially participates in shared governance committees including Basic Skills, Curriculum Committee, Facilities, PRBC, Student Equity, and SSSP.

Delivery of Counseling Services

Front Desk Counseling: This service makes counselors more readily available to students to provide information and answers to urgent questions as they arise. This service is also available to prospective students and community members.

Individual Counseling Appointments: Individual Counseling Appointments are available to currently enrolled students and current applicants, and may consist of academic, career, or personal counseling. Academic Counseling begins with educational goal-setting, exploring educational options and opportunities, evaluating educational background, and providing the student with clear, concise, and up-to-date educational information of all types. Typical appointment content includes:

- *Course Selection and Planning*. Counselors are help students select courses that will meet specific areas of interest or goals
- *Transfer Planning*. Counselors provides students with information on admissions requirements and procedures, which can include appropriate sequencing of their classes and support in making informed decisions about their transfer options. Chabot offers Transfer Admission Agreements (TAA), which guarantee admission to participating universities. In the Career/Transfer Center, trained staff help students research potential careers and transfer institutions. Chabot is leading the state with the most AA-T and AS-T degrees to the California State Universities. The Transfer Center sponsors Transfer Day, transfer workshops, and University Representative visits to further support student's transfer goals.
- *Student Educational Plans*. Are completed in compliance with the SSSP. The following formats are available: SEPA (SEP Abbreviated 1-2 semesters), SEPC (SEP Comprehensive 2-3 semesters), and SEP (SEP up to six semesters). All SEPs include specific courses that will be taken by the student for each term until their academic objective is obtained. Students must have a major or goal selected, completed online orientation and Mathematics and English Assessment tests completed before formulating a Student Educational Plan.
- *Previous Course Evaluation.* Counselors work with students with coursework taken at other institutions of higher learning to have this work unofficially evaluated for applicability to degree, certificate, transfer, or prerequisite requirements.
- *Academic Probation and Dismissal.* Students who are on Academic Probation must see a counselor and complete an "Academic Success Contract" before registering for the next term. Students who meet any of the following conditions are required to meet with a counselor:
  - Students who have attempted at least 12 semester units of college courses (not including Ws) and has a cumulative grade point average of less than 2.0 will be placed on Academic Probation I.
  - A student on Academic Probation I who does not raise his/her cumulative grade point average to a 2.0 or higher in the following semester will be placed on Academic Probation level II.

- o A student on Academic Probation II who does not raise his/her cumulative grade point average to a 2.0 or higher in the following semester of attendance will be dismissed. The first time a student is dismissed he or she may apply for re-admission after one semester (summer session not included) of nonattendance. In the case of a second dismissal, the student may apply for readmission after 5 years of nonattendance. Summer session does not count as a semester in determining academic status.
- *Academic Difficulty.* Counselors are available to help students having academic difficulties find the assistance they need to improve their academic performance. Problems may stem from a variety of areas including personal or social challenges. Crisis Counseling and referral are also available. These students may not be on academic probation.
- *Choosing a Major.* Students who have not chosen a major or career field or who are considering a change of major or career may see a counselor for assistance.
- *Career Counseling.* Students are supported as they clarify and integrate career and educational goals, study of careers and lifestyles, vocational and career testing, and presentation of resource speakers. Counselors also provide courses and one-to-one career counseling.
- *Personal Counseling.* Counselors support students who need and seek assistance in resolving personal issues that interfere with school. These problems can include dealing with death, illness, divorce, or relationships with parents, spouses or significant others. Problems can include dealing with feelings that arise because of lack of financial or emotional support. Help with improving self-esteem is offered through counseling and courses. Counselors as well as Mental Health Interns are available for brief/solution-based counseling for up to 6 sessions per semester through the Student Health Center. Referrals are made to community-based agencies for personal counseling needs beyond this scope of practice.

Early Alert Intervention and the Mid-Term Progress Report
At the sixth week of the fall and spring Semesters, instructors may report the progress of their students using the online Mid-Term Progress Report (MTPR) system. The Probation Coordinator reminds all Faculty to submit their MPTRs online by the end of the eighth week of instruction. Students who receive comments from instructors that indicate academic problems are mailed and emailed a list of available support services and interventions available on campus including counseling for academic advisement.
The MTPR provides the opportunity for faculty to submit negative and positive comments regarding student progress. Approximately 50 percent of the full-time faculty submit MTPRs and only 10 percent of the total enrollment receive comments, positive or negative. The MTPR comment information is stored in BANNER, and counselors, special programs staff, and athletic coaches have ready access to the information when working with students. Staff routinely email students reminders, for example, to schedule a counseling appointment to complete an Academic Success Contract or to apply for graduation.

Evaluation

The College meets the Standard. The Counseling Division holds weekly meetings to provide adequate opportunity for staff development, curriculum updates, policy and procedural analysis and modification, and technology training. Participants include Special Programs counselors as well as the general counselors. Information about student contacts, counseling discrepancies, changes to state regulations regarding academic records (that is, Title 5) student retention, and grant opportunities is made available by the Dean of Counseling, with support from inquiry-based groups/committees. Critical inquiry groups that meet regularly include:

- The **Dean's Advisory Committee** is made up of several (3-4) counselors, a classified professional and the Dean of Counseling and it meets weekly to identity areas of improvement on policy, procedure, staffing, budget, curriculum, technology and facilities.
- The **Front Desk Committee** meets monthly and discusses issues and recommendations for improvement with front desk counselor role and duties, intake and screening procedures, FAQ's, appointment availability, and needs of students.
- The **Mental Health and Wellness Advisory** addresses crisis response, mental health services, incident analysis and follow-up, policy and procedure analysis and modification.
- **SSSP Advisory**. Representatives from Counseling, Admission and Records, Special Programs and IT meet weekly to develop procedures and tools to implement the state legislated SSSP core requirements.
- **Student Services Advisory**: Representative from all Student Services meet monthly to update and evaluate delivery of services to students.

Highlights of Accomplishments in Assessing Student Need and Implementing Change

Examples of completed initiatives to support student development and success and prepare faculty for the advising function follow:

- Created an Online Orientation that is accessible to all students 24 hours a day, and provide computer access for students who do not have computers.
- Expanded service hours in the Assessment Center to accommodate a flexible schedule
- Expanded access to SEPs. In spring 2014, Counseling redesigned SEPs to accommodate the increasing demand to meet state requirements.
- Revised the Priority Registration Review form to evaluate requests for service exemptions.
- Created appeal petition for loss of priority registration to address extenuating circumstances, high unit majors, disability accommodations, and improvement of academic standing.
- Worked with Information Technology to determine and implement a continuous data updating, assuring expedient registration.
- Replaced Matriculation Passport with Student Success Passport to guide new students through the core services.
- Implemented automatic admission confirmation that provides the Student ID Number to all new and returning students.

- Added a link to Class-Web (student's college account) to report status of core service completion.
- Improved Online Counseling services, so students have access to direct secure counseling online. As students are become aware of this service, use is expanding.
- Prioritized Counseling appointment availability to ensure students with the most critical access need can be served during periods of highest demand.
- Expanded front desk counseling service to provide continuous counseling access without an appointment.
- Provided training twice a year to update all Classified Professionals, Part-time Counselors, and Full-time Counselors on new procedures and state mandates.
- Increased PSCN Course Offerings to Support Student Success. With the increasing need for basic skill students to receive instruction in study skills, three sections of the PSCN 15, Study Skills course, are now offered in the fall and spring Semesters (started in fall 2013 and continued through fall 2014.) Additionally, the Counseling Division plans to offer PSCN 10 Career and Educational Planning courses (4 sections per semester) in both online and face-to-face formats to help students who are undecided about their major move closer to choosing relevant educational goals.
- Implemented annual registration awareness campaigns, starting in spring 2012

Fifty-nine percent of the students surveyed in the 2013 Accreditation Student Survey indicated that they were satisfied with their preparation for transfer, a 1 percent increase over those surveyed in 2007. Regarding front desk counseling services, 80 percent indicated satisfaction with services received (DB-43).

ACTIONABLE IMPROVEMENT PLAN

None

B.3.d.

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description

Chabot College is proud that students come to us with a rich variety of backgrounds, cultures and beliefs, and it has designed appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity. The diversity of Chabot's student body is apparent in the Fall 2013 Final Census released by the OIR that reports student characteristics of Race-ethnicity and Age as follows (DB-17):

Race-ethnicity	Age
African-American 14%	19 (or younger) 26%
Asian American 16%	20-21 19%
Filipino 8%	22-24 17%
Latino 34%	25-29 14%
Native American <1%	30-39 13%
Pacific Islander 2%	40-49 6%

White 19%   50 (or older) 5%
Other 1%
Unknown 6%

With the passing of the 2014-15 budget, funding was committed to address access, success, completion, success, and retention gaps among the population attending community colleges. The legislation required that the College identify its affected populations and devise plans to address the gaps. Responding to this challenge, the College brought together a strong and diverse combination of academic and student services, with good representation of faculty, staff, administrators, and students. Careful scrutiny of data around equity gaps led to deep conversations about how best to address those gaps. The group requested proposals from any interested group on campus. Proposals identified the population to be addressed, the intervention, program, services, outreach, resources, and measurable outcomes. These proposals were prioritized. Funded projects included establishing or expanding programs, new services, interventions, a wide variety of immediate interventions and support, including student needs for food, books, and transportation, and a substantial commitment for professional development of faculty and staff as well identify and train students to act as leaders and mentors in the Chabot and greater community.

Chabot creates and maintains a climate that serves and supports its diverse student population through programs, services, events, and courses. Long-standing, culturally-relevant learning communities are firmly established at Chabot, including the following programs designed and maintained to support and enhance student understanding and appreciation of diversity:

- **The Daraja Program** is a learning community designed to promote transfer and to increase academic and personal success. This program addresses students' needs through academic support services, professional mentorship, and a curriculum focused on African-American literature, history, and issues facing the African-American community. The Daraja Program promotes self-confidence and pride in one's cultural heritage, critical thinking, reading, and writing skills, and occupational research skills that are needed for college and future career success.

- **Puente Project** is a state-wide learning community designed to support students to build the skills necessary for success in both academic and career goals while at Chabot College. Students in Puente work closely with their Counselor, English instructor and Mentor to prepare for transfer to four-year colleges and universities. The Puente curriculum focuses on Chicano/Latino literature, history, and issues facing the Chicano/Latino community. The Puente Project promotes self-confidence and pride in one's cultural heritage, critical thinking, reading, and writing skills, and occupational research skills that are needed for college and future career success.

The college also designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity through a variety of planned events including the following:

- **Sexual Assault Awareness Day and Title IX Student Training** event was held in fall 2014 to provide a sexual assault awareness event to over 420 students from various classes throughout the college in a context related to their everyday lives by professional acting troupe, "Sex Signals."

- **Suicide Prevention Gatekeeper Training** is provided to student assistants, student leaders, faculty, staff and administrators to contribute to a greater understanding of mental health issues as related to student academic achievement as well as steps to take in recognizing students in need of help
- **Annual Student Health & Safety Fair** is held to provide health and safety related outreach to all members of the campus community.
- **Disability Awareness Day,** also known as Hands across Chabot. The DSRC sponsors this event each year to promote faculty and staff awareness of resources available within the community and state agencies that serve persons with disabilities.
- **DSRC Appreciation Day** is an event held in recognition of DSRC student graduation, transfer and academic success, including scholarships and faculty/student assistant appreciation.
- **Recognition Ceremonie**s. Each program in the Special Programs sponsors recognition ceremonies, highlighting the accomplishments of program students for their invited friends and families.
- **Latino Education Summit**. The Chicano Latino Education Association (CLEA) of Chabot College, the Chabot Puente Project, and Chabot College Student Senate have hosted the annual Latino Education Summit since 2002. The Latino Education Summit is coordinated by faculty and staff to offer workshops to the Chicano/Latino community, especially families of high school youth. This conference provides students and parents with motivational, academic, and social networks that provide access and resources to information on higher education. Guest speakers from Chabot College, local universities, and the community give informative workshops to students and parents on becoming eligible for Chabot College and other institutions of higher learning. These workshops provide information on high school graduation, college and university access, civic engagement, and cultural pride.
- **Gladiator Welcome Day** is a welcome day event for all new and continuing/returning students that takes place the first week of the fall semester. Hundreds of students attend the event to learn about the student services and academic programs available at the college, including the student organizations that promote understanding and appreciation of diversity such as the Able-Disabled Club, American Sign Language Club, Black Student Union, Japanese Anime Club, Gay-Straight Alliance, Latin@s with Purpose, and Striving Black Brothers. Special Programs that promote and understanding and appreciation of diversity such as Puente and Daraja learning communities are represented.
- **Chican@/Latin@ Recognition Awards Ceremony** is an annual event that is hosted by the Chicano Latino Education Association (CLEA) and the Student Senate of Chabot College to recognize Chicano/Latino students who have achieved their academic goals while at Chabot College, including any of the following: receiving an AA/AS or Certificate degree, being awarded a scholarship, or transferring to a four-year university.

Evaluation

The College meets the Standard. Highly relevant work at improving awareness and addressing equity gaps is taking place at the College. The Equity Coordinating Council, a highly representative and collaborative group, is steering the equity effort at Chabot. The first year projects, and the vision for the future, which includes professional development and training for fall 2015, have a great deal of promise for raising diversity and equity awareness, in addition to closing equity gaps that affect many of Chabot students.

The degree to which students feel the College serves and supports its diverse student population is reflected in the Chabot College Fall 2013 Student Accreditation Survey (DB-43). Student responses agreeing or strongly agreeing to the statement, "At Chabot, there is general respect for differences in: race-ethnicity (84%), gender (84%), physical disability (84%), age (83%), sexual orientation (81%), native language (81%), and religion (79%)", validate the effectiveness of the people, programs, services, and courses that sustain and promote diversity on the campus. Students recognize faculty promotion of diversity in the classroom. To the statement, "Instructors encourage my participation in class no matter what my race-ethnicity, cultural background, gender, sexual orientation, or other non-academic characteristics," 82 percent of students agree or strongly agree. These programs, services, and dedicated efforts of faculty and staff to maintain and develop a campus climate in which diversity can flourish have resulted in positive experiences at Chabot College. Students agree or strongly agree with the following statements: "I feel welcome at Chabot," (76%); "I am treated with respect by college staff," (84%); "There is respect for differences in race-ethnicity," (84%); and "I would encourage others to attend this college," (72%).

Additional evaluations are done through PRs. Each year, each program within the Student Services Division completes a PR which evaluates the programs services and goals as it relates to students, the college strategic plan and the overall master plan.

ACTIONABLE IMPROVEMENT PLAN

None

B.3.e.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

The College is an open-access institution that admits all applicants who have a high school diploma or equivalent, or who are 18 years of age or older and who can benefit from instruction. The only exceptions to this admission policy are for international and concurrent enrollment high school students who must meet additional admission criteria. These policies are outlined in the *Catalog*, *Class Schedule*, and website (A-4, Evidence II- 25).

The majority of students apply to the college using the California Community Colleges statewide online admission application (Open CCCApply). Paper applications are also available at the Office of Admissions and Records. Students may also access the online application through the Student Online Service center where staff are available to assist students in navigating the admissions application process. The District annual audits

help to ensure the Office of Admissions and Records Office comply with state and federal regulations related to admissions and residency requirements. The electronic admission application is provided through CCCApply, a statewide, online admission application system owned by the CCCCO and governed by the CCCApply Steering Committee. The Steering Committee is responsible for system design and issue resolution, and holds regular meetings and workshops to address and interpret the laws governing admission to the California Community Colleges. As a member of this committee, the college plays an active role in ensuring the effectiveness of the admission instrument and admission practices. Additionally, by providing the application in multiple formats, and offering application assistance from staff throughout the campus (that is, in the Admissions and Records Office, DSRC, International Admissions Office, Student Online Services, and through application workshops), the college minimizes biases in the admissions process.

After the student applies to the college, depending on their academic history and educational goals, he or she will be referred to the English, mathematics, ESL, and/or chemistry assessments. The assessment instruments include the ACCUPLACER (CPT) series of English and math tests, the Combined English Language Skills Assessment (CELSA) for ESL placement, and the California Chemistry Diagnostic Test for chemistry placement. The ACCUPLACER instrument is second-party approved, meaning the test developer submits validation studies to the State Chancellor's Office for approval of usage statewide and the individual schools submit second-party data regarding their specific schools for approval (Evidence II- 54). According to the criteria set forth by the State Chancellor's Office, the College is responsible for evaluating 1) validity and fairness, 2) reliability, and 3) impact of testing on various groups when utilizing a second-party or locally managed test in order to get approval for usage of the assessment instrument.

The results from the assessments, along with self-reported information about academic history, are used to give the student a recommended course placement in English, mathematics, and ESL. This use of multiple measures for placement purposes helps to ensure that students are not misplaced in courses. The scoring system takes into consideration the self-reported information that students provide in making its final course recommendations. Students who feel that an assessment does not accurately reflect their skills may be given an opportunity to retest. These assessments are provided to students as a tool to determine appropriate placement and are not used for admission purposes. Information regarding the assessment instruments and sample questions are posted on the College's website, as well as online study guides (Evidence II- 35). Students wishing to improve their assessments scores are permitted to retake the assessment once every six months.

All new students are encouraged to take their Assessments in English/ESL and math, and with the SSSP mandates, priority registration is not given to students who do not complete assessment, if needed. Students may elect to start at beginning English, mathematics, ESL, and chemistry classes without having to take assessments but have to wait until open registration. Students may opt to be placed into an English,

mathematics, ESL, and/or chemistry class by submitting a Prerequisite Override Request in-person or online to General Counseling. This request must be supported by documentation of one of the following: a) college transcripts confirming successful completion of prerequisite course equivalence, b) AP Test Score of 3 or higher in English, Math, or Chemistry, or c) EAP Test Score of "College Ready."

If the Prerequisite Override Request is not the appropriate initial process or is disapproved by a counselor, students have the right to submit a Prerequisite Challenge to the appropriate Division Dean to request enrollment approval in the desired course. Students may submit a Prerequisite Challenge when one of the following circumstances applies: 1) the prerequisite has not been made reasonably available, 2) the prerequisite was established in violation or in violation of District approved processes, 3) the prerequisite is discriminatory or applied in a discriminatory manner, 4) knowledge or ability to succeed in the intended course for enrollment has been acquired outside prerequisite parameters stated in the Chabot College Catalog, or 5) the Prerequisite Override Request for the course was denied by a counselor. Prerequisite Challenge forms are available in General Counseling Office or in the Academic Division Offices. (See exhibit: "Prerequisite Challenge.")

Evaluation

The College meets the Standard. The College complies with the standards for admission required by California Education Code, Title V. The admission application is free and may be submitted electronically using the online application system or in-person or via postal mail using the paper application form.

In Fall 2009, cut scores for the English and mathematics assessments were raised based on prior research by the OIR. The OIR also continually examines the consequential validity of Chabot's assessment tests and produces data every two years (I-28). In spring 2015, the English cut score was lowered due to evidence of disproportionate impact.

The College recently received State revalidation of the Chemistry Diagnostic Test through a Critical Mass Study. The combined English Language Skills Assessment (CELSA) is approved until March 1st, 2015. The chemistry assessment determines the suitability of placement into Chemistry 1A for students who have some knowledge of the subject, but who have not taken the prerequisite course. The schedule of assessment dates and times is published in the *Class Schedule* and online each term. The Assessment Center works closely with the DSRC to provide necessary accommodations to students with disabilities. A note on the Assessment Schedule directs students needing special accommodations to contact the DSRC. ACCUPLACER tests are untimed; however, it is important to allow enough time to complete the test since test results are a key factor in determining the course(s) to enroll in. ACCUPLACER test results are available within 24 hours following the test and are posted into the students' account.

The Fall 2013 Student Survey English and Math Assessment Recommendation Questions showed that the majority of the students felt they were appropriately placed and were prepared for their recommended classes with all of the assessment instruments (Evidence DB-43).

NONE.

B.3.f.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

The College adheres to provisions of state laws and regulations, the Federal Education Rights and Privacy Act (FERPA), and District BP 5310 regarding Student Records: Maintenance, Retention, and Destruction (Evidence II- 56). Student records are securely maintained by both the District and the College. Imaged document storage is maintained by District Information and Technology Services (ITS), and scanned documents are shared between the colleges.

Student records from summer 1994 to present are maintained on Banner, an online automated Enterprise software package provided by the Ellucian vendor (formerly Sungard Higher Ed). The CLPCCD ITS personnel support the Banner baseline system and unique CLPCCD customizations, with access granted to ITS staff as appropriate to install new modules or upgrade and fix existing modules. The Banner System is configured to comply with FERPA, ADA, and PCI credit card requirements. The Banner System resides on two IBM Enterprise Servers. To maintain maximum system availability, one serves as the primary computer for production operation, and the second serves as the redundant backup computer to be used for disaster recovery purposes when hardware or software failures occur. The Banner server is housed at Las Positas College in a restricted Technology Building 1900, and within that building the server resides in a separate district data center computer room, where only district ITS and security personnel have access. Entry into this restricted server room is controlled by magnetic cards with additional PIN numbers required. Keys to the computer room are only used for emergency purposes, and only security and the district CTO possess such keys.

Banner data is backed up daily on tape and stored in a locked fireproof unit within the secured building, which is accessible only to ITS staff who are responsible for the tape backups and tape rotations. District system backups are performed on an automatic nightly and weekly schedule. Full weekly backup tapes are stored offsite in an alternate computer room at the district office. Offsite tapes are rotated back to the central data center as new tapes are generated. As this is a district-maintained function, access to documentation or Banner system processes requires district login, which is restricted to ITS staff responsible for the Banner modules.

Access to the Banner system is available through several methods: 1) web self-service (CLASS-Web), which provides local or remote access; 2) Banner client feature called Internet Native Banner (INB), which is restricted to local on-campus access only; 3) the Zone, which is the Banner portal that provides single sign-on features for the Banner and CLASS-Web functions; and 4) Banner Mobile App that is the most recent addition to the Banner Enterprise System. The web self-service uses a HTTPS browser, which requires server authentication using a VeriSign

certificate. This allows the user's browser session to be encrypted over the Internet. The Zone portal and the newt Mobile App are also protected in a similar manner through a HTTPS browser with authentication using a VeriSign certificate. The user then logs into the system using a system generated W-ID and a six-digit PIN number, which must be updated by the user on an annual basis. The Banner INB client portion of the system is not available via the internet, and it is limited to local on-campus access the CLPCCD internal network from either one of the two college sites or the district site. The Banner client requires a login ID and password that is also updated by the user and expires within twelve months. For all Banner access, the Banner role security defines what forms and functions the user has access to and the Director of Admissions and Records authorizes what access is granted, either update or query, through a Computer Access Request form submitted to the district ITS department. Besides the login access with user ID and password or PIN, the Banner system is configured with a built-in timeout of 15 minutes to prevent inadvertent intrusions. Currently enrolled students can access their current registration status and academic history online. Each student is assigned a random ID number (system generated W-ID), which is used with a student PIN number for secure student access to online personal information.

To maintain confidentiality and ensure compliance with federal and college regulations, document security levels have been established. Beginning in 1998, the college implemented an image scanning system, ATIFiler, for electronic storage of permanent records. Scanned images were backed up daily and stored in a fireproof safe. Security levels for viewing and scanning student records were established by division deans and directors and enforced by Chabot ITS system administrators. Access to the server was restricted and was only accessed through the Chabot ITS administrative users. In 2012, the district implemented the Banner Document Management System (BDMS) for the colleges, which replaced the previous ATIFiler System for storage and retrieval of scanned images. This migration provided a fully integrated system whereby the Banner student data and the electronic documents for transcripts and other student submitted forms to Admissions and Records were merged into one seamless point of access. Besides the Admissions and Records student data, the student information related to Financial Aid was also included in BDMS. With the transition to the new BDMS system, the responsibility for the imaging system shifted from the local college technology department to district ITS, since this new system is now part of the Banner Enterprise System.

The BDMS servers are housed in the same district data center where the Banner Enterprise System resides with the same security access levels. Storage of the electronic images has been expanded to a next-generation storage solution to accommodate the large volume of data. The BDMS adheres to the same Banner role security to define the level of access to forms and functions as described previously for the standard Banner security methods. District ITS maintains the BDMS, and the tape backup procedures also follow the same procedures as the Banner Enterprise System. Electronic student records may only be accessed by authorized viewers. The authorized view cannot edit or delete student records since this is reserved for document administrators. The Admissions and Records administrator must approve requests for access.

Active student records are housed in Admissions and Records within the Student Services building. This area is locked and is accessible to authorized personnel only. Microfilm copies of Chabot student records prior to 1994 are located at Chabot and the CLPCCD offices. Original microfilm tapes are stored at Chabot College. The copy of the microfilm sent to LPC is for access only.

Evaluation

The College meets the Standard. All Admissions and Records Staff are knowledgeable about FERPA and college guidelines related to student record confidentiality. Information is not released to a third party without written authorization from the student. Records are retained, scanned, and destroyed according to FERPA and Board Policy. In addition, computer access to the Banner system is reviewed periodically and access is restricted to a "need-to-know" basis. The Admissions and Records Administrator must approve all requests for access. All users are required to sign an agreement stating they will adhere to FERPA mandates. As staff who have Banner access are terminated due to resignations or retirements, the appropriate manager submits a revoke request to remove system access privileges.

ACTIONABLE IMPROVEMENT PLAN

None

B.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 of improvement.

Description

Chabot College evaluates student support programs and services systematically to assure their adequacy in meeting identified student needs using SLOs and SAOs, surveys (campus climate surveys, student engagement surveys and satisfaction surveys), extensive data provided by the OIR within the PR process (I-29, Evidence II- 15). With the assistance of the OIR, the survey results used during PR are reviewed prior to deployment to ensure currency and scope, so that Student Services can develop plans to increase Student Services' effectiveness and impact on student success. The PR process provide recommendations for improvement and resource requested which are then used to improve services. For example, in academic year 2014-15 Student Services has purposefully filled positions or designated assignments in student services to oversee areas that impact students' goals and college experience that were outlined in previous PRs, specifically:

- The OIR data showed 66 percent of students indicate transfer as their educational goal so Counseling documented this data analysis in its PR and hired a full-time Transfer Counselor/ Coordinator. Given that the persistence rate is as much as 14 percent higher for students who utilize the Career Transfer Center, it has been crucial that a Transfer Counselor be identified to help coordinate the variety of services the center offers to students.
- Using the Fall 2013 Student Survey to assess student's experience of campus climate, a majority of Chabot students describe a positive campus climate, specifically 72 percent of students would encourage others to attend this college.
- To meet the needs of 450 Athletes, a new full-time counselor for athletics was hired in 2014.

- Nineteen percent of students are evening students, so Counseling is open two evenings every week until 7:30pm. Additionally, 13 percent of Chabot's student population is online, so the College has increased accessibility for distance learners by implementing the online counseling services in a secured log-in environment.
- As a result of student surveys of mental health needs administered by Counseling Mental Health Coordinator, new training was provided college wide to students, staff, and faculty:
    - Spring/fall 2013 Kognito Suicide Prevention Gatekeeper training
    - Fall 2014 Title IX Sexual Harassment training provided on Flex Days
    - Student Health 101 Web-based magazine implementation
- Using SAOs, counseling has reduced the no show rate of counseling appointments to as low as 13 percent by making reflective changes in front desk counseling and appointment procedures.

Evaluation

Chabot College meets the Standard. Student Services are regularly evaluated through unit-specific surveys, the assessment of SLOs and SAOs using annual student campus climate and satisfaction surveys and OIR-provided data. Through PR, the results of these evaluations drive the development of strategies and resource requests to improve services and their subsequent assessment. In sum, Student Services Committees, Coordinators, and Administration utilize student data to inform decision-making on policies, procedures, and curriculum that affect student access, retention, and success.

ACTIONABLE IMPROVEMENT PLAN

None

C.   *Library and Learning Support Services*
          Library and other learning support services for students are sufficient to
          support the institution's instructional programs and intellectual, aesthetic,
          and cultural activities in whatever format and wherever they are offered.
          Such services include library services and collections, tutoring, learning
          centers, computer laboratories, and learning technology development and
          training. The institution provides access and training to students so that
          library and other learning support services may be used effectively and
          efficiently. The institution systematically assesses these services using
          student learning outcomes, faculty input, and other appropriate measures in
          order to improve the effectiveness of the services.

C1.   *The institution supports the quality of its instructional programs by*
          providing library and other learning support services that are sufficient in
          quantity, currency, depth, and variety to facilitate educational offerings,
          regardless of location or means of delivery.

The College's learning support services include the Library, the student computer laboratory and audiovisual center, and the LC Program, which includes the WRAC, the LC Center (formerly PATH - Peer Academic Tutoring Help), the STEM Center (formerly Math Lab), the Communication Laboratory, and the ESL Language Center.

C1.a.   *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.

Description
Library
The mission of the Library, as set forth by the governing board of the CLPCCD, is to support the institution's instructional programs. To this end, the Library provides educational equipment and materials in all media of communication and encompassing all reasonable points of view on issues to promote the practice of critical thinking by students. The acquisition of materials is informed by the Library's Collection Development Policy, which is periodically updated (revised in 2012). This guiding document outlines the policies and procedures under which faculty and staff "are encouraged to inform the Library of collection development needs in their subject areas" (Evidence II- 57), Accordingly, the Library selects and maintains a collection, including books, periodicals, online databases, audiovisual materials, and other electronic media to support student learning and enhance the achievement of the mission of the institution. By communicating and collaborating with faculty and staff, the Library meets the Standard.

Furthermore, the process supports and enables the library's mission, vision, and core values, as follows:

Mission: The Chabot College Library is committed to teaching and promoting the use of information resources to support students' information literacy and critical thinking. In support of this mission, the Chabot College Library provides all users with a safe and welcoming environment conducive to learning, collaborating, and encouraging lifelong learning.

Vision: As a focal point of the College, the Library identifies and meets the needs of students, faculty and staff. In support of the College Mission, the Library continues to acquire and maintain a diverse collection of information resources and services.

Core Value: We believe in the following:

• In facilitating access to information by providing multiple access points that support diverse student needs.

• In teaching students, faculty, classified professionals, and administrators how to find, evaluate, and ethically use information in their respective academic, professional and personal lives.

• In operating at a high level of professionalism and service.

• In creating a safe and welcoming environment where all students want to come.

• In fostering lifetime relationships with libraries.

The Learning Connection

Currently in its eighth year, the LC is the umbrella program for a variety of academic support programs across campus, including the WRAC Center; the ESL Language Center; the LC center (formerly PATH) which serves all disciplines; the STEM Center (formerly Math Lab); the Learning Assistant program (tutors embedded into classrooms); Communication Studies Laboratory and a World Language Laboratory. The mission of the LC is best summarized by our PLOs and SAOs, as follows:

• Students who take advantage of the LC'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.

• Students who receive learning support will actively engage in the learning process at higher rates than those who do not.

• The LC will maintain a supportive environment that enhances student learning.

To achieve and assess these outcomes, LC faculty and staff work closely with discipline leads across campus, the 'Making Visible' documentary film project, the BSC, Special Programs, Grants, and the OIR to build and maintain its programs.

The program is led 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 Coordinator of the LC, a faculty member on 60 percent reassign time, who facilitates interdisciplinary cooperation, supervises the budget, and together with discipline leads and staff, recruits and trains tutors and learning assistants.

The PR is similarly organized: each discipline or program completes their own PR integrating learning support while the LC's central PR accounts for SLOs, SAOs and requests pertinent to the entire program and to the success of individual programs under its umbrella.

Through the LC, students have access to learning support of various types, including one-on-one or small-group tutoring (both drop-in and scheduled); peer study groups; peer-led workshops; conversation groups; in-class tutor support; drop-in peer advisor support; communication coaching; computer-aided-instructional support; and faculty-student tutorial support courses, including ESL 127 (Pronunciation Lab), ESL 128 (Faculty-Student Tutorial), and ENGL/GNST 115 (Faculty-Student Tutorial).

Instructors and counselors are closely involved in the learning support made available to their students: The LC offers tutoring only in subjects whose instructors have recommended tutors. When instructors or counselors believe that learning support in addition to or other than tutoring is appropriate, they develop pilot programs that the LC helps implement. For example, Social Science and Business instructors have successfully piloted peer study groups, and the LC supported a Title III-funded online tutoring pilot. Our Learning Assistant program, piloted through Title III funds, has been institutionalized through the LC. The ESL program also successfully piloted cross curricular Writing Workshop courses for all ESL students, funded through the TRiO grant along with their ESL 128 support course.

Additionally, instructors are active participants in many LC programs, teaching classes and meeting with students in the centers. Discipline lead instructors are responsible for content-area tutor training and serve as liaisons between their divisions and the LC. Over the last three years, the number of discipline leads across campus has increased to cover disciplines in almost all divisions, including Social Science, Arts and Humanities, English, Allied Health, Chemistry, Math, ESL, World Languages, and Communication disciplines. Technical-vocational instructors have referred students to tutor training and indicated interest in collaboration with the LC.

In the last few years, the ESL Language Center has added a number of educational software programs to support students' efforts in English oral and written communication skills. These include: FEG Interactive (Fundamentals of English Grammar), UUEG (Understanding and Using English Grammar), Pronunciation Power, FOG (Focus on Grammar), Oxford Picture Dictionary Interactive, and AmEnglish Programs. The World Languages Laboratory offers Cengage Software and Rosetta Stone for French and Spanish language learners, in addition to educational software on grammar, pronunciation, conversation, and cultural components of the target language.

The WRAC Center in the library has 57 upgraded computers with MS Word 2010 and internet access, and provides students with Blackboard support as well as reading and writing support. In 2012, the WRAC Center also added a "smart classroom" computer lab, Room 354, with 48 upgraded student-use computers, an instructor computer, a document reader, two large screens and a printer. Both WRAC laboratories have computers with Inspiration 9, a computer program that helps improve brainstorming and organizational skills. Along with these programs, a variety of supplemental texts and workbooks are also available in all learning support centers for student use and to support tutorials. Models of muscles, the skeleton, and body organs are available in the Audiovisual Center in the Library for anatomy students to study.

The STEM Center (formerly Math Lab) is currently under expansion, with a planned re-opening as the Math and Science Success Center scheduled for fall 2015. In preparation, during spring

2014 they doubled their space and in fall 2014 incorporated adjacent study group areas. In spring 2015, they will retool their data collection system to align with other LC programs. When the expansion is complete, students will be able to go to one place for Math and Science support instead of two locations, as is currently the case.

A Social Science laboratory is also under development with a planned fall 2015 opening. Designed by discipline faculty who piloted a GNST 115 support course, the Social Science laboratory will increase the number of students served by Social Science by offering more study groups, computers, individual study, and one-on-one tutoring.

Evaluation

The College meets the Standard.

Library:

Library Materials:

The Library collects hosts of materials for student use: Print: Books, Reference, Periodicals; Electronic: E-Books, E-Reference Databases, Periodical Databases, and Audiovisual Databases, Multimedia materials: CDs, DVD, Realia, and Electronic equipment: laptops, cameras, etc. All of these materials are supported currently by the Measure B Bond measure. The District and the College committed $1M to support the book collections in the initial bond allocation. The College has annually allocated funding for the rest of the materials through the PR process and awarded by the College Budget Committee. As the Measure B Bond funding will be exhausted soon, and the library has requested that the college find sources to fund these expenses in the future

Currently, the Library print book collection holds 63,492 titles. In the past five fiscal years, 2009-2013, the Library has collected 6,503 volumes, which represent 9.8 percent of the book collection. However, due to the relocation of the stacks and existing space limitations, the Library needed to weed (discard) approximately 4,500 titles, so the collection has been slightly reduced. Moreover, the Library's most recent inventory (summer 2014) reflects many items, approximately 2,693, missing from the shelves.

Since 2004, the Library's book budget has been enhanced by a $1 million grant from the District's local bond measure, Measure B, made available at the rate of $100K a year. This funding has enabled the Library to systematically review the book collection in accordance with the Collection Development Policy and in collaboration with Chabot faculty to update and augment its current holdings. Thus far, this annual assessment process, developed and implemented by librarians with assistance from selected faculty has evaluated the following Library of Congress Classification Categories: A, B, C, G, HF, ML, P-PN1995, U, V and Z.

In order to accomplish this task, the Library hosted "Wine and Weed" functions where faculty have weeded and recommended replacements and new subjects in their respective fields. Most recently, these disciplines have included: Early Childhood Education, Mathematics, Computer Science and Computer Applications, American and English Literature, Native American History, Anthropology, Geography, Early U.S. History, and Religion. Similarly, the Nursing and Dental Hygiene faculty weed and select in the RT and RD on a biannual basis. Currently, librarians are evaluating Art and Architecture (N), Music (M) and U.S. History (E and F).

The Library also receives requests for new titles on a regular basis through e-mail, telephone, and in person. Face-to-face contact with instructional faculty tends to yield the most insight for acquiring new materials in a respective field. Additionally, librarian participation in shared governance committees (for example, Senate, Technology, Facilities, Curriculum, PRBC) ensures that librarians build rapport with faculty and gather their input in the selection of

materials. Particularly, the librarian serving on the Curriculum Committee, who reviews all of the new and updated courses, is able to identify any gaps in the library's collection and to recommend more resources to the Collection Development Librarian to support the course SLOs. In addition, the library's Outreach Librarians, who serve as embedded librarians for Chabot's Learning Communities (for example, Daraja, Puente, and CIN) are able to collect valuable feedback from both faculty and students on materials to enhance the collection. Administrators, staff, and students also make useful recommendations. Students, in particular, provide very insightful feedback on titles that may be missed by standard collection development tools (that is, book reviews). Title suggestions by students are often received during a transaction at the Reference Desk. As a whole, these methods and practices of capturing input from faculty, staff and students allow Librarians to systematically evaluate the collection and the process of selecting and maintaining educational materials to support student learning.

Audiovisual Collection

The library's audiovisual collection, like other collections in the Library, is constantly evaluated and updated where appropriate. Although the Library continues to support a growing audiovisual collection, informed primarily by faculty requests, satisfying instructors' requests for DVD titles continues to be a challenge as many requests are for titles that are *not* closed captioned. The Library maintains a policy that titles that are found to be *not* closed captioned will *not* be ordered. Exceptions may be considered but require a time frame where Chabot's DSPS receive materials to be closed captioned. Given that instructors' requests rarely take into account the time necessary to have materials closed captioned, faculty requests for such DVD titles are almost always denied. The Library has been proactive in discarding VHS titles that are *not* closed captioned and replacing them with newer formats (that is, DVD) that offer this feature. This has lessened the problem while at the same time enhanced the collection. The Library has also began a subscription to Films on Demand, which maintains a library of over 20,000 streaming videos that are 100 percent closed captioned. However, the Library continues to request assistance for educational, nonprofit, and small film companies to provide the funding and labor for closed captioning of such important and essential films, upon their release in DVD format. Otherwise, there is an unintentional form of censorship that is occurring with respect to important films that are essential to community college students' education.

