

2017 Chabot College
Follow-up Report



Submitted to:
Accrediting Commission for Community
and Junior Colleges, Western Association of
Schools and Colleges
March 1, 2017

25555 Hesperian Blvd, Hayward California 94545



CERTIFICATION OF THE FOLLOW-UP REPORT

Date: March 1, 2017

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 Follow-up 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 Follow-Up Report accurately reflects the nature and substance of this institution.

Signed:

Dr. Jannett Jackson, Chancellor Chabot-Las Positas Community College District

Dr. Susan Sperling, President Chabot College

Dr. Hal G. Gin, President CLPCCD Board of Trustees

Laurie Dockter, President Chabot College Academic/Faculty Senate

Noell Adams, President Chabot College Classified Senate

Benjamin Nash, President Student Senate of Chabot College

Dr. Stacy Thompson Accreditation Liaison Officer



Table of Contents

1. College and District Recommendations	Page 1
2. Chabot College Report Presentation	Page 1
3. Chabot College Response	Page 1
4. Chabot - Las Positas District Response	Page 6

College 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. (Standard II.A.1.c, II.A.2.c, II.A.2.e, II.A.2.f, II.A.2.i, II.A.6, II.A.6.c, ER 10, ER 19)

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)

Chabot College Report Presentation

In response to the Commission Action Letter (**Evidence 1.1**) and the Evaluation Visiting Team Report (**Evidence 1.2**), the Accreditation Committee created a taskforce made of the Chair of the Student Learning Outcomes and Assessment Cycle committee (SLOAC), a representative of Staff Development, the Classified Senate President and the two co-chairs of the accreditation committee (ALO/Vice President of Academic Services and a Faculty member) to address recommendations. One charge of the taskforce was to address recommendation 1 concerning the college's need to expedite the "development, assessment, dialogue and improvement plans related to the course and program learning outcomes"... and well as 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." The committee met numerous times over the course of the next year. Three different plans of attack were implemented by the taskforce to address the recommendation. The ALO and the SLOAC chair addressed the development, assessment and improvement plans for all courses and programs including the institutional learning goals. The staff development representative and other taskforce members worked with the staff development committee on training and the enhancement of dialogue opportunities concerning student learning outcomes. The Vice President/ALO worked with administration to enhance the publication of the student learning outcomes in all college documents such as the course syllabi and the catalog.

Chabot College Response to the Commission Action Letter

College 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. (Standard II.A.1.c, II.A.2.c, II.A.2.e, II.A.2.f, II.A.2.i, II.A.6, II.A.6.c, ER 10, ER 19)

Chabot College Narrative Analysis (Recommendation 1)

Student Learning Outcome Development (and Support):

The Student Learning Outcomes and Assessment Committee (SLOAC) has been actively working towards meeting the accreditation requirements for Chabot College. It was clear that the College needed to enhance the computer support to facilitate the assessment and analysis of learning outcomes, so that improvement plans could be put into place and communicated across the disciplines. Prior to the accreditation visit of October 2015, the College, through the SLOAC and the Office of Academic Services started the process of converting from the Elumen to GoverNet's CurricUNET product. It has been a long and tedious project as the activation of the new SLO/PLO entry and assessment sites were dependent upon time required to review and recommend modifications, as well as the time required for those modifications to be completed. The SLOAC has been actively working with division leads to provide a smooth transition, though problems with the system were not identified until it was fully online and in use. SLOAC has been working to correct these problems, as well as train SLOAC team members to allow them to assist in the SLO/PLO entry/assessment process within their respective divisions.

SLOAC Activities to achieve compliance have included:

- Working with GoverNet to update and design the CurricUNET site (**Evidence 1.3**) to include:
 - SLO/PLO entry for new courses and programs, and associated tutorials
 - SLO/PLO assessment results entry process, and associated tutorials
 - Designing and revising reports to identify those courses which have/have not current SLO/PLOs attached
 - CurricUNET updates were completed in September 2016, with continued monitoring by the SLOAC representative to identify and correct any problems with the system
- Providing training for SLO/PLO and assessment entry to faculty and staff members
 - Training sessions have been provided as a FLEX day activity, as well as during regular SLOAC meeting times. SLOAC members have also worked directly with faculty when requested to help in the new SLO/PLO entry process
 - Tutorials have been created and made available online on the SLOAC site, as well as being available on the CurricUNET site (**Evidence 1.4**)
- Creating an SLO/PLO Request Modification to allow faculty to easily modify SLO/PLOs without having to go through the full curriculum update process. This was done to simplify and speed up the SLO/PLO entry process on current courses



