



C H A B O T - L A S P O S I T A S

| *Community College District*

Report to the Board of Trustees on Accreditation

February 24, 2017: Vice Chancellor Doug Horner;
President Susan Sperling; and President Barry Russell
[Intro by Vice Chancellor Krista Johns]



Comprehensive Accreditation Follow-Up

- Both colleges and the district completed a two-year comprehensive self-evaluation process in 2015.
- Peer evaluation teams visited CLPCCD October 5-8, 2015.
- In January, 2016, the Accrediting Commission for Community and Junior Colleges (ACCJC) reviewed the self-evaluation reports and the reports of the peer evaluation teams.



Accreditation Results

- The ACCJC acted to reaffirm the accreditation of both colleges.
- In order to address the need to meet accreditation standards as identified in recommendations, a Follow-Up Report was required to be submitted by March 1, 2017.
- The Follow-Up Reports of both colleges are presented tonight for Board approval.



ACCJC Follow-Up Visits to CLPCCD

- April 18, 2017:
District Office
- April 19, 2017:
Chabot College
Las Positas College



District recommendation to meet standards

- The District was found to not meet standards in one area.
- District Recommendation 5: To meet the Standard, the Colleges and District should update and integrate their long range facilities planning process to reflect the total cost of ownership projections of facilities and equipment. (III.B.2.a, ER 19)



The Standard says:

III.B.2. To assure the feasibility and effectiveness of 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.

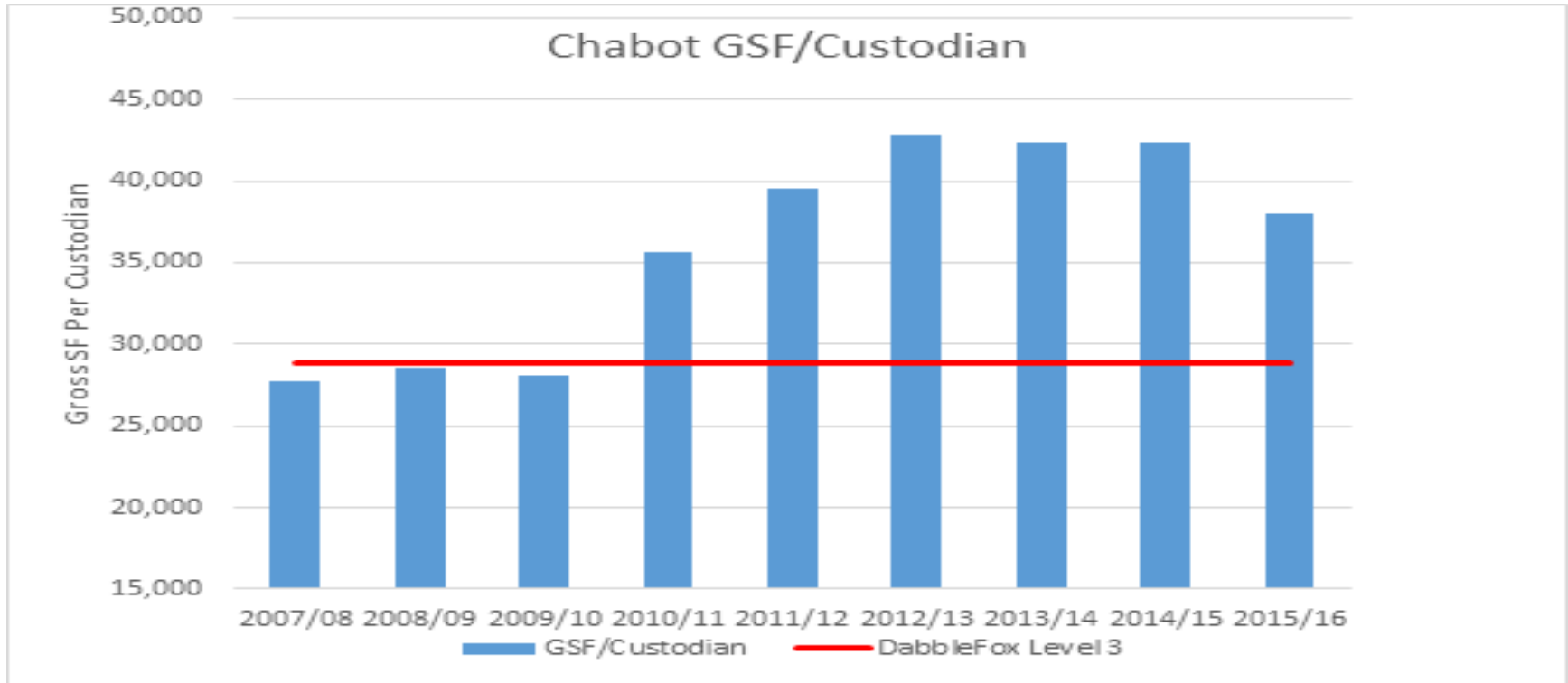
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.