   Periodical Collection

In recent years, the library's periodical collection has been increasingly moving from print and microfilm format to online format, a common trend across academic libraries. The periodical collection has diminished in size and demand over the past few years as access to full-text electronic resources has increased. This decrease in print quantity and usage has been gauged through an annual review of the library's periodical collection, which provides online access to the Periodical Holdings List via the library's web page (Evidence II- 58). The most recent inventory and weeding of periodicals (magazines and journals) was conducted in spring 2014, which was largely based on alternative full-text availability in the electronic databases. Individual periodical titles can be found and searched through the library's subscription to Serials Solutions under the "Browse/Search a Journal" feature from the Library Home Page. Print titles can be requested and checked out from the Circulation Desk. The table below illustrates the print periodical usage monthly statistics for 2012-13 and 2013-14,

Month	Checkouts	Month	Checkouts
July 2012	7	July 2013	0

August 2012	4	August 2013	0
September 2012	4	September 2013	3
October 2012	13	October 2013	14
November 2012	6	November 2013	2
December 2012	7	December 2013	0
January 2013	0	January 2014	6
February 2013	0	February 2014	0
March 2013	1	March 2014	0
April 2013	6	April 2014	6
May 2013	4	May 2014	4
June 2013	4	June 2014	0
2012-13 Total:	**56**	**2013-14 Total:**	**35**

Database Collection
The Library has increased its online collection from 20 databases in 2008 to 51, 28 of those come from the library's annual budget for electronic resources, which is now $67,000 annually and funded fully by bond monies. The remaining 23 come from the Academic Search Premier suite, which is part of the state provided suite of general periodicals databases
Currently, access to full-text periodicals is relatively strong with 32,444 magazine, journal, and newspaper titles available from our suite of databases. While titles may satisfy important subject areas, preferred titles instructors may want students to have may not be available. This is due to vendors having exclusive rights to particular key newspaper, magazine, and journal titles. For example, one area currently considered somewhat weak in the Academic Search Premier suite offered by the state is the sciences; however, at this time there is not a quality, affordable sciences journals database available. For other scant areas, such as Anthropology, the Library currently uses JSTOR Arts and Sciences II (although only this particular JSTOR collection) costing $1,000 per year. Other areas are better supported, for example, the Library does subscribe to CINAHL Plus with Full Text and Dentistry and Oral Hygiene Science with respect to the key health programs at Chabot College.
Similarly, Critical Thinking and Writing courses have access to Artemis Literary Sources, LexisNexis Academic, Legal Information Reference Center, and Communication and Mass Media Complete as additional databases, while the ProQuest Diversity databases (Alt-PressWatch, Ethnic NewsWatch, and GenderWatch), the statistics databases (Statistical Abstract of the U.S., Statista) and pro-con databases (CQ Researcher, Issues and Controversies, Global Issues In Context) satisfy research needs of English 1A, Communication Studies, and many Social Studies courses. In 2013, the Library purchased perpetual access to Literature Resource Center, which includes a significant portion of the print reference collection on literary criticism and biographies on authors (including selections from many literature journals and chapters of books, including famous criticisms on authors' works). The acquisition of this collection required annual installments from 2013 to 2016, then starting in 2017, the Library will pay an annual access fee one third the cost of the Literature Resource Center subscription
Since 2008, the Library has purchased perpetual access to individual e-book titles as well as acquiring general multisubject e-book subscriptions. In 2008, we have access to ~20 reference book titles. The Library now has ~ 83,400 e-book volumes of titles (larger than our print collection), including 2,967 the Library perpetually owns and 2,292 volumes the Library shares

with other California community colleges. Since 2013, in accordance with our Collection Development Policy, the Library only purchases titles that are either in the Gale Virtual Reference Library or the eBook Collection (EBSCOHost) platform. However, older perpetually owned titles and subscription titles do appear in a number of different interfaces. Subscription e-book databases include the EBSCOhost community college collection, Ebrary College Complete, and Infobase Academic E-Books Collection.

In 2014, the Library began its subscription to Films on Demand, which contains a subscription to over 20,000 streaming videos. This purchase was made possible when a significant addition to our budget request for annual electronic resources was allocated through the college's Program Review process and thus, made this feature possible. However, perpetual subscription to this database will depend on the consistent availability of funds and student usage statistics. The library will assess its use by students via its annual Library Student Survey. Films on Demand boasts a 100 percent closed captioning of its videos.

Database Usage

For the 2012-13 academic year, there were a total of 436,866 searches conducted in our databases with 155,071 full-text requests made, 86,465 of which came from Chabot Library's individual databases suite (separate from the state-wide EBSCOhost subscription). Of the databases to which Chabot subscribes, outside the statewide Academic Search Premier package, the average cost per full-text item viewed is forty nine cents per article (a four cents increase since 2008). The current most expensive database is Global Issues In Context with $8.69 per full text article viewed, while the most economical database is Issues and Controversies at six cents per item viewed. As far as e-books, they were viewed 56,644 times, demonstrating that students are accessing e-books. Although based on anecdotal interactions at the reference desk, librarians sense that students prefer a print copy over an electronic version, if one is available; thus, further data (usage statistics and student satisfaction) are collected through the annual Library Student Survey (Evidence II- 59). At this time, it is too early to track usage of *Films on Demand* as its availability is not well known among faculty, but from January to May, 2014, 1,485 searches have been conducted with 966 views of titles in the collection.

Library Website

The library's website provides access to a myriad of information resources, research tools, online reference chat services, sample citation formats and an instructive citation generator (that is, Noodle Tools), subject guides, online study room reservation form, and general library information (Evidence II- 58). In 2011, the [website](#) launched its fourth website design (with minor modifications in 2014) and in 2013, established a mobile version of its website using Libguides' Mobile Site Builder. The Library utilized Web 2.0 tools, such as the Google Custom search Engine to create the [Public WWW Sites Selected by Librarians portal](#), which includes most searchable sites that are linked from the online reference shelf and library's subject guides, and transferred both its library orientations and subject guides to the content management system, [Libguides](#). This allows librarians to create and update pages to links more efficiently and conveniently. In addition, the Online Reference shelf pages are currently being transferred to the Libguides platform.

In 2009, the Library began offering reference chat services using the LibraryH3lp service. Since 2010, the reference librarian on duty now provides chat reference, phone, and in-person reference assistance. The integration of these new technologies is aligned with the Library's Mission Statement, which reflects its investment in library innovation. However, not having a college webmaster on campus has posed some obstacles. The Library has challenges updating

its online forms (such as the library orientation request form and the reserves request form) as well as making sure the site is up-to-date and compatible with students' needs with their browsers and new mobile devices. Moreover, the Library also is unable to have a Content Management System for its website at large, which does present challenges if the Information Competency and Technology Librarian is not available at crucial times.

During the 2012-13 academic year activity on the website was strong with 231,503 page views of the library website and Libguides sites combined. While 414 Chat Reference questions were answered during the same academic year. For the calendar year of 2013 (January to December), 1402 bookings were confirmed for rooms 107A, 107B, and 109 through the Libcal system. The total minutes occupied for the three rooms are 45,180 (107A), 38,550 (107B) and 43,200 (109). An additional Group Study Area, although not tracked by Libcal until recently, has shown steady use. Considering that a study group is only allowed a maximum of 2 hours a day and 6 hours a week due to high demand, there is clear evidence that more study space is needed for Chabot students. The table that follows shows the most recent data (spring 2014) for bookings of the library's Group Study Area.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total** (week/ hour)
10:00-11:00	3	4		3		10
11:00-12:00	2	4				6
12:00-1:00	2	6	2	2		12
1:00-2:00	2	2	1	3		8
2:00-3:00	4	3		3		10
3:00-4:00	4	22	1	19		46
4:00-5:00	1	13		12		26
5:00-6:00		10		6		16
6:00-7:00	2	2	2	2		8
7:00-8:00						0
Total (by Day of Week)	20	66	6	50	0	

   Worldshare Integrated Library System (Library Catalog)
Beginning in January 2014, the Library launched its first Discovery service through the Worldshare Integrated Library System. Using its Metasearch feature to cross-search 18 databases (including the Library Catalog) within the Worldcat Discovery platform and using its KnowledgeBase system to provide links to most of the library's databases, users can now locate books, DVDs/streaming videos, and articles from one searching platform. Although a significant upgrade from our last Integrated Library System (Sirsi), Discovery services still have noticeable limitations. As a result, the Library provides a separate EBSCOhost search box to cross search all of the Library's EBSCOhost databases in the EBSCOhost platform, so students can find more relevant journal articles. Once the Metasearch function is improved, the use of this feature will be promoted widely as well as evaluated through usability testing. In the meantime, Librarians

encourage students to search individual databases as search results will most often be more satisfactory for students' needs for individual research assignments.
Library Mobile Devices (Laptop Lending Library)
Since the 2013-14 academic year, the Library has invested in the development of a Laptop Lending Program. The growing collection of mobile devices provides students with another avenue to information and library resources. Currently, the Library provides access to five laptops, five MacBooks, four I-Pads, one Sony Camcorder, one Go ProCamera, two voice recorders, and two pocket projectors. Through the PR process, the Library was awarded funds from the District's Information Technology bond fund to purchases these devices. In addition, funds have been secured through the same process to purchase four additional laptops. Students can check out mobile devices using their student identification (Chabot ID). Each item can be checked out for a 4-hour period. This process allows for the collection of circulation statistics. For example, during the 2014 spring semester, the Library reported 201 uses with a total of 763 hours. As with other collections at the Library, the Laptop Lending Program will continue to be assessed on an annual basis.

   Library Wireless Printing
Recent survey data from the library's annual Student Survey (spring 2014) demonstrated the need for wireless printing at the Library. As a result of these findings, librarians began working closely with the campus IT Department to implement wireless printing at the Library. In the fall of 2014, for a brief time, wireless printing was available, until GoPrint, our printing vendor, was acquired by ITC Systems and discontinued the service which at the time the newly introduced service was complimentary. Based on a significant annual cost and evidence of low usage, the Library currently does not offer wireless printing but will later consider to offer again if a more affordable and more user friendly service comes up in the future.

Learning Connection
The number of students served continues to increase as programs expand. When the Learning Program started in fall 2007, we served 1,224 students and in spring 2008, 1,226 (Evidence II-60). Since then, over 2,000 individual students are served each semester, with over 18,000 visits across laboratories, despite losing staff positions that forced reductions of open hours. Drops in the number of students served and visits during the 2013-2014 academic year were related to significant delays in the hiring approval process for tutors in all service areas. Even with cuts in state funding, we have continued to employ approximately 100 student tutors per semester. Any student on campus can use LC services.
To continue growing and serving students, the LC must identify additional funding sources. The Chabot Foundation, identified as a possible funding source in 2009, was disbanded during the 2011 academic year, but it has been revived as the Friends of Chabot College, and as it matures, may become a funding source. The LC is requested funding for the refurbishment of the STEM Center through several avenues: in our PR under Facilities Requests, as well as funding for structural changes in the Small Projects budget. A detailed request list for software and other equipment was also submitted as an Instructional Equipment request. The LC Coordinator continues to work with various grant coordinators to support funding needs as well, including Basic Skills, Perkins, and TRIO, and the Coordinator will be exploring possible additional funding opportunities through the CPT and Hispanic-serving Institution grants and through the Student Equity Plan. In short, the LC program is growing in the number of ways it serves students, faculty, and staff; therefore, there will always be the need for more funding. By the Fall

of 2015, most LC programs will be housed in Building 100; until that time, we are coordinating with one another through the budget, division/program liaisons, and tutor training.

To date, the LC has relied on different grants and bonds in addition to general funds to meet requests for supplies, materials, and equipment. The LC continues to analyze our SAOs to identify and prioritize, through PR, programmatic needs. Resource and budget requests are forwarded through the College resource allocation process.

Actionable Improvement Plan
College Plan #3
The College commits to developing ways to address the shortfall in instructional equipment and library materials funding for when the Bond funding runs out.

C1.b.
The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description
Library
The College provides information competency instruction in two major ways. The College has an information competency requirement that is embedded in the critical thinking component of the General Education program for the Associate Degrees. Courses in this area further will enable students to:

- Recognize the need for information

- Find information

- Evaluate information

- Use and communicate information in all its various formats.

Finally, courses in this area will:

- Require application of both critical thinking and communication skills

- Combine aspects of library literacy, research methods, and technological literacy

- Consider the ethical and legal implications of information use.

Currently, Business 10 (Business Law), English 4 (Critical Thinking and Writing About Literature), English 7 (Critical Thinking and Writing Across Disciplines), French 2A-2B and Spanish 2A-2B have been approved for this area.

The Library introduces the concepts of information competency in its Library Skills Courses, Library Skills 1 and Library Skills 2, and in its Library Orientations. The Library also provides online tutorials to complement library instruction in the classroom. In 2007, the Library received a grant from Basic Skills Initiative funds to create its own version of Searchpath, an online tutorial in the form of six modules ("chapters") on how to identify sources, narrow a topic and develop search strategies, search the library catalog, databases, and the web, evaluate web resources, and cite responsibly. The tutorial has been maintained and was most recently updated

in January 2014 to incorporate the new WorldCat Local catalog. The Information Literacy and Technology Librarian during his fall 2009 sabbatical, learned Captivate and created ten interactive search tutorials. The main challenge, however, is maintenance as the interfaces of databases and the move to a new catalog makes it difficult for the Library to have up-to-date matching tutorials for students.

Learning Connection

Tutors and staff in the Learning Connection laboratories and centers are available to help students who are new to tutoring or new users of course-related software: for example, grammar and pronunciation programs for ESL students. Some ESL instructors hold office hours in the LC center, providing additional availability to support students with the use of course-related software and other learning needs. In tutor training programs, tutors learn to support students' other basic academic skills as well—reading, reasoning, writing, listening, and speaking.

The LC supports the CWLGs through direct instruction in the tutor-training courses as well as through the support services offered to students. In particular, the LC program supports and encourages effective communication, critical thinking skills, and taking initiative and responsibility of both peer tutors and students accessing services.

Further, the tutors, staff, Coordinator, and faculty leads provide ongoing instruction to faculty and students across campus on how to access learning support and build programs. The LC maintains an up-to-date website with information on how to schedule appointments, hours of operation, and outcomes (Evidence II- 61). Tutors make classroom visits to educate students and work with faculty to advertise programs, including producing videos to inform the campus. Faculty leads act as liaisons to their division to keep the campus informed of events and the Coordinator maintains an active presence on campus, attending meetings and updating the College regularly on programs.

Evaluation

Library

Courses that meet the Writing and Critical Thinking Requirement usually include a research assignment, with at least one Library Orientation to focus on that assignment. The Library surveys instructors who teach the Writing and Critical Thinking GE courses (A-11), asking them to describe the following: 1) how the above precepts are incorporated into the course, 2) what research assignments they give, 3) what library resources students typically use for the course, 4) whether a library orientation (or some other form of library instruction such as the Searchpath Tutorial) is included, and 5) what information skills they believe students still need to complete academic course work (Evidence II- 62).

Based on the course schedules from 2010 to the present, the Library sent an email survey to 51 instructors who teach Business 10, English 4, English 7, French 2A-2B and Spanish 2A-2B, to which 14 instructors responded. More specifically, 75 percent of the World Languages instructors responded, while 67 percent of the Business instructors and 16 percent of the English instructors responded. One reason the response rate was low from English is that adjunct and full-time instructors rotate as to when they are teaching either English 4 or English 7. Additionally, for a number of English faculty, it had been at least two years since they last taught either course, and the time lag meant their responses depended on memory and looking up previous materials. Eleven of the instructors surveyed give students at least one major research paper, while the World Language instructors give oral and written assignments. Nine instructors state that they use CLOs that address information competency in some way, with the Business 10

instructors applying a grade rubric that directly addresses the measurement of information literacy in the Legal Research Assignment. This data corroborates and triangulates with the 2014 Faculty/Staff Accreditation Survey, which reports 81 percent of faculty (both full-time and part-time) include information competency concepts (the search for and analysis of information) in their courses/assignments (DB-3).

On the question of whether the instructor collaborates with a librarian or requests a Library Orientation, 50 percent of those answered (7) say they always do so, and 2 answered sometimes. Only one of the instructors claimed to have used Searchpath, the online tutorial that has now been available from the Library Web site as an option for distance education courses since 2008. One adjunct instructor reported having students look at tutorials from another community college for an online course. Of the 35 percent who do not consult a librarian, one stated it was because the English 4 and 7 courses were either online or taught on Saturdays. Another instructor reported that he, himself, teaches students how to use the databases for research. The other three are full-time faculty from the World Languages Courses (Spanish 2A/B and French 2A/B), and they stated that students gain training on information literacy skills in the World Languages laboratory with the texts and tutorials from iLrn and Quia. They reported in their collective answer that the software allows them to "refine student's interests," then instructors ask students to use library materials and online government websites to gather "more quantitative information for their assignments."

Most of the instructors surveyed are familiar with the databases available for their courses. The Business 10 instructors have students focus on LexisNexis Academic, the English 4 instructors have students focus on Literature Resource Center (now part of the more robust Artemis Literary Sources), and instructors who ask for library orientations are greatly pleased with the tailored library research guides librarians create via Libguides (Evidence II- 63).

The most interesting results of the survey were the answers to Question Six where instructors were asked "*What information skills do you feel your students especially need a lot more training than they currently have*?" While two instructors felt students reached a certain proficiency in information literacy, other instructors voiced concerns such as "more knowledge of the LexisNexis database," students need to have better ideas on how to incorporate outside sources into their research paper let alone understand why citing outside sources is important, evaluating websites effectively, the ability to paraphrase effectively, the ability to distinguish between databases and websites and valuable and not so valuable resources and the concern that students use outside sources as a way to substitute for their own writing or ideas.

In an effort to help mitigate some of these instructional challenges described above, the Library offers two credit-bearing courses, Library Skills 1 and Library Skills 2 to teach library resources and research in greater depth and detail as an alternative to the traditional one-shot Library Orientations. Students learn how to search the library catalog, online databases, and web search engines in greater depth. Additionally, at the end of the course students create a culminating paper or poster project that utilizes the sources they have discovered. Both courses, LIBS 1 and LIBS 2, offer (1-unit and 2-units respectively) transferable credit(s) to any CSU. Enrollment in this course has increased with the inclusion of popular culture topics such as rap and hip hop music or the news media (and its satirical shows) at large. In these courses information competency is measured in multiple ways. For example, in LIBS 2, an information literacy skills questionnaire is given out on the first day of class. Towards the end of the course, students are asked to complete a self-evaluation with open-ended questions about how they have interacted with the information provided in class, along with what they feel they have learned as far as

information literacy skills. At the end of LIBS 2 the students submit an annotated bibliography along with completing a class presentation on their chosen research topic; thus, providing the class with a demonstration of the research tools they used to explore their research topic.

The CLOs focus on what occurs inside of the classroom. In terms of library instruction, this is limited to Library Orientations, LIBS 1, and 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 CLOs, particularly, for Library Orientations since these are one-time instruction sessions and *not* credit-bearing courses; thus, it is difficult to measure the impact that Library Orientations have on student success. However, Library Orientations are designed to meet the learning outcomes for research assignments, for example, using library resources to identify a research topic; using the library catalog to find books (print and electronic); and using online databases to retrieve scholarly sources. To this end, librarians have successfully identified appropriate CLOs, developed a Library Orientation Survey, and established an Assessment Schedule (**Error! Reference source not found.**). Assessment seeks to measure the library's contribution to student learning through Library Orientations, which teach search strategies and effective resources to help students with their research assignment.

The Table that follows reports the number of Library Orientations conducted by Library staff.

Year	Rm. 119	Rm. 354/507	Rm. 107A/B	Mezzanine	Class Visit	Total/Month
2012-13	73	15	2	0	2	**92**
2013-14	98	15	0	1	5	**119**

Unlike Library Orientations, library courses (LIBS 1 and LIBS 2) lend themselves to a more systematic assessment of SLOs. A credit-bearing, 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 implemented CLOs for LIBS 1 and LIBS 2 and established an assessment schedule.

Learning Connection
Assessment results reveal that the LC provides avenues to educate students and faculty across campus of our programs. According to the [Faculty-Staff Survey of Spring 2014](), more than 85 percent of faculty is aware of PATH (LC Center), WRAC, the Math Laboratory (STEM Center), and the Communication Lab. When faculty were asked if they refer students, more than 80 percent of faculty refer students to PATH (currently LC center), more than 70 percent reported sending their students to WRAC, more than 60 percent reported sending their students to the Math Lab, and more than 50 percent reported sending their students to the Communication Lab. Of these referrals, less than 6 percent reported "not satisfied" in referring students to these services (DB-3).

Actionable Improvement Plan
None

C1.c. | *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.*

Description

Library

On Campus Access: The Library, which includes the student computer lab, two computer, the instructional laboratory in Room 119 and the audiovisual center, is open from 8:00 A.M. to 8:00 A.M. Monday through Thursday and 8:00 a.m. to 12:00 p.m.on Friday. All areas of the Library, Checkout/Reserve, Reference, Audiovisual, and the student computer laboratory are appropriately staffed when the Library is open.

Off Campus Access: The Library has had a web presence since 1998. The site has links to the library's services and resources, and students can link to online periodical databases (Evidence II- 58. Library Website,). Library databases are accessed remotely through the District's proxy server, with EZProxy, an application proxy server program where students can log on without having to first contact the Library or instructor for usernames and passwords. In addition to the 51 databases available through EZProxy, the Library website provides around a thousand links to pages outside the Library's domain. It also provides a Google custom search engine that searches pages from over 150 web sites. Worldshare provides KnowledgeBase, a link resolver that allows access to full-text, whenever it is available, to most of Chabot Library's databases.

The Library also has remote instruction and reference help for students in Searchpath, an online tutorial in six modules described earlier, as well as reference assistance through LibraryH3lp and Email reference. Through Libguides, the Library has many library research guides tailored for many disciplines and specific courses. The Library created a Facebook page, which is replacing a blog. Once completed, it will serve to reach students and disseminate library-related information. For faculty, the Library provides an online library instruction request form. This form is maintained by the college webmaster using a hosted web service. It debuted in January 2008. Since the summer of 2008, around 80 percent of library orientation requests came through this form.

Learning Connection

The availability of the LC is wholly dependent on staffing, which has varied from one full-time instructional assistant and two half time staff assistants to as little as one person with a short-term hourly employee. Hours have been as great as 54 hours per week, and as little as 27 hours per week. Fluctuations in staffing have presented challenges to student access. In an effort to expand tutoring to our online classes, an online tutoring pilot was implemented in fall 2010 in three courses, two History and one English. The pilot was expanded in spring 2011 to include Business, but was then discontinued due to limited facilities and staffing. Pending the move of the LC to Building 100 in summer 2015, the online tutoring program will be revived as plans include appropriately fitted space for online tutoring.

The LC website is available to all students and includes: learning outcomes, information on or links to all LC labs and centers (open hours, contact information, descriptions of services, staff directory and study group dates and times); WRAC Online; online scheduling of one-time tutoring appointments; information and resources for LC Scholars (handbook, forms and "how-tos"); comment/feedback forms; information and request forms for Learning Assistants; and links to Assessments and Outcomes, PR, and the Center for Teaching and Learning.

Evaluation
Library

Continual budget constraints have increasingly impacted the library's hours of operation. The Library has decreased its hours from 62 hours a week in 2002 to 57 in spring 2009, to 52 in 2014. The library's Saturday hours were eliminated in 2004 due to budget cuts and have not yet been restored. The Library hours were compared with those of nineteen other Bay Area community colleges in October 2008 (update), and Chabot placed 10th. Seven colleges had no weekend hours. During this time, a fulltime library circulation position was turned into a part-time position. The library funds that would have kept this much needed fulltime position are being used to provide a half-time position for the LC, which has its own budget. Lastly, with academic libraries being greatly impacted and changed due to innovations in technology, the need for a dedicated Library Dean with a Master's degree in Library Science (MLS) is highly desired. The expertise and leadership of a Library Dean is needed in order to bring the library into the 21st century.

Learning Connection

The LC needs stability moving forward, and the shared resource of the Library Tech position has allowed us to restore hours that were previously cut. The LC continues to advocate for additional staffing through PR, and given the demonstrated efficacy of the services the LC offers, increased staffing with increased operational hours is needed.

Actionable Improvement Plan

None

C1.d.

The institution provides effective maintenance and security for its library and other learning support services.

Description
Library

All Chabot College buildings are secured by Campus Safety and Security Department. Two alarmed, emergency fire exit doors will alert staff if opened. The Library itself has 3M magnetic detection gates with magnetic tagging to protect the Library collection from theft. This gate system also has a counter that tracks the number of people entering and exiting the Library each day. The campus performs regular fire drills that test each building's fire alarm system and evacuation protocols. Security officers routinely walk through the Library each day to assure that a safe environment is maintained.

The computers in the Library Laboratory are secured by a PC-Trak system that permits access only to students using their student ID numbers. ID numbers are also required to use the subscription electronic databases off campus. Our integrated library system, WorldShare, requires a username and password by each user.

Learning Connection

The LC laboratories and centers are supervised by faculty and staff, and doors are locked when the centers are not open. All computers are used under supervision, including laptops checked out by tutors. The laptops are used by students in tutoring sessions and study groups. The laptops are numbered and stored in a locked cabinet in the LC Center and staff members sign them out to tutors and sign them back in again. All usage information is tracked in a binder kept at the front desk.

Allied Health skeletons and anatomy models are kept in the Audiovisual Center in the library for secure storage, and students must check them out and back in. Some smaller items, such as DVDs, headphones, CDs, and other supplemental books are kept under staff supervision at the front desk in the LC Center. Students must check items out and back in.

The LC website is maintained by staff, mostly the Administrative Assistant, with the District IT staff providing support as needed. Access to confidential information is limited to approved faculty and staff. Campus Safety officers patrol the campus, including our building, and provide security support as needed.

Evaluation

Library

The Library is currently conducting an inventory of its book collection; thus far, the inventory reports reflect many items, approximately 2,693, missing from the shelves. The current configuration of the Library, changed in 2000 when the books were moved to the main reading room of the Library from the mezzanine, does not allow for complete security of the books.

The Library Remodel Project is now underway (fall 2014), scheduled to be completed by spring 2015. Although the project will provide a much need update to the Library facility, the eventual goal of building a new building is still in place. In either configuration, these issues can be resolved.

Learning Connection

We continue to refine and improve our maintenance and security efforts, using SARS to monitor and track who is using our various labs and centers. SARS-Trak is used in the Communication Studies Lab, the World Languages Lab, the WRAC computer laboratory in 354 and the WRAC Center, the STEM Center, and the LC Center. All students are asked to sign in using their student ID number (W#) when they arrive, and out again when they leave. In Fall 2011, we began using the SARS-Grid program for scheduled tutoring appointments in the LC Center. Using the Grid allows staff to verify student enrollment at Chabot and provides an on-going record of student appointments. The LC purchased five laptops for student/tutor use during the 2013-2014 academic year. Laptops may only be checked out by tutors to use with students when meeting together. Laptops must be kept in Room 2351 and checked back in to staff when finished.

The Building 100 renovation is underway scheduled to be completed by fall 2015. The centralization of LC operations will be very helpful, minimizing the number of facilities that have to be supervised and secured.

Actionable Improvement Plan

None

C1.e. *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.*

Description
Library
The College shares the online catalog/circulation system with Las Positas College, which enables both colleges to access and order materials together as well as independently of each other. The libraries have a formal inter-library loan agreement and recently updated their loan policy for audiovisual materials. As a member of the Council of Chief Librarians, the College is part of the cooperative purchasing agreement for periodical databases sponsored by CCL and the Community College League. Currently, all of Chabot Library's periodical databases fall under this agreement.

Learning Connection
To date, the LC does not rely on or collaborate with other institutions or sources for its services. In terms of designing programs, we visit other institutions as needed.

Evaluation
Library
The library's home page provides direct links to all local library catalogs including California State University East Bay, the local public libraries, and University of California, Berkeley. There are no written agreements with other libraries. However, students have borrowing privileges at Alameda County Libraries as well as the local city libraries.

Learning Connection
In terms of collaboration with other institutions or programs, we are proceeding appropriately as we develop our programs. None exist presently

Actionable Improvement Plan
None

C2. | *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.*

Description
Library
The Library uses information from many sources to evaluate its adequacy in meeting identified student needs. The Library has identified student needs to be the following:

- Instruction on library research

- Materials to complete course assignments

- Access to materials

- Place for individual and group study

- Access to computers for individual use for research and writing assignments.

These form the basis of our assessment of the Library. The Library uses the biennial Student Surveys and the six year Student accreditation surveys to formally gauge student opinions on the

success they have experienced. Library faculty and staff participate in the annual in-house censuses to create an annual snapshot of service activity and needs. This effort looks at numbers of reference questions answered and number of books circulated as well as usage statistics from our databases. The Library uses the accreditation surveys to check the opinion of the faculty as regards their opinion of student needs. The Library uses these data, and other data provided by the OIR, in creating its annual PR (DB-3, DB-43). Informally, the Library staff gauge student needs based on their interaction with students, in professional literature, and in conferences and workshops.

Evaluation

Library

Since spring 2010, Library has been actively engaged in establishing an outcomes assessment process that systematically evaluates library resources and services to assure that they adequately meet students' needs. The overarching goal is to develop and implement an outcomes assessment process that specifically evaluates how library resources and services contribute to the achievement of SLOs as well as SAOs, and serve as a basis for improving student success. To this end, the library formed the Library Assessment Task Force (LATF) in spring 2010 to direct and institute this process; and in turn, make recommendations for improvements of library resources and services.

Since its inception, the LATF has worked closely with the OIR; its staff has played a vital role in providing data from past campus-wide surveys. In fall 2011, the LATF submitted new and revised questions for 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 and spring 2014. In addition to these surveys, LATF has developed and implemented other assessment instruments designed for measuring the achievement of both SAOs and SLOs. The eventual goal is to create a single library data source or repository from which anyone in the library or across campus can draw library-related data for assessment and reporting purposes (Evidence II- 64).

The SAOs are an attempt to capture and measure noninstructional events or activities that take place in the library, particularly, as relates to transaction-based services that occur at the Circulation Desk and/or Audio-Visual Check-out Desk (that is, check-out of library materials). The nature of such services presented some challenges when it came to measuring the proposed outcomes. This required the 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 noninstructional activities. Their knowledge and expertise has played a critical role in defining and measuring the library's SAOs.

A key contribution to the outcomes assessment process has been their practical approach in identifying and measuring SAOs, which has helped some members of LATF overcome a SLO mindset typical of faculty. In other words, given the emphasis on assessing SLOs it became difficult at times to change gears and focus on non-instructional activities, which require a different assessment framework. This prompted the 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 the SLOAC. To date, the library has conducted multiple in-house surveys via Survey Monkey, an online survey site (Evidence II- 64).

Overall, both full-time and part-time faculty are very satisfied with learning support services and library resources (DB-3). While there have been improvements in library services since 1995, the most recent survey indicates a decline in resources since the 2008 survey. According to the 2014 Faculty/Staff Accreditation Survey, 61 percent of all staff (full-time and part-time faculty) perceived that Library resources are adequate for students to complete academic course work assignments compared to 78 percent who agreed or strongly agreed with this statement in 2008. More specifically, 63 percent of full-time faculty agree or strongly agree with the statement "Resources are adequate for students to complete academic course work assignments in the Library", while 61 percent of part-time faculty concur with this statement. Similarly, 71 percent of full-time faculty agree or strongly agree with the following statement, "Resources are adequate for students to complete academic course work assignments on the Library web site." Fifty two percent of part-time faculty agree with this statement.

Although both full-time and part-time faculty are very satisfied with learning support services and library resources, improvements in Library resources and services perceived by all staff between 2008 and 2014 have declined slightly (CAROLYN**Error! Reference source not found.**). For example, 48 percent of all staff perceived that they are adequately involved in the selection of library materials in their fields compared to 64 percent who agreed or strongly agreed with this statement back in 2008. Similarly, satisfaction with library orientations also decreased from 2008, 89 percent of full-time and part-time faulty agreed or strongly agreed that library orientations sessions adequately addressed the needs of their students. In 2014, the same survey question yielded an 81 percent response that agreed or strongly agreed with this statement.

In the latest Chabot Library Student Survey, 54 percent agreed or strongly agreed that they could find their research information using the library's in-house collections (DB-43). Furthermore, 78 percent of students surveyed rated the quality of the Library Website as great or good. However, students expressed dissatisfaction with the Library's wireless connectivity, only 53 percent rated this service as great or good. Similarly, only 26 percent were very satisfied or satisfied with the availability of electrical outlets. Such needs have been documented and included in the Library's Renovation Plan currently underway.

Learning Connection

The LC provides a model of integrated qualitative and quantitative assessment of student learning, which includes PLOs, CLOs, and PLOs. These have been written, revised, and regularly assessed. This work evolves organically as assessment leads to program modifications, which in turn lead to further assessment. In an outward spiral, our focus on student learning connects students who access our services to the college as a whole, as assessment results are used not only at the course and program level, but also at the college level as together we build and align campus-wide programs and services. The LC's outcomes assessment process has proven invaluable in helping the campus to better understand our students' needs, to plan how we might best address those needs, to implement changes, and to assess those changes.

The LC is especially proud of the work tutors have done in the last PR cycle to produce a documentary measuring the experience of students across campus who seek learning support. As part of this process, student tutors from multiple disciplines single-handedly archived more than forty hours of footage on the tutoring experience. To prepare tutors to lead the interdisciplinary project, the Coordinator of the LC 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 outcomes—almost half of the surveys administered by the LC are designed with support from student tutors. Collaborating with the '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 access support. Combining qualitative and quantitative outcomes assessment has amplified the voice of student learning and allowed us to make informed resource allocations.

Internally, the LC effectively uses the results of its assessment to allocate resources and modify programs. We have piloted programs, such as online tutoring and chemistry drop-in hours, revised training, altered how we schedule tutoring appointments, and cut programs based on the data we collect (I-20). Within PR, the LC Coordinator and Dean have articulated requests for additional general funds for tutors and for classified staff for the LC and the OIR. 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.

As a college, assessment of SAOs and SLOs has been structurally integrated into PR. As part of its review process, the PRBC identifies needed institutional modifications. To address identified structural impediments to student learning and effective decision making, the PRBC held four retreats in spring and summer of 2012. The LC Coordinator was invited to participate. During these retreats, learning support evidence was examined as well as other PR data. The members developed a proposal for a focused college strategic plan goal for 2012-15—"increase the number of students that achieve their educational goal in an appropriate time by clarifying pathways and providing more information and support." Since Fall 2012, this priority has been discussed widely across campus and has led to the development of Pathways for our students. As a college we have been proactive in identifying needed modifications and finding solutions to support student learning. The extensive work of the college over the course of the last few years to focus our priorities and work to meet identified student needs bears testament to our ability to work together for our students under difficult circumstances. The work of the LC and Library reflects this interdisciplinary planning and exchange—representatives from laboratories across campus wrote SLOs and assessments together, sharing their work with library staff; disciplines across campus reported on Learning Support in their individual PRs; student tutors became involved by gathering assessment data and documenting individual voices; the LC reached out to departments across campus who lost staff to incorporate the learning outcomes of their students in facilities planning; PRBC read PRs, focusing on identifying trends in student

learning and requests; using data, PRBC mapped out the success trajectory of incoming students, identifying roadblocks and factors that contribute to success.

With a single priority of moving students toward completion, the college will continue to examine student needs in learning support and identify areas of improvement. Our assessment data has been invaluable (Evidence II- 60).

Actionable Improvement Plan

None

EVIDENCE

Evidence II- 1. Overall Student Outcomes, http://www.chabotcollege.edu/IR/StudentSuccess/ChabotOverallOutcomesSp15.pdf

Evidence II- 2. . Academic Senate Website, Archived Minutes http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/Archived Agendas & Minutes/index.asp (ok needs pdf)

Evidence II- 3. Course Success 1998-2013, http://www.chabotcollege.edu/IR/StudentSuccess/CourseSuccessChabotF98-13.pdf. (ok)

Evidence II- 4. Chabot College Student Surveys: Trends 2003-2013, College-Wide Learning Goals (Carolyn)

Evidence II- 5. Chabot College Assessment Center, **http://www.chabotcollege.edu/Counseling/assessment/** (ok needs pdf)

Evidence II- 6. Basic Skills Committee Website, **http://www.chabotcollege.edu/basicskills/** (ok needs PDF)

Evidence II- 7. Learning Connection, **http://www.chabotcollege.edu/LearningConnection/** (ok needs pdf)

Evidence II- 8. Disabled Student Resource Center, http://www.chabotcollege.edu/DSRC/ (ok needs pdf)

Evidence II- 9. Chabot College Distance Education Annual Report, http://www.chabotcollege.edu/cool/resources/Chabot DE AnnualReport 2013-2014.pdf (ok)

Evidence II- 10. Skill Attainment/Perkins 2012 vs. 2011 (ref needed, carolyu?)

Evidence II- 11. F2011-Sp2014 vs. F2008-Sp2011 Chabot IR

Evidence II- 12. CCCCO Guidelines for Community Services Offerings, Evidence II- 15. http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Consultation/2012 agendas/oct 2012/FinalCommunitySvcsOfferingGuidelines10-4-12.pdf (ok)

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Evidence II- 21. Dental Hygiene Continuing Licensing Requirements, http://www.dhcc.ca.gov/licensees/cont_ed.shtml

Evidence II- 22. Example of Advisory Committee Meeting, [C:\Users\Patricia\AppData\Local\AppData\Local\Temp\AppData\Local\Temp\Advisory Committee Meeting Minutes April 29 2014.docx

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Evidence II- 24. NCLEX Nursing Exam Pass Rates, http://www.rn.ca.gov/schools/passrates.shtml (ok needs pdf)

Evidence II- 25. Chabot College Website (homepage), http://www.chabotcollege.edu/ (ok needs pdf)

Evidence II- 26. Course Outlines of Record, http://www.chabotcollege.edu/academics/Outlines.asp (ok needs pdf)

Evidence II- 27. Career Technical Center, www.chabotcollege.edu/Counseling/TECS/ (ok needs pdf)

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Evidence II- 30. BP 5127, Admission, Registration, and Enrollment of Students,
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Evidence II- 31. BP 5124, Concurrent Enrollment for High School Students,
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Evidence II- 32. Student Services Website,
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Evidence II- 33. Admissions and Records website,
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Evidence II- 34. The Zone, Student Portal,
https://myportal.clpccd.cc.ca.us/cp/home/displaylogin

Evidence II- 35. Assessment Center Website,
http://www.chabotcollege.edu/Counseling/assessment/whatweoffer.asp

Evidence II- 36. Early Decision Program, http://www.chabotcollege.edu/counseling/ed/ (ok
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Evidence II- 37. Student Online Services Schedule,
http://www.chabotcollege.edu/online/DropIn/ (ok to pdf)

Evidence II- 38. SSSP Services,
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Evidence II- 39. Counseling Website,
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Evidence II- 40. Student Health Center Website,
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Evidence II- 50. Early Decision Success—Transfer Ready, http://www.chabotcollege.edu/IR/StudentSuccess/Transfer%20Ready%20by%20EarlyDecision.pdf (ok)

Evidence II- 51. Student Success Scorecard, http://www.chabotcollege.edu/IR/StudentSuccess/Scorecard2014ChabotFacts3.pdf (ok)

Evidence II- 52. Online Learning Website, http://www.chabotcollege.edu/online/ (ok to pdf))

Evidence II- 53. Student Senate of Chabot, http://www.chabotcollege.edu/ASCC/ascc/agenda.asp (ok to pdf)

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Evidence II- 63. Libguides, http://libraryguides.chabotcollege.edu/ (ok to pdf)

Evidence II- 64. Library-Related Data for Assessment and Reporting,
http://www.chabotcollege.edu/library/accreditation.asp

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Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.
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.

Description

Hiring categories at Chabot College consist of administration, faculty, confidential/supervisory, and classified employees. The first step in the hiring process is the identification of the need for a resource, which is developed within PR process for both classified and faculty. Within the PR, as part of the planning for improvement and based on program and college need, faculty and staff resources may be requested, through the respective dean or service area manager. These requests are forwarded to the appropriate prioritization committee. Faculty requests must be justified on the basis of enrollment management data, FTES trends, FT/PT ratios, recent retirements, number of students served, and external accreditation demands. The data is readily available to all faculty and staff on the OIR website, and the PR responses are posted on the PRBC site. Deans prioritize faculty requests, and the appropriate prioritization committees reviews and ranks the requests. The Faculty Prioritization Committee, which reports to the Academic Senate, in fall 2014 reviewed and substantially revised its process. The committee reviews pertinent data, then prioritizes the requested positions. The process for classified staff, which was recently been reviewed and approved, is generally parallel, that is, that positions are prioritized based on demonstrated need. At this time there is no prioritization process for Administrators. Through a careful review of budget and projected staffing levels, working collaboratively, the District and Colleges identify the

number of positions, if any, that can be filled. The number of positions is matched against the prioritization lists, and the actual hiring process begins.

