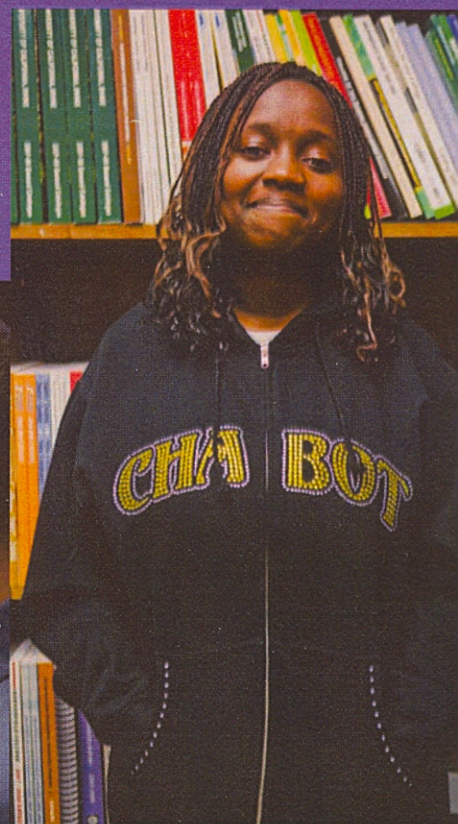


CHABOT COLLEGE

Institutional Self Study for  
Reaffirmation of Accreditation  
October 2009





**Institutional Self Study in Support of  
Reaffirmation of Accreditation**

Submitted by

**Chabot College**  
25555 Hesperian Boulevard  
Hayward, California 94545

to

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

October 2009

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## Table of Contents

|  |         |
|--|---------|
| Acknowledgements .....   | v       |
| Certification of the Institutional Self Study Report.....                | 1       |
| Introduction (Descriptive Background and Demographics).....              | 3-20    |
| Abstract of the Report.....  | 21-30   |
| Organization for the Self Study.....                                     | 31-36   |
| Organization of the Institution.....                                     | 37      |
| District/College Functions .....   | 39-53   |
| Certification of Continued Compliance with Eligibility Requirements..... | 55-58   |
| Responses to Recommendations from the Most Recent Evaluation.....        | 59-69   |
| Standard I: Institutional Mission and Effectiveness .....                | 71-110  |
| A. Mission [71]  |         |
| B. Improving Institutional Effectiveness [77]                            |         |
| Standard II: Student Learning Programs and Services .....                | 111-190 |
| A. Instructional Programs [111]  |         |
| B. Student Support Services [143]  |         |
| C. Library and Learning Support Services [173]                           |         |
| Standard III: Resources .....  | 191-247 |
| A. Human Resources [191]   |         |
| B. Physical Resources [209]  |         |
| C. Technology Resources [219]  |         |
| D. Financial Resources [233]   |         |
| Standard IV: Leadership and Governance.....                              | 249-280 |
| A. Decision-Making Roles and Processes [249]                             |         |
| B. Board and Administrative Organization [259]                           |         |

## Acknowledgements

This report was completed through the collaboration, consultation, talents, and persistence of a cast of many, representing all constituencies of the College community. In fact, the preparation of the self study has exemplified college-wide engagement and collaboration.

A cast of many provided guidance in the writing of each draft, progressively fine-tuning the report to the essence of what Chabot College is and hopes to be in a spirit of continued improvement. The self study reflects that the strength of this institution is a predisposition to be innovative and relevant to the diverse community that the College serves.

The nine Standards chairs, named in “The Organization for the Self Study,” should be the first recognized for immediately appreciating the value of a comprehensive self study not only to our accreditation report but also as an opportunity for self-reflection. They worked tirelessly, recruiting researchers, writers, editors, and cheerleaders for the teams that produced the multiple drafts of their reports. Each standard had an administrator to act as a resource, and faculty co-chairs Jim Matthews and Chad Mark Glen spent many hours with committee members to advise, to encourage, and to support the effort.