- SLO/PLOs were transferred over from the prior curriculum system, e-Lumen. Not all data transferred over as expected. SLOAC is currently working with administration and faculty to expedite SLO/PLO entry for current courses
- Making SLO/PLOs easily available for students, public, faculty, staff and administration to increase transparency
 - SLO/PLOs have been added to course and program outlines which are readily available to students
 - Recommend faculty place SLOs on course syllabi
 - Files containing all SLO/PLOs have been made available to students, public, faculty, staff and administration, on the SLOAC website (**Evidence 1.5**)
- Actively assessing Institutional Learning Outcomes (ILOs) on a semester basis
 - ILOs which have been assessed: Civic Responsibility (Spring '16), Global and Cultural Involvement (Fall '15), and Critical Thinking (Spring '15)
 - ILO Communication is scheduled to be assessed in Fall of 2016
- Implemented a College-wide Student Learning Outcomes discussion during FLEX day, Fall of 2016 (**Evidence 1.6**)

The College hired a Curriculum Specialist who is directly responsible for the creation and implementation of the configuration of the CurricUNET program under the supervision of SLOAC and the Vice President of Academic Services. The Specialist's duties include being involved in the operations and functions of college curriculum and student learning outcome assessment services. One of the major functions is to coordinate the management of student learning outcomes assessment information from course and program activities as they relate to student learning outcomes assessment action plan. All of the issues concerning data entry and the subsequent report features of the program are also under her purview.

SLOAC and the curriculum specialist will continue to monitor the process closely to identify any problems as quickly as possible, and work with IT and GoverNet to correct these problems so as to make this new transition period as smooth as possible.

Assessment and Improvement Plans:

In Fall, 2015 SLOAC completed a review of all of the courses that needed to be assessed. SLOAC passed a resolution to remove all leveled classes with less than 15 students from the list of courses as recommended by the ACCJC visiting team. (**Evidence 1.7**)

The SLOAC committee has worked with the disciplines to assess their course and program level student learning outcomes. The committee has posted a link for faculty to use: (**Evidence 1.8**) "Guidelines and Forms for Planning your CLO Assessments".

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% as reported in the letter to the Commission from ALO and Vice President of Academic



Services Dr. Stacy Thompson. **(Evidence 1.9)** Currently, while the College is converting from Elumen to Governet's CurricUNET program, the College has still continued to assess its courses, programs and institutional outcomes. However, the new CurricUNET program report modules are still being configured. The assessment figures provided above were compiled by hand. The College anticipates that the CurricUNET program report module will generate new assessment numbers for the visiting team by their arrival if not sooner. The College needs to recalculate our active courses from exempt courses (new courses, courses was not offered, cancelled courses, courses in the process of deactivation and courses that do not meet the minimum number of students (15 students) in order to arrive at an accurate number and percentage of courses with active outcomes and assessments.

The 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. Currently, 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. **(Evidence 1.10)**

Finally, the new 2015-2018 Faculty Contract includes language concerning faculty responsibilities all aspects of outcomes assessment. 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), " (Bolded new language). **(Evidence 1.11)****

Dialogue: 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.

Evidence 1.12 August 16, 2016 College Day

Evidence 1.13 September 9/ 2016 Flex Day

Evidence 1.14 January 19, 2016 Flex Day

Evidence 1.15 October 16, 2015 Flex Day

Availability of Information:

The College includes student learning outcomes information in its publications to the public and students. The Institutional Learning Goals (page 12) and all Program Level outcomes are listed in the printed and online Chabot College Catalog 2016-18. **(Evidence 1.16)** The College provides a



student portal for easy access of courses and their SLOs by students. **(Evidence 1.17)** Using the portal, under the heading “Quick Links – Courses and Programs”, students and the public may find links to all program level outlines in chart form. **(Evidence 1.18)**

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. **(Evidence 1.19)**

College Conclusion: The College has addressed Recommendation 1, has resolved the deficiencies, and now meets the Standard. Since the comprehensive evaluation team visit, effective practices have been maintained in the creation, assessment and evaluation of student learning outcomes. The College provides for the opportunity for dialogue is a systematic matter. Finally, the College provides the public and its students with access.