The people involved in the hiring of personnel are HR personnel, managers, faculty, classified staff, and union representatives, when there is representation. Shared governance may be involved as well. Procedures and forms for the hiring of administrators, classified staff, faculty and supervisory/ confidential staff are posted on the District HR site (Evidence III- 1).

All job announcements for positions at Chabot College are posted by the CLPCCD. Each one describes minimum qualifications, responsibilities/particular job characteristics, and authority following a consistent format. Desirable qualifications may also be included in job announcements. All permanent positions must be advertised outside the college. Job opportunities are advertised through the Office of Human Resources (HR) and on the State Chancellor's website, as well as in various periodicals, websites, intracollege and District postings. Depending on the availability of funds and recruitment needs, postings may be done on targeted and diversity websites to ensure a diverse and well-qualified pool of applicants. In addition, jobs in specialized areas may also be advertised informally (word of mouth) or by contacting various associations (Math Association, for example). Deans may also post job announcements through administrative networks. The HR website has advertising procedures and forms for different positions (Evidence III- 1). As part of the screening process, HR staff ensure that candidates meet the minimum qualifications, and both first- and second-level committees have access to applicant applications, transcripts, which lists courses and degrees and other specified information as stated in the announcement. . Work qualifications and experience are listed in resumes. Qualifications will be verified by contacting listed references. In the case of applicants from non-US institutions, the District seeks evaluation from an outside agency. Foreign transcripts language is included in job posts.

Full-time faculty job descriptions are modified depending on the subject matter and current needs. Members of the discipline requesting a new faculty member may request additional "desirable qualifications" to the minimum qualifications established by the State Chancellor's Office. Job descriptions may be built at the time of announcing the position. A printed brochure that contains both standard information and position-specific information developed by faculty is created for each vacancy. This brochure lists the minimum qualifications and the desirable qualifications, as well as the requirements and characteristics of the job. Position announcements may include requests for letters of recommendation, transcripts, resumes, and supplemental questionnaires. The part-time faculty hiring process is less formal than the full-time hiring process, but part-time faculty must meet the same minimum qualifications as full-time faculty. As required by the District, interviews and reference checks are performed for each person hired.

When needed, divisions or service areas determine specialized criteria, which may change from job to job. Faculty disciplines also set certain minimum qualifications based on the specific rules of their accrediting bodies, for example, Nursing and Dental Hygiene. Degrees required of all personnel hired must have been granted by accredited institutions. Chabot College follows a general set of procedures for granting equivalency. All faculty job announcements include the phrase the "Applicants applying under the 'Equivalent' provision must provide details that explain at time of application how their academic preparation is the equivalent of the degree listed above." A District equivalency committee, governed by the Faculty Contract Article 22E (Evidence III- 2), reviews requests to hire applicants who do not have the exact degrees required but may meet qualifications in other ways.

District guidelines for the selection of full-time faculty have been governed by BP 4312 (Evidence III- 3). These policies were reviewed by the Colleges' Faculty Senates, the District, and the Faculty Union. The District policy states that committee membership will have a majority of faculty and a minimum of one discipline expert. A discipline expert is a faculty member who has an approved Faculty Service Area designation for the subject matter as adopted by the District's Board of Trustees. Faculty participate in the hiring process by sitting on hiring committees. They screen the applications, rank the candidates based on their resume and answers to the supplemental questions, and participate in the first- and second-level interviews. Rules of membership in selection committees and the roles of selection committee members are covered in a power-point presentation. The same briefing is given to the hiring committees for all positions. A representative from HR screens all candidates for minimum qualifications.

The faculty selection process consists of a committee process with final approval by the Board of Trustees. The first-level committee, made up primarily of faculty from the discipline or division and the area dean, reviews, interviews, and selects applicants based on their full applications. Applications include resumes, responses to supplemental questions (such as a statement on diversity, service to the college, etc.). Members of the hiring committee screen all applications according to a hiring rubric (paper process to score the candidates' applications prior to the interview), and meet formally to discuss each candidate's qualifications. They then develop questions and rubrics to score questions during the first-level interview. The procedures are described in a document posted on the HR website (Evidence III- 1). Once the candidates are ranked, the committee decides on the pool to be interviewed, then schedules and conducts a formal interview that includes a teaching or other presentation of 10-15 minutes duration. Candidates are given topics to choose from in advance and are expected to come prepared with detailed information as well as teaching aids, such as Power Point or other technological enhancements. During the first-level interview, selected candidates are expected to answer questions about their teaching philosophy and methods, and to do a teaching demonstration. Faculty within a discipline can evaluate whether a candidate shows proficiency in the discipline. Faculty and staff outside of the discipline are "students" who can evaluate a candidate's ability to relate to them and relay information clearly. The academic qualifications and collegial potential are assessed through the review of the application and responses to interview questions, for example, many candidates will be asked what role they intend to play at within the discipline and college. There is no CE instruction at Chabot College, so there is no evaluation in that area. Potential faculty are evaluated and hired first as on-campus instructors. Then, if they wish to teach online or hybrid courses, they must meet qualifications established by the COOL Committee, which evaluates faculty proposals, and provides support to would-be online instructors

The second-level committee, chaired by the College President, includes a faculty member (from the first-level committee) and the dean, as well as vice presidents. The second-level committee interviews the applicants sent from the first-level, does reference checks, and submits a recommendation to the Board of Trustees for final approval.

Faculty and administrators meet the qualifications for their positions based on the "Minimum Qualifications for Faculty and Administrators in California Community Colleges," a publication of the CCCO. These minimum qualifications are provided on the HR website (Evidence III- 1). The minimum qualifications, also published on the HR website, are different for classified staff. For most positions, there is no degree requirement, but for some, there can be requirements such as degree "equivalent to a Bachelor's degree, etc." and/or "xx years of experience." The

CLPCCD hiring packets for Administrators, classified staff, full- and part-time faculty are all provided on the HR website (Evidence III- 1). There are separate procedures for each group. The procedures outline the philosophy, principles, recruitment activities, and the creation of the job announcement for positions, the application process, as well as the selection committee makeup and responsibilities of the committee. The selection of selection committees is outlined, and the members are given an orientation by a HR Services staff member. College administrators work with HR staff in the development of new classified position descriptions to ensure appropriate education, training, and experience levels relevant to the support of programs and services. Comparisons with similar jobs and job family groups are made to ensure equitable qualification standards for all classified positions.

Evaluation

The College meets the Standard.

According to the spring 2014 Faculty/Staff/Administrators Survey (DB-2), the hiring processes for all positions and the criteria used were seen as being fair to all applicants by 57 percent of all staff. Of those who responded, 60 percent of full-time and 52 percent of part-time faculty, 47 percent of full-time and 67 percent of part-time classified, and 64 percent of administrators thought that the hiring processes were fair to all applicants. Hiring processes were seen as advancing the College mission by 57 percent of all staff. Fifty percent of full-time and 68 percent of part-time faculty, 53 percent of full-time and 69 percent of part-time classified staff, and 55 percent of administrators felt that hiring processes are likely to result in hiring personnel who will effectively advance the mission of the College. The percentage of survey participants who felt that teaching effectiveness is the principal criterion in the selection of instructors increased from 60 percent in 2008 to 76 percent of full-time faculty participation in the 2014 survey. In 2014, 66 percent of full-time and 54 percent of part-time faculty, 55 percent of full-time and 67 percent of part-time classified staff, and 50 percent of administrators agreed with the statement.

In 2005, the District agreed to do a classification and compensation study with SEIU, and questionnaire and job evaluation. Because of the state of the economy and the challenges facing the district, there was no funding to implement the study. The Classified Union and the District are in the process of evaluating all classified positions across the District. A separate Memorandum of Understanding (MOU) governs the study (Evidence III- 4).

Actionable Improvement Plans
None

A1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

Personnel's effectiveness is measured, in part, through evaluations, which seek to assess the work that is undertaken and achieved, according to the job description. Guidelines and forms for evaluation of different types of employees are posted on the HR website (Evidence III- 1). The District does not yet have the means to make specific connections between personnel improvement and overall institutional effectiveness. Clearly, if personnel are not effective in performing their duties, overall institutional effectiveness is diminished. Therefore, when personnel are evaluated and deficiencies are noted, guidance and timelines for improvement are noted. The Faculty contract contains language about the release of both full-time and part-time faculty as does the SEIU contract (Evidence III- 2). In general, the release of an employee is a major and complicated process, and occurs rarely, and only when grave circumstances warrant it.The faculty evaluation procedures and policies are a mandatory subject of negotiation and have been incorporated into the collective bargaining agreement between the District and the Faculty Association. The Faculty Senate was involved in the process of developing the evaluation procedures, and the entire faculty bargaining unit was asked to participate in providing criteria for evaluation specific to subdivisions and academic considerations.

Untenured faculty have a four-year evaluation process. New faculty hires must write a self-evaluation report each year. Members of their tenure committee assess their proficiency, and teaching and class management methods through class visits. They also collect student evaluations. Recommendations are forwarded to the dean, then to a second-level committee, and to the college president. The recommendation to re-hire (or not hire) an instructor for an additional year is forwarded to the Board. The processes for regular (Tenured) faculty evaluations are established in Article 15 and in Article 18 for part-time faculty of the Faculty Contract (Evidence III- 2). Tenured faculty are evaluated every three years. The process is documented in student surveys, peer observations, faculty professional review reports, and supervisor reviews. The evaluation process, timing, and criteria used are the same for all types of faculty and are specified in the collective bargaining agreement. Additionally, each type of faculty evaluation (instructional faculty, librarians, counselors, and faculty on special assignments) has additional criteria. The basic criteria for all faculty are excellence in working with students, collegial participation, professional and personal enrichment, and professional responsibilities. Committees to evaluate tenured faculty are made up of peers with administrative oversight.

Part-time (adjunct) unit members are evaluated during the first semester of employment during the regular academic year. When an adjunct faculty member receives an unsatisfactory or a needs improvement rating on the evaluation, the timeline for actions to be taken is outlined in the faculty contract .Thereafter, evaluation is conducted at least once every three years of employment. If there is a break in service of two academic years, the unit member is evaluated during the first semester of re-employment. Special evaluations may be performed at any time, if deemed necessary by the Supervisor or Manager. The College is behind on faculty evaluations, but the faculty union and the administration have agreed to timetable for tenured faculty evaluations that will remedy the solution by the end of 2015.

> Administrator Evaluations are based on BP 4120, and each administrator is evaluated annually by a procedure developed in conjunction with the administrative staff and approved by the Chancellor (Evidence III- 5. BP 4120, Evaluation of Management Personnel, http://www.clpccd.org/board/documents/4120ARP.pdf). The Administrator Performance

Evaluation System is a two-tiered system consisting of an Annual Performance Evaluation Process and a three-year Comprehensive Evaluation Process (Evidence III- 1). The primary components of each process include goal-setting, appraisal, and formal feedback. The three-year Comprehensive Administrator Performance Evaluation Process also includes additional multirater or multisource feedback and analysis. The process is documented in three forms: Form A (Annual Goals, Objectives, and Target Dates for Completion), Form B (Goals and Objectives Outcomes Report), and Form C (Administrator Performance Appraisal Summary).

All supervisory, confidential, and classified employees are evaluated on a yearly basis. Classified employees are evaluated according to the SEIU Collective Bargaining Agreement (Evidence III-2). The same evaluation form is used throughout the District. Unit members have the option to prepare a written self-evaluation and submit this to the assigned supervisor or manager prior to the written evaluation conference. In this conference, the assigned supervisor or manager and the unit member discuss the evaluation, including areas of commendation, unsatisfactory performance which requires improvement, and career plans and interest.
The evaluation of the College President is performed by the District Chancellor. The President submits her goals to the Chancellor, who reviews the attainment of these goals. The effectiveness of her performance is evaluated prior to approving continuance of her contract. The evaluation of the District Chancellor is outlined in BP 2435, Evaluation of the Chancellor (Evidence III- 6). The Board of Trustees conducts the formal evaluation of the Chancellor. The process to be used, the evaluation criteria, and the frequency are part of the employment agreement with the Chancellor.

Evaluation

The College meets the Standard. In the spring 2014 Faculty/Staff/Administrators Survey several questions were asked about staff evaluation (DB-2). When asked if current evaluation procedures are effective in assessing and improving job performance, 52 percent of tenured faculty, 57 percent of non-tenured faculty, and 52 percent of part-time faculty feel that current evaluation procedures are effective. The numbers are lower for administrators (32%) and classified/professional staff (42%). Sixty-two percent of all staff responded that the college climate encouraged faculty, staff, and administrators to value and strive for cooperative and mutually respectful working conditions. In 2014, 51 percent of all staff consider that procedures for non-tenured faculty are effective in making recommendations for tenure. Student evaluations of faculty are used in both tenured and untenured evaluation processes. In the Spring 2014 Survey, 57 percent felt that current student evaluation forms are adequate in helping faculty members assess teaching effectiveness (DB-43).

Actionable Improvement Plans

None

A1.c.

| *Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

Description

The evaluation of faculty is guided by the negotiated contract between the District and the Faculty Association. Article 14 (Untenured Faculty), Article 15 (Tenured Faculty) and Article 18.I (Part Time Faculty) concern evaluation. Faculty are responsible for the assessment of student learning. For each active course, CLOs and rubrics have been defined. All of the union contract articles includes criteria where student learning provides evidence of effectiveness. These criteria are found in the sections on Excellence in Working with Students and in the additional specific standards for instructional faculty, librarians, counselors, and faculty on special assignment. Programs also have learning outcomes (PLOs) and rubrics defined.

Evaluation

The College meets the Standard. Specific criteria on SLOs from the faculty evaluation articles include statements:

- Creating opportunities for students to assume responsibility for their own learning

- Assessing program needs and effectiveness
- Challenging students and setting high expectations with full knowledge of the diversity of human qualities and learning styles
- Creating exams and/or other evaluative assignments that test for mastery of course content
- Identifying basic and essential concepts and developing pertinent materials and strategies that will assist students in understanding the core subject matter consistent with the official course outline

Many of the forms used to evaluate faculty have been updated in the past year, and all are posted on the HR Website (Evidence III- 1).

Official Course Outlines of Record contain a section that includes: "*Expected Outcomes for Students - upon completion of this course, the student should be able to*" and in the curriculum process, course level student outcomes are required. In the program and service area review process, program level and institutional level outcomes are addressed by faculty and all staff. However, the term "Student Learning Outcomes" itself does not appear in the District-Faculty Association contract. Additional specificity with regard to SLO assessment is under negotiation at this time.

Evaluation of Administrators and Classified personnel, as related to SLOs, are more indirect. The evaluations are targeted at job performance specifically and not to outcomes of students with whom they are in contact. However, through the use of SAOs, which are intended to measure efficacy of service areas with regard to students, the performance of administrators and classified personnel, in the aggregate, is measured.

Actionable Improvement Plan

None

A1.d.

The institution upholds a written code of professional ethics for all or its personnel.

Description

The AP 2710 establishes a conflict of interest code for the Board of Trustees and employee groups which sets the breadth of disclosure required of various district employees (Evidence III- 7). The Faculty Senate adopted the Chabot Academic/Faculty Senate Professional Ethics Statement on 12/4/2004. There is no separate code of ethics for administrators and classified.

Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

A2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Description

Chabot employs 606 faculty, staff and administrators (Evidence III- 8). Full-time faculty represent about one-quarter of the total, and part-time faculty nearly one-half. Full-time classified professionals are about one-fifth of the total, and the rest are administrators. The College employs 165 full-time and 285 adjunct faculty. There is a president, three vice-presidents (Academic Services; Administrative Services; Student Services), seven area deans (1) Applied Technology and Business; 2) Art, Humanities and Social Sciences; 3) Health, Physical Education, and Athletics; 4) Language Arts; 5) Science and Mathematics; 6) Counseling (interim); 7. Special Programs and Services, and five directors (1) Financial Aid; 2) Admissions and Records; 3) Child Care Center; 4) Student Life; 5) Director of Grants (interim). A new dean position in the office Academic Affairs was recently approved, and the College expects to fill that position during the next few months. The College contracts with the City of Hayward for a police sergeant to administer the College's Safety and Security Department. The College also has an Office of Development and a Foundation with an Executive Director. Other administrative services are provided by the District, which include Fiscal Services and Purchasing, Economic Development and Contract Education, Human Resources, Information Technology, and Maintenance and Operations.

Evaluating staffing levels for classified staff and administrators is the responsibility of area administrators with recommendations made through PRs submitted by all disciplines, programs, or service areas in a continuous three-year cycle to determine the sufficiency of

staffing. Each year, faculty and classified staff evaluate the need for personnel and are asked to provide justification for new and replacement positions as well as other resources based on anticipated improvements in student learning, fulfillment of strategic plan goals, maintenance of safety, and compliance with mandates. Ultimately, requests for positions are evaluated by the PRBC, prioritization committees, administrators within Academic Services, Student Services, and Administrative Services, College Council, and recommendations are sent to the College President.

Decisions about staffing are a product of district and college considerations and processes, for example, the state-mandated, full-time faculty obligation is discussed and defined through the DEMC and HR. Given prospective (until passed) budget year information and existing staffing levels between the two colleges (given retirements, resignations, or other terminations), the District sets the faculty full-time staffing level for each college. Additional consideration is made by the CEMC, which evaluates the district provided budget and staffing information, including growth funding, PR, institutional research data, and enrollment statistics to make recommendations about faculty staffing. Prioritization recommendations for new full-time faculty and classified positions are made through the prioritization committees. Initial proposals stem from PR requests, which are supported by enrollment data, and trends in WSCH/FTEF ratios, and additional data provided by the OIR. Recommendations are made to the President, who has the final decision. The allocation of adjunct faculty positions to the colleges is done by the DEMC, CEMC, and administrators.

Evaluation

The College meets the Standard. Responses from the spring 2014 Staff Accreditation Survey portrayed a mostly positive attitude about the quantity and effectiveness of staff in supporting college programs and services. A majority of faculty and staff (57 percent overall) expressed agreement with the statement that "hiring processes are likely to result in hiring personnel who will effectively advance the mission of Chabot College." Part-time staff, both faculty and classified, had a stronger positive response to this statement that full-time staff (DB-2).

One significant concern revealed in the Spring 2014 survey was in regard to the institutional planning process and its current effectiveness in integrating staffing decisions with other planning components—educational programs, student services, and the use of physical and financial resources. Only 32% of staff agree or strongly agree that these decisions are integrated. A second concern related to Standard IIIA.2 was that current evaluation procedures for administrators may not include sufficient input from the cross-section of personnel under the administrator's supervision or leadership (Evidence III- 9). However, the survey noted an improvement between 2008 and 2014 in the percentage of staff who believe there is adequate faculty voice in the development of institutional policy (up from 44 percent to 55 percent).

The budget crisis period of 2008-2012 led to reductions in classified staffing and non-replacement of some faculty and classified positions vacated due to retirements. In the area of technology resources and services (Standard IIIC), the College may lack sufficient technical staff to support day-to-day use of existing technology resources. Only 38 percent of all staff agreed that adequate technical support staff exists, which can threaten the quality of course delivery components that rely on technological tools, as well the maintenance of systems (such as computer labs and classroom audio/visual equipment). Forty-four percent of

staff respondents agreed that the college adequate links technology decisions to its institutional planning process.

Actionable Improvement Plans

None

A3.	*The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*
A3.a	*The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*
A3.b	*The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Description

The District HR posts its forms and procedures on its website (Evidence III- 1). Board policies concerning personnel and all relevant clauses of the bargaining union agreements are adhered to. Personnel files as defined by the California Education Code are kept in a secure location in the District HR Office, and the files never leave the office except under court order. The provisions for security and confidentiality of personnel records along with assurance that these records are private, accurate, complete, and permanent have largely been developed in negotiations between the District and the Faculty Association and with SEIU Local 1021, representing the classified staff. The policy and rules concerning security and confidentiality of personnel records are found in the Faculty Contract, Article 16, and the Classified Contract, Article 10 (Evidence III-2). New HR employees are given explicit directions regarding file confidentiality and are instructed about the circumstances in which employees and managers can review the files. Written authorization and release is required before a third party may gain access (for example, government investigators and auditors). Upon presenting official identification during the District's normal working hours (8:00 a.m.–5:00 p.m.), an employee may view his or her file. Employees have online access to their financial records through Class-Web, including: benefits, and deductions, pay information, and leave balances. Five years after the termination of employment, employees' personnel files are archived.

At the time of employment, each new staff member is issued a packet of payroll and personnel information to be completed and returned to HR. This information comprises the foundation of each employee's personnel record. Human Resources reviews the contents of this file using a checklist to ensure that all of the necessary documents are completed, returned, and filed appropriately (Evidence III- 1). Regular HR training as part of monthly

District administrators' meetings covers topics such as employee rights, training, and evaluation, and the prevention and handling of sexual harassment issues.

Evaluation

The College meets the Standard. In the 2014 Faculty/Staff Survey, 65 percent of respondents agreed or strongly agreed that HR policies and procedures are clearly stated (DB-2). Personnel policies conform to the negotiated contracts and board policies. Human Resources provides continuing training to insure fairness in recruitment and evaluation practices. There is an ongoing dialogue and review of hiring practices and evaluation that leads to performance improvement.

Actionable Improvement Plans

None

A4.	*The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*
A4.a.	• *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*
A4.b.	• • *The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.*
A4.c.	• • *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

The District has adopted several written policies designed to ensure equity and nondiscrimination in employment. In Section 4006, the Board elaborates:

> *It is the policy of this district to provide equal opportunity in all areas of employment practices and to assure that there shall be no discrimination against any person on the basis of sex, ancestry, age, marital status, race, religious creed, mental disability, medical condition (including HIV and AIDS), color, national origin, physical disability, family or sexual preference status and other similar factors in compliance with Title IX, Sections 503 and 504 of the Rehabilitation Act, other federal and state non-discrimination regulations, and its own statements of philosophy of objectives. The District encourages the filing of applications by both sexes, ethnic minorities, and the disabled.*

(Evidence III- 10). BP 4029 prohibits discrimination:

In accordance with the 1990 Americans with Disabilities Act (ADA) the Chabot-Las Positas Community College District prohibits discrimination against students and employees with physical or mental disabilities that substantially limit activities such as working, walking, talking, seeing, hearing, or caring for oneself. People who have a record of such an impairment and those regarded as having an impairment are also protected.

(Evidence III- 11). State law requires all administrators and supervisors to receive workplace sexual harassment training every two years. Since this legal obligation has been in place, the District has taken the opportunity to exceed the minimum legal requirement and to train employees on the rights of all individuals in the District to feel safe and valued at work and school regardless of race, religious creed, color, national origin, ancestry, physical/mental disability, marital status, sex, age, or sexual orientation.

In order to ensure fairness in all employment procedures, the District requires in BP 4012 that "Selection procedures shall be in accordance with the District Faculty and Staff Diversity and Equal Employment Opportunity Plan" (Evidence III- 12). This plan provides the basic elements and procedures for the implementation of the faculty and staff diversity policy. To address diversity issues in the hiring process, there are policies and procedures in place for both the applicant and the selection committee members. In the hiring of staff, the District HR has revised its application forms to include the following requirement:

*The successful applicant must demonstrate sensitivity to and an understanding of the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students, including those with physical and/or learning disabilities. Please provide how you demonstrate this minimum qualification and in ways that are directly relevant to position for which you are applying. Please attach separate sheet (not to exceed one page) should you require ... (*Evidence III-1*)*

The District posts open positions in a wide variety of publications aimed at reaching broad audiences: general, academic, and ethnic. The District uses an applicant tracking software system to better monitor the equity in the application pool throughout the screening and selection process. The District requires that selection committee membership be reviewed by HR to ensure diversity. The selection committees receive additional mandatory training by HR staff, the hiring administrator, or both.

The faculty contract contains provisions that prevent discrimination and support a diverse staff, such as reasonable accommodations for mental or physical disabilities (Article 9M), pregnancy leave and parental leave (11E and F), and non-discrimination practices (35a-c); and the Classified contract also has articles concerning nondiscrimination: 3.2 Non Discrimination and 20.6 Non Discrimination (working conditions) (Evidence III- 2).

Evaluation

The District meets the Standard. The college creates and maintains appropriate programs, practices, and services that supports its diverse personnel as evidenced by board policies, contractual provisions and the results of the 2014 Accreditation Survey . In the 2014 staff survey, all groups registered high agree/strongly agree opinions about being dealt with honestly and truthfully: faculty 81 percent; classified 86 percent; and administrators 72 percent. When asked if they felt discrimination by other college staff, only 15 percent agreed/strongly agreed while 73 percent disagreed/strongly disagreed (DB-2).

Student and staff surveys indicate a high level of satisfaction with the respect for differences in race-ethnicity (84 percent student/90 percent staff), gender (84% student/89% staff), physical disability (84% student/91% staff), age (83% student/86% staff), sexual orientation (81%, student/88% staff), native language (81% student/83% staff), and religion (79% student/85% staff). Only between 2-4 percent of staff and 3 percent of students disagreed with the majority (DB-43). Students also report satisfaction with services: 85 percent for DSPS, 82 percent for EOPS, and 83 percent for the PACE Program for Working Adults. Student satisfaction with the Office of Student Life (clubs, activities, and events) is 82 percent. Seventy-four percent of students also feel that they have a better understanding of diverse philosophies, cultures, and ways of life.

Actionable Improvement Plans

None

A5.	*The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*
A5.a	*The institution plans professional development activities to meet the needs of its personnel.*
A5.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.*

Description

The Office of Professional Development (OPD) at Chabot College coordinates with the Staff Development Committee to plan, implement, and assess professional development "Flex Day" activities, as well as, other training opportunities for all staff and faculty. The OPD created its first PR in 2014 which outlines its role on campus (Evidence III- 13). The OPD is involved in many development activities such as the New Hire Support for both full and part time faculty. During on campus flex days, faculty and staff must attend activities. Their presence is verified via sign-in sheets. The Staff Development committee provides evaluation forms on Flex Days to get feedback and suggestions for future activities. The committee provides a general call for proposals prior to Flex Days to encourage additional workshops. The committee and the OPD have developed PLOs over the past year and developing assessment tools to ensure that they are being met. In 2015, the Center for Teaching and Learning will open in the renovated Building

100. There, the OPD will be able to strengthen our coordination and provide additional trainings year-round.

The faculty contract Article 29 outlines the responsibilities that both the Staff Development Committee works under and how faculty can access staff development opportunities (Evidence III- 2). Professional development requires both participation in collaborative activities (Flex Days) as well as individual activities, which are self-defined. These "variable flex" days allow faculty to go off campus for conferences, workshops and other development activities. Faculty submit to their deans variable flex activity plans that outline what they will do and then submit activity reports on what they learned. Faculty also have an opportunity to take a sabbatical leave based on the requirements listed in the faculty contract (Evidence III- 2).

The Staff development committee creates other campus activities. These activities are driven by the Mission statement and Strategic Plan Goal. To exemplify, Staff Development led the Chabot Book Club read What it is Like to Go to War by Karl Marlantes and discussed the specific needs of veteran students; the entire campus participated in a Fire Drill and debrief meetings to assess our readiness in the event of an emergency; faculty participated in discussions about Public Sphere Pedagogy and The Hayward Great Debate; employees were trained in several programs in the Microsoft Office Suite; and the District HR provided training and information about updated policies and benefits.

Evaluation

The College meets the Standard. The OPD has created a PR for its operation and will be assessing using these PLOs:

- PLO #1: Employees will demonstrate enhanced teaching, leadership, and job skills.
- PLO #2: Employees will agree they are respected and appreciated at Chabot College.
- PLO #3: Employees will develop and assess progress on comprehensive plans for personal and/or professional development.
- PLO #4: Employees will demonstrate an understanding of the diverse needs of our students and community as well as, promote global and cultural involvement.

In the 2014 Accreditation survey, 62% of employees agreed that when (they) started at Chabot, (they) attended orientation/training for their jobs. 32% disagreed with that statement. The college strives to improve new employee orientation and to provide professional development for all employees.

Actionable Improvement Plans

None

A6.

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.

Description

Faculty staffing levels are determined through a process involving the analysis of productivity by each discipline, student needs, and the individual requirements of each discipline. The district also follows state guidelines, "the fifty percent law," which states that fifty percent of all educational costs be spent on the hiring of faculty, not including counselors or librarians. The allocation of Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF) for the College is determined at the District through the DEMC. This committee's role in planning and the allocation of FTEF is based on the contract (Evidence III- 2). The CEMC distributes the college's FTEF allocation based on several criteria: first, the number of current full-time faculty positions in a discipline, and the needs of the discipline according to the FTES and WSCH/FTEF, course fill rates, and planning goals tied to the College Strategic Plan.

Full-time faculty staffing needs are assessed at least once per academic year, beginning with District-compiled data analysis (defining the number of positions), moving through PR (identifying needs), and ending with the Faculty Hiring Prioritization Committee (prioritizing the needs). During these meetings, proposals, including data from PR documents, enrollment management information, and other data provided by the OIR, are reviewed. The PRBC makes recommendations to the Prioritization Committee of the needs of the college. The Faculty Prioritization Committee revised its procedures in October 2014 with advice from the Academic Senate and PRBC. The new process includes quantitative and qualitative measures and a significantly revised application form. A new section for librarian and counselor faculty applications were added to the standard form. Finally, the new process added "emergency replacements" to the process (Evidence III- 14).

The CEMC recommends to administrators the allocation of adjunct faculty to all academic departments using criteria including FTES and WSCH/FTEF generated by the discipline, discipline plan worksheets, course fill rates, and planning goals tied to the college Strategic Plan. Classified staffing requests are included in PR documents submitted by college discipline faculty and deans and service area managers. Hiring for classified staffing needs has been done in a variety of methods due to the impacts of the Great Recession. In 2009, a Classified Hiring Prioritization Process was developed, approved, and piloted in 2009-10. As budgetary constraints increased, the process was not used. In fact, rather than hiring, layoffs occurred and when various positions were vacated, these positions were not filled. The minutes of the PRBC and CEMC for both 2014 and 2015 show an increasing concern that while faculty were being hired, the dire need for classified professionals had not been. A revised process was created during 2014-15, which was approved in November 2014, and used for 2014-15 hiring (Evidence III-15).

Administrative staffing has become a concern. Minutes from PRBC and other shared governance committees shows a concern that no prioritization process exists for, and that given a collective view of the PR responses, that such a process is needed, so that a recommendation for additional administrators could be made, which would support presidential decision-making. Over the past three years, the college has experienced consolidation of two divisions into one (Social Sciences and Arts and Humanities) as well as imposition of new mandates and required functions. The college has reassigned responsibilities within the administrative structure; however, the existing number of administrators may be insufficient to the current managerial responsibilities.

Specifically, over the past four years, a strong rationale was created for a new dean's position in the Office of Academic Services. Approved by the Board in April 2015 the new position will administer and support work on pathways, student learning assessment, student success, and the Library and the Learning Connection. A fully transparent, detailed and ongoing process for assessing and identifying human resource needs at the administrative levels does not exist and needs to be developed.

Evaluation

The College meets the Standard. According to the spring 2014 Faculty/Staff Accreditation Survey, 50 percent of respondents agreed that Chabot links staffing decisions to its institutional planning with 20 percent in disagreement (DB-2). The most fully developed and transparent processes for assessing and filling human resource needs are at the faculty and classified staffing levels. Both faculty and classified processes were revised, approved, and used for academic year 2014-15. Work needs to be done to create a similar process for administrators. .

Actionable Improvement Plans

None

B.	***Physical Resources***
	Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.
B1.	*The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*
B1.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.*

Description

The Chabot College Facilities and Sustainability Committee was established to be the shared governance body involved in the oversight of its physical resources in support of its educational programs and services, and in the development and implementation of the *Facilities Master Plan* (DB-1).

The Facilities Committee has as its specific goals to:

- Recommend construction, modification, and allocation of facilities across campus.

- Recommend sequencing and priority of renovation and construction of projects.

- Coordinate with the Citizens' Oversight Committee.

- Review and adjust facilities planning documents.

- Coordinate with PRBC in development of Chabot's Facilities Master Plan.

- Review facilities utilization to increase efficiency.

- Assign responsibility of space to divisions or individuals.

- Coordinate with District M&O concerning College physical plant maintenance and upgrades.

- Assist and support College planning process as needed or requested.

The Facilities Committee meets twice a month and reviews the projects that are in the planning process (Evidence III- 16). The committee also is responsible for determining priorities for funding. The committee includes faculty, staff, administration, and students, and is supported by an extensive current website, with handouts and documents provided online. The committee also maintains an active list of reported problems, maintenance requests requiring additional funding, and new small projects to be considered for funding. The onsite construction manager provides the committee with status reports. Appointed Faculty and

Classified Staff representatives as well as everyone in the campus community can attend these meetings to provide input and to obtain information about projects that may affect them and their students, giving them a direct opportunity to participate in the implementation of the *Master Plan* projects. Thus, all Faculty and Staff have the opportunity to provide input about physical resources to support and ensure the integrity and quality of programs and services.

In addition to the College's oversight committees, the District has a Citizen's Oversight Committee whose purpose is to inform the public concerning the expenditure of bond revenues (Evidence III- 17). To accomplish this, the committee reviews and reports on the expenditure of the taxpayers' funds to assure voters that the Bond proceeds are expended for the purposes set forth in the original 2004 ballot measure. The main mechanism that this committee uses to determine that the District is in compliance is an audit performed annually by an external independent accounting firm.

Implementation of the *Chabot College Facilities Master Plan* focuses on creating an institution that provides safe and sufficient physical resources that support the College's Mission Statement (S-1) and assures the integrity and quality of its programs and services, regardless of location or means of delivery. To achieve effective implementation, College and District processes have been observed, and new processes have been developed as needed. Shared governance committees are in place to provide oversight and input into the evolving implementation of this multifaceted plan.

The original buildings of the Chabot campus were constructed in the 1960s. On March 2, 2004, Alameda County voters and those Contra Costa County voters within the District's boundaries approved Measure B, the $498 million dollar CLPCCD capital improvement (construction) bond that has enabled the College to repair leaky roofs, worn wiring and plumbing, to renovate aging, deteriorating classrooms and the library, and to repair, acquire, construct and equip college buildings and computer laboratories. Chabot College's share of the bond has been ~$264 M, enabling 37 projects to be tackled that were identified as part the original bond proposal and detailed in the 2005 Facilities Master Plan, and an additional 19 added projects paid for through savings in construction costs as well as interest earned on Bond funds during the 9+ years of the construction (DB-1).

The Bond funds enabled the renovation of:

- Classrooms in Buildings 300, 500, 800, 900, and 1000

- Building 1400 Industrial Technology Center

- Building 1600 Machine Tools Laboratory Relocation

- Building 1200 Music Computer Lab, Studio, Rehearsal, and Performance Rooms

- PE Complex (Buildings 2500, 2600, 2700, 2800, and 2900

- Building 2200 Dental Hygiene Clinic

- Building 1900 Planetarium/Lecture Halls

- Building 1800 Mathematics, Physics, Computer Science Classrooms, Labs, and Student Study Rooms

- Restoration of the Soccer Field

- Renovation of Athletic Fields and Tennis Courts, including new artificial turf for the football field, and renovation of the swimming pool

- Renovation of the Campus Central Plant serving 14 buildings with HVAC

- Renovation of three campus parking lots (A, B, and G) with lighting, access lanes, security, traffic flow, and landscaping

The Measure B funds also enabled creation of:

- Building 3400 BMW training facility

- Building 4000 Strength and Fitness Center

- Solar Energy Photovoltaic Panels for the Parking Lots (generating ~ 1 Megawatt)

- Building 400 Faculty Instructional Office Building

- Community and Student Services Building 700

And last, but not at all least, the Measure B funds enabled

- New Campus Safety equipment for security on doors, emergency call centers across the campus and parking lots, and improvements to paths of travel across campus for emergency vehicles

- New Public Art installations across the campus.

The current *Facilities Master Plan,* (DB-1), which was created in consultation with the college's Facilities Committee, and adopted by the Board of Trustees in 2012, focuses on the renovation of campus facilities that were not updated through Measure B bond funds identified as in need of renovation, and/or replacement. In addition, the 2012 Facilities Master Plan continues to emphasize equipping classrooms and laboratory spaces with current technology, creating additional "smart classrooms," coupled with building design to improve long-term energy efficiency. These features combine automated control of various building functions, fast and flexible telecommunication systems, and timesaving conveniences for building occupants. The key concept in smart buildings is that they are physically and technologically adaptable to changing conditions and are therefore easy to modify or expand to meet campus needs.

All of the enhanced building and site improvements and renovations reflect the College's needs as identified by staff, faculty, administration and students and are consistent with the *College's Strategic Plan Goal* (S-X-) and educational goals (S-X. *Education Master Plan*)**.**

The majority of the projects identified in the *Master Plan* are also included in the District's *Five-Year Construction Plan* (Evidence III- 18). This district creates an annual maintenance report that it sends to the State (Evidence III- 19). This report is reviewed by the M&O Director, and submitted to the Board of Trustees for approval. Projects are prioritized based on the needs outlined in the Educational Master Plan, the Facilities Master Plan, and the professional assessment of the M&O staff.

While most of the College buildings had been adequately maintained, building surveys on the campus by both M&O staff and other campus personnel identified age-related deficiencies in the buildings not renovated by Measure B funds and the need for additional custodial staff to maintain the buildings. Discussions started in 2008-2009 about the revision of the Facilities Master plan, which culminated in the adoption of the current *Facilities Master Plan* (DB-1). Input to the Master Plan was provided by stakeholders across campus through meetings with the design consultants, and reviewed by the Facilities Committee, which debated, discussed, and prioritized projects. One key aspect of that plan is a new Student Union, which would consolidate the Student Health Center, Veteran's Center, Campus Safety, and Student Government operations. Other areas of concern addressed in the current Facilities Master plan include: address seismic safety concerns, improve pedestrian circulation across the campus as well as visits from and to the community, renovate ten buildings, and further improve instructional facilities and athletic fields.

Annually, larger-scale facilities needs are tracked each year in an updated five-year District Construction Plan that lists major projects underway and planned (Evidence III- 18). Strategic and tactical needs for College programs are gathered annually through the PR process. In 2012, the Facilities Committee then led by Tom Clark, Dean of Applied Technology and Business, and Douglas Horner, Director of the Facilities Bond Program, lobbied for and created a separate data input instrument, Appendix F8, as part of the PR process, which enabled faculty and staff to specify building and maintenance needs (

Evidence III- 20. Appendix F8: Program Review Facilities Request (. Input from the PR Facilities requests is collated by the PRBC team, and made available to the campus for review online (Evidence III- 16). The campus Facilities Committee then consolidates these requests by building and area, and distributes the requests to all members of the committee as well as to the campus for review. The Facilities Committee uses this input to develop its overall recommendations for funding of projects, large and small, which are forwarded to the President. These requests are discussed collegially and prioritized in repeated Facilities Committee meetings throughout the academic year, with input from faculty and staff across the campus).

In addition to these campus efforts, planning and construction of new facilities and renovation of existing facilities to meet program and service needs is addressed through user teams. Chabot College faculty, staff, and administration work together with the Director of District Facilities, architects, planners, and consultants to define facility requirements to meet program needs. In the past year, user teams were created to plan for the renovation of the student tutorials and learning center (Building 100, downstairs), the Library (Building 100, upstairs), Building 1600 (Business) and Building 2100 (Biological Sciences) (Evidence III-

16). User teams define and prioritize their program needs and share those with the Facilities Committee. User teams were also formed for each building renovation completed with Measure B funds, and these teams were instrumental in identifying new requirements and technologies that helped to bring Chabot College's campus significantly forward in its capabilities to offer the highest quality education possible.