Carolyn Arnold, Coordinator of Institutional Research and Grants, kept us supplied with charts and graphs and statistics and survey results – numbers of every kind – to illustrate this picture of ourselves.

Much appreciation is due to Institutional Media Services under the leadership of Steve Piatetsky for exemplary service and to the Marketing Coordinator Susan May for her diligent work on the design and publication of the final draft.

Gene Groppetti, Accreditation Liaison, kept the teams apprised of the expectations from ACCJC, and ESL Instructor Carol Murray was the Self Study Report Editor, polishing our prose and assuring that the final document addressed the relevant questions. Kaaren Krueg was the repository of all evolving drafts, formatting them to perfection and responding to last-minute changes with equanimity and grace. This report would not have been possible without the persistent, diligent, meticulous, thorough, and attentive care that the ever-cheerful Jim Matthews gave it. The College owes him and the cast of many that worked on this report tremendous gratitude.

## Certification of the Institutional Self Study Report

Date May 19, 2009

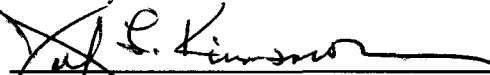
**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

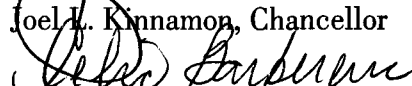
**From:** Chabot College  
Chabot-Las Positas Community College District  
25555 Hesperian Boulevard  
Hayward, CA 94545

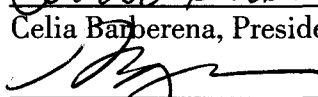
This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

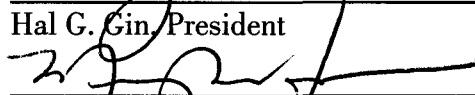
We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

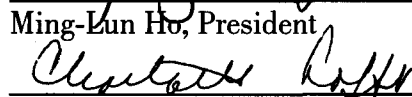
Signed:


  
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Joel L. Kinnamon, Chancellor Chabot-Las Positas Community College District

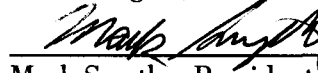
  
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Celia Barberena, President Chabot College

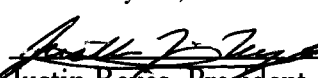
  
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Hal G. Gin, President CLPCCD Board of Trustees

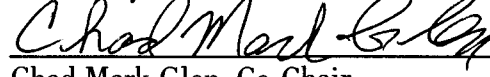
  
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Ming-Lun Ho, President Chabot College Faculty Senate

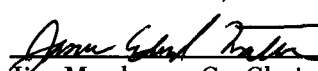
  
\_\_\_\_\_  
Charlotte Lofft, President Chabot-Las Positas Faculty Association


  
\_\_\_\_\_  
Rachel Ugale, President Chabot College Classified Senate

  
\_\_\_\_\_  
Mark Smythe, President SEIU

  
\_\_\_\_\_  
Justin Reyes, President Associated Students of Chabot College

  
\_\_\_\_\_  
Chad Mark Glen, Co-Chair Academic Self Study

  
\_\_\_\_\_  
Jim Matthews, Co-Chair Academic Self Study

  
\_\_\_\_\_  
Gene Gropetti, Accreditation Liaison Officer Academic Self Study

## Descriptive Background and Demographics

### Background

The Chabot-Las Positas Community College District is in its 48th year of providing educational opportunities to residents of the 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 current 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 its 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 Alameda County in the East Bay area, including Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City. Las Positas College primarily serves residents of Alameda County and a portion of Contra Costa County in the Tri-Valley area, including the communities of Dublin, Livermore, Pleasanton, and Sunol. The District serves 18 public high schools and four parochial schools.

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. Special campus facilities include a television studio equipped to cablecast programs over local cable television, 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 has been spent on facilities across the campus.