Evidence:

CC 1.1 February 5, 2016 Letter from the ACCJC to Dr. Spierling <http://www.chabotcollege.edu/accreditation/documents2015/correspondence/2016-02-05%20letter%20from%20accjc%20action.pdf>

CC 1.2 ACCJC Evaluation Report October 5-8, 2016 http://www.chabotcollege.edu/accreditation/documents2015/2015report/2015_accjc_evaluation_report_final.pdf

CC 1.3 CurricUNET Website <http://www.curricunet.com/chabot/>

CC 1.4 SLOAC Tutorials for CurricUNET http://www.curricunet.com/chabot/cheat_sheets.cfm?file_types_id=1

CC 1.5 SLOAC WEBSITE 1.3 <http://www.chabotcollege.edu/sloac/>

CC 1.6 Fall 2016 SLOAC Flex Day Training http://www.chabotcollege.edu/StaffDevel/FlexDays/2016_17/Flex%20Day%20Schedule%2009.06.16.pdf

CC 1.7 SLOAC Meeting Minutes 10/20/15 http://www.chabotcollege.edu/sloac/meetings/2015-2016/SLOAC_Minutes_10-20-15.pdf

CC 1.8 “Guidelines and Forms for Planning your CLO Assessments” <http://www.chabotcollege.edu/sloac/assessment.asp>

CC 1.9 Letter to ACCJC from Dr. Thompson re: Follow-up since accreditation team visit <http://www.chabotcollege.edu/accreditation/documents2015/correspondence/2016-12-03%20letter%20from%20Chabot%20VP%20Thompson%20to%20ACCJC%20followup.pdf>

CC 1.10 Institutional Learning Outcomes <http://www.chabotcollege.edu/sloac/current/cwlg.asp>

CC 1.11 2015-2018 Faculty Contract concerning SLOs http://www.clpccd.org/HR/documents/FULLFINALDOCUMENT102516-WEBVersion_000.pdf



CC 1.12 August 16, 2016 College Day SLO

Activities http://www.chabotcollege.edu/staffDevel/FlexDays/2016_17/Chabot%20College%20Day%20Overview.pdf

CC 1.13 September 9, 2016 Flex Day SLO

Activities http://www.chabotcollege.edu/StaffDevel/FlexDays/2016_17/Flex%20Day%20Schedule%2009.06.16.pdf

CC 1.14 January 19, 2016 Flex Day SLO

Activities http://www.chabotcollege.edu/staffDevel/FlexDays/2015_16/Revised-Flex%20Day%20Schedule%201.19.16.pdf

CC 1.15 October 16, 2015 Flex Day SLO

Activities http://www.chabotcollege.edu/staffDevel/FlexDays/2015_16/Flex%20Day%20Schedule%2010.16.15.pdf

CC 1.16 Chabot College Catalog 2016-

18 <http://www.chabotcollege.edu/academics/catalog/previous/Catalog2016-2018.pdf>

CC 1.17 Student portal <http://www.chabotcollege.edu/students/>

CC 1.18 Quick Links – Courses and Programs <http://www.chabotcollege.edu/academics/catalog/plo.pdf>

CC 1.19 Faculty/Academic Senate 10/22/15 action on SLO's in all faculty syllabi

http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/Archived_Agendas_&_Minutes/Archived%20Agendas/Senate%20Agendas%202015-2016/FacultySenateAgenda_10_22_15.pdf

Chabot Las Positas Community College District's Response to the Commission Action Letter to Chabot College

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)

District Narrative Analysis (Recommendation 5)

During the comprehensive evaluation team visit in Fall 2015, the Las Positas College and Chabot College teams noted that the District and colleges effectively plan and evaluate facility and equipment resource needs on a regular basis, taking space utilization and programmatic needs into account. Ongoing and deferred maintenance, as well as technology and infrastructure replacement, have been a regular part of the multi-year Measure B bond implementation. The team also noted that the Institutional Planning and Budget Committees for Facilities and Sustainability (college and district facilities committees), and the Technology Committee at each college and District Technology Coordinating Committee, have a short-range prioritization and planning process that considers newly identified or prioritized maintenance and equipment needs; and a new software system allows for more effective assessment of capacity/load ratios. However, the teams noted that in order to meet the standards, the long range facilities planning process needed to reflect the total cost of ownership projections of facilities and equipment.



The Facilities Master Plan is the institutional long-range planning document that documents the results of the facilities planning process. The Technology Plan is completed separately, but aligns with the facilities plan and is part of the district's Facilities Master Plan. The resource allocation committees ensure that capital equipment funds are allocated for purchases that are linked to

institutional planning; the comprehensive evaluation teams noted that the District and colleges have used their long-range capital planning to advance the colleges and reach their institutional improvement goals.