The recently completed Building 1800 project is an excellent example of how user-team collaboration resulted in creation of an exceptional learning space. Today, the building houses flexible new spaces for Computer Science and Physics labs, open study spaces for all students, and advanced lecture theaters outfitted with state of the art distance learning systems. Recognizing current research results in STEM learning, the user team in consultation with the architects identified the need for friendly, comfortable, accessible study areas for STEM students to use. The resulting study areas, enclosed with glass, have proven to be tremendously popular with Chabot's students, and are in use from 7 a.m. until 10 p.m. The success of this facility is a testimony to the potential effectiveness of user-team approaches to building and renovating Chabot's facilities.

The Facilities Committee has put in place additional processes to identify and prioritize emerging issues related to campus safety, construction of new facilities, renovation of existing facilities, and maintenance across the campus. A biweekly Facilities Request log is distributed in the committee and shared across campus, and action taken where possible to address issues with existing resources, and/or investigate prioritizing requests for future allocation of remaining bond or general funds.

Equipment maintenance and service is addressed by District M&O, housed at Chabot College. The Director is directly responsible for reviewing the *Scheduled Maintenance Plan* for existing physical resources. The plan is reviewed and submitted to the State once a year by the M&O Director. Based on the review, a calendar is developed by M&O, which lists the projects that need to be completed, and a report of this review and plan is given to the Board of Trustees (Evidence III- 19), which is, in turn, used to develop the *Five-Year Construction Plan*, Evidence III- 18) submitted to the state.

Preventive maintenance is scheduled through the School Preventive Maintenance Management System (SPMMS) computer program. This program covers the District Office, Chabot College, and Las Positas College. Each campus has its own maintenance supervisors, while maintenance engineers are shared. Automatic Work Orders are generated through the use of the SPMMS. Industry standards are used to develop replacement and maintenance schedules for equipment such as filters, elevators, compressors, vehicles, and painting.

All other maintenance is initiated by work order requests, which are emailed or called in and are entered into SPMMS by M&O staff. The work orders are printed and assigned by the Maintenance Supervisor. Individual maintenance engineers schedule their work day/week/ month to complete assignments. In cases of facilities damage, the custodial crew will report the damages to the Director of M&O, who generates the work orders for the repairs. The District Office is notified to bill user groups for repairs if necessary.

The PR process is used to evaluate facility and equipment needs and to request upgrades, repairs, or new facilities and equipment. These requests are forwarded to the PRBC for

review and collated for the Facilities Committee. These two shared governance committees review and prioritize the requests and make recommendations based on the Strategic Plan goals and objectives.

The ability of the institution to meet these needs is directly related to funding. Facilities funding, through Measure B Bond dollars, has increased the funds available for scheduled maintenance, facility updates, and fixtures, furniture, and equipment. Internally, the institution has scaled back some projects and reassigned funds to other much needed renovations and facilities remodels as new needs are determined. However, outside sources of funding are continually being sought in an effort to find alternative available financial resources needed for project completion.

On the maintenance and operations side, staffing issues adversely affect the College's ability to meet all of the maintenance needs of the aging campus facilities. Vacancies persist in the maintenance, custodial, and grounds departments, and these positions will not be funded in the current academic year. The Director of M&O has a five-year staffing plan that projects the ongoing need for replacement as well as new staff positions, and has identified staffing needs as a consequence of newly constructed facilities.

Evaluation

The District and the College meets the Standard. Chabot College uses its Faculty-Staff Survey as one means of evaluating satisfaction with the facilities. Because the College has undergone significant renovation in the past nine years, many faculty and staff work and teach in new buildings, while others still are housed and hold classes in older facilities. The M&O Department evaluated its staffing and created a report and recommendations on staffing and under those recommendations the District has approved new hires.

By 2014, almost of the planned buildings and renovations that depended on Measure B funds were completed. The 2014 Faculty/Staff Survey indicate that 68 percent of faculty and staff in a new or renovated facility feel the facility provides adequate physical space for their discipline/program/service area. Among those faculty and staff in existing, unchanged facilities, only 36 percent agreed with the previous statement. In regards to college facilities for faculty and staff in their area, 72 percent of those in new or renovated facilities agreed that these facilities support student learning in their discipline, program, or service area, but only 28 percent of faculty and staff in existing, unchanged facilities agreed. Further campus renovations or new facilities are needed to support the faculty, staff, and students of Chabot College in other areas (DB-2).

Just over half of the faculty and staff feel that the facilities are adequately maintained, while most perceive a need for additional personnel in M&O. Sixty percent of the faculty and staff feel that maintenance requests are handled with adequate results, and a slightly under 18 percent disagreed. This figure is comparable to those last reported in 2008, when 61 percent of respondents felt maintenance requests were handled with adequate results. More than half of respondents agreed that requests for maintenance and repair of buildings are handled in a timely manner (99 respondents out of 192, almost 52%). The Facilities Committee has begun logging requests for maintenance and repair that are shared to the committee, and making the log visible online, with the hopes that even more of the campus will be aware of what maintenance requests have been raised, and completion status. The survey shows that

the faculty and staff perceive a need for additional personnel in M&O. In response to the question, "There are sufficient personnel and resources to maintain the buildings and grounds," less than 30% of respondents agreed, and almost double that number disagreed.

The 2014 Accreditation Survey also showed a similar decrease in agreement with the statement that Chabot's facilities are adequately maintained. In 2008, about 55 percent of the faculty and staff responding indicated that the facilities are adequately maintained; the 2014 results showed less than half of respondents (44%, representing 96 responses of 218 received) agreed with this statement. Somewhat predictably, those disagreeing were more likely to work or teach in buildings that were not new or had not been renovated. Still, almost 30 percent of respondents from new or renovated buildings disagreed with this statement, pointing to the need for increased custodial support among other issues.

Slightly less than one-half of respondents (110 of 223) agreed with the statement, 'Custodial services on campus provide a clean and pleasant environment." Almost one-third disagreed or strongly disagreed. Not surprisingly, almost 45 percent of those in non-remodeled facilities stated their disagreement. In addition to the survey results, the Facilities Committee has heard and discussed, custodial staff underfunding in its meetings, as additional square footage added to the campus has not been met with commensurate increases in custodial staffing. Despite the growth in demand, M&O has fewer staff members. More than 75 percent of respondents felt campus landscaping and playing fields are well maintained.

Over half of those surveyed feel that the current college facilities provide adequate space for their programs/services, support and ensure the integrity and quality of their program/services, and support student learning. Almost 57 percent of respondents agreed the adequate space is provided and that facilities support the discipline/program, and about 30% disagreed. Predictably, more than 55 percent of those working in older unrenovated buildings disagreed with the statements.

About 57 percent of respondents agreed that current college facilities for my area support student learning in my discipline, and a bit less than one-quarter disagreed. For those working in newer or renovated buildings, more than 72 percent (96 of 133) agreed, and less than 10% disagreed. For those working in older buildings, almost one-half predictably disagreed. When the new Biological Sciences facility is constructed, and other major renovations are completed, these numbers should drop.

Slightly more than 70 percent of respondents agreed that the office or work space provided is appropriate. More than 75 percent of respondents in new or updated facilities agreed (111 of 146), while less than 14 percent did not. About 60 percent of respondents in older, non-updated facilities agreed, and more than one-quarter (26 percent did not. Three major faculty office areas were not updated with Measure B funds: Building 1100, which houses Arts and Humanities faculty, Building 2000, which houses Mathematics and Science Faculty, and Building 1500, which houses colleagues in Applied Technology. Laboratory technicians continue to work in the older Biological Sciences area (Building 2100), without windows, and plans for a new Biological Sciences area will remedy this situation. About two-thirds of respondents agreed that supplies have been readily available to support my job or teaching. While 55 percent of respondents agreed, and a bit less than 20 percent disagreed that instructional equipment is readily available and adequately maintained

To explore how the facilities changes made through the Bond have been perceived by faculty and staff, the Facilities Committee was consulted and proposed that new questions be added to the 2014 survey to allowed comparison between those two groups. In particular, we wanted to look at how users in new buildings or areas that had been renovated felt about the spaces, and especially about the processes used to develop and evaluate the effectiveness of those designs. The new questions added for 2014, and the results, were:

In the planning, design, and implementation of new & remodeled facilities, the needs of my discipline/area were adequately considered.

Seventy-three respondents (almost 40 percent) agreed with this statement; however, 70 (almost 40 percent) responded disagreed. This level of disagreement may reflect the fact that the Measure B Bond was neither able to provide new offices for all faculty, nor retrofit major classroom and lab areas for Business and Biological Sciences, each supporting very large programs. In addition, renovation of Building 1600 was predicated on State matching funds, which did not materialize. Both of these areas are now being addressed with remaining Measure B funds, with $20M allocated towards a renovation or replacement facility for the Biological Sciences, and up to $2M has been allocated for refurbishing new classrooms in Business disciplines.

If my area is new or was remodeled, the user group was the driving force behind the decisions of what was included.

One-half (50%) of the respondents in new or updated buildings agreed or strongly agreed with this statement; one-third (31%) disagreed.

If my area is new or was remodeled, the end results met expectations.

Of the 116 respondents in new or remodeled buildings, more than half (~54%) agreed or strongly agreed; a bit more than one-quarter (26% disagreed).

If my area is new or was remodeled, the end result enhances student learning.

Of the 126 respondents for this question working new or remodeled buildings, seventy-eight (78) agreed or strongly agreed – representing almost 63% of those who replied, while just 19 respondents (15%) disagreed. The Facilities Committee would like to see this number be even higher; however, the smaller negative reaction could indicate that the recent construction on campus has indeed improved the College's facilities for student learning.

Actionable Improvement Plans

None

B1.b.

The institution assures that the physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning environment.

Description

The 2012 *Facilities Master Plan* has been developed to ensure that the College's physical resources on campus are constructed and maintained to assure access, safety, security, and a healthful learning environment (DB-2). A reasonable level of safety and security is maintained across the campus through regular safety inspections and training, traffic enforcement and parking lot patrol, disaster/emergency planning, hazardous materials control and disposal, and construction safety. Campus security officers regularly patrol the entire campus. As new technology to improve safety and security becomes available, it is being adopted, for example, new emergency call phones in the parking lots, a free "Alert You" SMS that texts students and staff about safety-related concerns and incidents on campus, and a change from regular keys to card keys and security cameras for facilities that require extra security. Hazardous waste is dealt with according to state law. Construction—though sometimes an inconvenience—is being handled positively, with clear signage to direct students and staff around the campus. The campus has been regularly inspected by Keenan and Associates, who assess risks and make recommendations for changes. The documents relating their recommendations, given the nature of the report, may be found in the office of the Chancellor.

Evaluation

The College meets the Standard. The 2014 Accreditation Survey also included questions about safety and security of faculty and staff that attest to the effectiveness of it processes regarding safety:

> *Facilities in my area are adequately constructed and maintained to address safety.*

A bit over 60% of respondents agreed or strongly agreed with this statement. Still, a bit less than 20 percent of respondents disagreed, with a larger share of those coming from buildings that had not been renovated during the Measure B bond construction.

> *I feel safe on campus during daylight hours.*

This question elicited the highest level of agreement from the facilities-related questions on the survey, with more than 200 respondents agreeing, more than 80 percent, and just 3 disagreeing.

> *I feel safe on campus during the evening or night.*

Close to two-thirds of respondents, 63 percent, agreed or strongly agreed with this statement (133 of 210).

> *Campus Safety and Security staff responds quickly in emergency situations.*

More than 80 percent of respondents agreeing or strongly agreeing.

> *It is clear what action should be taken on campus in case of a personal injury.*

About two-thirds of the respondents, 141 of 212, agreed with this statement.

> *It is clear what action should be taken on campus in case of an emergency (fire, earthquake).*

More than 75 percent of respondents agreed or strongly agreed with this (159 of 209). Even more, this question shows a significant positive trend from fall 2001 (60% agreement) through spring 2014 Accreditation surveys. Annual earthquake drills have been held during the past 4 years, with attention paid to readily identifiable room and building monitors, evacuation of students with disabilities, improved communications across campus, improved signaling and identification of safety zones, and coordination with city emergency services.

Actionable Improvement Plans

None

B2.

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.

Description

The College uses the Accreditation survey as one key assessment of the use and efficacy of its facilities, but that is an infrequent, long-term assessment. Chabot uses the PR process annually for assessment of facility needs, and escalation of deficiencies. On a more immediate level, the Facilities Committee instituted site visit reviews in 2013-2014 for key project proposals, so that attending members of the campus community can see first-hand what is being requested, and discuss different approaches. In the past year, Committee members have held meetings in the Library, a Business classroom, the Music Studio and Computer Lab, the Architecture Program lab, the Nursing Program classroom, the Biology Buildings and the Student Union, in addition to regular meetings in the new technology-enhanced physics labs. The Committee also instituted a campus tour in 2013, taking members across the campus to buildings new and old to personally view what works, and what doesn't. Members have shared that seeing classrooms and spaces in person has enabled them to make more informed and more collegial prioritization decisions.

The Facilities Master Plan process and the providing district input to the State's annual FUSION report assists the college in its planning efforts. There are annual updates to the facilities bond measure work done by the Citizen Oversight Committee.

Evaluation

The College meets the Standard. One direct result of the site visits made by the Facilities Committee was the identification of areas where the design/build process for construction could be further improved by including a professional review component for large projects before bid documents are issued. In a visit to the new music studio, computer laboratory, and rehearsal spaces, the Facilities Committee heard first-hand how such a review might have resulted in catching design errors and inconsistencies between user expectations and actual

bid documents that missed key features. From that meeting, the committee began discussing how an extra independent review might be instituted. Another site visit brought home the need for clarification in the proposal process to help faculty and administration estimate renovation costs.

Funding from the Bond Measure for facilities is reviewed annually by the Facilities committee. After it was determined at the District that there was additional funding for facilities at the college, the committee went through a yearlong process to evaluate the list of needs and generated a new list of potential projects. During this process, which involved the committee but also PRBC, the faculty Senate and the college as a whole, projects were either moved up the existing list to be funded such as a project in building 100 or for a new project, partial replacement of the Biology areas.

Actionable Improvement Plans

None

B2.a.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

The recommended building and site improvements and renovations that are gathered through the Facilities Committee and PR process reflect needs identified by staff, faculty, administrators, and students, and are consistent with the College's Strategic Plan. These recommendations are incorporated within additional review and planning processes. The results are expressed in the identified facilities needs and planning, specifically, the Master Education and Facilities Plan, accompanied by the Five-Year Facilities Plan (Evidence DB-1, Evidence III- 18, Evidence III- 19). The College Facilities and Sustainability Committee is the shared governance entity charged with the oversight of the facilities plan, which provides a schedule for improvements, addresses safety issues, looks for utility savings, and provides for infrastructure upgrades. One key goal of the committee is "to create classroom and laboratory environments that improve teaching and learning by matching current learning theory with facilities and technology design."

Capital planning of larger-scope projects has proceeded by recommendation from the Facilities Committee directly to the President of the College, after significant debate and review as well as public brown-bag discussions with the entire campus community. The cycle of review of programs and services is ongoing, and equipment and facilities needs are considered at every stage of planning. The PR process directly links discipline, program, and service long-range planning with institutional planning, as requests for facilities and equipment are sent to PRBC, the Budget Committee, and the Facilities and Sustainability Committee. Through PR, and given the representative makeup of college governance committees, all voices can be heard in facilities planning for the institution.

The Chabot College *Facilities Master Plan* provides a schedule for improvement, renovation, and repair of deteriorating/outdated facilities, addresses safety issues such as lighting and security cameras, and looks for economic advantage through utility savings (DB-1). The *Facilities Master Plan* also provides for infrastructure upgrades to accommodate more computers, greater internet access and other emerging technologies. Energy savings and sustainability are key features of the plan. The future cost of maintenance and utilities is an important factor in remodeling and new construction projects. Because the College expects to occupy these buildings for 50 years or longer, they are designed with consideration for life-cycle costs so as to minimize operating expenses and maximize energy efficiency. Designing energy efficient buildings takes into consideration high-efficiency HVAC systems, demand control ventilation in auditoriums, gymnasiums, and theaters, cool roof systems, high-efficiency photovoltaic (solar) power, direct/indirect lighting, sky-lighting and photocell controls, shading classroom/office glass, and using thermal mass where appropriate. Architects are requested to incorporate these and other ideas into the design or redesign of Chabot's new and existing buildings. All buildings are being constructed to LEED silver standards.

Evaluation

The College meets the Standard. Strategically, the capital planning processes at Chabot resulted in the Measure B bond initiative, the development of the 2012 *Facilities Master Plan*, the five-year Scheduled Maintenance Plan, and the M&O Scheduled Maintenance Plan. Tactically, collegial planning in the Facilities Committee has resulted in the creation of prioritized large-capital and smaller projects lists, coordinated with PR requests, as well as documented maintenance and improvement requests reported through the biweekly log (Evidence III- 16).

Actionable Improvement Plans

None

B2.b.

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Description

The planning process has been a highly participatory one involving the many constituencies of the College. In developing the *Facilities Master Plan*, the planning team worked closely with the Facilities and Sustainability Committee, comprised of key faculty, staff and administrators (DB-1). The Committee reviewed the Analysis of Existing Conditions, evaluated a series of Development Options, and made decisions that led to the development of the Master Plan recommendations. The planning process included a series of Facilities Committee meetings as well as presentations and discussions with the College, the community, and the Board of Trustees to

broaden the plan's perspective and to enhance the acceptance of proposed developments. Through the PR process and given the representative makeup of College governance committees, all voices can be heard in planning the future of the institution.

Evaluation

The College meets the Standard. But, there is still more to do to improve the process. In the Spring 2014 Staff Accreditation Survey, Chabot faculty and staff were asked whether they were familiar with the *Master Facilities Plan* as it related to their discipline, program, or service area. Ninety-five (95) respondents (amounting to 52%) shared that they agreed or strongly agreed with that statement; but approximately thirty percent (30%) shared that they disagreed or strongly disagreed. Everyone on campus should be aware of the current *Facilities Master Plan*, and its features should be communicated well in advance of any opportunity to fund new construction through future bonds or parcel tax initiatives.

Even more telling is the result from the 2014 Accreditation Survey, asking faculty and staff whether they had input into the college Facilities Plan as it related to their discipline, program, or service area. Just sixty-seven respondents (38%) shared that they agreed with this statement, while ninety-one (41%) shared that they disagreed. We need to address this discontinuity, again with greater publicity of the current plan, and scheduled opportunities for staff to offer upgrades and new suggestions to that plan. Examples that have arisen in the 2014 Facilities Committee meetings that illustrate this need includes requests from student groups and staff for unisex bathrooms across campus, requests for hot-water taps in faculty/staff lounge areas, and especially for increased numbers of open, accessible student study spaces.

Actionable Improvement Plans

None.

C. | *Technology Resources*

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

C1. | *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

Description

Chabot College strives to ensure technology support is responsive to the needs of learning, teaching, college communications, research, and operational systems through the shared governance system that has, as its basic principles, open committee meetings and access for recommendations to many levels of technology decision-making. Technology at Chabot College is provided as a shared effort between the

College and the District. The institution makes recommendations and decisions about technology services, facilities, hardware, and software by way of various entities such as the Technology Committee and PRBC, and processes, including the PR process and the web-based Request for New Technology form.

District-Managed Local Support

In December 2012, Chabot Computer Support (CCS) was organizationally put under District ITS. Thus, District ITS has responsibility for all technology on campus, with campus and district technology support staff who respond to requests for service and assistance on campus. District ITS provides service and assistance, including network and desktop support, programming, operations, user support and training, district email system, the administrative system (Banner), CLASS-Web, the Zone, and Web for Faculty.

Managed by District ITS, CCS provides local services, including desktop and laptop computer setup and repair, software installation and updates, and phones. They assist with operating system updates, network, and some web and application server issues. CCS also maintains assets and software licensing to ensure all needs and legal requirements are met for the network, servers, phones, desktop and laptop computers for staff and faculty (Evidence III- 21).

Chabot Online Learning Support provides assistance with Blackboard and other tools used for online teaching. Managed by District ITS, Audiovisual Services (AVS, formerly Media Services) also serves to meet the technology needs of the campus, notably in instructional areas. They provide training for and support technology-equipped classrooms, media circulation and installation, maintenance of audiovisual systems, video-conferencing, and media equipment. Thanks to funding available through the Measure B Bond funds, the College dramatically increased the number of smart classrooms across campus that integrate networking, computers, and audiovisual technologies to allow multimedia and Internet access. AVS staff maintain and service the equipment and provides support to users onsite, and AVS monitors the usage trends in order to have current technology available to users and ensure there is enough media equipment to meet instructional needs.

The District Help Desk handles the service needs of technology users on campus. Most requests for service go through the Help Desk via phone, email or a web-based request system. The Help Desk deploys appropriate technology staff to respond based on requested need and tracks or monitors requests using a software program.

Technology Committee and Funding

The Technology Committee is comprised of faculty, staff, and administrators from Chabot College and the District, including key technology personnel such as the Help Desk Coordinator, and representatives from CCS, Online Teaching Support, COOL, and AVS. When the position of Webmaster is filled, that individual will participate as well. In addition, each division of the College sends a representative to this committee.

The committee explores, discusses, reviews, and assists with technology-related issues, which often leads to the advising and recommending of regulations and procedures relating to institutional technology. Working with the PRBC through the process of PR, the Technology Committee assists in the identification, prioritization, and review of technology needs with regard to network infrastructure, funding, and equipment capacities.

Chabot's Technology Committee is key to this shared process, working in concert with other governance committees, including the COOL and the PRBC, as well as ITS. In cooperation with the District, district wide standards for networking, computers, general software, procurement practices, and general computing guidelines were established.

The Technology Committee should have the primary responsibility for technology oversight on campus and make recommendations to and get feedback from District ITS staff. The Technology Committee's charge states that the "committee explores, discusses, reviews and assists with technology-related issues," including the following:

1. Study, review, advise and recommend regulations and procedures relating to institutional technology;

2. Identify, prioritize, and review technology needs with regard to network infrastructure, staffing, funding, and equipment capacities;

3. Develop a college technology plan, including deployment of equipment and coordination of services with ITS;

4. Provide guidelines and leadership in the development of technology for computer- assisted instruction, including curriculum, and assessment of instructional computer use;

5. Coordinate with the Committee for Online Learning (COOL); and

6. Assist and support College planning processes as needed or requested.

(Evidence III- 22).

The Technology Committee reviews needs and requests initiated from the annual PR process as well as off cycle through use of a technology request form (Evidence III- 21). From both requests and their own observation of needs on campus, the committee makes recommendations that are tied to college strategic plan goals. For example, when it was clear that the campus required a dedicated web presence, they recommended the reinstatement of the webmaster position to PRBC and the President's Office. That position was hired in April 2015.

Our last accreditation midterm report contained concerns that the college must develop and implement more formalized processes to fully integrate institution assessment of planning for campus technology needs into all levels of planning and allocation of resources. The College agreed, so the Committee has sought to involve the campus in technology planning and to actively participate in other committees of the College. The Technology Committee established a more formal process to assess and evaluate campus technology needs through the use of a new

Technology Request form that is centralized through the committee. This process is an effort to provide faculty and staff a voice in technology-related decisions that affect the entire college, and is not intended to replace, but to supplement and support the PR process.

The new Technology Request form and routing process provides faculty, staff and administrators with the ability and process to identify their technology needs. For most on campus, getting their technology needs met, whether new or enhancements, is a process that begins locally. Technology needs in the departmental or divisional structure are assessed and communicated, using PR to document the needs, which are prioritized locally by the department or division, then more globally through PRBC. These are routed to the technology resources at the colleges and district for their input and technical assessment. During the annual PR cycle, the Technology Request form is submitted from the disciplines since most, if not all, instructional areas now have some technical component associated with the class. The new Chabot Technology Request form can also be submitted throughout the year as major new hardware, software and/or network requirements are identified (**EVIDENCE III- 21**). While the form and process are being used successfully, this is still a work in progress, requiring more "marketing" of process (increasing awareness), and the need to ensure that the Technology Committee's recommendations are acted on by other shared governance committees and District ITS.

As new Technology Request forms are received, they are entered in a database and updated with the latest recommendation and status from the appropriate parties. There are 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. When requests are evaluated, the Technology Committee members, in coordination with the CCS and ITS staffs, will either agree with the request as submitted and/or provide alternatives that are compatible with the current technology environment. This may result in newer emerging technologies being introduced into the campus infrastructure. With the review of requests centralized through the Chabot Technology Committee, CCS and ITS, an increased capacity to identify common needs across the campus, which may drive the type of final solution pursued. This streamlined and consolidated process allows the College to take advantage of group purchases for discounts where appropriate and bundle requests for more efficient usage of manpower resources for installation. Periodic reports are available to the ITS staff to track the number of requests and the status of requests. For routine maintenance service requests, the Technology Committee and the District IT staff implemented a new online problem ticket service through the ITS Help Desk.

> Institutional Funding has been extremely limited during the past few years. Measure B has provided critical infrastructure, equipment, and software upgrades. As Measure B ends, a critical step is to replace that funding, either from within the institution or through grants. When funds are not available, the users resubmit through the PR process again at the next opportunity. When funding is available for technology purchases, users are required to consult with the computer support staff and adhere to district standards and guidelines before placing software or hardware orders (Evidence III- 23). To ensure that this consultation occurs, the Budget Committee routes all technology requests to the Chabot Technology Committee and ITS groups for review. For the past three years from 2013 through 2015, all the technology requests were reviewed and recommendations were forwarded to the Budget Committee and the requestor. Possible recommendations include: proceed with the request as submitted

for funding through the responsible department, submit the request to ITS where Bond funding or District software agreements exist, or a suggestion for a comparable substitute item due to compatibility with the CLPCCD environment. This procedure has integrated the decisions of the Budget Committee and Technology Committee as it relates to the PR needs for technology.

The Technology Committee is one place where "big picture" discussions occur, but there is no policy that requires all major technology decisions to flow through this committee. Some recommendations are made through PR inside disciplines, programs, or service areas, the COOL, and District ITS. As a consequence, some recommendations and decisions do not flow directly through the Technology Committee, so multiple, alternative forums exist in which technology planning can and sometimes does occur.

For example, District ITS updates its Technology plans on an annual basis (Evidence III-24). The plan outlines ITS projects and goals concerning Banner and other enterprise system implementations, BOND Measure B Projects," computer hardware and software procurement plans." Chabot faculty and staff have some input into some of those decisions, through membership in committees and user groups. Some Banner users, new project implementation teams and occasional ad hoc user groups such as the one that developed the structure and programming for the state-mandated SSSP regulations are able to help direct technology priorities for the campus and the district. However, gaps can exist between the College and District ITS concerning technology planning and implementation. As part of the district-wide Integrated Planning & Budget Model (IPBM), the district Technology Coordinating Committee (TCC) began in September 2014 to bring the colleges and district together to eliminate any such gaps through full engagement and transparency in the technology planning processes and to ensure more effective communication across all locations. In addition, the college is in the process of completing their Education Master Plan with MIG, Inc. and the new District Strategic Plan which includes technology will be developed by fall 2015 to address the college needs and priorities.

Evaluation

The District and College meet the Standard. The College evaluates the effectiveness of its technology in meeting the needs of the campus through regular surveys, issued by the OIR and responded to by administrators, faculty and classified professionals. Additional external and student surveys provide insight into strengths and concerns of the college. Survey results only show a "moment in time," which typically reflect the most recent environment, not necessarily a broad time period. The most recent survey was conducted in Spring 2014 (DB-2). Responses to technology questions on the 2014 survey were compared to prior 2008 survey responses by the OIR to determine progress and concerns (Evidence III- 25).

In some cases, there appear to be improvements or consistency in access and availability of hardware, software and infrastructure. Nearly two-thirds of all faculty and staff felt that students have adequate access to technological resources on campus to support their learning, and more than two-thirds of full-time faculty feel that

classroom technology is sufficient to effectively support student learning (Evidence III-26). In response to the question "In my classroom, the equipment, software and network connections are sufficient to effectively support student learning," 69 percent agreed or strongly agreed (significantly higher than 52% in 2008). Similarly, in response to same question regarding one's office, 69 percent of the respondents in 2014 indicated that they agreed or strongly agreed, up from 61 percent to similar question as found in the 2009 self-study. In 2014, 63 percent agreed or strongly agreed that "in computer labs, the software and network configurations provided me with adequate access to the applications needed to support my courses," down only slightly from 66 percent in 2008. Sixty-three percent (63%) believed that students have adequate access to technological resources on campus to support their learning, down slightly from 68 percent in 2008. Only 52 percent of faculty, staff and administrators felt that technology hardware and software were kept current to meet their job or teaching needs, down from 61 percent in 2008.

Full-time staff are concerned that there is not adequate technical staff to support the use of technology on campus. Sixty-six percent of the responding faculty, staff, and administrators indicated that they agreed or strongly agreed that requests for support services to maintain their computers are handled in a timely manner, down from 71 percent in prior survey in 2009. This could be directly related to a reduction in ITS staffing over the past several years due to budget constraints. Further, growth in numbers of computers and technology-based or supported curriculum has affected services. Additional related questions of "there is adequate technical staff to support the use of technology on campus" with only 38 percent in agreement, and only 42 percent who agree or strongly agree that "I receive adequate training in the use of technology in their office, classroom, or lab" clearly support that concern. Only 43 percent of faculty believe that they are sufficiently involved in the selection of instructional technology equipment, which is consistent with 2008 results (Evidence III- 26).

Some very specific concerns from the Staff Survey that need to be addressed are having adequate technical staff to support the technology needs on campus, lack of staff training, linking technology decisions to institutional planning, and having college input in the selection of instructional technology. The District commissioned a report, which highlighted the concern of training for IT staff, "The budget constraints have resulted in minimal opportunities for training and staff development for the ITS staff and for user training" (Evidence III- 27). The report addresses both IT Staff training as well as user training that the survey pertains to and the need for additional staff. To address user and ITS staff training, District ITS subscribed in fall 2014 to the online tutorial Lynda.com for software training on Microsoft Office, Outlook Email, Adobe products, and Java programming. For Banner System training, the District subscribed to the Ellucian On Demand Tutorial for all the Banner modules that the district uses. To address the need for technical staffing, the College is in the process of adding an instructional computer support specialist to the CCS IT Department in fall 2015. For user training, District ITS plans in fall 2015 to hire one of the two trainers recommended by School Services of CA.

All Technology Services, including the CCS, was reassigned structurally to report to the District ITS to streamline processes, reduce confusion of responsibility, and eliminate duplication of effort. An underlying concern exists that there is a disconnect between

the Technology Committee and decisions made by District ITS. The role of the Technology Committee must be strengthened within the planning processes of the College and the District, including sending formal recommendations and prioritization to the appropriate administrators, planning committees, and College Council, as well as clear sharing of information and planning by District ITS with the Technology Committee. With the new district-wide committees, the sharing of information and planning is to be done at all committee levels, both to and from the college and district committees. The TCC has co-chairs for each college and district location so that all locations are equally represented and communicate back to the other committees. The TCC will provide the opportunity for user groups to become more actively engaged in the process of technology reviews, product selections, and the project implementation phases for new initiatives as well as to assess the effectiveness of the systems that are implemented, including user training. This issue is being addressed by College Council in its review of all shared governance processes.

Concerns of appropriate technology support, training, structure, communication and funding are being addressed by the newly developed CLPCCD Technology Coordinating Committee (TCC), whose broad charge is to coordinate technology related information between the colleges (Evidence III- 29).

Specifically, they are to

1. Make recommendations to the CLPCCD Planning and Budget Committee (PBC) for district support for technology planning at the Colleges and the allocation of resources beyond those outlined in the Budget Allocation Model (BAM).
2. Facilitate the coordination, alignment, and integration of college technology planning with district wide technology planning and resources allocation.
   a. Review and evaluate technology planning and maintenance for alignment with district and college educational missions, goals, strategic plans, community expectations, and student learning needs.
   b. Discuss district wide technology projects and issues as they relate to academic, administrative, mandatory regulations and security needs in order to improve and increase communication.
   c. Coordinate information related to the maintenance and improvement of websites.
   d. Provide support, including the identification of resources, to the Colleges to make sure that technology is being implemented in a timely and effective manner.
   e. Assess user knowledge/satisfaction of existing enterprise systems, including hardware and software.
   f. Identify technology needs including training for faculty and staff, as they arise with regard to common enterprise systems, network infrastructure, and equipment.
   g. Research new technologies that better serve students and staff by soliciting and making use of the expertise that is available district-wide.

h. Identify user groups that will help select common enterprise systems, including hardware and software.
i. Identify possible funding sources in order to take advantage of purchasing resources through the economies of scale.
j. Provide a forum for discussion and input into the Technology Master Plans and the District ITS Strategic Plan.

3. Coordinate compliance to accreditation standards related to technology.
4. Regularly assess committee processes and use assessment results for continuous improvement.

The charge as outlined provides simple, clear directives, and gives clarity to the process both the Colleges and District can be expected to follow. Concerns as outlined above, from both the Staff Survey and Technology Committee, are being brought forth to the District TCC.

Actionable Improvement Plans

None

C1.a. | *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

Description

The central system supporting the college, Banner Enterprise, provides the fundamental systems for Student Services, Academic Services, Human Resources, Payroll, and Business Services. It is housed and supported by District ITS, which provides the network infrastructure to support District wide enterprise services available to students, faculty, and staff through the CLASS-Web system, the Zone web portal and student Zonemail (Evidence III- 28). Banner CLASS-Web is a primary system available for use by all students, faculty, and staff. Students utilize CLASS-Web for all student information and registration. Faculty and staff use the system for personal employee information, class rosters, and grade submission.

Other third party software products that interface electronically with the Banner System are also used at the college, including the SARS and STARS systems. These systems are used for positive attendance tracking and Student Services contacts and data collection, SARS eAdvising for online counseling, SARS Call for emailing, CollegeNet for Room Scheduling, and Degree Works for student degree audits and Student Education Plans". Other enterprise systems utilized at the college include Banner Document Management System that provides storage and retrieval of electronic documents for students and employees, Banner Mobile Apps for student grades and course schedules, and the new Argos ad-hoc reporting tool for Enrollment Management.

In January 2015, Microsoft Outlook became the district-provided email system provided to employees. This email system is locally housed and secure, and it is part of our standard Microsoft district-wide license. Plans for the Outlook Email migration were discussed in the Chabot Technology Committee and the district TCC. While college faculty were not involved in the decision to change to this specific email system, there has been faculty support to change from Groupwise. Besides the email system conversion, the Novell Operating System was converted to MS Active Directory for consistency throughout the district. "The Zone" is a Banner-provided, District-implemented Web Portal that facilitates the navigation of some web-based systems used at the college. Students, faculty, and staff can use the Zone portal through the College or District websites to access information, including CLASS-Web and Blackboard. The Zone is a path to get to these same services with a customized role for a student, faculty, or staff. The "Zone" portal was implemented to ease student access to necessary online services. The campus can provide both directed messages to specific student populations as well as non-specific to all students, depending upon the need, although this feature is not fully utilized. College email accounts provided via Gmail, called ZoneMail, are provided for all registered students and are currently used for official College correspondence to students, including through Blackboard. Student email accounts can be used by the college to reach all or a targeted group of students. Students may forward their ZoneMail email or use a personal email account for Blackboard-generated email.

In conjunction with the District ITS Help Desk, CCS provides computer hardware, software, phone and network support and maintenance to the Chabot campus. Help requests are sent to

the District ITS Help Desk, and relayed to the appropriate staff. Chabot students and instructors use technology equipped, or "smart" classrooms. The campus standards for technology-equipped classrooms make state-of-the-art teaching tools easily accessible to faculty. These standards have been implemented for 109 general assignment classrooms and lecture halls. The AVS is responsible for the maintenance of these classrooms in conjunction with CCS. Chabot AVS is also responsible for installation, maintenance, and instruction for usage of technological equipment in the classrooms.

Blackboard is the supported course management system available to faculty for creating an online learning environment for students enrolled in online, hybrid, and traditional courses. The College continues to expand its distance education course offerings. During spring 2014, Chabot offered 120 online and 64 hybrid courses. A total of 769 course sections are set up in Blackboard for spring 2014 (Evidence III- 31). The Blackboard service is provided by an outside vendor through an Application Service Provider (ASP) model. The Blackboard ASP has provisions for reliability, disaster recovery, privacy, and security as part of their standard contractual arrangement with the District. The ASP model provides disaster recovery capabilities through their Data center facilities throughout the United States. In addition to user IDs and Passwords, student access is controlled through the automatic interface with the Banner System, so that students must be registered in a course to gain access to that course.

In the effort to support student learning needs and provide greater access to technology, including for online learning via Blackboard, computers are made available to students on campus laboratories, such as in the Chabot Library and Student Services building, These laboratories provide computer access for students to use for college-related purposes such as applying to the college, registration procedures, financial aid applications, Class-Web and course-related computer needs, or for students enrolled in online or hybrid courses or needing help with Blackboard, drop-in, in-person assistance is available.

Evaluation

The College meets the Standard. The 2014 Staff Survey asked questions relating to hours, assistance, and maintenance of the Campus IT department, Graphics/Print Shop and Media Services departments (Evidence III- 32). Nearly two-thirds of all faculty and staff felt that students have adequate access to technological resources on campus to support their learning.

- More than two-thirds of full-time faculty and more than three-quarters of part-time faculty feel that classroom technology is sufficient to effectively support student learning.
- Sixty-nine percent of staff are satisfied that "my office, the equipment, software, and network connections are sufficient to effectively carry out my work responsibilities.
- Satisfaction with maintenance of equipment by AVS (formerly Media Services) decreased from 76 percent in 2008 to 63 percent.
- Satisfaction with hours and assistance in AVS decreased from 75 percent in 2008 to 69 percent.
- Satisfaction with hours and assistance in the Graphics/Print Shop departments increased from 81 percent in 2008 to 82 percent.

The Chabot Technology Committee and COOL are both key factors to determining the path of technology at Chabot College. Processes now in place allow the committees to have more input into decision-making, at all levels, involving technology used at the college to ensure that it meets the needs and demands of a learning environment.

Actionable Improvement Plans

None

C1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

Description

Chabot College strives to provide quality technology training through different college and district entities. The Technology Committee plays a critical role in assessing and addressing training needs on campus by helping to determine the appropriate source of necessary training. College representatives on the District TCC will ensure that they address the charge to "Identify technology needs including training for faculty and staff, as they arise with regard to common enterprise systems, network infrastructure, and equipment," so that new and existing staff are best able to serve students.

The District ITS staff offers training on District technology such as the Banner Enterprise System modules, CLASS-Web for faculty, and Outlook email. Individual departments typically provide their own training for new staff with existing staff, or pay for web-based training or third party consultants. A service of the District, the Help Zone provides assistance to students with the Zone web portal as well as student Zonemail, while assistance with the CLASS-Web registration system is primarily through Chabot's Admissions and Records Office and via the Online Student Services laboratory staff.

The ITS Help Desk provides learning assistance in response to individual faculty/staff requests or as part of a major rollout of software. Help Desk assistance is available by phone or on-campus through a Customer Center Help Desk online form (Evidence III- 21). The ITS Help Desk fields support requests for CCS. The CCS website provides links to resources on using the software that is installed on all campus computers, including Windows and Microsoft Office.

The District may hire vendors to provide training on third-party application systems used by the colleges and District, such as Degree Works for student degree audits and SEPs, Banner Document Management System for storage of digitized documents and College Net for Room Scheduling. For new initiatives, the District uses vendor consultants to provide the initial training and these sessions are recorded; then follow-up training is provided using the "Train the Trainer" model. For example, staff in Online Learning Support received training from other trained Chabot staff and faculty to learn to navigate the *Catalog*, in addition to having third party webinars/tutorials available to them. Departments may pay for third party training or consultants themselves, to train new staff or to prepare for new regulations,

programs, and system upgrades. For example, the Chabot Financial Aid Office has paid for training of its new technical staff and ITS programming staff utilizing webinars, System conferences, and third party consultants to ensure the District and College were prepared for multiple regulatory changes and system upgrades.