In 2003, the College President appointed a committee of faculty, staff, students, and administrators to examine the facilities and recommend building projects and improvements for the campus. The committee solicited ideas and suggestions on a wide range of topics from all parts of the College. The committee was charged with using these data to develop a plan to meet current and future facilities needs. This planning identified projects that were endorsed by the Board of Trustees and included in Bond Measure B, which voters approved in the March 2004 election. The recommended building and site improvements and renovations reflect the College's needs as identified by all constituencies and are consistent with the College's Strategic Plan and educational goals.

In 2005 the Board of Trustees adopted a new Facilities Master Plan [General Reference 16], focused on the renovation of campus facilities in need of updating, renovation, and/or replacement. Because the College expects to occupy these buildings for fifty 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.

The results of the 2008 Faculty/Staff Survey indicate that 78% of respondents agree that College facilities support learning programs and services. These results indicate that in spite of the day to day problems that exist when working on a campus under renovation and reconstruction, the faculty feels that the facility needs of their programs are being supported, overall, by the College and the District [General Reference 7].

### **Demographics**

Chabot College is part of an exceptionally multicultural region and serves five cities in Alameda County, 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 cities the College serves.

#### ***Statewide trends***

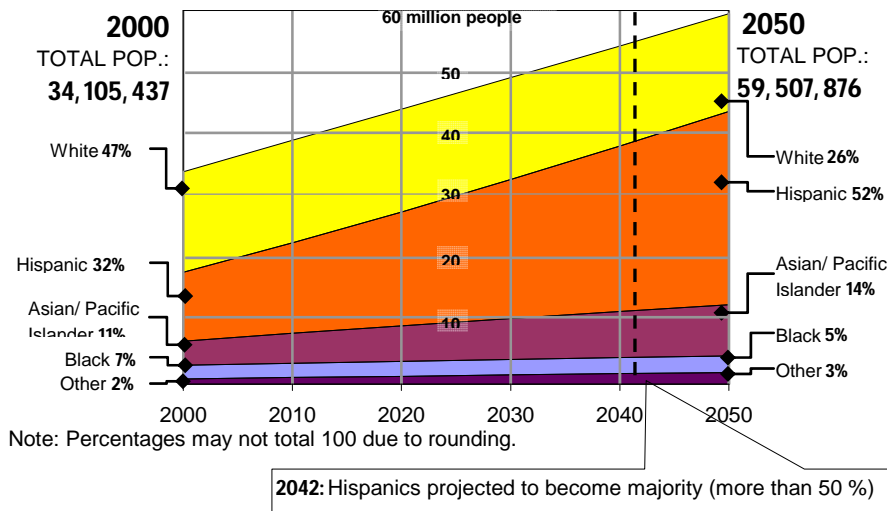
Dramatic population growth is predicted for the state of California for the next 40 years, driven mostly by immigrants, most notably Latinos and Asians [General Reference 40]. The percentage of Latinos in the state will grow to 40% by 2020, and Latinos will be half of all state residents by 2042 (Chart 1). The largest increase of Asians will be in the San Francisco Bay Area [General Reference 41]. 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.

Chart 1:

## California population projections

The California Department of Finance projects the state's population will be nearly 60 million by 2050, with Hispanics constituting the majority by 2042.

- White
- Hispanic
- Asian/ Pacific Islander
- Black
- Other



Source: Trumbull, Todd. "California Population Projections." Chart. *San Francisco Chronicle* 10 July 2007: C-1

### Local trends: East Bay and Chabot echo state trends

The East Bay population is projected to experience continued growth, especially among Latinos and Asians. This growth mirrors statewide trends. In 2000, Chabot area white residents were already less than half (37%) of the population, and the combined Latino (25%) and Asian (23%) residents were almost half (Chart 2). Increases in the number of immigrants and older residents statewide are expected to be echoed in the East Bay as well [General Reference 41].