Total Cost of Ownership Definition

- The **total cost** of a building from start to end including:
 - Planning, Design and Construction
 - Annual Operations Cost
 - Custodial
 - Maintenance
 - Grounds
 - Utilities
 - Renovation, Repurpose, Demolition

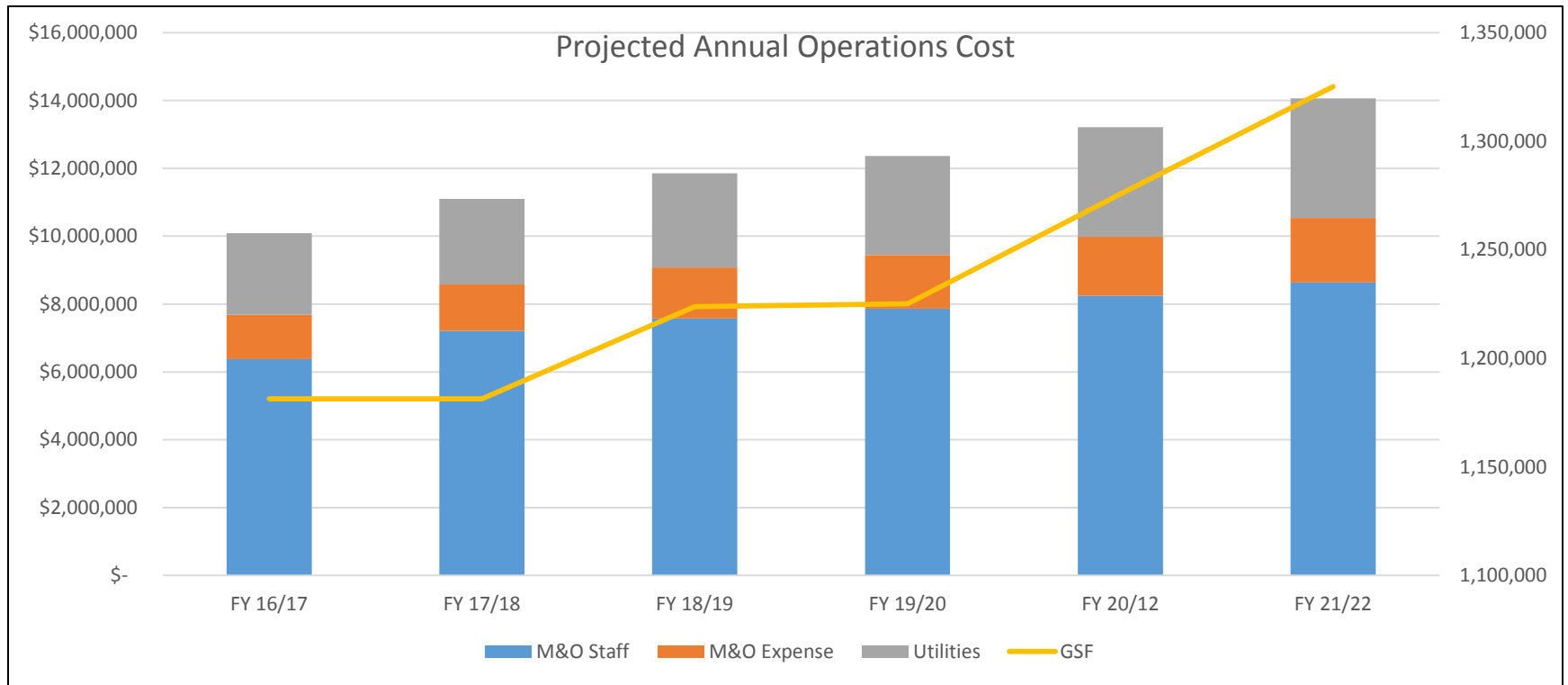
Districtwide GSF/Custodian



GSF – Gross Square Feet



Projected Total Annual Cost





TCO: Information Technology

- Acquisition Costs
 - System Design
 - Hardware/Software Procurement
 - Configuration, Data Migration, Implementation
- Related Costs
 - Infrastructure upgrades
 - Training
 - Insurance, Decommissioning of old systems
- Ongoing Costs
 - Maintenance, systems/performance management
 - Support contracts
 - Training



Actions taken on TCO

to fully address the recommendation and meet the ACCJC standard:

- Board Policy 3250 Revised
- Administrative Procedure 3253 Added
- Total Cost of Ownership (TCO) Study completed
- TCO Plan Created for Facilities and for Information Technology



CHABOT



CHABOT
COLLEGE

ACCJC Follow-Up Report

February 21, 2017

Recommendation 1

As was noted by the 2009 evaluation team, in order to meet the Standards, the team recommends that **the College expedite the development, assessment, dialogue and improvement plans related to the course and program learning outcomes.** The College needs to ensure that student learning outcomes for all courses and programs are clearly, accurately, and consistently available to students and the public in both print and electronic documents, including course syllabi and the catalog.

Student Learning Outcome Development (and Support)