Apart from the overall assessment that technology training is needed per Staff Surveys, Chabot College directly assesses technology training needs through the work of several committees. The primary sources of assessment of training needs include known factors such as future implementation of new or upgraded software, as well as the needs expressed by faculty, staff, and committees such as Staff Development, Technology Committee, and COOL. Once a needs assessment is done and technology training needs are determined, several entities share the responsibility of training, including District ITS, CCS, Online Teaching Support, and AVS. The AVS assesses equipment and technology-equipped classroom training needs and provides workshops and one-on-one training on an as-needed basis.

To help identify training priorities and topics, District conducted interactive training surveys with administrators and classified professionals in 2014 and plans to do a similar session with the Academic Senate for faculty. In 2014, District ITS subscribed to online tutorial programs available to all staff via the Web. The Online Tutorial Lynda.com covers software training in products such as Microsoft Office, Outlook Email, and Adobe products.   The other Ellucian On Demand Online Tutorial is designed for user departments who use the Banner System and covers all the Banner modules used by our district. Currently, District ITS does not have a dedicated trainer on staff for user training. The organizational review conducted by School Services of California in April 2014, identified the benefit of hiring two dedicated trainers to the ITS staff solely for user training and documentation.

At Chabot, Online Teaching Support is provided by two staff positions: the Distance Education Coordinator and the Instructional Designer. To maximize effectiveness, and support the schedule needs of faculty, these support services are focused in online assistance coupled with in-person appointments. Online training efforts include on-demand videos, instructions for using Blackboard, online teaching resources, a highly-utilized online Help Form, and a monthly newsletter called *The Online Learning Link*. There were 23 instructors trained on Blackboard (online or in-person) in 2012-2013 as first time users, and in 2013-2014 year, the number of new Blackboard faculty increased to 36 instructors. Faculty Support Requests for Online Teaching/Blackboard (online or in-person) has remained steady in recent years. These requests to Online Learning Support staff range from a technical issue to asking how to do something in Blackboard. In fall 2012, 433 requests were received and resolved, spring 2013, 380 requests, fall 2013, 369 requests, and spring 2014, 417 requests.

Since the 2009 accreditation report, a significant development and factor in training concerns has been the loss of the Faculty/ Staff computer laboratory known as the Hub, which is no longer in operation. A new faculty computer laboratory will come online in fall 2015, in Building 100 as a shared College/District ITS training room (Evidence III- 33).

Training was been impacted by the loss of the College Webmaster position. Since 2011, Chabot's web-presence was maintained by ITS and individual divisions and services areas. While the College worked to ensure that students can access information, resources, and

education through methods conducive to their needs, the College lacked a key person to provide expertise and guidance for web content, updates and marketing. The lack greatly impacted the currency and relevance of college information and resources online. This position was filled May 2015.

Student technology training is offered by the Online Services laboratory in Room 709, which provides one-on-one help for students with the technology required for applying to the college, registration procedures, financial aid applications, Class-Web and course-related (Blackboard) computer needs. Blackboard training needs for students are assessed as a joint effort between the Online Services laboratory and Online Learning Support. Through a Student Assistant hired by Online Learning and based in the Online Services laboratory, students are provided one-on-one assistance with Blackboard/online learning needs and Online Learning Orientations on a drop-in basis. Students also find a wealth of resources, including an orientation to online learning, videos on how to use Blackboard, and an online Help Form through the Online Learning website (Evidence III- 34). In addition to these resources, students enrolled in online or hybrid courses are also emailed information regarding "getting started in online classes" directly by way of the SARS Call communication system (Evidence III- 31).

In addition to college-provided student technology training and support, faculty (often with input from transfer universities, business, and industry) identify technology learning objectives for students, then embed the training within the college curriculum. Examples of this kind of in-course training exists in several courses, though most-prevalently in the subject of Computer Application Systems, for example CAS 54A Microsoft Excel I, CAS 58 Intro to Microsoft Access, CAS 72D Intro to Microsoft Word, CAS 72E Intro to Microsoft Excel, CAS 72F Intro to Microsoft PowerPoint, etc. This is often the case for publisher-provided websites and software, as well as courses teaching technology skills.

Evaluation

The District and the College meets the Standard. In 2008, 56 percent of respondents felt that they received adequate technology training in their offices, which decreased to 42 percent in 2014 Staff Survey. Again from 2008, 53 percent felt that they received adequate technology training in their classrooms and labs, which also decreased to 41 percent in the 2014 survey (Evidence III- 35. Comparison OIR data, Staff Surveys, Technology training). Typically, the most effective training involves a mix of various teaching modes and media. However, limited resources, a need for staff, and the resulting lack of access to the latest technologies places severe limits on training possibilities by the District. Staff receive required training as they can, or as their departments and divisions are able to provide. Both the College and District have a goal to provide necessary training, the provider of the training determined by the content/subject (**Error! Reference source not found.**). Potential avenues considered to address training needs include the improvement of web resources in an effort to provide self-paced, on-demand trainings to meet the demanding schedules of faculty and staff, and improving communication with faculty about what kinds of training opportunities are available to them from various college or district entities and technology. Departments and divisions can address their need for improved training opportunities for faculty and staff by including it as an objective in PR and requesting the appropriate support or resources.

School Services of California recommended hiring two trainers for user training to the ITS staff; however, this was not possible previously due to budget constraints. In 2015-2016, District ITS plans to hire one of the two recommended trainer positions to the ITS staff. Dependent on the assessment of the trainer position, a second position could follow in the subsequent fiscal year assuming demand continues to increase.

Actionable Improvement Plans

None

C1.c. *C1.d.*

C1.c. | *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

C1.d. | *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

Description

The Chabot Computer Support Department staff (IT) and District ITS collaboratively provide support for the management, maintenance, and operation of the technological infrastructure and equipment. Services provided include instructional computing, administrative computing, system design and applications programming, network infrastructure (WAN and LAN), servers, desktop support, Web development and support (Internet and Intranet), hardware and software support, audio visual support for smart classrooms, phone systems, Help Desk assistance, and user training. District ITS provides for the system planning, development, operational control, monitoring, and security of services offered via the District's network infrastructure. The District establishes vendor maintenance agreements or warranty terms to ensure service levels are sustained for all standard hardware and software.

At the start of the Measure B Bond, the College's Technology Department developed a life cycle plan for systematically analyzing equipment needs and determining standardized system specifications, as well as when to retire and replace existing equipment with updated systems. This regular cyclical process spreads out the expense and the staff workload evenly over the life of the bond's technology funding and ensures that faculty, staff, and administrators have the equipment they need to be effective. The life cycle plan identifies equipment life expectancies and refresh as follows:

- Network equipment: 7-10 years
- Desktop computers: 4 years
- Laptop computers: 4 years
- Servers: 5-7 years
- Printers: 5 years
- Audio-Visual equipment and accessories: 7 years

This plan serves the institution because it allows equipment to be replaced before it fails. With these useful equipment life cycles, equipment procured in the last one to two years will continue to provide a robust platform for users for several years in the future. Once the Bond Technology funding expires, and the performance of the technology infrastructure begins to gradually degrade, the College and District operational funds for technology will need to be increased accordingly to cover these technology replacement costs in the future.

The IT staffs, in collaboration with the College committees and constituent groups, continue to follow the technology plans as specified in the Measure B Bond Information Technology Plan documents for network and facility infrastructure improvements (**Error! Reference source not found.**). The most recent Bond technology plans were "Information Technology Update June 2013 to June 2015" and "Information Technology Measure B Bond Activities – Accomplishment and Future Plans 2005-2017". Each of these technology plans has been completed as planned and has achieved a first-class technology environment with a solid foundation. For the network infrastructure, the emphasis over the last several years was to increase bandwidth for system access, migrate to more wireless solutions, consolidate the data storage for the enterprise servers, and provide streaming media capabilities for the classroom. Project updates for Bond initiatives are provided on a regular basis through standing committees and Bond meetings, including: Bond Oversight Committee reports, the Bond Facility committees, individual Bond Project meetings for specific building construction or renovations where IT is involved, and Technology Committees where IT reports monthly on project progress.

District ITS completed a district Disaster Recovery Plan in August 2010 to satisfy the accreditation requirement to protect the District Data Center in the IT Building at LPC, as well as the remote college server rooms. This Disaster Recovery Plan was reviewed and approved in 2010 for the Accreditation Midterm Report. The comprehensive Disaster Recovery Plan reflected the significant changes made for the new District Data Center at LPC, which was fully operational in April 2010. District ITS updated the comprehensive Disaster Recovery Plan for the college and district in August 2014 (Evidence III- 36). The District Data Center at LPC and the College server room have generators and UPS units to maintain continuous system availability, along with alternate failover capabilities through redundancy for critical servers supporting the major enterprise systems.

All data on district and college servers are backed up to tapes and/or disk using industry best-practice procedures. The backup strategy uses a multitiered approach, including disk-to-secondary-disk backup of the production data, secondary disk-to-tape backup to high-capacity tape drives, and tape drive rotation and offsite storage. The tapes are rotated in a daily/weekly/monthly/yearly algorithm with a selection of tapes stored offsite in a separate location from the servers. New tape backup equipment has been installed to consolidate server backups where appropriate.

Keeping Up-to-Date

Effective planning and responsiveness assure that technology resources support programs and services throughout the District. The District Strategic Plan for ITS Requests delineates the project priorities on all campuses for both the Banner Enterprise System projects and the Measure B Bond projects. The District Strategic Plan for ITS Requests was approved by the

Chancellor's Cabinet, which reviews new college and district requirements for enhanced or improved system features that benefit the students, faculty, and staff. The District Strategic Plan for ITS Requests is developed in collaboration with the Chancellor's Cabinet, college deans, directors/managers of Banner user departments, college technology committees, and college planning committees. Additions for new critical projects are made as needs arise and include state and regulatory mandates as well as changes to accommodate contract negotiations. Besides consideration of the state and regulatory directives, the Chancellor's Cabinet's prioritization of the Banner projects considers three factors: impact on students, improved productivity, and reduction of costs.

Communication on the status of these development projects for Banner and other enterprise systems implementations occurs on a routine basis in several forums. First, ITS meets with the Banner users to discuss possible new initiatives. These potential projects are discussed with the Technology Committees and user departments that might be affected by the requested change. District ITS is also an active participant in the Technology Committees, where new technology initiatives and progress on current projects are discussed. Once the various groups decide to proceed with a proposed new project, the District Chief Technology Officer (CTO) presents the new item to the Chancellor's Cabinet for final review, approval, and prioritization relative to other projects on the task list. Core teams with representation from all impacted locations are established for the major new projects being implemented, and they meet regularly during the project planning and implementation phases. Besides communication with the groups involved in the selection and implementation of the projects, TS communicates with users via email announcements and status updates on the District's websites. In addition to the Banner users and the technology committees, project status updates are also provided by the District CTO to the college presidents, vice presidents, and the Chancellor's Cabinet when major milestones are reached on specific projects.

The ITS Strategic Plan was initially developed in 2007 and updated in 2009 for the new district initiatives for its enterprise systems and services for a five-year period. A new revision to the District ITS Strategic Plan for the next five years will be completed in conjunction with the revised Educational Master Plan in fall 2015. Fortunately, District ITS has already purchased software needed for the current priority development projects in the District ITS Strategic Plan, so implementations can proceed without any software or hardware cost impact.

Using bond funds, ITS has installed high-performing networks and established a Cisco standard for all switches, routers, and wireless access points. The network equipment consists of switches that connect to the cabling in the walls, and these switches allow computers to connect to resources such as printers and servers. Network routers join the switches to provide a connection outside of the local campus network, either to another district facility or to Internet resources. CLPCCD has completed four vendor bid awards for new switches and routers, and these changes have effectively doubled the size of the networks at each campus since 2005. These switches also expanded the 10 GB fiber connections so that buildings with high-density connections could take advantage of increased uplink speeds to server and Internet resources. The current network has nearly three times the availability and over 1,000 times the performance of the 2005 network.

Computer infrastructure has developed appropriately as application and user demands have increased. Hardware and software for servers that support the District and College critical applications were replaced with standard configurations that provide expanded capacity and meet new stringent performance specifications. Upgrades were required at both the server and desktop level to increase capacity. The ITS and IT groups standardized on Hewlett-Packard servers after a joint industry analysis process at the beginning of the Measure B Bond. Beginning in 2005, servers were migrated to HP DL server platforms in administrative server/data centers. The ITS has migrated to a blade/SANS infrastructure in lieu of dedicated servers. The District ITS upgrades to blade servers, SANS, and VMW represent the implementation of new technologies that balance server CPU, memory, and disk resources across all applications, enabling expansion of the hardware resources with minimal downtime and providing quicker recovery from failures. Chabot purchased faster and more reliable servers, including an enterprise level database server (SQL Server) with a five-year life cycle. Servers that support applications that require a 24/7 operation will also be mirrored using redundant servers when failures occur.

The District achieved its overall network design goal of replacing aging hubs and switches with state-of-the-art 10/100 switching to the desktop, Gigabit (copper) connectivity to the servers, and Gigabit (fiber) backbones to each building. All connections between the colleges and the District were upgraded to the new Opteman metro Ethernet WAN (Evidence III-37). As part of the network infrastructure upgrades, District ITS purchased and deployed higher-performance routers for the internal Opteman WAN links. To keep ahead of the bandwidth demand for site-to-site network communication, District ITS upgraded the port speeds of the LPC campus to 50 Mb.

Over the past several years, ITS has implemented significant expansions in the data connections between the campuses. Since 2009, it transitioned from the old T-1 data lines, which had a maximum bandwidth of 1.5 Mb, to the DS-3 lines, which had 4.5 Mb. In 2009, the District transitioned to the most current Opteman Ethernet connections that began with a bandwidth between campus locations up to 20 Mb. In 2010, the Opteman bandwidth was increased to 50 Mb between campus locations to support the move of the District ITS Data Center from Chabot to LPC. The new Opteman connections have the added advantage of providing flexible bandwidth options so that as site traffic changes, the bandwidth can be increased accordingly. In 2014, the Opteman WAN data lines were again expanded to support the Valley Care Medical facility used for the Chabot's Nursing program.

In addition to the Opteman connections, ITS also expanded the CENIC Internet connections that are provided by the state from 45 Mb to 1GB speed. This provides substantial room for growth. In the near future, the CENIC connection will expand to 10G, and the District is positioned to take advantage of that Internet speed increase. There is substantial wireless coverage throughout the campus as a result of new building renovations in recent years that have added the cabling infrastructure to support the wireless access points. Older buildings have also been equipped with wireless in areas where the cabling will support wireless access points. The wireless capability is constantly expanding. As of June 2014, Chabot has 91%+ coverage with 72 access points throughout 32 buildings, with additional buildings under renovation. District ITS installed a centralized Wireless Management System in 2010 to

allow College and District staff to monitor traffic remotely from any location in order to identify and repair problems.

At Chabot College, the previous Fujitsu telephone system was migrated to the newer Avaya system utilizing three phases for the conversion in parallel with the various stages of construction. The first phase migrated the Instructional Office Building and Community Student Services Center, followed by the Applied Technology Building renovations in 2011, and the third and final phase in 2013 for the remaining phones. This Avaya system has been fully operational since 2013 for the entire campus. The District Office at Dublin converted to the same Avaya telephone system in 2013.

Security and Reliability

District ITS and the college technology departments maintain physical security and network accessibility to administrative and instructional servers. The servers are located in a locked room accessible only to appropriate technical staff with key card access and are controlled with alarms after hours in the restricted areas.

The District Data Center that supports the enterprise systems and network infrastructure throughout the district was fully operational in its new location in April 2010. Located on the LPC campus, the data center includes a District Administrative Computer Room, Network Room, LPC Instructional Computer Room, and staff offices for District ITS staff and LPC technology staff. The building is equipped with UPS units, a backup generator for continuous availability, HVAC units with primary and secondary units for redundancy or failover, and an Inergen system for fire suppression. The Central Utility Plant on campus is equipped with a primary and secondary pump/chiller to provide water to the HVAC systems in the IT Building, and if the system fails, the IT building is equipped with a backup chillers. Several levels of control and monitoring within the server rooms, including electrical panels, UPS, building security, server room heat levels, and general EMS monitoring using the campus Allerton system, identify any problems quickly. The building is restricted to IT, security, and Maintenance & Operations personnel. The exterior doors require personalized access cards using card readers. Access to the internal doors to the server and network rooms requires two-factor authentication using an authorized access card plus a matching PIN number. The building security is based on the AMAG System for access and includes emergency communication and video surveillance monitored by LPC Campus Safety and Security.

The District uses antivirus protection on each desktop to limit the possibility of virus attacks. Another important element of ongoing network security is the monitoring and interpretation of traffic and event logs. The ITS has deployed products for log management and traffic monitoring, such as Intermapper, that has the ability to graph bandwidth usage and provides quick identification of traffic abnormalities, such as high peaks of usage. The ITS monitors and operates Cisco ASA firewalls for daily security protection from network intrusions. The campus has two firewalls in the redundant failover configuration, and this functionally has been successful in maintaining constant Internet access/presence during the infrequent outages that have occurred. Firewall logs are exported and stored to the Manage Engine Log Management server for analysis and trending.

For the Banner Enterprise Student Information System (CLASS-Web), security access for students, faculty, and staff is controlled through a User ID and Password. The User ID is a generated number, and the passwords are user-controlled and must be changed once a year. Besides the login access restrictions, the Banner CLASS-Web system has a timeout of 15 minutes to prevent inadvertent intrusions.   For all Banner access, Banner Role Security defines what each user has access to. Banner uses an HTTPS browser that requires server authentication and allows the user's browser session to be encrypted over the Internet.

Some of the major new construction/modernization projects that ITS participated in for Chabot College included the PE Complex, Science and Mathematics Building, Automotive Facility, Mathematics and Physics Building, Instructional Office Building, Community Student Services Center, Social Sciences, School of Arts, and Applied Technology.

Measure B building construction and modernization allowed the District to equip the campuses with new and sophisticated security systems and capabilities. The AMAG system was installed at the College and includes capabilities for access control, video surveillance, and emergency communications. The District has purchased a fire-rated safe and has located it in a remodeled Telecom room IDF that has limited access. This Telecom Room IDF is in a separate building from the server Main Data Facility, and the backup tapes are now stored in this safe.

Technology for Distance Education

The Blackboard Application Service Provider is the Distance Education platform for the College, which allows the Blackboard vendor to house the hardware and software and provide 24x7 service. This District standard has facilitated the expansion of fully online and hybrid course offerings. In addition to the Distance Education courses, College facilities contain technology-equipped or "smart" classrooms that integrate networking, computers, and audiovisual technologies to allow multimedia and Internet access. In some classrooms, the ability to broadcast on-going teaching sessions to the Web in "live" streaming mode is available. Technology improvements are planned to handle video-on-demand as well as streaming multiway audio for faculty and students with connectivity through the Web.

Evaluation

The District and College meets the Standard. Policies and procedures for managing technology infrastructure represent generally accepted best practices, specifically addressing the need to store backup data at an offsite location. For Chabot College, there were two accreditation actions recommended by the prior Accreditation team in 2009. One was a procedural addition to store Chabot tape backups offsite at the District office, which was implemented immediately per the procedures that the District has for other enterprise systems for disaster recovery purposes. The second item was to develop a new Chabot Technology Request form for faculty and college staff to submit at PR planning time as well as throughout the year as technology needs arise, which has been implemented. This new Technology Request form was needed in order to give the Chabot Technology Committee and Chabot and the District IT/ITS better insight into the faculty desires for new technology tools to support their classroom. This allows the Chabot Technology Committee to be more effective in the planning and prioritization of

new technology requests across the campus since new technology requests consistently flow through the Technology Committee for evaluation and recommendation. The ITS developed a new online Technology Request form at Chabot, which generates a database for reporting status of requests. It was used in 2013 through 2015 as part of the Chabot PR planning cycle. Routine maintenance requests continue to be processed through the ITS Help Desk, which routes requests either for immediate action or through the Chabot Technology Request form process for nonroutine maintenance items.

According to the Fall 2013 Student Satisfaction Survey (Evidence III- 25), 71 percent of responding students reported that they were satisfied or very satisfied with the "availability/working order of equipment in labs," which is up from 64 percent from 2011 (page 5). Students were also satisfied or very satisfied with other computer labs on campus: Library (86 percent), Student Online Services (90 percent), and computer labs found in other departments (89 percent). These figures were consistent (within 1-3 percent increase or decrease) with prior survey in Fall 2011.

With the end of Measure B funding, a vital question for the College and the District is how to fund future technology needs on campus and across the district. State instructional funding may return, but that will not address non-instructional expenses. The College and the District must ensure that there is a mechanism for users to request and the College or the District to provide necessary funds to continue to obtain and maintain adequate and necessary technology.

The ITS strategy with the Bond Measure B funding was to upgrade network and computer equipment so that the equipment's useful life spans a few years beyond 2015 when the bond equipment funds are expected to be depleted.   The most recent equipment procurements have been forward-looking so as to maximize the life span of the equipment and performance of the infrastructure. The primary equipment for network switches and routers, servers, and audio-visual equipment are adequate for at least 7 years. The desktop computers and laptops were updated on a 4-year life cycle so there are adequate units available throughout the campus for a few years.
Aside from technical life cycle considerations, IT expects that the state will be funding instructional equipment in the future years in the same manner that they handle deferred maintenance for facilities. With this in mind, the colleges prepared a 5-year plan for instructional equipment projections which included computers and audio visual equipment for the classrooms. Therefore, this is an alternate source of funding that can be used to provide technology upgrades for the colleges for the next few years.

Actionable Improvement Plans

None

C2. | *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.*

Description

As part of the Measure B Bond program over the last several years, ITS, under the direction of the District Chief Technology Officer, developed Bond technology plans for the colleges based on input from the colleges on the institutional needs and plans for improvements in the classrooms and labs. (Evidence III- 28). The most recent technology plan for the Bond technology initiatives "Bond Activities IT Update June 2013 to June 2015" enumerated Bond accomplishments since 2005 and future accelerated plans for the next 2-year period through 2015. Previous to this latest Bond Measure B technology plan, ITS developed the "Information Technology Measure B Bond Activities – Accomplishments and Future Plans 2005-2017" and the initial Bond technology plan "Information Technology Master Plan (ITMP)" in 2005 with annual supplements through 2012 to update the projects completed to-date. The purpose of the Bond Technology Plan is to establish technology guidelines that will help direct ITS in the 21st century. The focus for the institutional advancements on campus included converting and maintaining all classrooms to smart classrooms, upgrading computer equipment and audiovisual equipment on a four-year cycle, bandwidth expansion to accommodate streaming video capabilities and online learning applications, and supplemental wireless access points in strategic locations on campus. Gathering input regarding the institutional needs was coordinated through the College Technology Committees and the Distance Education Committees. The Bond Technology Plan was drafted in conjunction with the 2012 *Facilities Master Plan* to accommodate the data infrastructure installations and upgrades to support new construction and renovations at the colleges.

The College Technology Committee recommends new solutions based on program and service needs, and those recommendations are forwarded to the appropriate management for review and final approval. Personnel from ITS participate actively in these committees to ensure the technology solutions are feasible, compatible with the existing environment, and cost effective. Currently, programs and departments prioritize their needs for computers, software, and other key technologies as they develop their PR, which are reviewed and further prioritized by the dean of each division. These go to PRBC, a shared governance committee, which reviews PR responses. The technology resources requests are vetted both by the Technology and Budget Committee, and if approved, allocation recommendations are submitted to College Council for approval.

Technology for Distance Education

The Blackboard Application Service Provider is the Distance Education platform for the College, which allows the Blackboard vendor to house the hardware and software and provide 24x7 service. This District standard has facilitated the expansion of fully online course offerings and the supplemental hybrid model. In addition to the Distance Education courses, College facilities contain technology-equipped or "smart" classrooms that integrate networking, computers, and audiovisual technologies to allow multimedia and Internet access. In some classrooms, the ability to broadcast on-going teaching sessions to the Web in "live" streaming mode is available. Technology improvements are planned to handle video-on-demand as well as streaming multiway audio for faculty and students with connectivity through the Web

Evaluation

The College meets the Standard. Only 44% of the respondents in the 2014 Staff Survey agree that Chabot links technology decisions to its institutional planning, down from 49% in prior survey. The technology planning and prioritization process can be improved. College technology planning generally originates at District ITS or Chabot Computer Support. Technology planning for individual units originates in faculty and staff PR requests flowing through division deans and department directors to PRBC. Technology needs that occur off-cycle from PR can also be made on the Chabot Technology Committee web sites home page using the "Request for New Technology Form" or may be coordinated directly with ITS or CCS. Faculty and staff often create technology plans for their units based on past budgets and existing technologies without realizing that new technologies may be more apt and available. Sometimes faculty, staff or administrators are unaware of what is possible or feasible. Improved communication by and with District ITS could help resolve this issue by proactively offering options (not necessarily the same as solutions) to the campus for consideration. The new district-wide Technology Coordinating Committee (TCC) will facilitate this process by sharing technology ideas across all locations in making decisions for the good of all.

The Chabot Technology Committee has worked hard to formulate specific, achievable goals. The successful implementation and completion of its charter will give faculty and staff the necessary tools and resources to incorporate technology into instruction and day-to-day operations. Chabot College must remain committed to the advancement of technology in order to provide a productive workplace and an exemplary educational environment where students receive an education that is current both in content and in technology.

The inclusion of the Technology Plan and the TCC into planning during PR rarely occurs, and if it does, it is informal exchanges. Within ITS, however, the Technology Plan is seen as the guide to College technology needs. These two different "realities" needed to be addressed by the College. To this end, the TCC recently shared the Technology Plan with the administrators developing PRs in collaboration with their faculty and staff. Faculty and staff should be encouraged to share their needs and concerns in frequent and comprehensive institutional surveys as well as in Technology Committee outreach, and those needs should be prioritized, communicated, and championed, first within the College and then to ITS.

The campus Technology Committee began development of a process that will give faculty and staff a voice in technology-related decisions that affect the whole college, while ensuring at the same time that both Chabot Computer Support, ITS and the Technology Committee have a role in reviewing faculty and staff members' technology requests. The annual review of Program Review technology requests through the Budget Committee and Chabot Technology Committee and the usage of the Chabot Technology Request Form outside of the Program Review cycle are the processes that the Chabot Technology Committee has put in place. This process must continue to integrate the Technology Plan with PR, so that the whole college can benefit. This will avoid duplication of resources and purchases of hardware or software that the College's infrastructure can't support. Finally, the District TCC should help ensure a balance

between ITS expertise and understanding, and the Colleges and provide transparency of the interaction between the college expression of its technology and training needs and district response.

Actionable Improvement Plans

None

D.

	Finance
	Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

D1

The institution's mission and goals are the foundation for financial planning.

Financial planning is integrated with and supports all institutional planning.

D1.a

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements

D1.b

Description

Chabot College uses a variety of methods in the development and implementation of its financial planning based on college institutional goals and the college mission statement. The college uses its governance committees such as the College Council, the PRBC, the College Budget committee, CEMC and DEMC, as well as its administrative structure for fiscal planning. The PRBC's responsibility is to create strategic goals, to guide PR, and to oversee new initiatives. The Budget Committee implements the planning goals of the college in its work to allocate resources (mostly one time funding from a variety of State sources). The CEMC allocates faculty resources to achieve the necessary funding that the State allocates for the instruction of students. The administrative functions are managed by the Vice President of Administrative Services who oversees all budget matters for the College. The Vice President is the administrative cochair of the Budget Committee (a faculty member serves as the other cochair) and serves on the PRBC, to which the Vice President reports on Budget issues. College Council oversees the entire process and makes recommendations to the College President on issues as they arise. The three governance Senates (Faculty, Classified, and Student) are also informed by the members they appoint to the committees and by formal reports made at senate meetings.

This structure is used to create the college budget in both low and in better revenue years. The college is informed of its revenue allocations, as an output of the District BAM, and its required level of student enrollments by the DEMC, often expressed as FTES. The PRBC creates its strategic goals to achieve the institutional goals of the Strategic plan. The Vice President of Administrative Services is the main conduit between the College Budget Committee and the PRBC. The budgets for the various college entities are created under her oversight.

A variety of groups participate in creating and approving budgets. A brief description follows.

New funding initiatives from the State have necessitated that the college create new "single purpose" funding committees, following on model used for the Basic Skills Initiative. The State requires that the College have identified committees to expend funding from State Equity and SSSP initiatives. The Equity Coordinating Council was organized during the Fall of 2014 to write a proposal to the state that documented the College's plan and measured outcomes for equity funding. The Equity Coordinating Council recommendations moved through the Faculty Senate, College Council, and the Board of Trustees for approval. The committee is chaired by the Vice President of Student Services, who also chairs the SSSP funding committee. Examples of past funding initiatives that supported institutional planning include the FIGs, the Pathway Project, the FYE, the Passion and Purpose Project, and various cohort programs.

The CEMC and DEMC are defined in Article 26 of the Collective Bargaining Agreement with the Faculty Association (Evidence III- 2). The DEMC is responsible for determining the size of the college schedules in terms of FTEF to meet enrollment targets that are commensurate with the FTES funding available from the State. The ultimate task of CEMC is to determine the FTEF allocation distribution among the divisions. At the discipline level, the need for class offerings is defined within PR. The CEMC considers enrollment and other OIR- provided data, such as fill rates, which areas are have long wait lists, and how well the college is progressing towards meeting its enrollment target. The CEMC works thoughtfully to achieve the funding goal, which is often translated into an "average" productivity level, with the goals of students, which include a mix of classes, some with higher and many with lower levels of productivity. The goal of CEMC is to find the perfect balance between these often opposing goals. Beginning in 2009-10, the State imposed a severe workload reduction that peaked at about approximately 10% in 2011-12. Simultaneously, demand for classes was *increasing* dramatically at both colleges. Because enrollment targets were sharply reduced, meeting them was suddenly assured. However, painful cuts to the class schedule would have to be made. At this point, CEMC worked jointly with PRBC to develop a strategy for making the list of classes to be cut. Collaboratively, the committees identified the priorities, then communicated those priorities to the campus. During a fall Flex day, faculty met as divisions make recommendations. The intent of this collaboration was to ensure that the College would meet the needs of students, to the greatest degree possible.

 The College has a long-standing Faculty Prioritization Committee, which includes of all deans and faculty representatives from every division. In fall 2014, the committee reviewed and approved a new process, in consultation with PRBC and the Academic Senate, and the new process was used for prioritizing positions to be hired for fall 2015 (Evidence III- 14).

In a parallel process, within PR, each discipline, program, or service area submits classified staffing requests via PR. Under the current process, each area submits their classified staffing requests via PR, and college administrators work together to create a prioritized list and positions are recommended to the President for funding. During 2014-15, an updated Classified Prioritization process was developed, approved, and implemented (Evidence III- 15).
The Facilities Committee (described in Standard IIIB) is responsible for reviewing requests for Capital Outlay expenditures. Projects proposals must address a need which is documented in PR; the Committee's prioritized list of projects is the principal driver for decision-making regarding remaining Measure B funds and other funds as may become available.

The Technology Committee (described in Standard IIIC) is responsible for reviewing requests for technology requests. Project proposals must address a need, which is documented in PR; the Committee's prioritized list of projects is the principal driver for decision-making regarding remaining Measure B funds, and other funds as may become available.

The College Budget Committee reviews and recommends allocations (from PR requests) for Instructional Supplies (restricted lottery funds), Instructional Equipment/Library Materials, Instructional Equipment (Measure B Bond funds) and Perkins (VTEA funds). The Committee assists and supports the planning process as needed or requested. It reviews and make recommendations to the PRBC, College Council and College President.

Evaluation

The College meets the Standard. The institution relies on its mission and goals of the institution for financial planning. The financial planning is integrated with and supports all institutional planning.

Chabot College has managed its finances judiciously over the past six years—a turbulent period that has seen a significant decline of general apportionment as well as categorical funding levels from the State. A recession throughout California began in 2009-10, and reached its peak in 2011-12; the District and College made necessary adjustments in expenditures, which included a sharp reduction of course offerings commensurate with the workload reductions from the State, coupled with a reduction of non-instructional faculty activities, including counseling and librarian services, and reassign time for program coordinators. Along with the elimination of several dozen adjunct faculty positions, the College was forced to lay off more than a dozen classified professionals, and eliminate (or consolidate) administration positions. Moreover, two waves of early-retirement incentives were coordinated by the District, which further reduced budgetary stress, but substantially winnowed faculty, staff, and administrators, as personnel were not replaced. In many areas, multiple areas of critical functionality were now carried by significantly fewer people. Funding levels are presently on the rise, and the College has embarked on a process of restoring classes and services through a careful evaluation of where the needs are most critical.

For Fiscal Year 2014-15, the budgeted revenue and expenditures for the District are as follows:

Fund	Revenue	Expenditures	Ending Fund Balance
General Fund	$121,408,544	$121,265,631	$11,836,090
Cafeteria Fund	$79,844	$30,734	$171,517
Child Development	$1,230,545	$1,230,545	$0
Self-Insurance Fund	$6,093,992	$6,089,992	$4,262,165
GO Bond Fund	$141,427	$24,000,000	$76,893,804

| Capital Projects | $3,317,619 | $1,907,134 | $6,510,303 |
| Special Reserve | $3,000 | $513,322 | $2,832,486 |

Information presented at the Board of Trustees meeting on September 16, 2014 (Evidence III-38). Detailed information may be found in the Adoption Budget for 2014-15 (Evidence III- 39).

District finances are managed with integrity in a manner that ensures financial stability. Board policy 6200 states that the District will maintain unrestricted general fund (UGF) reserves at a minimum of 5% (Evidence III- 40). The district's reserve percentages for the last five years are:

Fiscal Year	Reserve Percentage (UGF)
2009-10	7.08%
2010-11	6.74%
2011-12	6.42%
2012-13	8.19%
2013-14	11.47%

The source of these data are the District's annual financial reports (311 reports) filed with the California Community Colleges' Chancellor's Office (Evidence III- 41, 311 Reports found in each year's budget reports).

For Fiscal Year 2014-15, the budgeted revenue and expenditures for Chabot College are as follows:

Fund	Beginning Fund Balance	Revenue	Expenditures
Unrestricted	$1,187,360	$ 40,069,995	$ 40,890,606
Transfer In/Out	$	$ 1,115,388	$ 294,777
Restricted	$	$ 9,652,669	$ 9,382,704
Transfer In/Out	$	$	$ 269,965

Detailed information may be found in the Adoption Budget for 2014-15.

In 2014-15 the College and District have sufficient revenues to support educational improvements, as evidenced by the following points:

- **We are serving more students:** Through a robust faculty-driven enrollment management process, the District has been able to capture a significant portion of restoration dollars available from the state. District funded enrollment levels have increased from 15,889 FTES in 2011-12, to 16,861 FTES in 2014-15. During the same period, funded enrollment at Chabot College has increased from 9,361 FTES to 9,935 FTES. The schedule of classes at the College has been expanded accordingly.

- **A planned reduction in average class size:** During the recession years, the District asked faculty to take extra students in their classes in order to achieve savings on instruction costs and thereby reduce the need to lay off classified staff. Actual productivity peaked at a level higher than 550 WSCH/FTEF. While planning for 2014-15, the DEMC elected to lower the "main group" productivity assumption to 520 WSCH/FTEF, an adjustment made prospectively. Direct results of this action have been: (a) to make more class sections available to students; and (b) to *reduce* the number of over-enrolled sections.

- **Restoration of college functionality:** Chabot College has commenced the process of restoring vital functionality lost during the recession. The process is far from complete as many needs have competed directly over the past two years.

- The District has managed its proceeds from Measure B (General Obligation bonds passed by the voters in 2003) so as to reduce encumbrances on unrestricted dollars; thus, more funding was available to support educational improvements. Two significant examples are: (a) installation of three megawatts of solar power arrays at the campuses, which lowered District energy costs; and (b) bond interest earnings used to fund approximately $720,000 of technology-related expenses that were previously charged to the unrestricted General Fund.

Institutional resources are sufficient to ensure financial solvency. Throughout the budget crisis, the District maintained a healthy reserve in the unrestricted general fund.

Evaluation

The District and the College meets the Standard. The College budget is developed annually by the Vice President of Administrative Services, using salaries, benefits and the Maintenance of Effort/Baseline Budget as a base. Increases in general fund allocations above the maintenance of effort/baseline budget are allocated based on the process of PR, prioritization processes, Vice Presidents' recommendations, and College President approval. Restricted Funds, which include Instructional Supplies, Instructional Equipment/Library Materials, and Instructional Equipment (Measure B Bond Funds) are allocated based on the process of PR, Budget Committee review and recommendation, College Council, and College President. Budget increases are based on requests through PR submitted to PRBC, a prioritized list of resource needs, committee review/recommendations and available resources. The SSSP and Equity committees allocate SSSP and Equity monies. The Basic Skills committee allocates funding for basic skills initiatives.

Actionable Planning Item

None

D1.c.
D1.d.

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

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.

Description

The District monitors its long-term debt and other obligations. On March 2, 2004 Alameda County voters and those Contra Costa County voters within the District's boundaries approved Measure B, a $498 million capital improvement bond that enabled the District to repair, upgrade, acquire, and construct facilities in accordance with the Facilities Master Plan (Evidence III- 42). In August 2004, the District issued $100 million of Series A bonds. In March 2006 the District refunded a portion of the Series A bonds. In October 2006, the District issued the remaining $398 million bonds as Series B and Series C. In March 2013, the District refunded a portion of the Series B and Series C bonds. The District monitors the financial landscape and refinances outstanding debt to benefit the taxpayers of the district. The Official Statements and other documents relating to the issuance of debt may be found in the office of the Vice Chancellor, Business Services.

Debt is paid by ad valorem taxes; therefore, debt payments have no adverse impact on the operating budget of the District.

In October 2009 and again in April 2011 the Board approved implementation of voluntary Supplemental Employee Retirement Plans (SERP) (Evidence III- 43, Evidence III- 44). Fifty employees elected to voluntarily retire or resign from the District's employment no later than December 31, 2009 for the first SERP, and 34 employees elected to voluntarily retire or resign no later than June 30, 2011 for the subsequent SERP. The SERP helped the District manage its budget during the recession years; however, funding its provisions required a debt service that is reflected in the subsequent year's budgets. That debt service will be paid off by the end of Fiscal Year 2014-15.

Evaluation

The District and the College meet the Standard. 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.

Actionable Planning Item

None

D2.
D2.a.

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Description

The current budget process has the needs of the institution as its primary focus. The yearly operational budget process begins with the adoption of the budget planning calendar. The revenue projections are taken from the Governor's January budget and later revised according to the Governor's May revised budget. The District's Business Services office prepares preliminary revenue assumptions. Since more than 90 percent of the budget is salaries, the position budgets are reviewed very closely, first by District Business Services, College Business Services, then by the College Administrators for their departments. Changes in staffing levels are reviewed by the Faculty and Classified Prioritization Committees, and CEMC, Classified and Faculty Senate, and College Administrators.

Each unit of the College oversees and manages its funds through the Banner system. Each unit has online access to its budget that allows for real-time account analysis and review. The Vice President of Administrative Services monitors all general and cocurricular fund budgets and makes reports to the President and the Vice Presidents of Academic and Students Services and the CBC. The Dean of Special Projects Student Services has the responsibility for overseeing most categorical funds. The Vice President of Student Services has the responsibility for overseeing SSSP (formerly Matriculation) funds. The Interim Director of Grants seeks and oversees grants.