Chart 2: Population by Race-Ethnicity by College Cities, Alameda County, and California: 2000

| Race-ethnicity                   | Chabot Cities  |             | Las Positas Cities |             | Alameda County   |             | State of California |
|----------------------------------|----------------|-------------|--------------------|-------------|------------------|-------------|---------------------|
| American Indian/Alaska Native    | 1,369          | <1%         | 618                | <1%         | 5,306            | <1%         | 1%                  |
| African American/Black           | 30,241         | 8%          | 4,934              | 3%          | 211,124          | 15%         | 6%                  |
| Asian                            | 84,014         | 23%         | 14,608             | 9%          | 292,673          | 20%         | 11%                 |
| Hispanic/Latino                  | 92,192         | 25%         | 19,611             | 12%         | 273,910          | 19%         | 32%                 |
| Native Hawaiian/Pacific Islander | 4,045          | 1%          | 348                | <1%         | 8,458            | 1%          | <1%                 |
| White                            | 136,621        | 37%         | 121,510            | 73%         | 591,095          | 41%         | 47%                 |
| Mixed race (2 or more)           | 15,793         | 4%          | 4,955              | 3%          | 56,499           | 4%          | 3%                  |
| Other                            | 1,270          | <1%         | 389                | 0%          | 4,676            | <1%         | <1%                 |
| <b>Total</b>                     | <b>365,545</b> | <b>100%</b> | <b>166,974</b>     | <b>100%</b> | <b>1,443,741</b> | <b>100%</b> | <b>100%</b>         |

Source: U.S Census Bureau, Census 2000. <[www.dof.ca.gov/html/Demograp/2000Cover.htm](http://www.dof.ca.gov/html/Demograp/2000Cover.htm)>

Note: The Federal government considers race and Hispanic origin to be two separate and distinct concepts.



Residents of Chabot-area cities have lower average incomes, more persons per household, and lower educational levels than the cities of our sister school Las Positas College (LPC) and the county overall (Charts 3-4). Only one-quarter of adult residents in Chabot cities hold a Bachelor's degree compared to more than one-third in LPC cities and the county. About one-third are foreign-born and more than 40% speak a primary language other than English at home (Charts 5-6). Given fewer college-educated role models and English-speaking households, it is not surprising that fewer Chabot-area high school graduates are prepared for CSU/UC than those graduating from LPC-area and county high schools (Chart 7). Although a higher percentage (70%) of high school graduates in Chabot cities attended college after graduation than those in the county (62%) or the state (50%), they were much more likely to attend a community college than county or state high school graduates. This means that 30% of local high school graduates did not attend college at all (Chart 9).

**Chart 3: Households, Income, and Employment by College Cities and Alameda County: 2005**

|                              | Chabot<br>Cities | Las Positas<br>Cities | Alameda<br>County |
|------------------------------|------------------|-----------------------|-------------------|
| Number of Households         | 127,310          | 67,250                | 543,790           |
| Persons per Household        | 2.94             | 2.75                  | 2.72              |
| Mean Household Income        | \$82,858         | \$120,263             | \$88,800          |
| Number of Employed Residents | 173,810          | 96,410                | 705,900           |
| Annual Unemployment Rate '08 | 5.9%             | 3.6%                  | 6.2%              |

Sources: Association of Bay Area Government (ABAG) *Projections 2007*. <[www.abag.ca.gov/](http://www.abag.ca.gov/)>

CA Employment Development Department. <<http://www.labormarketinfo.edd.ca.gov/?pageid=164>>

**Chart 4: Highest Degree Level of Persons 25 Years Old and Over in Chabot Cities: 2000**

| Degree Level            | Chabot<br>Cities | Las Positas<br>Cities | Alameda<br>County |
|-------------------------|------------------|-----------------------|-------------------|
| Less than High School   | 20%              | 9%                    | 18%               |
| High School Degree      | 25%              | 18%                   | 19%               |
| Some college, no degree | 24%              | 26%                   | 22%               |
| Associates Degree       | 7%               | 9%                    | 7%                |
| Bachelor's Degree       | 17%              | 25%                   | 21%               |
| Graduate Degree         | 7%               | 13%                   | 14%               |
| Total                   | 100%             | 100%                  | 100%              |

Source: U.S Census Bureau, Census 2000. <<http://censtats.census.gov/pub/Profiles.shtml>>

**Chart 5: Place of Birth, by Service Area: 2000**

|              | Chabot Cities | Las Positas<br>Cities |
|--------------|---------------|-----------------------|
| Foreign Born | 32%           | 13%                   |
| U.S. Born    | 68%           | 87%                   |

Source: U.S Census Bureau, Census 2000.