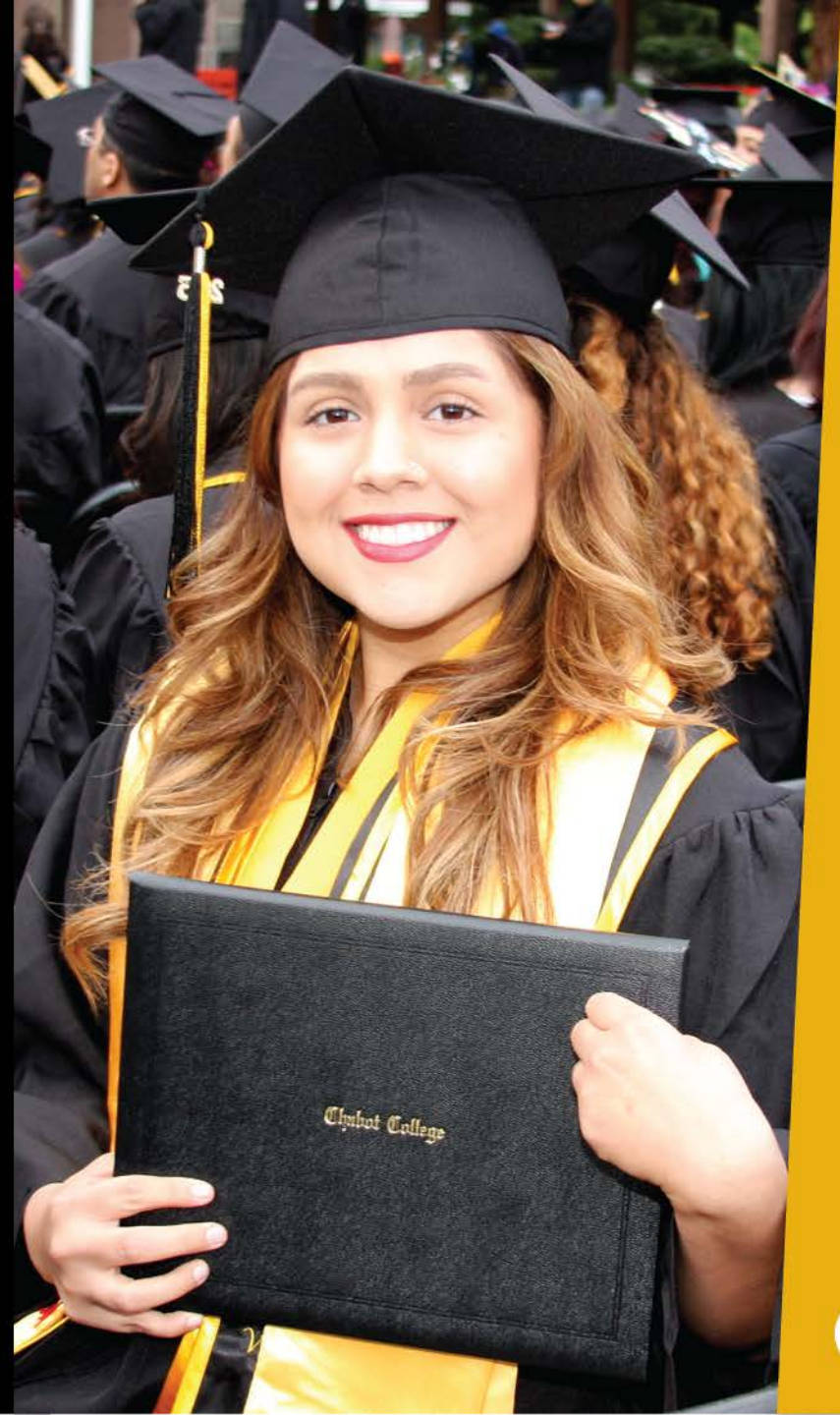


- Student Learning Outcomes and Assessment Committee (SLOAC)
 - For better data entry and assessment reports:
Converted from the Elumen to GoverNet's CurricUNET product.
 - Provided training for SLO/PLO and assessment entry to faculty and staff members including Training sessions as a FLEX day activity.

- The College has **increased its efforts to broaden the opportunities for dialogue on SLOs both within disciplines and divisions as well as college-wide.** Time for dialogue has been formalized by inclusion within the division meetings as well as time within disciplines.
- The College Staff Development Committee has **created college wide programs and events where the college community would discuss the Institutional Level Outcomes** (also known as College wide Learning Goals).

Assessment and Improvement Plans

- Chabot has now **assessed three of the Institutional Learning Outcomes** (formerly known as the College Wide Learning Goals) **Critical Thinking, Global and Cultural Involvement and Civic Responsibility.**
- The College is in the process of **assessing the data of the Communication Outcome done in Fall 2016** and will start the assessment of the last outcome, **“Development of the Whole Person” in Spring 2017.**



Assessment and Improvement Plans

- The College has improved the percentage of completed assessments of SLOs in college courses stated in the Institutional Self Evaluation Report (ISER). In the ISER, the college reported that 72.46% of all active courses had been assessed while in December, 2015 that number had improved to 88.1%.
- Current percentages of completed assessments are being compiled within the new CurricuNet program and will be ready by the time the visiting team arrives.

Faculty Involvement in Assessment and Improvement Plans

- The **2015-2018 Contract specifies** under Articles 14C.5c (Untenured Faculty Evaluation); Article 15C.5 (Tenured Faculty Evaluations) and Article 18I.7c(1) Evaluation (Part-Time Faculty) that: “Unit members are expected also to **fulfill the specific requirements** listed below:
 - “Participate in program and subject area improvement tasks, such as creating and assessing Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Course Learning Outcomes(CLOs) and Program Learning Outcomes (PLOs)”.