The District's independent auditors issued a positive report upon completion of their audit of the financial statements for the year ended June 30, 2014. Chabot College prepares its budgets in compliance with California Education Code. An independent public accounting firm is employed at the end of each school year to audit the books of the District and to prepare an audit report for the Board of Trustees. The audit is conducted in accordance with auditing standards generally accepted in the United States (Evidence III- 45).

Evaluation

The District and the College meets the standard. The District and College continues to use the Banner online accounting/financial system, which provides Managers/Administrators with access to financial information.

Financial and budget information is formally communicated through the Board of Trustees the Vice Chancellor's Office, Vice President's Office, and the Budget Committee. The deans provide budgetary information to faculty and staff as they develop their PR each year. The deans also work closely with their faculty and staff to oversee particular budgets. Banner Financial software is used to record all financial transactions. Access to the software is

limited to the staff who monitor and make the transactions. These include administrators, classified staff, and faculty coordinators, who use it to manage their budgets and personnel costs. Three committees and the administration share the responsibility to assess the effective use of the College's financial resources. The CEMC evaluates the effective and efficient use of the funding used to teach the courses offered by the College, relying heavily on computer programs developed for this use and data provided by the OIR. The Budget Committee allocates funding for special projects and one-time needs of the institution based on PR.

Like all colleges, most spending at Chabot is on wages and benefits for personnel. These costs are largely governed by collective bargaining. As these practices are conducted with integrity financial resources are used in a manner consistent with the goals of the College. The administration oversees and manages funding for particular programs, services, and classified staffing. The primary demand on the College budget is staffing, mostly faculty. The DEMC recommends faculty in FTEF to the Chancellor. This allocation is largely based on the enrollment target for each college and also gives consideration to both the state's 75 percent rule and 50 percent rule. Allocation of FTEF to each college is approved by the Chancellor, with recommendations from the college presidents and Vice Chancellor of Educational Service and Planning after consultation with the DEMC.

Actionable Improvement Plan

None

D2.b. | *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Description

Resources are allocated at the District and College in a manner that will realistically support the College's stated goals for student learning. Slightly over fifty percent of District apportionment is spent on classroom instruction. Moreover, the processes observed for setting priorities regarding the hiring of full-time staff (faculty and classified), as well as for the renovation and construction of facilities, and the purchase of instructional equipment, are focused on meeting needs expressed in PR.

the PBC was established with a philosophy statement, which asserts that decisions will reflect institutional priorities, specifically student learning, student success, completion of educational goals, and community engagement. Further, resources will be distributed based on clear communication regarding available funding and the needs at each site.

The District has had unqualified/unmodified reports of its financial statements in recent history. The statements present fairly, in all material respects, the financial position of its activities. Audit firms interviewed District management and documented District procedures related to controls over planning, bidding, contracting, expenditure, and financial reporting and determined that controls have been put in place and are working as documented. With respect to the bond program, auditors have determined that the District expended bond funds

for the specific projects developed by the District's Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified in Section 1(b)(3)(C) of Article XIIIA of the California Constitution (Evidence III- 45).

The audits demonstrate the integrity of financial management practices. There are rarely audit findings related to the financial statements, though when findings exist, they are addressed at the highest levels of management. Most audit findings are resolved in the year following the audit. To the extent that any audit findings address internal control issues, they are resolved in the year following the year under audit. Audit findings are discussed at the Senior Leadership Team meetings, comprised of the Chancellor, Vice Chancellors, Presidents, and Chief Technology Officer. In addition, audit findings are discussed at the District Business Officers meetings, comprised of the Vice Chancellor, Business Services; Director, Business Services; and Vice Presidents, Administrative Services.

The 2012-13 audit findings were addressed at the December 9, 2013 Senior Leadership Team meeting. The agenda is filed in the Chancellor's Office. The findings were also discussed at the March 20 and March 27, 2014 District Business Officers meetings. Responses to the audit findings were presented to the Board of Trustees at their May 20, 2014 meeting (Evidence III- 46, Evidence III- 47, Evidence III- 48).

The external audit is conducted annually. The external auditors present the financial statements to the Board of Trustees Audit Subcommittee, then the Board of Trustees, normally at the December board meeting (Evidence III- 49, Evidence III- 50). In addition, the external auditors present the bond financial statements and the bond performance audit to the Citizens' Bond Oversight Committee, normally at their October meeting (Evidence III- 51).

Evaluation

The District and the College meets the standard. The College conducts its finances with integrity. Audit findings related to financial statements are rare.

Actionable Planning Item

None

D2.c.

Appropriate financial information is provided throughout the institution, in a timely manner

Description

Financial information is provided to the college through the governance structure including the College Council, PRBC, and College Budget Committee. The Vice President of Administrative Services, who serves on all of these committees, is regularly scheduled on the agendas of these committees. The Vice President also presents financial information to the college at large at the President's Brown Bag Lunches, and at Convocation and Flex Days. The Vice President presents College financial information to District Committees, and to the

PRBC, Budget Committee, and College Council. The Vice-Chancellor presents to strategic planning groups, the Senior Leadership Team, and the Board of Trustees. Presentations are made when information is available, for example, the tentative budget is presented after the governor presents the state tentative budget and again after the May revise, and the proposed and final budgets are presented after the state budget has been passed. Information provided to the college includes allocations received, balances, financial projections, strategic issues and budget timelines. The district's reserve balances for the Unrestricted General Fund (UGF) over last five years are as follows:

Fiscal Year	Ending Reserve Balance (UGF)	Reserve Percentage (UGF)
2009-10	$7,180,388	7.08%
2010-11	$6,700,785	6.74%
2011-12*	$5,887,202	6.42%
2012-13*	$7,559,877	8.19%
2013-14*	$10,983,358	11.47%
2014-15 (projected)	$11,532,565	11.47%

* Reserve levels include a loan of $2,489,841, which was repaid in 2014-15

Evaluation

The District and College meets the Standard. The District provides information at regular board meetings. The College provides information through the President and Vice President and it is discussed in the various governance committees.

Actionable Planning Item

None

D2.2.

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Description

Extensive process and procedures have been developed and implemented by the College and District to ensure consistent use of resources and alignment with the goals and objectives of the funding source (Evidence III- 52, Evidence III- 53).

The District monitors its long-term debt and other obligations. The District monitors the financial landscape and refinances outstanding debt to benefit the taxpayers of the district. The Official Statements and other documents may be found in the office of the Vice Chancellor, Business Services. With respect to the bond program, auditors have determined that the District expended bond funds for the specific projects developed by the District's

Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified in Section 1(b)(3)(C) of Article XIIIA of the California Constitution (Evidence III- 45, Reports by fiscal year).

Any audit findings, including internal control systems, are addressed at the highest levels of management. Most audit findings are resolved in the year following the audit. Audit findings are discussed at the Senior Leadership Team meetings, comprised of the Chancellor, Vice Chancellors, Presidents, and Chief Technology Officer. In addition, audit findings are discussed at the District Business Officers meetings, comprised of the Vice Chancellor, Business Services; Director, Business Services; and Vice Presidents, Administrative Services

In addition, the Board of Trustees' involvement in the budget development process for all expense categories, including salaries, benefits, other operating expenses and capital improvements, processes are in place to align spending with potential funding restrictions (Evidence III- 54). For example, personnel costs, which currently account for the majority of total expenses, are dictated by contractual obligations with union groups and by compliance requirements with state regulations such as the FON requirement and the 50 percent law.

Capital improvements and other bond-related projects are reviewed and overseen by a community bond oversight committee (Evidence III- 42). All significant purchases are processed through a purchase order process, which includes review and vetting by both the Business Office and Purchasing (Evidence III- 41).

The Board of Trustees approves all grants and budgets to guide grant spending appropriately are loaded to the District's financial accounting system (Banner). Internal audits are conducted as needed to verify that grant spending is consistent with the goals of the funder. For example, Chancellor's Office grants for CTE programs are audited and certified quarterly, for compliance with approved budget allocations and spending restrictions.

Externally funded programs such as financial aid, grant acceptances, and categorical programs require yearly reporting information that is compiled by their appropriate administrators and approved by the Vice-President of Administrative Services. Chabot College is participating in the state-mandated SSSP, Equity, and Basic Skills Initiative Funding. The SSSP focuses on student orientations, assessments, counseling, advising, and other student educational planning services. Reporting requirements are necessary for funding and will include providing a student success and support plan, mid-year report declaring unused funds, year-end expenditure report, and management information systems data reporting. Financial reporting and adherence to program requirements will be completed by the Vice President of Student Services. Equity Funds go through the Equity Coordinating Council, led by the Vice President of Student Services. Proposals and reports on SSSP and Equity have gone to PRBC, the Senates, and been approved by College Council and the College President. Basic Skills Initiative funds are administered by the Basic Skills Committee, who reports to Faculty Senate and PRBC.

Other categorically funded programs that contribute to student success include the Trio Aspire program, EOPS, CalWORKS and scholarships. The Trio Aspire program is federally funded designed to assist low-income, first-generation students transferring to a four-year institution. Trio Aspire offers counseling, workshops, priority registration, and tutoring. The

program budget is administered by the Dean of Special Programs and Services. CalWORKS provides Chabot students with employment-focused education programs.

The College Financial Aid Office supports the college mission and strategic plan of assisting students to reach their educational goals within a reasonable time by providing information and support. The original PR cycle recognized that financial aid is vital to student access and retention and a critical component to ensure and facilitate student learning and success. That recognition has only been strengthened with each year. The mission continues to be focused on service to students and stewardship of funds, working with each department and division on campus to coordinate and provide services and information to students. Staff advise on financial and academic eligibility, determine potential and actual eligibility, and award and disburse financial aid funds to eligible students according to multiple layers of federal, state and institutional mandates, regulations, policies and best practices. (Financial Aid is discussed in Standard 3D.3.f.)

The College has a robust grants program, and practices effective oversight of finances, including management of grant funds from the initial grant proposal to actual distribution of the funds. Any full-time member at the College (faculty, staff or administrators) may initiate the grant process by completing a Grant Approval Form and discussing their project with the Grant Development Office. The College currently has several active grants, including grants where we are the lead fiscal agent and ones where other institutions are the lead. These include CCCCO Nursing grants, HPN, the Career Pathways Trust grant, three federal TRIO grants, and a US Dept. of Labor grant. A list of all state and federal competitive grants can be found in the Annual District Audit report (Evidence III- 45). Grant projects are implemented in a manner that is consistent with the intended purpose of the funding. If grant objectives or scope of work are changed and are different than what was initially proposed, prior approval is sought from the state or federal program officer per regulations. Grant projects have demonstrated positive impacts (as evidenced in final reports from grant projects such as Title III) and support college priorities and goals. When a grant is funded, it must be accepted by the CLPCCD Board of Trustees. Grants are managed by an administrator, usually named during the Grant Approval Process. For instance, in a faculty-initiated grant, usually the dean of the initiator's discipline is the administrator. In general, faculty coordinate and implement grant activities while administrators provide administrative oversight. An annual district audit is conducted each year as required by state and federal regulations. As part of that audit is an examination of whether or not the district has been compliant with the requirements described in the federal OMB Circular A-133 for all federal grant programs. This is done also for state grant programs. All findings and recommendations are included in this report and it is made public by posting it on the district website.

The Chabot College Office of Development and the Foundation was re-established in August 2013. The founding of this unit marks a historic moment in the college's creation of a comprehensive, multileveled service unit expressly for the purpose of advancement activities. The goals for the Office of Development and the Foundation include:

- Articulating to the general public and to the campus community a brand rooted in the experience of a community college education and based on the mission, vision, and values of Chabot College and those of the CLPCCD;

- Reaching beyond the boundaries of the college and inviting residents of the Chabot College service area to participate in campus programs, services, and activities;

- Increasing funds available to students, faculty, and staff through revenue generating activities.

Although it is but one element of the work conducted by the Office of Development and the Foundation, the *Friends of Chabot College* (Foundation) has a direct role in the creation of new revenue streams for the college. A volunteer board of directors consisting of nine members governs the *Friends of Chabot College*. Three of the nine members represent the highest levels of executive leadership from the college district and the college including: the President of the Board of Trustees for the District, the President of Chabot College, and the Chabot College Vice President for Administrative Services. Their involvement ensures a close working relationship among the foundation, the college, and the district. All board members bring the utmost levels of knowledge, innovation, and creativity to their work on behalf of Chabot College and its students. The Executive Director for the Office of Development and the Foundation has support from an Administrative Assistant, and an accountant, and legal counsel serve as staff. The Executive Director for the Office of Development and the Foundation was hired in December 2013. Her first task was the preparation of an application to the Internal Revenue Service (IRS) on behalf of the Foundation, to secure its 501(c)(3) tax-exempt status. That tax exempt status was granted and made effective June 25, 2014.The Foundation books will be audited annually along with all other accounts managed by Chabot College and the District.

The priorities indicated in the formation of the organization's infrastructure include: establishing best practice financial and reporting protocols and processes; surveying and assessing campus climate regarding the needs of the college and the students; and organizing its Board of Directors. The *Friends of Chabot College* plan on undertaking general fundraising activities including: developing strategic and annual operating plans for The Office of Development and the Foundation, as well as launching an annual fund drive, planned giving program, special events, and major capital campaigns, in order to secure funds that will be applied to the advancement of its mission in promoting the interests and general welfare of Chabot College and its student population.

The Office of Development and the Foundation is developing partnerships with government agencies, civic and philanthropic organizations and foundations, trusts, business related groups for the purposes of fundraising and advancing the image of Chabot College and its students in the community. The following summary elaborates on the activities to be undertaken, key participants, location of said activities, and how the activities contribute to the exempt purposes of the organization. This list is posted in order of strategic application, and indicates the stepped process for building Chabot College's advancement infrastructure.

Evaluation

The District and the College meets the Standard. All financial resources include short and long-term debt instruments, such as bonds and certificates of participation; auxiliary

activities; fund raising efforts and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

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In the Staff Accreditation Survey, 44 percent of respondents stated that they knew how to initiate the grants process. Proposed projects are reviewed by the Director of Grants, who ensures the involvement of the initiator's supervisor. Projects are discussed at the Grants Advisory Committee for preliminary approval to move forward with developing and submitting a proposal. The Grants Advisory Committee is a subcommittee of the PRBC and is comprised of the College President, Vice-Presidents, College Foundation Director, the PRBC Chair, the OIR Coordinator, and the Director of Grants. In determining whether or not to move forward with pursuing a grant, a number of factors are considered including alignment and support of the strategic plan, the resources needed internally to support grant implementation, promise for sustainability and overall college/faculty support for the project (see attached doc for criteria)

In the Spring 2014 Staff Accreditation Survey, 66 percent of staff indicated that the Grant Development Office writes grant proposals to support major college priorities (DB-2).

Actionable Planning Item

None

D2.e. | *The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.*

Description

The District reviews its internal control procedures annually as it prepares for interim audit in May or June of each year. The district and college business office routinely evaluates internal control systems throughout the year. The internal reviews are augmented by independent external examination, since internal controls are part of the College's annual audit by the independent auditors. No material weaknesses related to deficiencies in internal controls over financial reporting.

Evaluation

The District meets the Standard. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Actionable Improvement Item

None

D3

D3.a.

The institution has policies and procedures to ensure sound financial practices and financial stability.
The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies ad unforeseen occurrences.

Description

District finances are managed with integrity and in a manner that ensures financial stability. Prior to the onset of the fiscal crisis, the District had a reserve of 15.6 percent. The reserves helped the District weather the financial storm over several years, and maintain financial solvency. Board Policy 6200 states that the District will maintain unrestricted general fund (UGF) reserves at a minimum of 5 percent of total expenditures in the unrestricted general fund (Evidence III- 52); as shown above, the District observed this reserve level throughout the recession. These points are evidenced by the annual Board Approved Adoption Budgets (Evidence III- 41), Quarterly 311Q reports submitted to the State Chancellor's Office, and financial audit reports (Evidence III- 45).

Moreover, District revenues have been restored to the point where resources are sufficient to ensure financial solvency going forward; moreover, resources are managed with integrity in a manner that ensures financial stability. These points are evidenced by the following:

- *The budget is the District's spending plan.* Funding is mainly through general apportionment, specifically the number of students the District will serve and be funded for. The enrollment targets for the colleges are set by the DEMC, s process which involves a careful assessment of the funding levels available from the State. Under the BAM, the apportionment revenue available at each college is based upon the FTES targets determined by DEMC.
- *Deficit spending occurred through planning***.** The Adoption Budgets show the levels of deficit spending at each site that were approved by the Board of Trustees from 2009-10 to 2011-12. Deficit spending occurred with the consent of the DBSG, that is, the District would spend down a portion of its reserves to minimize the scope of the staff layoffs that would be required in 2010-11 and 2011-12. Further, in year of the greatest workload reduction (2011-12), the District borrowed $2.5 million from the Reserve of Unfunded Medical Benefits Liabilities (RUMBL) so as to maintain the General Reserve balance above 5%. This plan was reported to ACJCC on March 28, 2013 (Evidence III- 55).
- *Reserve levels are being restored.* The 2014-15 Adoption Budget shows the RUMBL as fully repaid, and the Unrestricted General Fund with a projected ending balance of $11.5 million, or 11.47% of budgeted expenditures.

The District tracks its Cash flow through the Banner Financial Management system. The District uses the Banner system to create reports break down all revenue and expense categories and projects the flow of cash from all sources.

Evaluation

The District has emerged from the 2008 recession on a sound financial footing. Depleted reserves are being restored to prerecession levels, and the class schedules are gradually expanding, commensurate with the apportionment available from the State.

Actionable Planning Item

None

C3.b.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations and foundations, and institutional investments and assets.

Description

The District and the College practices effective oversight of all finances, including management of student financial aid packages, grants, externally funded programs, contracts, auxiliary organizations, and the college foundation. All funds are used in ways that are consistent with the college's overall learning goals and mission, as well as the mission of individual departments. For the 2014-15 fiscal year, the institution reported $64,947,667 dollars in revenue from other revenue sources such as restricted, bond interest and redemption, cafeteria, child development, capital outlay, general obligation bonds, bookstore, associated students, student representative fee, financial aid, scholarships and loans, and cocurricular funds within the ACCJC Annual Fiscal Report (Evidence III- 56).

The Banner Financial Software system is utilized by college and district approved staff to monitor program budgets and process appropriate financial documents. Financial functions provide appropriate oversight of fiscal operations ensuring fiscal integrity and compliance with generally accepted accounting principles. Banner allows users to monitor their yearly budgets, past budget years, purchasing paperwork, budget transfers, and up-to-date balances to facilitate sound budgetary decision-making. The Banner system is managed by the District ITS and users can request training as needed. An extension of the Banner System is Web for Finance, which is accessible through ClassWeb. Users can query their current budgets, encumbrances, expenditures, and approved documents quickly and more easily through this platform. Administrators, budget managers, and appropriate college staff have access to all accounts for which their area is responsible. Business Office staff members are quick to help all users when follow-up for document processing is needed or with general budget questions.

A Presidential Task Force has convened to assess and make recommendations for effective facilities rental processes in keeping with statutes governing facilities rentals on a community college campus ("Civic Center Act"). At this time rentals include, but are not limited to, the following: Performing Arts Center, Grand Court, Physical Education/Athletics, Event Center, and Classrooms.

Chabot TV: Comcast 27 — Chabot TV is currently financed through P.E.G. (Public, Education & Government) funds, through the Digital Infrastructure Video Communications

Act (DIVCA). As of 2014-15, the College receives $117,000 per year from Hayward and $150,000 from Fremont.

Auxiliary Organizations

Student Senate of Chabot College — The Student Senate of Chabot College (formerly Associated Students of Chabot College) develops a budget plan under the guidance of the Office of Student Life and the Advisor each spring for the following fiscal year from the $10 per student per semester student body fee collected through the registration process, which amounts to about $200,000 per year. The SSCC also funds the Chabot College Flea Market, which brings in revenues each month it is held, vending machine revenues, as well as revenues generated from the provision of outreach/marketing tables in the Student Center facility. The income generated has gone toward funding SSCC activities, programs and events, and most recently, the vending and table rental income has been allocated to the Student Life Office. The SSCC funds over $70,000 per year in cocurricular proposals generated by various college departments to further enhance student life and cocurricular learning on campus in partnership with college disciplines and student service areas. The funding of the Flea Market provides a college venue for student clubs and organizations to raise funds through the sale of various foods and other items, then matches these fund-raising efforts. The SSCC also funds between $20-30,000 in student scholarships based on academic merit, leadership, and demonstrated commitment to obtaining a higher education, especially those who have overcome significant challenges.

Cafeteria Services — Campus cafeteria services are contracted with Fresh and Natural Inc. out of Milpitas, California. A percentage of sales are collected as revenue for the college.

Chabot College Bookstore — In October of 2011 Chabot College contracted with Follett Higher Education Group, Inc. for Bookstore services, and Chabot receives a commission of all bookstore sales. Follett has their own manager on site to manage day-to-day operations and the Vice President of Administrative Services effectively oversees the college's contract and revenue from a percentage of sales. In addition to providing a percentage of sales to Chabot, Follett Higher Education Group is contractually obligated to provide $10,000 annually in student scholarships, which are awarded by the Associated Students of Chabot College.

Evaluation

The College meets the Standard. The SSCC does not conduct a formal PR in the same way the college departments and disciplines do. However, the SSCC reviews events and activities outcomes in terms of participation rates, costs and alignment with their organization and college mission statements and strategic goals. The SSCC program budget contributes to student learning in a variety of significant ways. The SSCC cocurricular funding request for proposal process has funded literally hundreds of noteworthy guest speakers, awareness events, special population recognition activities, outreach events for underserved populations, and more. Guest speakers contribute to the academic environment by providing students with access to renowned scholars, public officials, and artists. The SSCC hosts "destress weeks" leading up to and including finals week with snacks, test Scantron forms and essay books, tutoring sessions in high demand subjects (piloted in fall 2013), and peer encouragement for students to do their best in final exams. Cocurricular programming enable students to

participate in learning support programs, participate in and attend conferences and debates, present their research to the wider community, and build academic and life-long learning skills.

Bookstore operations are overseen by a campus Bookstore Advisory Committee chaired by the Vice President of Administrative Services and composed of representatives from across campus who meets the third Tuesday of each month. The College and Follett work together based on the contract.

Actionable Improvement Plan

None

D3.c.	*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.*
D3.d.	*The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.*
D3.e.	*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Description

The District has elected to pay for retiree medical benefits (the liability existing for employees hired before January 1, 2013) on a "pay-as-you-go" basis, as is its right under the law. The most recent actuarial report prepared for GASB 45 reporting was as of June 1, 2013 (Evidence III- 57). In addition, the District has set up a self-insurance fund for this purpose, known as the RUMBL. As of June 30, 2014, RUMBL had an ending balance of $4.3 million (Evidence III- 38). The RUMBL is not an irrevocable trust, and the District has not set up an irrevocable trust for defined-benefit health coverage for retired employees. Notwithstanding, the District provides that an actuarial report will be performed every two years.

Insurance and building maintenance are included in the operating budget as well. The District is a member of four Joint Powers Agreements: Statewide Association of Community Colleges (SWACC), Protected Insurance Program for Schools (PIPS), School Project for Utility Rate Reduction (SPURR), and Community College Insurance Group (CCIG). SWACC provides property and liability insurance; PIPS provides workers' compensation insurance; SPURR provides access to the wholesale natural gas market; and CCIG provides dental and vision insurance (Evidence III- 58, Evidence III- 59, Evidence III- 60, Evidence III- 61).

Evaluation

The District meets the Standard. The District has taken decisive steps to mitigate the future growth of unfunded liabilities for retiree health care. Through a significant provision negotiated through collective bargaining, staff members hired after January 1, 2013, in all bargaining units, will not be entitled to lifelong medical benefits from the District. Rather, for each eligible full-time member of this new tier of employees, in lieu of providing a lifelong medical benefit, the District will contribute $200 per month to a Health Retirement Savings Plan/Health Reimbursement Account (HSA), for the explicit purpose of funding the unit member's health benefits upon retirement. Because the HSAs comply with IRS regulations, and constitute a defined contribution plan as opposed to a defined benefit plan, the "Post-13" tier of employees will have zero impact upon the District's future GASB 45 liability (Evidence III- 2).

The District's only locally-incurred debt instrument is general obligation bond debt, which is paid by ad valorem taxes, so it has no adverse impact on institutional operations or financial stability. Health benefits for bond-funded positions are included in the operating budget and employees contribute towards the premium cost.

Actionable Improvement Plan

None

D3.f. | *Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal payments.*

Description

As required by Federal regulation, the College must take into account and incorporate all educational funds a student may receive by the institution or external third parties, when determining students' financial aid awards, including TRIO, EOPS, CALWorks, scholarships, etc. Application of professional judgment is required when extenuating or unusual circumstances warrant a change to the federal methodology or to make exceptions for a student's failure to maintain satisfactory academic progress.

Evaluation

The College has been compliant with complex administrative requirements for fund management, including recalculation, student repayments and reconciliation, which are typical and frequent audit findings elsewhere.

The Default rates for the past three years are as follows:

3 year official (2011):	23.2%
3 year official (2010):	29.6%
3 year official (2009):	26.8%

The default rate is within federal guidelines; notwithstanding, the college has a plan to reduce the default rate should it exceed federal guidelines. The Financial Aid Office currently utilizes

ASA/SALT contracts, is petitioning to remove loans associated with up to ten fraud borrowers, utilizes a CCCCO contract with Peterson and Associates, and plans to hire additional staff to allow the current loan processer to take on new duties related to default management and improved loan advisement including entrance and exit activities.

Actionable Improvement Plan

None

D3.g.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Description

District manages the Contracts for maintenance agreements, professional services, annual services, facility rentals, and grants. These services assist the College in meeting its objectives. Contracts are first reviewed by the initiating department (District or College), which in turn forwards the documents to the College or District business office for proper vetting then to the district purchasing office for review and submission to the chancellor's senior leadership team for final review. Contracts deemed to meet the institution's goals and objectives are presented to the Board of Trustees for approval or (if board policy dictates), are presented to the Vice Chancellor for signature (Evidence III- 52, Evidence III- 53). Without the signature of the Vice Chancellor, the contract is not valid. Board approval is required for contracts and no dollar threshold is established. Purchases and contract policies and procedures adhere to and are compliant with the California Education Code, the Government Code, Public Contracts Code, and Civil Code.

There are dollar thresholds for certain contract and purchasing processes that are established for the state, the amounts of which are routinely adjusted. Currently, purchases exceeding $72,400 for materials, supplies and services sold or leased must be legally advertised, formally bid, and awarded by the Board of Trustees to the lowest responsive bidder. Professional services are exempt from bid requirements and for public works projects the dollar threshold requiring a formal bid process is $125,000.

Assurance of compliance to these contract and purchasing laws is at multiple levels of the organization. Managers are provided necessary information regarding procedures and dollar threshold adjustments; the College administrative services office reviews and approves the forwarding of such agreements to the district office; and the district-purchasing manager approves the agreement prior to submission to the Vice Chancellor for signature (Evidence III-62).

Evaluation

The District and the College meet the Standard. Contractual agreements with external entities are consistent with the mission and goals of the institution governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Actionable Improvement Plan

None

D3.h. | *The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.*

Description

The District and the College uses the external audits and any findings to evaluate and improve internal control structures and management practices. Every year during the annual audit, the audit firm tests compliance with federal and state grants and categorical programs. The guidance for testing federal grants is included in OMB Circular A-133. Guidance for testing state grants and categorical programs is set forth in the Contracted District Audit Manual (CDAM) issued by the CCCCO. Bond expenditures are consistent with regulatory and legal restrictions.

Evaluation

The District and the College meet the Standard. The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve internal control structures.

Actionable Improvement Plan

None

D4. | *Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution..*

Description

Financial resources planning starts at the District level. The District receives funding from state, local, federal and grant sources. Allocation planning also starts at the district level. Assumptions on the level of funding from the various sources are done by the Vice Chancellor and discussed in the PBC. Once the funding levels are developed, the Colleges and the district allocate the funding based on the funding source requirements and the District BAM.

The District is now operating under a new BAM, which was approved by DBSG in March, 2013, and implemented starting with the Adoption Budget for Fiscal Year 2013-14. The BAM is based on the aggregated revenue, which includes general apportionment, mandated

costs, and other faculty reimbursements, to set district-wide expenses (known as "Step 3A" costs, and includes retiree benefits, gas and electric costs, property and liability insurance, etc.) are taken off the top. Allocations are then made to the District Office and M&O according to set percentages. The remaining revenue is then split between the colleges according to FTES targets.

Evaluation

The District and the College meets the Standard. The BAM represents a much-needed simplification of the old model. Moreover, through the regular review of the BAM, a formal link is forged between educational planning and budget allocation, making for an integrated process. The IPBM represents a major and positive culture shift for the District, though it has not reached full fruition. In the coming years, it should become a major factor in institutional improvement, through a meaningful evaluation of program and service needs at each site, with particular regard to how those needs fulfill the college missions and student learning goals.

One of the most significant refinements of the BAM is that a significant funding imbalance between the two colleges has been corrected, largely through the normalization of the FON between the colleges. Specifically, the college split of the District FON will be calculated in proportion to the planned college FTES targets, and thereby aligned to the manner in which FTES revenue is allocated. Ultimately, when the BAM undergoes regular evaluation, the matter ultimately determined will be the level of revenue that is allocated to the colleges in aggregate. The parameters that impact the college revenue are: (a) the actual revenue allocated by the State; (b) the expenditures approved for "Step 3A" (district wide expenses); and (c) the percentages of revenue that are allocated to the District Office and M&O.

Clearly, the scope of this work will expand markedly in future years. In particular, in accordance with the philosophy statement above, the review of the BAM in the years that follow will include a thorough assessment of program and service needs at each site, including services provided by the District Office and M&O, so that those services can be improved. Going forward, such service needs will be weighed and prioritized against the program and service needs at the colleges. The Committee is also slated to review the planning priorities for each site, to make recommendations regarding planning priorities.

In addition to the PBC, the other IPBM committees will improve the effectiveness of fiscal resources allocation. For example, in fall 2014, the IPBM Facilities Committee conducted a review of M&O staffing levels, which were significantly depleted during the recession, despite the fact that aggregated square footage at the colleges *increased* during that time. Most significantly, the Committee noted the District's lack of a coherent plan to fund operational costs associated with opening new buildings. To deal with such situations is principally why the IPBM exists; within the framework of this structure, such information is formally communicated to the PBC, so that the specific funding requirements can be discussed and incorporated into future reviews of the BAM.

The BAM's structure sets a framework for evaluating the effective use of financial resources going forward. Since the BAM's implementation in spring, 2013 (in time for the development of the 2013-14 Budget) several major points of contention have been raised

over the costs included under Step 3A, and the set percentages that determine allocations to the District Office and M&O. Given that such factors were initialized at the height of the recession, when budgets were maximally depleted, the concern was raised that the BAM has indemnified the systematic underfunding of the colleges, which could potentially cripple efforts to improve student learning. Such questions remained unresolved through Academic Year 2013-14, but the District and the Colleges are committed to fully assessing the effectiveness and impacts of the BAM, holding the need for revision and adjustment in mind, particularly during the first few years of implementation. The programmatic consideration of various factors, including program and service needs at all sites, was largely absent in the District allocation and budgeting processes prior to this point. The IPBM has come into existence precisely because District recognized the need for a significant 'culture shift.' As such, there is a considerable volume of work to be accomplished, in order to develop the basic processes by which resource allocation decisions will be made going forward, and how those processes will inform the cyclical assessment of the BAM. The PBC's work in 2014-15 is spread into several areas:

- Through abundant thoughtful dialogue, the PBC is developing a methodology to integrate policy, planning and budgeting across all major areas, in a way that supports student learning.

- The PBC is reconciling "Step 3A" expenses (district expenses taken off the top) which are estimated prospectively during budget development, to the actual costs recorded at the close of the budget year. The review of the 2013-14 Budget was fruitful, as it identified a surplus, a portion of which the Committee has recommended to be released to the sites. On an ongoing basis, the reconciliation will be used to better project such costs during budget development.

- The PBC will review the levels of the District reserves, and make recommendations concerning the reserve levels to be maintained.

- The PBC will make minor adjustments to the BAM, as warranted, in time for development of the 2015-16 Budget.

Actionable Improvement Plan

The PRBC will conduct its initial review the BAM in time for the development of the 2015-16 Budget. In addition, in time for the development of the 2016-17 Budget, and in subsequent years, the regular review of the BAM will expand sufficiently in scope to become a well-informed and systematic process for institutional improvement. In particular, it will incorporate an assessment of the program and service needs at each site, sufficient that the service needs specific to the District Office and M&O can be weighed and prioritized among the program and service needs specific to the colleges.

Evidence III- 1. Human Resources Website, 2014 Forms and Procedures,
http://www.clpccd.org/HR/HRGovForms.php {PDF on Trish's computer in pdfs folder]

Evidence III- 2. HR Website, Salary Schedules/Union Agreements (URL exists on HR website, NEEDED)

 Evidence III- 3. BP 4312, Selection of Fulltime Faculty,
http://www.clpccd.org/board/documents/4312_arp.pdf

Evidence III- 4. Memorandum of Understanding, CLPCCD and SEIU, Reclassification Study (http://www.clpccd.org/HR/documents/MOU-ClassificationStudy.pdf)

Evidence III- 5. BP 4120, Evaluation of Management Personnel,
http://www.clpccd.org/board/documents/4120ARP.pdf

Evidence III- 6. BP 2435, Evaluation of the Chancellor,
http://www.clpccd.org/board/documents/AP2435EvaluationoftheChancellorRev.3-19-13_Approved.pdf

Evidence III- 7. AP 2710,
http://www.clpccd.org/board/documents/AP2710ConflictofInterestRev.3-19-13_Approved.pdf

Evidence III- 8. CC Staff Characteristics, Fall 2013, PDF needed

Evidence III- 9. Lowlights: Issues of Concern for Accreditation, PDF NEEDED

Evidence III- 10. BP 4006, Faculty and Staff Diversity and Equal Employment Opportunity,
http://www.clpccd.org/board/documents/4006ARP.pdf

Evidence III- 11. BP4029, Americans with Disabilities Act,
http://www.clpccd.org/board/documents/4029Policy.pdf

Evidence III- 12. BP 4012, http://www.clpccd.org/board/documents/4012Policy.pdf

Evidence III- 13. OPD Program Review Submission, http://www.chabotcollege.edu/prbc/2015-16%20Program%20Reviews/Academic%20Services/2015-2016%20Office%20of%20Professional%20Development%20Program%20Review%20FINAL.pdf

Evidence III- 14. Faculty Prioritization Process, NEW PDF in folder

Evidence III- 15. Classified Prioritization Process,
http://www.chabotcollege.edu/classifiedsenate/Approved%20Classified%20Prioritization%20Process.pdf

Evidence III- 16. Facilities & Sustainability Committee Website, PDF in folder

Evidence III- 17. Citizens' Oversight Committee Meeting. April 23, 2014.
http://www.clpccd.org/bond/documents/042314COCFullAgendaPacket-Final.pdf

Evidence III- 18. 2016-2017 CLPCCD Five-Year Construction Plan
http://www.chabotcollege.edu/facilities/2016-2017%20-Chabot-Las%20Positas%20CCD-Five%20Year%20Construction%20Plan_Schedule%20Funds.pdf

Evidence III- 19. District 2014-2015 Scheduled Maintenance Program, DOC in folder

Evidence III- 20. Appendix F8: Program Review Facilities Request (DOC in folder)

**Evidence III- 21. Computer Support Services,
http://www.chabotcollege.edu/computersupport/index.asp (needs to be PDF)**

Evidence III- 22. Technology Committee Website, http://www.chabotcollege.edu/tech/

**Evidence III- 23. District Standard for Smart Classroom,
http://www.chabotcollege.edu/audiovisual/Smart%20Classrooms.xls (file in folder)**

**Evidence III- 24. District ITS Annual Plan, http://www.clpccd.org/tech/TechnologyPlans.php
(Ok, needs PDF)**

**Evidence III- 25. Survey Comparison, Standard IIIC, Technology Resources, pages 29-30
(Carolyn?)**

Evidence III- 26. Staff Survey Highlights, Technology Resources (Carolyn?)

**Evidence III- 27. The Organizational Review of District Office and Maintenance and
Operations Department, http://www.clpccd.org/business/documents/Chabot-
LaPositasCCD-DistrictOfficeandMandOOrgReviewFINAL.pdf, page 8**

**Evidence III- 28. District Information Technology Services Website,
http://www.clpccd.org/tech/ (ok, needs PDF)**

**Evidence III- 29. District Technology Coordinating Committee,
http://www.clpccd.org/ipbm/TechCoordCommHome.php (PDF this)**

Evidence III- 30. District Its Infrastructure and Access Services, http://www.clpccd.org/tech/

**Evidence III- 31. Distance Education Annual Report,
http://www.chabotcollege.edu/cool/resources/Chabot_DE_AnnualReport_2013-2014.pdf**

**Evidence III- 32. Spring 2014 Staff Survey, Standard IIC Results,
http://www.chabotcollege.edu/IR/StaffSatisfaction/Sp14StaffSurv_Std_IIIC_TechRes.pdf**

**Evidence III- 33. Shared College/ITS Computer Training Facility, Bldg. 100,
http://www.chabotcollege.edu/facilities/Program%20Definition%20-
%20Building%20100.asp (OK, needs PDF)**

**Evidence III- 34. Technology Training and Support for Students, Exhibit:
http://www.chabotcollege.edu/online (ok, needs PDF)**

Evidence III- 35. Comparison OIR data, Staff Surveys, Technology training

Evidence III- 36. Disaster Recovery Plan,
http://www.clpccd.org/tech/documents/CLPCCD_Disaster_Recovery_Plan_NONITS_FIN
AL080114.pdf **(ok)**

Evidence III- 37. WAN Network, http://www.clpccd.org/tech/Networkdiagram.php **(ok, needs pdf)**

Evidence III- 38. District 2014-15 Adoption Budget,
http://www.clpccd.org/Business/documents/Presentation4AdoptionBudget2014-
15BoardMtng9-16-14.pdf **(OK)**

Evidence III- 39. District 2014-15 Budget,
http://www.clpccd.org/Business/documents/FINAL2014-
15ADOPTIONBUDGETBOOK.pdf **(ok)**

Evidence III- 40. BP 6200, Budget Preparation,
http://www.clpccd.org/board/documents/BP6200BudgetPreparation_001.pdf **(ok)**

Evidence III- 41. District Business Services Website,
http://www.clpccd.org/business/BusinessServicesBudget.php **(ok, needs PDF)**

Evidence III- 42. Measure B Website, http://www.clpccd.org/bond/

Evidence III- 43. Board Minutes, October 2009,
http://www.clpccd.org/board/documents/MinutesOctober62009_000.pdf (ok)

Evidence III- 44. Board Minutes April 2011, board/documents/2011_0417_Mtg_Minutes.pdf (ok)

Evidence III- 45. District Business Services, Audits, Website,
http://www.clpccd.org/business/BusinessServicesAudit.php **(ok, needs pdf)**

Evidence III- 46. District Business Services, Audit Summary 2012-13,
http://www.clpccd.org/business/BusinessServicesAudit.php **(ok, needs pdf)**

Evidence III- 47. District Business Services, Audit Findings,
http://www.clpccd.org/business/BusinessServicesAudit.php **(ok, needs PDF)**

Evidence III- 48. Board Meeting Minutes, May 20, 2014,
http://www.clpccd.org/board/documents/2014_May_20_Minutes_Official.pdf **(ok)**

Evidence III- 49. Audit Subcommittee, Board of Trustees, December 12, 2014, Meeting Agenda,
http://www.clpccd.org/board/documents/2014_1209_Audit_SubCmte_Mtg_Agenda_Officia
l.pdf **OK)**

Evidence III- 50. Board of Trustees, December 22, 2014, Meeting Minutes,
http://www.clpccd.org/board/documents/2014_December22_SpecialMtg_Min_Official.pdf
(ok)

Evidence III- 51. Measure B Oversight Committee Meeting Agenda and Minutes, October 22
2014, http://www.clpccd.org/bond/documents/01_102214COCFullPacket_001.pdf (ok)

Evidence III- 52. Board Policies, Chapter 6,
http://www.clpccd.org/board/BPRevisedChapter6.php (ok, NEEDS PDF)

Evidence III- 53. Administrative Policies, Chapter 6,
http://www.clpccd.org/board/APRevisedChapter6.php (ok, needs PDF)

Evidence III- 54. BP 2200, Board Duties and Responsibilities,
http://www.clpccd.org/board/documents/BP2200BoardDutiesandResponsibilitiesRev.4-16-
13Adopted.pdf (ok)

Evidence III- 55. Response to ACCJC, Request for a Special Report, March 28, 2013,
http://www.clpccd.org/Business/documents/AccreditationLtr..pdf (OK)

Evidence III- 56. 2014 Annual Fiscal Report to the ACCJC,
http://libraryguides.chabotcollege.edu/ld.php?content_id=9621098 (ok, needs pdf)

Evidence III- 57. 2013 Actuarial Report,
http://www.clpccd.org/Business/documents/2013ActurialReport.pdf (ok)

Evidence III- 58. Statewide Association of Community Colleges (SWACC),
http://libraryguides.chabotcollege.edu/ld.php?content_id=6731882 (ok need pdf)

Evidence III- 59. Protected Insurance Program for Schools (PIPS),
http://libraryguides.chabotcollege.edu/ld.php?content_id=6731876 (ok, need pdf)

Evidence III- 60. School Project for Utility Rate Reduction (SPURR),
http://libraryguides.chabotcollege.edu/ld.php?content_id=6731875 (ok, need PDF)

Evidence III- 61. Community College Insurance Group (CCIG).
http://libraryguides.chabotcollege.edu/ld.php?content_id=6731875 (ok, need PDF)

Evidence III- 62. Procurement Guidelines,
http://www.clpccd.org/business/documents/Procurement_Guideline_Final_010914.pdf (ok)

Evidence III- 63. IPBM, http://www.clpccd.org/board/CLPCCDIPBMFINAL.php

A

> ***Decision-Making Roles and Processes.***
> *The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

A1.