**Chart 6: Primary Language Spoken at Home by Persons 5 Years and over, by Service Area: 2000**

| Language                      | Chabot Cities | Las Positas Cities |
|-------------------------------|---------------|--------------------|
| English Only                  | 57%           | 83%                |
| Spanish                       | 18%           | 7%                 |
| Asian/Pacific Island Language | 18%           | 5%                 |
| Other                         | 7%            | 5%                 |

Source: U.S Census Bureau, Census 2000.

Note: Majority of Non-English speaking homes also speak English as a second language.

**Chart 7: Percentage of Local High School Graduates Prepared for CSU/UC, by Local High School Districts and County: 1998-99 to 2006-2007**

|                          | 1998-99 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Chabot HS Districts      | 31%     | 36%     | 38%     | 36%     | 33%     | 40%     | 41%     | 41%     |
| Las Positas HS Districts | 37%     | 36%     | 41%     | 51%     | 45%     | * 49%   | 53%     | 51%     |
| Alameda County           | 38%     | 42%     | 43%     | 41%     | 42%     | 43%     | 47%     | 48%     |

Source: State of California, Department of Education. <<http://data1.cde.ca.gov/dataquest>>

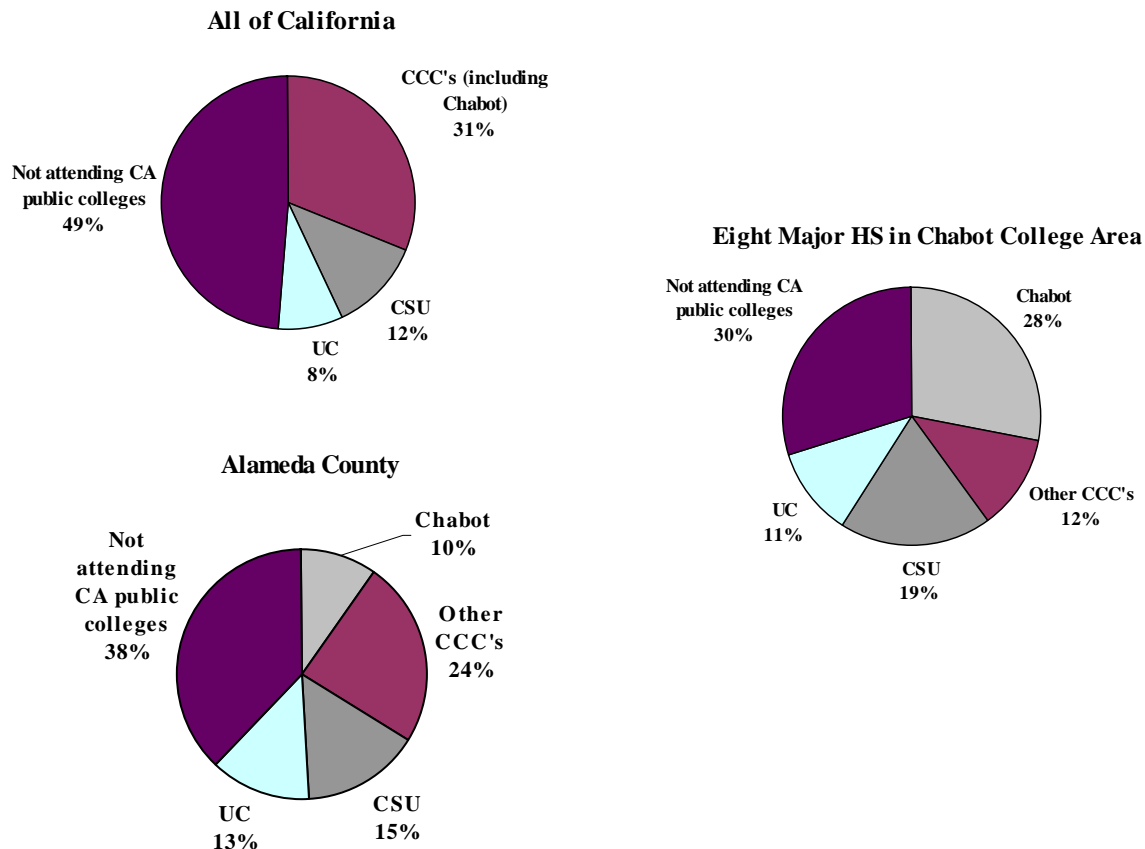
**Chart 8: Alameda County Number and Percentage of Jobs and Job Openings, by Educational Level: 2008 vs. 2015**