Availability of Information

- The College includes student learning outcomes information in its publications to the public and students. The **Institutional Learning Goals and all Program Level outcomes** are listed in the printed and online Chabot College Catalog 2016-18.
- The College provides a **student portal for easy access of courses and their SLOs** by students under the heading “Quick Links – Courses and Programs.
- Students are provided course syllabi based on a directive from the **Chabot College Faculty/Academic Senate who passed the recommendation that “Faculty in all areas are including SLO’s in all faculty syllabi”** in action item 3.3 of the minutes of October 22, 2015.



LAS POSITAS



LAS POSITAS
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ACCJC Follow-Up Report

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Recommendation 2

In order to meet the standard, the team recommends that **all full-time and part-time faculty assess instructional SLOs and communicate these outcomes, regardless of delivery modality, on all course syllabi and official course outlines of record** after engaging in a collegial self-reflective dialogue about outcomes and improving student learning. (II.A.6)

Recommendation 3

In order to meet the standard, it is recommended that the instructional and administrative units **engage in a systematic and ongoing assessment and analysis of course, program, and general education outcomes** in which the results are used for **improvement and effective integrated planning processes including program review**. (II.A.1.c, II.A.2.f, II.A.2.i, II.A.3)

Major Activities to Address Recommendations 2 and 3



- Upgraded eLumen software for outcomes assessment work
- Developed a Handbook to standardize our outcomes and assessment work
- Hired a staff position to assist with curriculum and SLOs
- Took Outcomes and Assessment Training from ACCJC
- Gave multiple trainings on campus
- Developed processes for reviewing outcomes before they are implemented
- Hired faculty SLO Liaisons to assist every Division with their work
- Tracked the communication of SLOs on every course syllabi

Recommendations

Recommendation 4

In order to meet the standard, the team recommends that the College include the **Academic Freedom statement in the college catalog**. (II.A.7, II.B.2.a)

Recommendation 5

In order to meet the standard, the team recommends that student services evaluate:

- a. The method by which Student Services determines and **monitors learning support needs they provide or need to provide DE students**; and,
- b. The **comparability of face-to-face counseling and tutorial services with online counseling and tutorial services**. (II.B.3)

Major Activities to Address Recommendations 4 and 5

Recommendation 4

Worked with the Academic Senate to write and then put the **Academic Freedom Statement in the catalog**

Recommendation 5

Assessed the comparability of services for Distance Ed. and on-campus students.

Implemented new services for Distance Ed Students, such as Net Tutor



LAS POSITAS
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Who was involved?

Name	Title	Responsibilities
Roanna Bennie	Vice President of Academic Services	Accreditation Liaison Officer Recommendation #4
Elena Cole	English Faculty	Faculty Lead and Writer, Editor
Ann Hight	Biology Faculty SLO Committee	Recommendation #2 and #3
John Ruys	Psychology Faculty, SLO Committee	Recommendation #2 and #3
Joel Gagnon	Counseling Faculty	Recommendation #5
Tina Inzerilla	Library Faculty	Recommendations for Improvement (#1, #6-#9)
Rajinder Samra	Institutional Researcher	Recommendation #3 advise as needed
Krista Johns	Vice Chancellor of Educational Services	District Recommendation #5

What was the review process?

Group	Date	Notes
Associated Students of Las Positas College (ASLPC)	November 4 th	First review
Classified Senate	November 10 th	First review
College Council	November 17 th	First review
Associated Students of Las Positas College (ASLPC)	November 18 th	For approval
Academic Senate	November 30 th	First review
Classified Senate	December 8 th	For approval
Due to President's Office	December 9 th	Preparation for Executive Staff
Executive Staff	December 13 th	Review for Board submission
Academic Senate	December 14 th	For approval
College Council	December 15 th	For approval
Board of Trustees meeting	January 17 th	First reading
Board of Trustees meeting	February 21 st	Board approval
Steering Committee	February 22 nd	Send to ACCJC
ACCJC	March 1st	Due date