> *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

Description

The basic guidelines for operation of Chabot College's shared governance and administrative structure are clearly detailed (Chabot College Shared Governance and Collegial Consultation Process (Evidence I-19). The College has worked to enhance its support of student success through its planning processes. The College revised its Mission Statement to refocus itself on measureable student learning outcomes.

> They are supported by the Mission statement and values of the college. The Mission states that Chabot College responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals (Evidence DB-50).

The college, through its PRBC, is responsible for formulation and communication on the college's goals and values. The PRBC with Faculty Senate guidance and support, governs the processes to overall improve student learning. The PRBC creates the goals of the college. It elicits projects itself to enhance student learning. It monitors how projects improve learning by assessing results, mostly by using the Office of Institutional Research data.

Communication on planning issues is through many venues. The PRBC members themselves are one communication venue. The Chair also communicates to the college. There are presentations at other governance committees and discussion of planning topics during flex days. "All constituencies have the right and opportunity to express their opinions, and that anyone may bring forth a position or idea that will be treated with respect and given reasonable consideration" stated Susan Sperling, President, Chabot College. The Shared Governance document outlines staff roles in planning for the college. Also, work on the basis of all planning, the program reviews, are done at the level of disciplines and programs which is understood by staff. The consultative model holds from the bottom to the top of the College. The Board of Trustees, Academic/Faculty, Classified, and Student Senates all hold public comment sessions

during their meetings, empowering any member of the community to contribute to the governance of the college.

The college uses its committee webpages and well as "Chabot ALL" emails, presidential reports, College Hour "Brown Bag" presentations to inform that college staff of planning issues and to invite feedback. Minutes of meetings and attached documents are to be used to assist committee members in their decision making processes. All PRBC committee documents, including the program reviews are on the college website for anyone to view. Progress on the initiatives and projects are focus of the PRBC and through the Office of Institutional Research, the goal progress, is assessed.

The shared governance documents the opportunity for staff to participate in governance. Also, non-members are encouraged to participate at committee meetings regardless of the fact that they are not members. Individuals have many ways to bring forward ideas. Individuals can work through their governance group (senates) or through their programs (PR), come before the committee that may address their issue or work through their representatives on the senates of committees if they don't want to present themselves.

Evaluation

The College meets the Standard. The College has a process and a culture that allows for discussion by the College community to achieve its goals. President Susan Sperling states that "a free exchange of ideas for all members of the community is essential and there must be opportunity for open, candid conversations without fear of retaliation." An example of how this process can and does work occurred during the proposal, discussion, and adoption of the present allocation model. The President was outspoken and clear about disagreeing with the allocation model that was ultimately adopted by the Board. However, a number of administrators and faculty felt differently, and they voted in accord with their opinions (Evidence IV-1). They understood that they were free to vote their conscience openly, even if that meant voting against the President.

Another example occurred during the spring and fall of 2012. California was facing a horrific recession and community college budgets were taking a massive hit. In order to combat the suffocating economic malaise, Proposition 30 was proposed to raise taxes specifically for schools in California. Chabot was forced to make 2 schedules, one if Prop 30 passed and one if Prop 30 failed. If it failed, massive cuts to classes and staff would be made. The president led numerous meetings and discussions at all levels to create a worst case-scenario schedule. In this process, the President engaged all elements of the work community in consultation to recommend class reductions that would best maintain our instructional goals and objectives and do least damage to student needs.

The College assesses its governance structure and revises it to meet its needs. The College, under Recommendation #3 direction, first reviewed and changed the structure and charge of its main planning committee to the PRBC as outlined in the Midterm Report. Other committees were also directed to change their charges. The College Council, PRBC and the Faculty Senate have all been involved in a new initiative to revise the entire governance document during the course of 2014-2015. This initiative will be continued into fall 2015.

Employee opinion remains virtually unchanged on this matter since our last Accreditation Survey. In 2008, 42 percent agreed or strongly agreed with a question that they have "a substantive role in college governance and policy-making that relates to my areas of expertise." In 2014, that percentage response is 39 percent an insignificant change (DB-3).

Actionable Improvement Plans

None

A2. | ***The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.***

Description

Chabot has a written policy providing a decision-making process involving the major constituency groups. This policy is described in the Chabot College Shared Governance and Collegial Consultation Process (Evidence I-19). First adopted in August 2004, it was revised in August of 2006. It is the defining document in the institution of the roles and responsibilities of all the major constituency groups regarding institutional governance and of all committees. It is available online.

The introduction to this document summarizes the importance of the passing of California AB 1725 in 1988, which mandates the sharing of governance on community college campuses, and which is further supported by California Education Code, Title 5 regulations. The document's introduction states:

Title 5 of the California Code of Regulations, which implements the legislature's intent in passing AB 1725, established relationships among the constituencies within California's community colleges to "ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

The CLPCCD Board of Trustees has adopted policies that further define the relationship (Evidence IV- 2. BP 2014, http://www.clpccd.org/board/documents/2014Policy.pdf Evidence IV- 3. BP2015, http://www.clpccd.org/board/documents/2015.pol.pdfEvidence IV- 4. BP2016, http://www.clpccd.org/board/documents/2016.pol.pdfEvidence IV- 5. BP2017, http://www.clpccd.org/board/documents/2017.pol.pdf, Evidence IV- 6. BP2018, http://www.clpccd.org/board/documents/2017.pol.pdf). Additionally, the College's

mission and value statements support the idea of shared governance. The College holds that collaboration by the major institutions of the college working together creates a better learning environment for students.

The Chabot Approach

Chabot College approaches Shared Governance internally in two primary ways. First, governance is a collaborative effort to gain consensus and/or input from the four major institutions: the Student Senate of Chabot College (formerly, the Associated Students of Chabot College), the Academic/Faculty Senate, Classified Senate, and administration, including the President, Vice-President's and Deans. Second, there are structures that collect and disperse information through major governance groups using open meetings, staff development activities, ad hoc, and formal and informal committees. Policy and recommendations are ideally passed to the Chabot College Council, composed of key administrators and the Presidents of all three senates.

Operating Principles and Guidelines

According to the Chabot College Shared Governance Policy, any position or idea would be presented first to the appropriate committee, council, senate or other deliberative body ((Evidence I-19). The BP states that—with the noted exceptions of Academic/Faculty Senate, Classified Senate, ASCC Senate, and the Curriculum Committee—College committees and councils operate on the principle of consensus and that when a committee or constituency is given the responsibility for developing a recommendation, or if a committee or constituency is generating a recommendation of its own, it will be done to serve more students and serve them more effectively; to give due consideration to the resources available; to establish a timeline for reaching their recommendations; to give stakeholders the opportunity to participate in discussions that will form the basis for making recommendations affecting them; and to be reviewed by the President prior to final action. The policy also notes that, while open meetings are a key element in governance, there are some instances where the meetings of the governance body may be restricted to core members; and that College Council, Senates, and Governance Bodies must provide a list of core representatives, which is to be kept current.

Decisions by Consensus

To create an effective sharing of governance through the inclusion of many voices, numerous committees work on the basis of decision by consensus. The first step in this process is ensuring that all voices are heard; thus, with the exceptions listed previously, meetings are open, meaning that any individual may join and fully participate in the meetings of these groups designated as having open meetings. The art and essence of successful consensus decision-making can be described as a process of speaking up and not holding out. The guidelines for consensus demonstrate common best practices for decision-making and positive communication climate creation while in a group communication setting. This includes clarifying the problem or question; determining the criteria for a good solution (for example, cost, scale, scope, acceptability); ensuring that everyone agrees on the criteria; brainstorming a range of alternative solutions; generating a thorough list of alternatives; waiting to evaluate the alternatives until after they are generated; writing the alternatives in a

format that can be seen by everyone; evaluating alternatives according to the criteria already developed; ruling out any alternatives that do not meet the criteria or are rejected by the group after reflection; determining if any alternatives require further research; and finally, making a decision.

General Operational Rules

This section defines the nature of open committees, and offers specific operating rules to ensure fairness and uniformity across campus. These operating rules include such points as how chairs are elected, when agendas are to be posted, when minutes are to be distributed, and typical length of terms.

College Committees

All of the governance committees and councils have their own websites, which includes their mission, goals, membership rules, and reporting requirements (Evidence IV- 7).

Major Constituency Groups and Their Roles in Decision Making

The College Council, chaired by the College President, makes recommendations to the College President on policy issues, proposals from shared governance groups and serves as Chabot's final-stop policy body that forwards recommendations on shared governance issues. The College Council is the only body that includes all areas of administrative services: the College President and the Vice Presidents of Academic Services, of Student Services, and of Administrators.

The PRBC is a faculty/staff-led work group, charged with planning and resource allocation, including development, implementation, and assessment of plans, and resource allocation, short and long-term. Each discipline, program or administrative unit writes a PR annually, submits it to PRBC and the respective Dean and/or Vice President, where it is reviewed. Within the PR are the results of learning assessment, evaluation, recommendations for improvement, and resources requests, which are used to make decisions about resource allocations. The PRBC has, perhaps, the largest core representation, including administrators, chairs of committees, presidents of all shared governance institutions, and the institutional researcher. The PRBC is an open meeting that posts minutes and agendas.

The Academic/Faculty Senate's primary function is to make recommendations with respect to ten specific academic and professional matters and to others as mutually agreed upon between the Board of Trustees and the Senate, as listed in California Code of Regulations, Title V and further elaborated in PB 2015 (Evidence IV- 3), including institutional planning, budget development, curriculum, and education programs and policies. The BP 2015 also states that the Board of Trustees will rely primarily on the Academic/Faculty Senate's recommendations in the following areas:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Faculty roles and involvement in accreditation processes, including self-study and annual reports

As the body that represents the faculty, all voting members of this senate are faculty, including one Part -Time representative, with nonvoting, ex-officio representatives from the SSCC and the faculty union. Members of the Senate are voted in by their respective divisions and the President is elected by the Full-Time faculty at large. Additionally, all meetings are open and interested parties are encouraged to be present and contribute.

The Classified Senate represents the college's professional staff in the shared governance process (Evidence IV- 8). Among its charges are participation in institutional planning and budget development, as well as its own staff development activities and the selection and evaluation of administrators. As a body that represents the professional staff, all voting members of this senate are professional staff, with nonvoting, ex-officio representatives from the SSCC and the classified union. The Officers and members of the Senate are voted in by their constituents. All meetings are open and interested parties are encouraged to be present and contribute.

The Student Senate of Chabot College consists entirely of students and represents the student body in shared governance (Evidence IV- 9), as provided by California Education Code, Title 5, which stipulates that students should be provided with the opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students and enumerates such policies and procedures, including institutional planning, budget development, and education programs and policies. The SSCC Senate is composed of elected student senators. The President of SSCC appoints student representatives to College governance committees. The roles and responsibilities of these constituency groups are listed in the shared governance structure document. The President, Members of the Senate, and specific positions are voted in by the students. All meetings are open and interested parties are encouraged to be present and contribute.

The Presidents of Chabot College, Academic/Faculty Senate, Classified Senate, and SSCC make reports to the Board of Trustees as standing items on its meeting agenda. In addition, BP 7003 establishes guidelines for the selection and role of a non-voting Chabot student member on the Board of Trustees (Evidence IV- 3).

Evaluation

The College meets the Standard. The College has created a positive, flexible, and clear structure for Shared Governance. The new mission statement, which was updated in the spring of 2014, approved by all 3 Senates and Board Approved on March 18th of 2014 (Evidence I-13). This mission statement describes a community college in the truest sense of the word: a college that is dedicated to, listens to, and responds to its community. The value statements illustrate a need and desire to be reflexive to students and community needs through a self-evaluative process that includes all voices from both inside and outside the college. Thus, the lines of communication are clear, easy to find, and identifiable and are used to influence policy.

In the 2014 Faculty/Staff Accreditation Survey, 72 percent of all staff surveyed believe that faculty and staff input makes the college better in achieving its mission. 74 percent of all staff at Chabot believe faculty and staff input help student learning. These numbers remain unchanged from the 2008 survey, demonstrating a desire for shared governance due to a

belief that it is an effective route to student success (DB-2). Faculty in particular continued to feel that their voices are heard in the Shared Governance process. In 2008, 44 percent of Faculty answered that there is adequate faculty participation in the development of institutional policy, 43 percent answered that part-time faculty members are encouraged to participate in decision-making in their areas, and 56 percent believe that the Academic Senate effectively communicates faculty concerns to the administration. In the 2014 survey, all of these numbers went up in significant ways, with some of the numbers jumping by nearly 10 percent. A majority of Faculty continue to feel empowered in the governance of the College.

While the structures are in place, many members of the College feel the structures need to be used more effectively and efficiently. When asked if "I have a substantive role in college governance and policy-making," only 39 percent of staff believed that they did. This is down from 42 percent in 2008. Of those numbers, 60 percent of full-time faculty and 83 percent of administrators answer positively that they have a substantive role. There has been a substantial decrease in the belief that the current structure of councils and committees provides effective college participation in decision-making for all segments of the college community. In 2008, 46 percent responded positively. In 2014, only 34 percent have responded positively. Thus, while the structures for effective shared governance are codified, there may be a need to use them to create a practical sharing of governance. A significant majority of staff members believe they know where to go to receive an answer about policy and procedure (66%), but this is a decline from 2008 when it was nearly 10 points higher.

This may be helped by current movements in the shared governance process. In the fall of 2014, College Council and the PRBC started a process of assessing the 2006 Governance Structure. Three "open to all" workshops were held to discuss the current structure, concerns with the structure and governance processes and new ideas were discussed. In the spring 2015, the process of reviewing the structure and processes continued by widening the discussion to the three senates with hopeful outcome that a new draft structure will be adopted by College Council for implementation in 2015-16 (Evidence I-25).

Beginning in spring of 2014, the Council has begun to meet more consistently and to post minutes. It has proven an effective vehicle for discussions of policy and recommendations in several key areas. For example, in response to the recommendation to hire more counseling staff in response to SSSP and other College goals and objectives, the Council recommended hiring more counseling faculty. The College Council is the last stop in the Chabot model where policy decisions from committees and other governing bodies of the college are discussed and moved forward to the President, who is the chair of the committee. This enables the President of the College to forward recommendations in an effective, efficient and timely manner to the Chancellor and/or Board of Trustees.

We recommend the next Accreditation survey include questions about the effectiveness of College Council, as we have not collected data to evaluate its ability to represent the interests of the College at large. Finally, a high number of committees were not posting minutes in public locations. While they are being taken, the lack of a central person to put minutes on-line has hampered reporting. However, The PRBC Chair and the College President have taken steps to support committees to better post minutes and to allow for more transparency.

Actionable Improvement Plans

See Actionable Improvement Plan 1.

A2b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Description

The policy spelled out in the Chabot College Shared Governance and Collegial Consultation Process (Evidence I-19), and agreed to by the College, acknowledges that Chabot will follow the California Education Code, Title 5 regulations that ensure faculty primacy over academic matters, and that the Board of Trustees will "rely primarily" on the recommendations of the Academic Senate in the areas commonly referred to as the "Ten plus one." Four of the eleven (curriculum, degree and certificate requirements, grading policies, and faculty roles in the accreditation process) are under the category of "primary reliance." The rest (educational program development, standards for student success, governance structures as related to faculty roles, faculty professional development, program review, institutional planning and budget development, and "other academic and professional matters") fall into the category "mutual agreement."

The major college student learning committees are the Curriculum Committee, PRBC, SLOAC, COOL, and BSC. They are all faculty-driven with administrative representation. The roles of these committees are outlined on their web pages (Evidence IV- 7). At Division meetings, held monthly by each Division Dean, representatives from campus committees report back to their area faculty and solicit input.

The District Curriculum Council helps to coordinate district curriculum issues and degree requirements with the two College Curriculum Committees to make recommendations to the Academic Senates at each college (Evidence IV- 10).

The Academic Senate President, along with the Past President and a Presidential Designee are all standing members on the College Council, the main policy driver of the college. Additionally, the college President is a member of numerous district level committees, as are members of the Faculty Association Union.

Evaluation

One of the main charges of the PRBC is to align shared governance committee activities with program review, and strategic planning and budgeting. The shift from IPBC to PRBC was approved by the Academic Senate and the College Council in 2010. The PRBC regularly includes the chairs of most major campus committees as standing members, the Accreditation Liaison, all three Senates, as well as the President of the College and the Vice Presidents and Deans, creating a clear, open forum for policy discussion. As the name of the organization alludes to, the committee also receives PRs every year from each discipline,

creating a direct line from discipline to administration. The PRBC meets regularly and posts regular minutes online.

College administrators or committees can call subcommittees or task or work groups into being. Individuals with particularly expertise or interest may serve on such committees, or a general invitation may be issued to the College community. An example of such a committee is the Presidential Task Force on Learning Communities, which the President called into being. This Task Force was open to all, as are all Shared Governance committees. The Presidential Task Force reported directly to the President and to the College Council. This particular group met for most of academic year 2013-14, and the main work of the Presidential Task Force was the creation of the FYE and the improved collaboration and integration of all learning communities at the College.

Actionable Improvement Plans

None

A3. | *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 institutions constituencies.*

Description

The District and the college have established participatory governance structure is based on Board Policies 2014-2018 and the college's Shared Governance Policy. These board policies outline the ways that the different constituencies are involved in governance and how their voices are heard in governing the District and the College.

At the District, the newly adopted Integrated Planning and Budget Model (IPBM) with its committees form the foundation of district discussions (Evidence IV- 11). Members from the college constituencies and district personnel comprise the committees, each of which has unique charges and reports and makes recommendations to the Chancellor and/or the Chancellor's Council. The IPBM includes three districtwide committees, Budget, Curriculum, and Enrollment Management, which are composed of members from the same committees at each college. These three committees rely on input and recommendations from the college committees and discuss how best to meet the needs of the individual colleges as well as the needs of the district. Recommendations from the districtwide committees are discussed and put forward as recommendations to the Chancellor. Recommendations from the districtwide committees are communicated to the appropriate college committees by the representative members. District leadership is responsible for informing other districtwide committee Chairs of recommendations that have been put forward to the Chancellor. An example of this process is the relationship between the CEMC (College Enrollment Management Committee) and the DEMC (District Enrollment Management Committee). Representatives of each college's CEMC bring forward enrollment management plans including FTEF allocations for divisions, how to maximize resources, and how best to ensure that the college is meeting the agreed-upon FTES target. Strategies are discussed including scheduling plans, efforts to increase enrollments, and student recruitment and retention efforts. http://www.clpccd.org/board/DistrictwideCommittees.php

The Chabot approach towards Shared Governance is stated in Section A1 of this document. This is a College where employees and students make decisions through various groups, committees, and meetings. As noted in Section A1, many of these groups and committees have clear lines of communication from employee/faculty member to administrator. All Senate meetings as well as Board meetings are open to the public and must post minutes and agendas in public places. Additionally, A2 of this document delineates the lines of communication at the college, as well as recommendations so that Shared Governance could work more effectively.

Evaluation

The college meets the Standard. The new District Integrated Planning and Budget Model and its committees are operational. However, assessments of their effectiveness will need to be accomplished. The College governance structure is already being evaluated with the planned changes coming into effect in fall 2015.

Actionable Improvement Plans

None

A4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description

Chabot College has responded to the recommendations made by the Commission in the last self-study cycle (2008) with a Progress Report in October, 2009 and a Focused Midterm Report in 2012. The accreditation website has links to the standards, the self-study and responses to the Commission's recommendations, progress reports, Surveys, and other documents related to accreditation (Evidence IV- 12). The College has submitted all reports as required and maintains an excellent reporting relationship with the U.S. Department of Education and the State System Office. The College complies with all reporting requirements for the multitude of categorically funded programs and to agencies providing grants to the College. Agreements with external agencies are documented in MOUs and approved by the Board. Faculty sometimes revise curriculum in response to external agencies or state mandates, for example in the re-evaluation and creation of AA-T/AS-T degrees, a response to California SB 1440. Other programs, such as Early Childhood Development and Nursing, adjust curriculum to meet the prescribed licensing requirements of their respective professional organizations.

Chabot College has revitalized its foundation, *Friends of Chabot Foundation.* President Sperling reinstituted the Foundation in 2011. The Foundation is the face of the community and has a very well respected and connected Board, including City Council members from the cities in our service areas. The President has raised awareness for the new foundation through community outreach. The Foundation and the Board of Trustees have an agreement in place as an Auxiliary Organization, pursuant to Education Code section 72670(e). This agreement was approved by the Board in August of 2013 (Evidence IV- 13. Approval of Chabot Foundation,
http://www.clpccd.org/board/documents/2013_August_20_Minutes_Official.pdf.

The College continues to partner with the City of Hayward, California State University, East Bay, and various nonprofit groups. These are seen through activities such as The Great Debate, a collaboration between community and city that invites students to demonstrate communication skills and policy recommendations while working alongside numerous non-profit agencies, City Council Members, and mayoral candidates. A second example of collaboration with the community is the HPN, a joint effort among educational institutions, community members, and non-profit groups in an effort to raise education standards and levels in some of the lowest scoring areas of Hayward. Both Administrators and Faculty are actively involved in this work.

The College is in compliance with the Accrediting Commission's guidelines and works openly and expeditiously with external agencies. This includes a Citizens oversight committee for Measure B funds, a ballot initiative passed in 2004 (Evidence IV- 14. Measure B Website, The District responds to the ACCJC in timely and thorough evaluations of the process and procedures necessary for Accreditation (http://www.clpccd.org/bond/OversightComm.php
Evidence IV- 15. District-ACCJC Communication,
http://www.clpccd.org/board/documents/2013_0328SpecialReport.pdf).

Evaluation

The College interacts well with its community and responds to its needs in a collaborative and positive manner. Additionally, the Board of Trustees, President,-faculty, and staff are all very active in working with Accreditation in mind. The last four Flex Days had time dedicated to Accreditation and its work, including a session that all faculty were required to attend.

Actionable Improvement Plans

None

A5. | *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.*

Description

The College mission, vision, and values statements are posted on the College website and can also be found in the *Chabot College Catalog,* making them available not only to College

students and employees but also to the community at large. These statements refer to a participatory environment within which ideas for improvement can be brought forward in order to ensure student success and institutional effectiveness and a commitment to excellence and innovation.

The College adopted its current Chabot College Shared Governance and Collegial Consultation Process in 2004, and it was formally reviewed in 2006 by the College and Academic Senate Presidents. Proposed revisions to the policy go to the governance groups, senates and the College Council for approval and, when appropriate, to the Board of Trustees for approval (Evidence I-19). In 2014, the College updated its vision, mission statement, and values. The new Mission Statement was approved by the three senates, the PRBC and the College Council in December. The Board of Trustees approved the new Mission at their March 18, 2014 meeting.

Listed in the current Educational Master Plan 2005-15 are goals to be achieved between 2005 and 2015, including working toward the implementation of learning-centered practices throughout the institution, the promotion of an environment supporting the development of the College's human resources, and the achievement of institutional excellence through effective visionary leadership, communication, and planning for continuous improvement. In 2012, the PRBC also created a Strategic Plan whose main goal was stated as to "Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support" (Evidence I-16).

College Committees are revised periodically to reflect their charges. The Distance Education (DE) committee changed its name to Committee On Online Learning (COOL) to more accurately show its focus on online education. The IPBC became the PRBC to better achieve an integral link between program review and planning and budgeting. New committees are formed to meet the needs of the campus such as the Equity Committee, and committees that relate to student cohort such as CIN.

As noted in the Shared Governance Document, Chabot's approach to Shared Governance is to create a structure wherein

 "…everyone governs the college. The fundamental philosophy is one of openness. This means that all governance committees and councils conduct open meetings. Each body has a core group of representatives, who are appointed in the ways described below. Anyone, however, may attend most governance meetings and participate"

(Evidence I-19). On Convocation Day each August, the College President discusses what has happened in the previous year and plans for the upcoming year at an all-college meeting. Other opportunities for her to share information with the College as a whole occur during Flex Day activities and in regular email communications to the College community. Additionally, the President publishes a "President's Corner" blog, published once a month, and holds periodic Brown Bag meetings during College hour

Evaluation

The College meets the Standard. The most recent Accreditation Survey has demonstrated that a significant majority of staff know about the Mission Statement, an 11 percent increase

(71% in 2008 to 82% in 2014). However, when asked whether important recommendations/decisions made through shared governance are implemented by the College administration, only 38 percent answered affirmatively. While this is an increase from the 2008 survey (33%), a gap still exists between administration and staff's desires when it comes to policy and implementation. Additionally, only 24 percent of Chabot faculty, staff and administrators agree or strongly agree that "The division between District and College operational responsibilities is clearly communicated." For classified professionals, the numbers are 20% and 37 percent (PT/FT), for faculty, 32 percent and 12 percent (PT/FT) and 25 percent for administrators (NEW DB-2).

There are two main issues to note, however, in this area of Accreditation. First, as mentioned previously, the Shared Governance Handbook is being updated. The outcome of that review will have to be approved by the shared governance committees, including the College Council and the Board of Trustees. Additionally, the Education Master Plan must be renewed. As of the spring 2015, the Educational Master Plan is under development by a consultant group, which should be complete by December 2015 (Evidence IV- 16. New Educational Master Plan Development, http://www.clpccd.org/education/EducationalMasterPlans.php.

Actionable Improvement Plans

College Plan #1: The College commits to completing the work on the shared governance committee structure and document in the 2015-2016 Academic Year.   The College commits to widely communicate and share the completed structure and document. In July 2015 the Office of the President will organize the recommendations into a proposal for revision of Chabot's shared governance structures and procedures. The president will present this revision proposal, based upon the recommendations of the college community in 2014-2015, to PRBC and all three Senates for a first reading in early fall 2015. Following consultation and the gathering of any further recommendations, the revised document will be resubmitted for a second reading in fall semester 2015. Following feedback in response to the second reading, the president will recommend approval of the document to College Council at their last fall semester meeting in December. Following College Council approval, the final document will be shared with the Board and the new processes initiated in early 2016.

B. | *Board and Administrative Organization*
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Description

The CLPCCD has a well-established Board of Trustees (Evidence IV- 17) that is elected biennially (Evidence IV- 18) and includes two student trustees (nonvoting) who are elected annually by students at each of the colleges (Evidence IV- 3). Board members are elected from trustee areas by the registered voters of nine communities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City. The role and responsibilities of the Board are outlined in BP 2200 and include, "represent the public interest, establish, review, and revise policies, assure fiscal health and stability, monitor the institutional performance and educational quality, hire and evaluate the Chancellor, and delegate power and authority to the Chancellor to effectively lead the District."

Board Policy 2012 outlines the relationship of the Colleges to the District (**Error! Reference source not found.**). The District and College organizational roles are outlined in the Function Map (SUM-X). The Function Map delineates the (P) "primary," (S) "secondary," and (SH) "shared" responsibilities of the district and the colleges. The District Task Map outlines the departmental responsibilities for college and district functions. The District and College organizational charts also define the roles and responsibilities of district and college personnel. (SUM Y and Z).

The Chancellor communicates relevant information and solicits input from the Chancellor's Council, a group that meets monthly to review and discuss issues that may impact the colleges and the constituency groups (Evidence IV- 20). The Chancellor's Council includes the leadership from the classified and faculty associations, student associations, and classified and academic senates. All appropriate items are forwarded to the Chancellor as recommendations and taken to the Board for a vote. These items include curriculum decisions, including new and discontinued programs, budget items, purchases of and changes to facilities, hiring and termination, acceptance of contracts, and a host of other items designated as the responsibility and authority of the Board.

Evaluation

The District meets the Standard by ensuring that policies and procedures are reviewed and updated. In 2014, the district employed services through the CCLC to review and recommend changes to policies and administrative procedures. All policies and procedures are being brought into compliance. The Old policies, grouped by into seven series are being converted into 7 new "Chapters". Chapters 2 and 4 have been board approved and posted on the District website. The rest the policies are in process.

Index of Revised Board Policies and Administrative Procedures (as of 5/20/15)

Revised Board Policies	Revised Administrative Procedures
Chapter 1: The District done & posted	Chapter 1: The District in progress
Chapter 2: Board of Trustees done & posted	Chapter 2: Board of Trustees done & posted
Chapter 3: General Institution done & not posted	Chapter 3: General Institution in progress
Chapter 4: Academic Affairs done & posted	Chapter 4: Academic Affairs done & posted
Chapter 5: Student Services done & not posted	Chapter 5: Student Services in progress
Chapter 6: Business and Fiscal Affairs done & posted	Chapter 6: Business and Fiscal Affairs in progress
Chapter 7: Human Resources 1st read by Board on 5/19/15	Chapter 7: Human Resources in progress

In addition, the Chancellor's Senior Leadership team reviewed the District Function map. The college's accreditation liaison officers and the faculty accreditation chairs were asked to attend two senior leadership team meetings where the function map was assessed. At the conclusion of the second meeting, the District Function Map was revised based on the model from the ACCJC, which relies on the accreditation standards. A second "Task Map" was created to better outline the tasks or functions that the colleges performs and the ones the district performs. Both of the maps were presented to the College Council and the maps were approved.

Actionable Improvement Plans

District Plan #2. The District commits to complete the process of revising all Board Policies into the new Chapter format.

B1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Description

The responsibilities of the Board are outlined in BP 2200 (Evidence IV- 17). The Board adheres to its policy and procedures for selecting and evaluating the Chancellor as outlined in BP 2431 and 2435 (Evidence IV- 21, Evidence IV- 22). Notice of initial offers of employment to new executive staff and evaluation of the Chancellor are noted on Board agendas as items for closed session. The Board and the Chancellor develop goals in consultation as part of the Chancellor's evaluation process. Those goals are consistent with the mission, vision, and values outlined in the Board Priorities. The Chancellor's evaluation was completed in spring 2015.

Evaluation

The District meets the Standard. The Board adheres to its policies and procedures governing the recruitment, selection, and evaluation of the Chancellor. The Board understands that it must work in consultation with the Chancellor when developing goals and priorities.

Actionable Improvement Plans

None

B1.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.

Description

The role of the Board of Trustees is outlined in board policy (Evidence IV- 17). Board members understand their responsibilities in representing the public interest by developing policies that support the broad interest of the community to ensure student access and success. The Board's mission statement approved on July 15, 2014 and posted on the district website states (Evidence IV- 23):

"The Chabot-Las Positas Community College District (CLPCCD) prepares students to succeed in a global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills."

The Board understands the significance of reaching a decision and acting as a whole. Members ascribe to the ethical behaviors as outlined in BP 2715 (Evidence IV- 1). The Board advocates for the district and the colleges to ensure that the core values, mission, and vision as articulated through the college websites and planning committees are evident in decision-making. Board meeting minutes show that the Board most often achieves unanimous decisions (Evidence IV- 25).

Evaluation

The Board of Trustees meets the Standard as evidenced by Board Policies 2010-2750 and corresponding Administrative Polices 2015-2740 (Evidence IV- 26). Additionally, significant professional development is provided to Board members during their orientation and throughout their tenure on the Board to ensure that they are clear regarding their responsibilities and scope of authority (Evidence IV- 27). <u>The Board makes decisions as a whole and each member upholds decisions understanding the importance of working together to support the district's interests.</u>

Actionable Improvement Plans

None

B1.b. | *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

Description

All policies set forth by the Board of Trustees are consistent with its mission, the mission of the College and established priorities. The Board approved the new College mission statement in March 2014. In summer 2014, the Board evaluated and revised the District Mission Statement to better reflect the goals or student success in our education endeavors (Evidence IV- 23), and the priorities were established in 2013 (Evidence IV- 28). Both are published on the District website, The Board is made aware of the college's progress toward student learning goals through information shared at Board meetings, information from the College's Score Card, and in the College's Student Success and Student Equity Plans. The Board supports resource allocation for the continuation of student learning programs and services and has allocated funds to support expansion of specialized student programs that provide excellence and equity.

Chapters 4 and 5 in Board and Administrative Polices (BP and AP) detail areas that apply to instruction and student services (Evidence IV- 29, Evidence IV- 30, Evidence IV- 31). Board Policy 2200 identifies the general objectives for the Board of Trustees including monitoring institutional performance and educational quality; establish, review, and revise policies that define the institutional mission and set prudent, ethical, and legal standards for college operations aligned with appropriate State and Federal policies affecting community colleges; and assure fiscal health and stability. Board decisions are made in accordance with federal, state, and local policy and guidelines (Evidence IV- 17).

The Board reviews and regularly approves curriculum recommendations from the Curriculum Committees of both colleges as well as recommendations on student success activities such as those documented in the Student Equity Plan and SSSP, and plans that are developed through the District Educational Support Services (ESS) Committee. The Board regularly receives presentations from faculty and staff from various college programs, reviews reports including those from the OIRs, and attends campus and community events. Institutional mission statements and goals are reviewed during the annual planning retreat and at workshops throughout the year.

Evaluation

The Board of Trustees meets the standard. Decisions are made by the Board based on the mission and priorities and the Board ensures that resources are available and used to support learning programs and services as evidenced in Board meeting minutes. Updates on programs, services and budgets are regularly provided to the Board (Evidence IV- 25).

Actionable Improvement Plans

None

B1.c. | *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

Description

The District Mission Statement affirms its commitment to educational quality for all students, and the priorities reiterate its commitment to fulfilling its financial, legal, and operational obligations and to support educational programs developed by the Colleges.

The Board is accountable for all legal and fiscal matters including litigation, contracts, settlements and property matters. In considering a decision, the Board is required to comply with the California code of regulations Title 5, the California Education Code and all of the federal, state and local codes in addition to the Board Polices. The Board of Trustees acts independently of all other entities and its responsibilities for educational quality, legal matters, and financial integrity are described in Board Policy 2200 (Evidence IV- 17). Actions at the college, from hiring staff and faculty to initiating a new program, require Board approval, as do all legal contracts and Memorandum of Understanding (MOU). The Board receives budget updates throughout the year, in January, May, July, and September, The Board also reviews and approves the District Tentative Budget in June, the Adopted Budget in September, and the Budget as submitted to the State (Evidence IV- 32, Evidence IV- 33, Evidence IV- 34, Evidence IV- 35, Evidence IV- 36).

Evaluation

The Board of Trustees meets the Standard.

Actionable Improvement Plans

None

B1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

The Board of Trustees publishes the policies and the administrative procedures that address these areas. Over the past two years, all Board of Trustees' policies regarding Board size, duties, responsibilities, structure, and operating procedures have been evaluated and updated. The accompanying Administrative Procedures have also been reviewed and updated. Chapter 2 of Board Policies (BP 2010-2750) provides specifics regarding the size of the board, its duties, responsibilities, structure, and operating procedures and these policies are posted on the District's website (Evidence IV- 37). Chapter 2 also addresses the organization and authority of the governing Board, including a list of officers, the selection of student trustees, district elections, and meetings. BP 2410 stipulates that Board Policies will be evaluated every six years (Evidence IV- 38).

The Board complies with the Brown Act by posting the schedule of Board meetings, agendas, and minutes. The Board receives reports from the Chancellor, the College President, the Faculty Association, the Classified Bargaining unit (SEIU), the Academic Senate, and Classified Senates, and the Associated Student President at regular (nonstudy sessions) meetings. Board Policy 2345 (Evidence IV- 39) outlines the way in which members of the public can address the board. Anyone who completes a comment card prior to the beginning of the meeting is allocated three minutes to address the Board on any matter of interest. The Board President notes that no action will be taken at that meeting on any item brought forward during Public Comment

Evaluation

The Board of Trustees meets the Standard as evidenced by the online Board Policies and Administrative Procedures that address these responsibilities.

Actionable Improvement Plans

None

B1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description

The District posts agendas and minutes of Board of Trustee meetings in accordance with the Brown Act and its policies and procedures. Board policies are reviewed and revised on a regular basis. In 2012, the Board of Trustees approved the hiring of a representative from the Community College League of California Policy and Procedure Service to work with CLPCCD staff to review all District Board Policies and associated Administrative

Procedures and recommend revisions as needed. The Board Policies were routed through the Chancellor's Council for review and recommendations for updates by the appropriate constituent groups through the shared governance process. Following a review by the shared governance committees, the Board of Trustees received the Board policies for a first reading, then for a second time for final adoption. The Board Policies and Administrative Procedures are posted on the District website under the Board/Chancellor heading (Evidence IV- 40).

Evaluation

The District meets the Standard. Board Policies and Administrative Procedures are reviewed and revised as necessary and in consultation with the appropriate constituencies. Once the Board adopts the policies and procedures, it operates in accordance with the policies and procedures. The Board of Trustees meets this standard as evidenced by its continued adherence to and revision of Board Policy every six years. The District publishes online Board Policies and Administrative Procedures that address all areas of governance including the duties and responsibilities of the Board. The subject matter for each Board Policy is listed on the District Website (Evidence IV- 40). The Board of Trustees is working to revise its board policies. (See Standard 4B above).

Actionable Improvement Plans

None

B1.f. | *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Description

The Board of Trustees has several vehicles for orientation and development. All new Board members participate in new member orientation, and the rotating Board President is provided with a training binder specific to that role. Board Policy 2100 assures the continuity of this training by requiring a staggered election cycle (Evidence IV- 18). Binder for new Board members – would like to reference what is included in the binder- working with Chancellor's office to secure

Individual Board members have opportunities for development through the California Community College League workshops for board members and board presidents. The Board President, for example, enrolled and attended workshops in 2013 in preparation for this leadership role. Additionally, Board members attend retreats throughout the year to focus on special concerns such as changes in state law or accreditation. The student Board members also attend student trustee training, are provided with a Student Trustee resource packet, and may attend a two-day Student Trustee training session. They work with district office staff throughout their tenure.