| Education Level                      | 2008 Jobs |         | 2015 Jobs |         | Job Openings |         |
|--------------------------------------|-----------|---------|-----------|---------|--------------|---------|
|                                      | Number    | Percent | Number    | Percent | Number       | Percent |
| Bachelor's degree or higher          | 224,554   | 26%     | 249,207   | 27%     | 24,653       | 39%     |
| Associate's degree/ Vocational Award | 77,789    | 9%      | 87,043    | 9%      | 9,254        | 15%     |
| High School or below                 | 560,722   | 65%     | 590,443   | 64%     | 29,721       | 47%     |
| Total                                | 863,065   | 100%    | 926,693   | 100%    | 63,628       | 100%    |

Source: Economic Modeling Specialist, Inc. Complete Employment - Spring 2008 Release v. 2

## Chart 9

### College-going Rates of 2006-2007 Local Public High School Graduates California, Alameda County, and Chabot College Area High School Graduates by Type of California Public College Attended during the Fall after Graduation



The East Bay has a diversified economy that has allowed it to weather many economic storms [General Reference 42]. Although the economic slowdown of 2008-09 may have unanticipated effects, the number of jobs in the long-term is predicted to grow through 2015. Of the expected new jobs, 15% will require a vocational certificate or Associate's degree and 39% a Bachelor's degree or higher. Overall, more than half of new jobs will require a community college education or higher (Chart 8). Chabot's occupational programs provide education or training for almost all of the local occupations predicted to have the most growth and highest pay that require an AA/AS or certificate [General Reference 43]. Many of the new and emerging fields, such as biotechnology, nanotechnology, and alternative energy technology, were developed in the Bay Area, and the College will create job training programs in these fields as the supply of high-paying jobs for community college graduates develops.

**Chabot Student Characteristics**

Chabot College serves about 15,000 students each term with approximately 4,500 full-time and 10,500 part-time students (Chart 10). Half attend during the day only, and about 20 percent attend only on evenings or Saturdays. The rest attend during both the day and evening. Two-thirds of the students live in the official Chabot service area, while one third come from surrounding cities, even though there are other community colleges serving those areas. Of Chabot students who report their educational goals, almost half (44%) state that they intend to transfer to a four-year college, with or without an AA/AS degree, while another 10% intend to earn an AA/AS degree only. Fifteen percent of the students attend Chabot for occupational training or certificates, while fewer than 10% attend for their own personal development. However, 22% of these students are undecided about their educational goals, and about one quarter of all Chabot students do not report a goal, which suggests a lack of information of educational options (Chart 10).