The Facilities Master Plan (with the Technology Plan) is linked to ongoing program reviews and the Educational Master Plan, and is used in resource allocations for maintenance and construction. Capital construction projects are further identified in the District's Five-Year Construction Plan which is updated annually and submitted to the California Community College Chancellor's Office, Facilities Planning Unit. That plan includes a comprehensive list of capital projects for both State funded and locally funded projects, shown in priority and sequence order. Progress in meeting the long-range Facilities Master Plan goals, as well as meeting current short-range needs, is reviewed each year by the District and colleges' Committees for Facilities and Sustainability. Student needs and support for the mission are integral in facilities planning, and the District and colleges collaborate effectively to address issues that are identified through planning processes that fall outside the Facilities Master Plan, such as during program review.

While the teams commended the colleges and District for successful implementation of facilities bond measure projects to support institutional improvement goals, the teams noted, however, that total cost of ownership was not defined and used in long-range planning and budget development. While elements of total cost of ownership have been included in facilities and equipment discussions and decision-making for a number of years, there had not been—as noted by the teams—a formalized total cost of ownership consideration process. The team found a need for the colleges and District to update its long range planning procedures to reflect the total cost of ownership in projections of new facilities and equipment.

Actions Undertaken to Address the Recommendation and Meet the Standards

In order to update and integrate its long range processes to include total cost of ownership (TCO) considerations for facilities and equipment, CLPCCD reviewed its policies and procedures for necessary changes. While district practices had included total cost of ownership considerations, it was determined there needed to be a formal recognition and requirement to ensure ongoing and long-term inclusion of TCO in district and college planning processes. Board Policy 3250, Institutional Planning, was updated to reflect facilities planning and total cost of ownership. In addition, a new Administrative Procedure 3253, Total Cost of Ownership, was created to define total cost of ownership and its implementation. The revised Board Policy and draft Administrative Procedure were presented, in accordance with Board Policy and Administrative Procedure 2410, to senior leaders of the district and to the Chancellor's Council, and were approved for first reading by the Board of Trustees. Constituents from the colleges and the district provided input, which was used to revise the drafts prior to their final adoption by the Board of Trustees.



The development of the Total Cost of Ownership Plan involved a year-long study by facilities experts working with college and district professionals, resulting in recommendations concerning TCO. The Plan provides the TCO data and standards which are applied in facilities and equipment planning and is a part of the Facilities Master Plan process. The Total Cost of Ownership Plan was presented to and reviewed by the college and district-wide facilities committees, reviewed by the

District Council, and approved by the Board of Trustees. The Plan now informs the application of TCO in facilities and equipment planning, and in implementation of those plans.

Thus, in order to address the team recommendation and to meet the Standard, as well as to enhance facilities and equipment planning at CLPCCD including resource allocation, the District's Board Policy on Institutional Planning was revised to include Total Cost of Ownership (TCO) as an element of Facilities Master Plan implementation. A related Administrative Procedure was created to set forth the elements and principles of TCO considerations in all facilities planning. A current CLPCCD Total Cost of Ownership Plan has been completed and presented to the Board of Trustees. The policy, procedure and plan are currently being used, and provide the means whereby CLPCCD has formalized and integrated TCO in its long range planning for facilities and equipment.

District Conclusion

The District and colleges have addressed District Recommendation 5, and now meet the Standard. Since the comprehensive evaluation team visit, effective practices have been maintained in facilities and equipment planning. In addition, the Board Policy on Institutional Planning has been revised to include Total Cost of Ownership in the implementation of the Facilities Master Plan. An Administrative Policy has been added which sets forth the principles for implementation of TCO considerations, and a current Total Cost of Ownership plan has been completed and presented to the Board of Trustees.

Evidence

D.R.5.1 BP 3250 Institutional Planning http://www.clpccd.org/board/documents/BP3250InstitutionalPlanningRev_Bd_Approved_Dec2016.pdf

D.R.5.2 AP 3253 Total Cost of Ownership http://www.clpccd.org/board/documents/AP_3253_Total_Cost_of_Ownership.pdf

D.R. 5.3 BP 2410 Board Policy and Administrative Procedure <http://www.clpccd.org/board/documents/BP2410BoardPolicyandAdministrativeProcedureRev.4-16-13Adopted.pdf>

D.R.5.4 AP 3253 Board Policy and Administrative Procedure http://www.clpccd.org/board/documents/AP_3253_Total_Cost_of_Ownership.pdf

D.R. 5.5 CLPCCD Total Cost of Ownership Plan <http://www.chabotcollege.edu/accreditation/exhibits2017/Facilities%20and%20IT%20Plans%20-%20TCO%20for%20Accreditation%20-%202001-26-17.pdf>



Chabot College