Board development and new member orientation includes ethics training as well as guidance on meeting protocol consistent with the Brown Act. The Chancellor works closely with the Board to ensure compliance with the Brown Act and other state laws as well as best practices for Board members. Board retreats and study sessions provide members with the opportunity to focus on specific topics, for example, SSSP and Student Equity funding and mandates or

accreditation process updates. These sessions are open meetings and fully compliant with the Brown Act. The most recent board retreat was held on March 3, 2015. Board members have participated in a number of trainings offered by statewide associations including CCLC, CCCT, and ACCT. Several Board members attended the Government Institute on Student Success (GISS) conference in March 2014. Following the GISS session, a Board Action Plan was developed. The Board members receive significant training and ongoing development on the role and responsibility of California community college Board Members by attending the CCLC training for new Board Members, the annual Trustee Conference, the Effective Trustee Workshop, and by reviewing the CCLC Trustee Handbook and participating in professional development offered through ACCT. Board study sessions are offered throughout the year and serve as a means for focused discussion on specific topics related to the district and the colleges (Evidence IV- 41).

Evaluation

The Board of Trustees and the Chancellor are fully aware of and committed to Board development and training. The BP 2740 specifies board education, and BPs 2010 through 2750 outline specifics regarding elections, board elections, terms of office, and board self-evaluation (Evidence IV- 37).

Actionable Improvement Plans

None

B1.g. | *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Description

Board Policy 2745 outlines the self-evaluation process for the Board of Trustees (Evidence IV- 42). The purpose of the self-evaluation is to identify strengths and weaknesses in Board performance. The evaluation addresses Board operations and policies, instructional and student services programs, institutional planning, Board-Chancellor relations, and community relations. This policy was evaluated and updated in April 2013 and January 2014. A change in the format of the Board meeting agenda was a result of a recent self-evaluation process. Board members complete an online, anonymous survey that includes seven categories. The results of the survey are provided in summary and discussed. Materials from the self evaluations are available in the Chancellor's Office. Board self-evaluation tool/survey- working with Chancellor's Office to secure and upload

Evaluation

The Board of Trustees meets the Standard. A summary of the Board self-evaluation is presented and discussed at a Board retreat in open session (Evidence IV- 43). The Board identifies their accomplishments for the past year and discusses goals for the coming year and how they can successfully meet those goals. The online survey tool used for the self-evaluation was provided

to the trustees at the GISS session in March 2014. Board Policy 2745 clearly outlines the requirement for Board self-evaluation (Evidence IV- 42). Date and agenda for new Trustee's (Will Macedo) orientation in 2015- working with Chancellor's office to secure. March 2014 GISS and Board Action Plan- working on securing. May want to state, "Available in the Chancellor's Office.

Actionable Improvement Plans

None

B1.h.
The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description

Following California Community College League Recommendations, in April 2013 the Board revised its ethics code. Board Policy 2715 outlines the Board's code of ethics and the process for dealing with ethics code violations (Evidence IV- 24). The policy specifically outlines the steps that will be taken to address misconduct. Each Board member signs a Code of Ethics statement, and a copy is filed in the Office of the Chancellor.

Evaluation

The Board of Trustees meets the Standard. The Board is fully committed to upholding its policies and procedures that ensure compliance with regulations and laws. Board Policy 2715 addresses the Code of Ethics and Standards of Practice and provide for due process for a Board member who may be referred to an ad hoc committee to address complaints or allegations of misconduct.

Actionable Improvement Plans

None

B1.i.
The governing board is informed about and involved in the accreditation process.

Description

The Board of Trustees policies and practices assure its awareness of and involvement in the accreditation process. The Board is knowledgeable on the stages of accreditation through presentations given by the Colleges on the self-study standards, ACCJC recommendations, the One-Year Follow-up Report, and the Midterm Report.

The Board is informed about the accreditation process and regards it as an important aspect of ensuring quality in the District and at the colleges. The Accreditation Liaison Officers (ALO) and the Faculty Accreditation Cochair provide presentations leading up to the final draft of the self-study to ensure Board involvement in the accreditation process. Drafts and

the final self-study are presented to the Board for a first reading and then for approval prior to the document being sent to ACCJC. The Board has received a number of presentations by the colleges' ALOs and Faculty Accreditation chairs including updates in October 2014 and April 2015 (Evidence IV- 44, Evidence IV- 45).

Evaluation

The Board of Trustees meets the Standard. The Chancellor keeps the Board informed on the progress of the colleges' self-studies and has asked the ALOs in their more recent presentation to identify any potential concerns and to share those with the Board.

Actionable Improvement Plans

None

B1.j. | *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

Description

Board and Administrative Policies 2430 address delegating authority to the Chancellor while Board and Administrative Policies 2435 address the evaluation of the Chancellor. The BP 2431 addresses the process for searching for a Chancellor and BP 2432 addresses appointing an Interim Chancellor. The policies and procedures were updated in March and April 2013 in response to the CCLC's recommendations. The Chancellor serves as an advisor to the Board on policy formation and is responsible for administering policies adopted by the Board (Evidence IV- 37).

The Chancellor is selected by the Board using a fair and open search process in accordance with its policies and state law. The Chancellor Search Committee includes appointees of all constituency groups who contribute to the development of the job description and conduct interviews of eligible candidates. The Committee develops screening criteria to ensure a broad selection of candidates and develops interview questions consistent with the position responsibilities. The Search Committee recommends to the Board eligible candidates, and finalists participate in a number of forums held at the colleges and the district office. Written feedback is solicited from the forum attendees and provided to the Board who also meets with finalists and selects the Chancellor.

The Chancellor and the Board jointly agree to the evaluation process and consider the goals and objectives submitted by the Chancellor to the Board in addition to the Chancellor's job description. The Chancellor's evaluation is conducted in closed session and is noted on the agenda under "Public Employee Performance Evaluation" (Government Code Section 54957).

The Board of Trustees also participates in the evaluation and selection of the college presidents, including interim presidents. Both college presidents were selected using the District's presidential search process. One search included assistance from a consulting firm, while the other search was conducted by the Vice Chancellor, Human Resources. In both cases, the presidential search committees consisted of appointees of all constituency groups, all of whom gave recommendations for the job description which was finalized by the Chancellor and the Board. After conducting interviews, the search committees identified candidates put forward as finalists. Forums were held at the appropriate college and written feedback was solicited from forum attendees. The finalists were interviewed by the Chancellor, who, in collaboration with the Board of Trustees, made the hiring selection.

The College President is evaluated in accordance with the District's two-tiered evaluation system, consisting of an Annual Performance Evaluation Process and a Comprehensive Evaluation Process every three years. The Chancellor is accountable for the administration of the Administrator Performance Evaluation Process. As part of the evaluation, the president establishes goals tied to the priorities, mission, and values of the college. The Chancellor and President annually assess the progress toward their goals. The Chancellor briefs the Board on each president's progress as part of the annual evaluation.

Evaluation

The Board meets the Standard as it applies to the search, selection, and evaluation process of the Chancellor and the College Presidents. All constituent groups are included in the search and interview process for both the Chancellor and the College Presidents. Forums for finalists are accessible to district employees and the community and are video recorded and video-streamed. A timeline for evaluating administrators is included in the Human Resources' collection of documents. This timeline specifies timeframes and parties from whom feedback should be collected.

The President of Chabot College is evaluated in accordance with the District's two-tiered evaluation system, consisting of an Annual Performance Evaluation Process and a Comprehensive Evaluation Process every three years. The College President was evaluated in 2013 and awarded a 3 year contract. The Chancellor is accountable for the administration of the Administrator Performance Evaluation Process.

The District has experienced turnover in the Chancellor and both College Presidents during the past six years. Continuity of evaluation information is, therefore, scant. However, evaluations are performed in accordance with policy. Chancellor Jackson, for example, was evaluated during 2014-15 and was awarded a new 3 year contract at the board meeting of 4/21/15.

Faculty and staff have expressed a low sense of involvement in the administrative evaluation process, with just 20 percent either agreeing or strongly agreeing that, "Current evaluation

procedures for administrators solicit and consider my opinion in assessing administrator effectiveness." This may have to do with the fact that evaluator and evaluee mutually agree on the names of faculty, classified staff, administrators, and clients selected to participate in Multirater Feedback Assessment Survey, which is confidential information, and/or the fact that the evaluation process, run by the district, does not include Chabot faculty and staff. According to President Sperling, the district is in full compliance with the administrative evaluation cycle at Chabot College.

Actionable Improvement Plans

None

B2.   *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

B2.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.*

Description

Board Policy 4115 outlines the responsibility for management of the college to "direct and assign the work of management personnel to the chancellor and the college president" (Evidence IV- 46). Board Policy 2012 (Evidence IV- 19) states that

- Each college shall be a comprehensive institution
- Each college shall develop its own character, uniqueness and loyalties
- Outlines the Board and the Chancellor's roles
- The Board and the District management shall give general direction and coordination to the programs and operations of the college and shall provide centralized services and controls
- Presidents of the colleges shall report directly to the Chancellor

The Chabot College administrative structure involves three areas led by Vice Presidents: Academic Services, Student Services, and Administrative Services, which all report directly to the President. Reporting directly to the Vice Presidents are Directors and Division Deans. Additionally, the OIR falls under the umbrella of the President's Office. The President has the responsibility of filling and determining the need to fill all administrative staff and faculty vacancies. The administrative organizational chart was most recently updated in April 2015 (DB-XX Chabot College Organization Chart).

The Vice President of Academic Services Stacy Thompson, oversees each instructional divisions (that is, Applied Technology an Business, Arts, Humanities and Social Sciences, Health and Physical Education and Athletics, Language Arts, Science and Mathematics), including Deans, faculty, and staff. The office keeps track of curriculum changes, flex day

planning and obligations, academic calendar and scheduling, and faculty orientation. Other academic programs, such as the Library, and various entities housed under the LC are also in this area (DB-XX Org Char).

The Vice President of Student Services, Matthew Kritscher, oversees Counseling, Special Programs and Services, Admissions and Records, Financial Aid, and Student Life. These areas are headed by a Dean or Director (DB-XX Org Chart).

The Vice President of Administrative Services, Connie Willis has Directors report to her in the areas of Campus Safety and Security, Media Services, and the contracted services of Fresh and Natural Cafeteria and the Chabot College Bookstore, which began operation under Follett in Dec. 2011 (DB-XX Org Chart).

Evaluation

The President delegates the appropriate authority to those reporting directly to her. Administrative staffing at community colleges has been particularly challenging during the past few years, as each vacancy was scrutinized for financial necessity, and there is a lengthy process to post interim and permanent positions. On behalf of the College, the President moved as quickly as possible to post, recruit, and appoint respected faculty and administrators from within the College to serve on an interim basis.

Actionable Improvement Plans

District Plan #2. The District commits to complete the process of revising all Board Policies into the new Chapter format.

B2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;

- establishing procedures to evaluate overall institutional planning and implementation efforts.

Description

Under BP 2012 and 4115 the College President is authorized create a "comprehensive institution". Each (College) shall offer a wide range of educational opportunities to include transfer programs, technical-vocational education, general education, continuing education, community services, and student services."

After our current president, Dr. Susan Sperling, took office in Feb. 2012, she easily transitioned into various areas of the presidency due to her long-term familiarity with the

Chabot College community. She was able to engage the college community in dialogue, to capture their needs in written documents, and to utilize those documents for the allocation of resources. She regularly sends email to the College community in which she communicates her observations and reflections. She holds periodic "Brown Bag" college forums to discuss and get feedback on college issues and operations. Since Dr. Sperling was already familiar and involved in the shared governance process at the college, she had no difficulty in effectively expanding her participation in all areas of the campus.

Dr. Sperling recognizes the need for data to inform the operations, programs, and performance of the College. She directs the OIR to collect data that clarifies College performance and the education needs of the student body. The OIR also collects data to support PR, the key component of College planning. The PR responses are submitted to the PRBC, which also develops the Strategic Plan. The Budget Committee recommends a budget to the College President at College Council. The Budget Committee works with data from the OIR, recommendations made by the PRBC, and the resource requests made through PR.

The College continue to work with consortium partners on the large HPN, TAA, and CPT Grants. We will be applying for a Title V Grant (Hispanic Serving Institution) to further our strategic goals and objectives (Evidence IV- 47). With all of this activity, we need to continue to strengthen the infrastructure for our Grants and Development Office.

Evaluation

The results from the recent Faculty/Staff Survey showed that there has been an improvement in satisfaction with Chabot College's Administration since the last Faculty/Staff Survey in 2008. The Survey showed that 62 percent of the respondents believe the Chabot College Administration provides effective management that supports the college's mission, with 70 percent feeling that the Administration has effectively encouraged excellence in instruction and a positive learning environment (Evidence DB-2).

Faculty and staff sometimes note that the planning process requires lots of paperwork for little effect, at least partly because the result of their planning work has not been publicized. The President has made an effort to change this perception by communicating more emphatically the results of budget allocation and facilities planning via email and an online communication. As every college discipline, program, or service area participates in the PR process, and the deadlines, content, submissions, and reviews of the PR submissions are communicated more widely; the posting of all submissions on the PRBC website, and the publication of resource allocations, faculty and staff will improve this perception (Evidence I-20).

Actionable Improvement Plans

None

B.2.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.*

Description

The President is involved at every level with the implementation of policy. Through the management structure and faculty and staff leadership, the practices of matriculation, enrollment of students, provisions for financial aid, development of curriculum, assignment of required courses for degrees and certificates and other functions are implemented in accord with statutes, regulations, and board policy. By staying accessible to faculty, staff, and administrators, she ensures that the College addresses problems as they arise.

The President is conducting a rich dialogue with the campus community about the strengths and challenges of the College. In the areas of assessment and institutional effectiveness, she has strengthened and empowered the Office of Academic Services to shepherd the processes of PR and Student Learning Assessment. She encouraged streamlining PR and integrating course and program evaluation with improvement, planning, and resources allocation requests.

Through the management structure and through the shared governance process, the President empowers the administration, faculty and staff leaders to implement, review, and revise, as appropriate, the practices of the matriculation and enrollment of students, provisions for financial aid, development of curriculum, assignment of required courses for degrees and certificates, development and implementation of an collective academic, student services, and administrative PR process, development and practice of student grievances policies, institutional planning and budgeting, development of a college budget, maintenance of accreditation standards, and all other major college functions in accord with statutes, regulations or board policies.

The President chairs the Administrative Staff meetings, confers regularly with the Presidents of the Academic, Classified, and Student Senates, and chairs the College Council in a collegial and inclusive manner. College Council functions as the "last stop" body that accepts recommendations from other governance groups and task forces; disseminates and interprets policies and procedures to the appropriate constituent groups; makes recommendations on proposals from major shared governance groups (PRBC, Academic Senate, Classified Senate, Student Senate); organizes, tracks, and exchanges information among College governance groups, and facilitates the communication and involvement of all representatives of College constituencies.

Although the President is ultimately responsible for ensuring that all statutes, regulations, and policies are implemented appropriately, she delegates the responsibility for day-to-day operations to the Vice Presidents and Deans. She meets with the Vice Presidents regularly to ensure the smooth operation of the College. Dr. Sperling is an advocate of modeling academic freedom and democracy in the College. She encourages an environment where opinions are honored and candid conversations take place without fear of retaliation. For example: Dr. Sperling was outspoken and clear about her disagreement with the allocation model that was ultimately adopted. Interim Vice President's felt differently and voted their

opinion at DBSG. They understood that they were free to vote in accord with their best thinking and openly voted in favor of it in front of her. It is common for open and often vociferous dialog to occur at shared governance meetings with many different perspectives voiced. While the process can be long challenging, the College works toward establishing common frameworks and consensus relying on the President's strong model of and support for an open, reasoned shared governance process.

Evaluation

The College meets the Standard. Through the shared governance process as well as through the administrative structure, the President provides leadership and direction in the implementation of regulations, policies, and measures of institutional effectiveness for the benefit of our students and community. Developing a trusting and engaged culture takes time and continuous work. Dr. Sperling has demonstrated a long-standing commitment to the mission, vision, and values of the College and reason in her efforts to engage the college community in participatory governance. Encouraged to participate, the constituencies elect representatives to the College governance committees who project respect, trust, flexibility, and engagement, so that the prescribed regulations and Board policies yield the best practices in the field.

Actionable Improvement Plans

None

B2.d. | *The president effectively controls budget and expenditures.*

Description

The CLPCCD distributes resources according to a Board-approved District allocation model. The Vice President of Administrative Services reports directly to the President regarding all matters related to the College's resources, its budget, and its expenditures. The President delegates authority to the Vice President of Administrative Services to supervise budget preparations and management, oversee fiscal management of the college and contract for purchase, sell, lease property in accordance to Board policy.

Given that a large part of the budget allocation is related to personnel or is categorical, there is little discretionary money available for other expenses. Division Deans and other managers are charged with presenting their requests based on the PR responses submitted by faculty and staff to PRBC, which forwards the relevant portions and recommendations to shared governance committees, such as the Budget Committee, the personnel prioritization committees, and the CEMC.

Evaluation

The College meets the Standard. Dr. Sperling has the final college authority over budget allocation, but she collegially consults the shared governance structure in exercising that authority. She believes in decision-making transparency, including the Budget. Historically,

this an area where many felt transparency was lacking, particularly when severe financial constraints existed. Therefore, the President and the College are committed to continued improvement in making priorities, decision-making processes, and decisions clear and public. The college is in the process of evaluating the shared governance policy which includes budget allocations. This review, which started in fall 2104 and is continuing into the fall.

Actionable Improvement Plans

None

B2e. *The president works and communicates effectively with the communities served by the institution.*

Description

Dr. Sperling communicates by email to the College community about what is occurring on campus, detailing her observations and reflections. Dr. Sperling is very visible in the external community and throughout the Chabot College Service Area. She is active in the community, attending events, meetings and greeting groups on campus. She and is a frequent speaker about the strengths of the College and how our programs and services benefit the community. Through correspondence and also in person, she presents Chabot as a beacon of learning as well as an economic engine in this community.

One of the Chabot College Strategic Goals is to expand its community partnerships. To this end, Dr. Sperling is involved with the HPN outreach. She has contributed to the "My Word" pieces published by the Bay Area News Group, and she was interviewed by local television stations following the editorial written by Tom Hanks, which was published by the *New York Times* in which he mentioned Chabot College. In the fall 2014, Chabot College began collaborating with the Hayward Area Historical Society on a book project that documents the history of Chabot College (Evidence IV- 48).

The president's vision to revive the Foundation became reality at the beginning of 2014. The new Friends of Chabot Foundation was formed, led by Director, Dr. Maria Ochoa. The Friends of Chabot Foundation's 501(c)3 status has been secured for various fundraising initiatives. In addition, the Chabot College Alumni Association will operate as part of the foundation. Dr. Sperling has coordinated the solicitation of members for the Board of Directors, including elected officials for the foundation (Evidence IV- 48).

Evaluation

The college meets the Standard. Dr. Susan Sperling accepted the position as Chabot College President on Feb. 22, 2012. She has been a member of the Chabot College community since 1987. During her career she has served in as a faculty member, faculty leader, administrator and community liaison. Dr. Sperling was Chabot College's first grants developer and has successfully negotiated college funding partnerships with both the private and public sector and developed innovative projects involving the range of diversity in the college's service area. As one of the few Presidents who started as a faculty member and moved up through

the ranks to become President of the same college, Dr. Sperling has a unique, long-term relationship with the college as well as the surrounding community.

Actionable Improvement Plans

None

B3. | *In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.*

Description

The District's governance structure is outlined in several board policies and includes policies that designate faculty as primary in the development of academic programs. The consultation process is also outlined in policy. The district and colleges have worked collaboratively to develop effective shared governance committees included in the recently adopted IPBM, the model that informs how recommendations are provided to the Chancellor working through the shared governance committee structure. District committees within the scope of the Vice Chancellor, Educational Services and Student Success, include IPBM-ESS (Education and Student Success), DEMC, and the DCC. Meetings for all three committees are held monthly and include representatives from various constituencies. The Vice Chancellor, Business Services, oversees the PBC (Planning and Budget Committee), which meets twice a month. Additional district wide committees with constituent representatives include the Chancellor's Council, which meets monthly with bargaining unit and senate leadership and administrators, and the PGC (Planning and Guidance Committee), which meets monthly to facilitate the strategic planning process.

Evaluation

The District provides appropriate and effective leadership and communicates expectations for excellence in programs and services. District and College leaders work together to ensure that the best interest of students maintains a primary focus. Efforts to ensure effective operations at both the district and colleges continue and are part of an ongoing dialogue. The Chancellor serves as the liaison between the colleges, district employees, and the Board.

The DBSG, which existed from 1991 to 2014, had a large membership that included representatives of both senates, unions, and key administrative offices. The achievements of this committee include a new allocation model and planning and budget model. In 2009-2010, the Committee undertook an assessment of the Budget Allocation Model that was

created in 1996. The assessment revealed the possibility that over time the model had created inequities between the colleges. Over the next two years, the DBSG performed a comprehensive analysis of the allocation model, proposed and discussed a series of possible revisions, and sought the guidance of an academic budget allocation model consultant. Once a committee consensus had been reached, the DBSG forwarded its recommendations for a new allocation model to the Interim Chancellor, who took it to the Board for approval in May 2013. The Chancellor and DBSG worked collaboratively to develop the new planning and budget model, which was approved then implemented in fall 2014. The DBSG has been subsumed within the new IPBM model, which has a four-committee structure: District Educational Support Services, District Technology Coordinating Committee, District Facilities Committee, and the District Planning and Budget Committee. Although the model's implementation is in progress, it is hoped to bring improvements in coordination between District and College activities. The success of the model will depend on the commitment of the constituent committees and offices to the delineated processes.

The District Function Map and new task map discussed above are also examples where the colleges and the district have worked to better describe the defined roles of authority and responsibility between the colleges and the district.

Actionable Improvement Plans

None

B3.a.
The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Description

The District has a Function Map, a Task Map, and BP 4115 (Evidence IV- 19) outlines the delineation of the operational responsibilities and functions of the district/system from those of the colleges. The two maps have been revised and/or created within the past academic year. The District is creating a new District Strategic Plan, while the colleges are working to create new educational master plans.

The DBSG recommended an organizational evaluation of District and Maintenance Offices in May 2013. The District hired School Services of California to conduct this evaluation. They performed a comparative staffing analysis to other colleges and presented their recommendations to the Board of Trustees in April 2014. In response, the Chancellor reorganized senior leadership at the District office.

The College's 2009 Accreditation self-study identified the goal of annually evaluating the District Strategic Plan in terms of how well the District and the College were collaborating in the plan's implementation. This has been partially accomplished. Developing the 2012-13 District Facilities Plan, the District solicited feedback from the College community as well as from the Academic, Classified, and Student Senates before presenting the final proposal to the Board of Trustees.

Evaluation

The District meets the Standard. Since the last Accreditation site visit, the District and Colleges have updated and clarified delineation of the functions and operations of the College and District. In 2012, The District created an updated Functional Map (DB-XX). The map was reviewed by the Chancellor's Senior Leadership Team in September 2014 and with members of the colleges' Accreditation Steering Committee members in November 2014. The new function and task maps were approved by the College Council in April 2015.

The 2014 Accreditation Survey reveals that College faculty and staff do not fully understand the organizational roles of the District and College. Only 24 percent of respondents reported that they agreed with the statement, "Organizational roles of the district and college are clearly defined" (DB-2. Faculty/Staff Survey Spring 2014 Results).

Actionable Improvement Plan

None

B3.b | *The district/system provides effective services that support the colleges in their missions and functions.*

Description

In May 2013, the DBSG recommended an organizational evaluation of District and Maintenance Offices in May 2013. The District hired School Services of California to conduct this evaluation. They did a comparative staffing analysis to other colleges and presented their recommendations to the Board of Trustees in April 2014. In response, the Chancellor reorganized senior leadership at the District.

In spring 2014 the Chancellor proposed a new IPBM to coordinate district planning. In fall 2014, the committee created a mission statement for the committee that integrated the mission statements of the District and both colleges.

Evaluation

The District and College partially meet this standard. The District received an analysis of District services by the School Services of California group. The Chancellor reorganized the management structure, recommended and implemented new strategic planning committees. The District hired a new Vice Chancellor of Educational Services, and M&O developed and has begun implementing a staffing plan (). District departments have internal evaluations to guide their strategic planning; however, there are no regular, published, program or service area reviews for district services. The College has program reviews in areas that are its responsibility.

In the college staff survey, only 24% of the staff felt that the demarcation between District and College operational responsibilities is clearly communicated (DB-2). Staff reported favorably that the following District services are administered to meet the needs of Chabot College:

Maintenance and Operations   35%
Information Technology Services (ITS)   40%
Human Resources   55%
Purchasing, Warehouse, and Receiving   42%

Generally, 34 percent of Chabot staff/faculty/administrators believe that District services are responsive.

Actionable Improvement Plans

District Plan #3: In order to fully meet the Standard, the District and the Colleges will create a collaborative assessment process (program review) of District Services that is available to the public.

B3.c | *The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

•

Description

Since the last Accreditation site visit, the District has made significant effort toward fair distribution of resources. The participatory governance committee charged with the evaluation of the District Allocation Model from 2009-2014 was the DBSG. In fall 2014, this committee was renamed the PBC. The charter of the PBC includes (**Error! Reference source not found.**):

- The PBC is part of the integrated planning and budget process, which will be implemented beginning in the spring term 2014 through the 2015 academic year.

- At the end of the initial period, the process will be reviewed and evaluated, and any needed improvements will be put forward for review and adoption.

Evaluation

The District and the College meets the Standard. The College participated in the DBSG and now in the PBC.

To address the 2009 Report 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.I, III.D.3, IV.B.3)

The DBSG worked for three years to develop a new allocation model to support the functions of the Colleges and the District. In 2012-13, the District contracted an academic budget allocation model consultant for additional support in creating a new model. Once the model was formulated, it was reviewed and discussed in College Senates. In spring 2013, the DBSG reached a consensus to recommend the adoption of a new allocation model to the Board of Trustees. The Board approved the new model in May 2013.

This model should resolve the main inconsistencies perceived in the old model. This will depend, however, on the transparency of processes and commitment to the model in practice. There are multiple areas, even with the new model, where mutual understanding of concepts and definitions and how they are to be applied, will shape implementation. Assessments of and improvements to the model will be proposed by the PBC as part of their charge.

Actionable Improvement Plans

None

B3.d. | *The district/system effectively controls its expenditures.*

Description

The District has controlled its expenditures. The District Office of Business Services is responsible for tracking expenditures as well as projecting variable costs, for example, of Retiree Unfunded Medical Benefit Liability (RUMBL) and health care. Audits for the last several years have produced no adverse financial findings, and the District has consistently maintained an ending balance and reserves, with the exception of 2011-12, when the District borrowed from the RUMBL fund to cover budgeted expenditures. Those funds have been repaid. This action was recommended by the DBSG and approved by the Board (with one dissenting vote). Special accounts, such as the monies from the Measure B Bond, are also the responsibility of the District, which manages the bond accounts with the Bond Oversight Committee. The District has developed a proposal for and has begun moving staff positions currently funded by bond funds into general funds in preparation of Measure B ending.

Evaluation

The District meets the Standard. The District has no audit issues (Evidence IV- 50). The District sends the ACCJC an annual fiscal report for each college (Evidence IV- 51). Included in this report is the Required Evidentiary Documents for Financial Review.

Actionable Improvement Plans

None

$B3.e.$ | *The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.*

Description

The Chancellor gives the Presidents the authority to implement delegated policies and holds the Presidents accountable for the operation of the Colleges through an annual performance evaluation process. The BP 2012 and 4115 (Evidence IV- 19, Evidence IV- 46). As part of the evaluation, the Presidents establish goals tied to the priorities, mission, and values of each college. The Chancellor and Presidents annually assess the progress toward these goals. As part of the annual evaluation process, the Chancellor also briefs the Board on each President's progress.

Less formal, ongoing delegation and evaluation occur at weekly District Senior Leadership Team meetings, which are attended by the Presidents, the Chancellor, the Vice Chancellor of Educational Services and Student Success, the Vice Chancellor of Human Resources, and the Vice Chancellor of Business Services. The Presidents also attend Board meetings and report on College initiatives, programs, and various college expenditures in compliance with District policies and procedures.

Evaluation

The District meets the Standard.

Actionable Improvement Plans

None

$B3.f.$ | *The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.*

Description

The organization of the District's governance effectively facilitates information sharing between the Board, the District, and the Colleges. The Chancellor holds monthly meeting of the Chancellor's Council, whose membership includes representatives of all constituency groups. These representatives then transmit information from the Council to the Academic, Classified, and Student Senates, and the President's College Council. Other district committees with important information-sharing roles include Planning and Budget, Facilities, Technology, Education, and District Enrollment Management. The new IPBM committees report to the Chancellor's Council according to their charges.

The District and the Colleges use effective methods of communication in a timely manner to relay information to Board members and others regarding upcoming agenda items. In advance of a Board meeting, agenda items are distributed electronically through the Board packet to Board members, college administrators, both Senates' representatives, union leadership, student leaders, the press, and other interested community members. Board packets also contain Board reports that will be reviewed by the Chancellor.

The Presidents, the Vice Presidents, and the Presidents of the Academic Senates, Classified Senates, and Student Senates all attend Board meetings and report to the board and to their constituencies. The Board of Trustees includes a student trustee who voices the concerns of students. Agendas and minutes of Board meetings and workshops are posted on the District website.

Evaluation

The District meets the Standard. The Chancellor has prioritized timely, effective communication between the colleges and the governing board. The colleges use the district structures to communicate through the Chancellor to the Board. Within the monthly Board meetings, Agenda Item 2 includes reports by the Faculty, Classified and Student Senate Presidents. The College President and the Chabot College Student Trustee report in Agenda Item 10.

Actionable Improvement Plans

None

B3.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.

Description

District systems and role delineations are stipulated by board policies. They are shown on the District Function and Task Maps and are reflected in the IPBM structure. Specific Board policies include 2012, 2015-18, 4115. The District and the Colleges are working together on the District Strategic Master Plan and the colleges' educational master plans, which may impact district/college roles.

Evaluation

The District meets the Standard. The District hired School Services of California to conduct "an organizational review of the District Office and Maintenance, and Operations department. The objective of the review was to evaluate the effectiveness and efficiency of the current organization structure and to provide a basis for management decisions and actions (Evidence IV- 52). They did a comparative staffing analysis and presented their recommendations to the Board of Trustees in April 2014. In response, the Chancellor reorganized senior leadership. The

M&O Department created a report on staffing with recommendations while the Chancellor hired a Vice Chancellor for Educational Services.

All Board policies are being updated and revised. At this time, identified Board policies that relate to roles, 2012, 2015-18 and 4115 are still old policies and have been cited as evidence in this report. As new policies are approved, the policies affecting the constituent groups are discussed in the Chancellor's Council, and the representatives take them back for comment. The District Function and Task Maps were presented and approved by the District Leadership Team and the College Council in April 2015. A process to evaluate the Functional and Task Maps needs to be assigned to an IPBM committee. The IPBM came out of a work group led by Chancellor Janette Jackson. The committees started work in fall 2014 and according to their charters will assess annually their effectiveness.

An example of how the Board, District, senior college administrators, faculty and staff work together to facilitate discussion and effective communication is the recent major planning meeting held as part of the development of the new District Strategic Plan, and the Educational Master Plans. In February 2015, a planning charrette was held. During this event, faculty, staff, and administrators from both colleges, along with staff from the District, Board members, and external stakeholders, assessed the opportunities and challenges presented in the Environmental Scan conducted in 2014. Strategies and specific actions were proposed in response and the draft documents are currently under review by the colleges. The district expects to complete the preliminary administrative draft portion of the District Strategic Plan and the Colleges' Educational Master Plan by August 2015.

Actionable Improvement Plans

None

Evidence in order cited in this standard
Evidence IV- 1. DBSG Meeting Minutes,
http://www.clpccd.org/business/documents/MinutesverbatumRevA.pdf

Evidence IV- 2. BP 2014, http://www.clpccd.org/board/documents/2014Policy.pdf

Evidence IV- 3. BP2015, http://www.clpccd.org/board/documents/2015.pol.pdf

Evidence IV- 4. BP2016, http://www.clpccd.org/board/documents/2016.pol.pdf

Evidence IV- 5. BP2017, http://www.clpccd.org/board/documents/2017.pol.pdf

Evidence IV- 6. BP2018, http://www.clpccd.org/board/documents/2017.pol.pdf

Evidence IV- 7. Chabot College Website, Listing of Committees,
http://www.chabotcollege.edu/facultystaff/index.asp

Evidence IV- 8. Classified Senate Website,
http://www.chabotcollege.edu/ClassifiedSenate/

Evidence IV- 9. SSCC, http://www.chabotcollege.edu/ASCC/ascc/index.asp

Evidence IV- 10. District Curriculum Committee,
http://www.clpccd.org/education/Districtcurriculumcouncil.php

Evidence IV- 11. IPBM Website, http://www.clpccd.org/ipbm/

Evidence IV- 12. Accreditation Website,
http://www.chabotcollege.edu/accreditation/ChabotAccreditation.asp

Evidence IV- 13. Approval of Chabot Foundation,
http://www.clpccd.org/board/documents/2013_August_20_Minutes_Official.pdf

Evidence IV- 14. Measure B Website, http://www.clpccd.org/bond/OversightComm.php

Evidence IV- 15. District-ACCJC Communication,
http://www.clpccd.org/board/documents/2013_0328SpecialReport.pdf

Evidence IV- 16. New Educational Master Plan Development,
http://www.clpccd.org/education/EducationalMasterPlans.php

Evidence IV- 17. BP2200, Board Duties and Responsibilities,
http://www.clpccd.org/board/documents/BP2200BoardDutiesandResponsibilities
Rev.4-16-13Adopted.pdf

Evidence IV- 18. BP 2100, Board Elections,
http://www.clpccd.org/board/documents/BP2100BoardElectionsRev.4-16-
13Adopted.pdf

Evidence IV- 19. BP2012, General Policy for the Relationship of Colleges to the District,
(http://www.clpccd.org/board/documents/2012Policy.pdf

Evidence IV- 20. Chancellor's Council Website,
http://www.clpccd.org/board/ChancellorsCouncil.php

Evidence IV- 21. BP2431, Chancellor Selection,
http://www.clpccd.org/board/documents/BP2431ChancellorSelectionRev.4-16-
13Adopted.pdf

Evidence IV- 22. BP 2435, Evaluation of the Chancellor,
http://www.clpccd.org/board/documents/BP2435EvaluationoftheChancellorRev.4-
16-13Adopted.pdf

Evidence IV- 23. Board Adoption of the Mission, http://www.clpccd.org/board/

Evidence IV- 24. Board Poly 2715, Code of Ethics,
http://www.clpccd.org/board/documents/BP2715CodeofEthics-
StandardsofPracticeRev.4-16-13Adopted.pdf

Evidence IV- 25. Board Minutes, (http://www.clpccd.org/board/BoardAgendaArchives.php).

Evidence IV- 26. Board and Administrative Policies,
http://www.clpccd.org/board/bprevisedchapter2.php

Evidence IV- 27. Board Retreat Agenda,
http://www.clpccd.org/board/documents/2015_0303_Board_Retreat_Agenda_Offici
al_000.pdf

Evidence IV- 28. Board Priorities, http://www.clpccd.org/board/BoardPriorities.php

Evidence IV- 29. Board Policy, Chapter 4, Instruction,
http://www.clpccd.org/board/bprevisedchapter4.php

Evidence IV- 30. Administrative Policy, Instruction,
http://www.clpccd.org/board/APRevisedChapter4.php

Evidence IV- 31. Board Policy, Series 5, Students and Student Services,
http://www.clpccd.org/board/BoardPoliciesIndex.php

Evidence IV- 32. January Budget Briefing,
http://www.clpccd.org/Business/documents/BudgetinBrief-January21BoardMtng.pdf

Evidence IV- 33. May Budget Briefing,
http://www.clpccd.org/Business/documents/BudgetinBrief-May20BoardMtng.pdf

Evidence IV- 34. Final Budget, http://www.clpccd.org/Business/20104-15BUDGET.php

Evidence IV- 35. First Quarter 2013-14 Budget Report,
http://www.clpccd.org/Business/documents/ccfs3111stqrt12-13.pdf

Evidence IV- 36. Third Quarter Budget Report 2013-14,
http://www.clpccd.org/Business/documents/311Q2013-142nd..qtr.pdf

Evidence IV- 37. Board Policies, Chapter 2,
http://www.clpccd.org/board/bprevisedchapter2.php

Evidence IV- 38. Board Policy 2410, Board Policy and Administrative Procedure,
http://www.clpccd.org/board/documents/BP2410BoardPolicyandAdministrativePr
ocedureRev.4-16-13Adopted.pdf

Evidence IV- 39. BP 2345, Public Participation at Board Meetings,
http://www.clpccd.org/board/documents/BP2345PublicParticipationatBoardMeetingsRev.4-
16-13Adopted.pdf

Evidence IV- 40. Index of Revised Board Policies and Administrative Procedures,
http://www.clpccd.org/board/bprevisedchapter2.php

Evidence IV- 41. Board of Trustees Study Sessions,
http://www.clpccd.org/board/documents/2015_BoTs_Mtgs_2015_0223_Retreat_Time_Added.pdf

Evidence IV- 42. BP2745, Self Evaluation,
http://www.clpccd.org/board/documents/BP2745BoardSelf-EvaluationRev.4-16-13Adopted.pdf

Evidence IV- 43. Summary of Board Evaluation,
http://www.clpccd.org/board/documents/Minutes_July31_2013_Retreat_Official.pdf

Evidence IV- 44. October 7, 2014, Accreditation Presentation to the Board,
http://www.clpccd.org/board/documents/10_7_14_Chabotaccreditationpresentation.pdf

Evidence IV- 45. April 21, 2014, Accreditation Presentation to the Board, URL needed when board minutes approved

Evidence IV- 46. BP4115, http://www.clpccd.org/board/documents/4115.pol.pdf

Evidence IV- 47. First Wednesday Report, March 2014,
http://www.chabotcollege.edu/presidentscorner/docs/ChabotCollegeFirstWednesdayReportMarch2014.pdf

Evidence IV- 48. First Wednesday Report, April 2014,
http://www.chabotcollege.edu/presidentscorner/docs/ChabotCollegeFirstWednesdayReportApril2014.pdf

Evidence IV- 49. District M&O Custodial Staffing Plan (TimNelsonMandOReport12.1.2014.pdf)

Evidence IV- 50. District Audit Reports,
http://www.clpccd.org/board/documents/FINALPlanningBudgetComm3-10-14web.pdf

Evidence IV- 51. Annual Fiscal Report to the ACCJC 2015,
http___libraryguides.chabotcollege.edu_ld.php_content_id=9621098

Evidence IV- 52. School Services report,
http://www.clpccd.org/business/documents/Chabot-LaPositasCCD-DistrictOfficeandMandOOrgReviewFINAL.pdf

This is where we stopped

Evidence IV- 53. IPBC,
http://www.clpccd.org/board/documents/DrJacksonsIPBMPresentation_2014_0228kt_wpgnum.df

Evidence IV- 54. District Governance Chart,
http://www.clpccd.org/board/documents/District%20Governance%20Chart_v2009.1014.pdf

Evidence IV- 55. AP2015, http://www.clpccd.org/board/documents/2015.pol.pdf (need to confirm this is most recent)

Evidence IV- 56. BP Revised Chapter,
http://www.clpccd.org/board/bprevisedchapter4.php.

Evidence IV- 57. Board Handbook,
http://www.ccleague.org/files/public/Publications/TrustHdbkWeb.pdf

Evidence IV- 58. Education Master Plan 2014 Board Presentation,
http://www.clpccd.org/board/documents/MiG-EdMasterandStrategicPlansCLPCCD_BoTMeeting_11.18.14_FINALtoDistrict_Rev.pdf

Evidence IV- 59. District Audit Reports,
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Chabot College

Institutional Self Study for Reaffirmation of Accreditation

October 2015

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