Chabot College enrolls a student body that mirrors the ethnic, age, and educational diversity of the East Bay. The student population is composed of substantial numbers of African Americans (15%), Asian Americans (16%), Filipinos (9%), Latinos (26%), and whites (21%), with about 10% representing a variety of other heritage groups (Chart 10). Between 1978 and 2008, Chabot's student body became increasingly diverse, reflecting a parallel growth in diversity in the East Bay [General Reference 42]. During this period, the percentage of white students dropped from 67% to 21%, with corresponding increases in the percentages of most other race-ethnicity groups, especially Latinos. By Fall 2008, the percentage of Latinos (26%) had surpassed the percentage of whites (21%), and the college earned the status of a Hispanic-Serving Institution by becoming at least 25% Latino. Women comprise a majority (57%) of the student body, although the younger age groups are more gender-balanced. Students have a median age of 23, and the age distribution is split among students 24 years or younger (55%) and adult students 25 years or older (45%) (Chart 10). With the exception of the increase in race-ethnicity diversity and a decline in the percentage of evening-only students from 33% to 19%, most student characteristics have remained remarkably stable at Chabot during the last decade [General Reference 42].

**Chart 10: Chabot College Student Characteristics**  
**Fall 2008 Final Census**

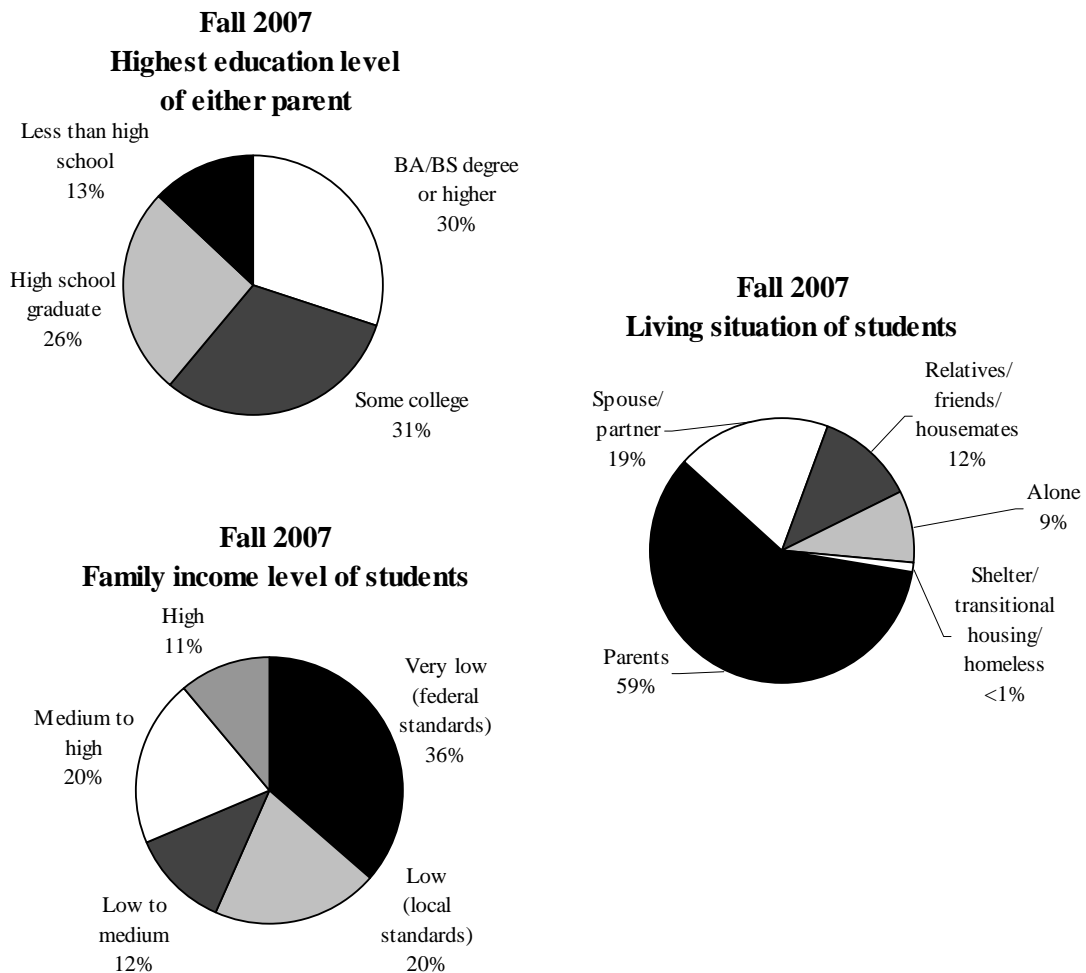
|   |            | <b>Number</b>                                       | <b>Percent</b> |  |             |
|---|------------|---|----------------|--|-------------|
|   |            | <b>Total Students</b>                               | 15,055         | 100%                                       |             |
| <b>Gender</b>   |            | <b>Student Type</b>                                 |                | <b>Enrollment Pattern</b>                  |             |
| Female  | 8,133 54%  | Full-time   |                | Day only                                   | 8,058 54%   |
| Male  | 6,566 44%  | 12 or more units                                    | 4,365 29%      | Both Day and Eve/Sat                       | 4,643 31%   |
| Unknown   | 356 2%     | Part-time   |                | Evening or Eve/Sat                         | 2,029 13%   |
|   |            | 6 to 11.5 units                                     | 4,577 30%      | Saturday only                              | 267 2%      |
|   |            | .5 to 5.5 units                                     | 5,997 40%      | Independently Scheduled                    | 38 <1%      |
|   |            | Non-credit units only                               | 116 1%         |  |             |
| <b>Race-ethnicity</b>                                 |            | <b>Enrollment Status</b>                            |                | <b>Educational Goal</b>                    |             |
| African-American                                      | 2,275 15%  | First time any college                              | 2,889 19%      | Transfer                                   |             |
| Asian-American  | 2,399 16%  | First time transfer                                 | 1,475 10%      | (with/without AA/AS)                       | 5,099 44%   |
| Filipino  | 1,391 9%   | Returning transfer                                  | 1,602 11%      | AA/AS only                                 |             |
| Latino  | 3,889 26%  | Returning   | 262 2%         | (not transfer)                             | 1,191 10%   |
| Middle Eastern  | 51 <1%     | Continuing  | 8,492 56%      | Occupational certificate                   |             |
| Native American                                       | 115 1%     | In High School                                      | 334 2%         | or job training                            | 1,727 15%   |
| Pacific Islander                                      | 393 3%     | Unknown   | 1 <1%          | Personal development                       |             |
| White   | 3,157 21%  |   |                | (intellectual/cultural,                    |             |
| Other   | 263 2%     |   |                | basic skills, GED)                         | 933 8%      |
| Unknown   | 1,122 7%   |   |                | Other or Undecided                         | 2,564 22%   |
|   |            |   |                | <b>Total</b>                               | 11,514 100% |
|   |            |   |                | Not Reported                               | 3,541 24%   |
| <b>Citizenship</b>                                    |            | <b>Student Educational Level</b>                    |                | <b>New Students: High school districts</b> |             |
| U.S. Citizen  | 12,738 85% | In High School                                      | 668 4%         | Chabot College Districts                   | 1,419 49%   |
| Permanent Resident                                    | 1,654 11%  | Freshman (< 30 units)                               | 8,619 57%      | <i>Castro Valley</i>                       | 134 5%      |
| Student Visa  | 113 1%     | Sophomore (30-59 un.)                               | 2,198 15%      | <i>Hayward</i>                             | 540 19%     |
| Other   | 545 4%     | Other undergraduate                                 | 1,243 8%       | <i>New Haven</i>                           | 252 9%      |
| Unknown   | 5 <1%      | AA/AS degree  | 923 6%         | <i>San Leandro</i>                         | 169 6%      |
|   |            | BA/BS or higher deg.                                | 1,404 9%       | <i>San Lorenzo</i>                         | 304 11%     |
|   |            |   |                | <i>Moreau</i>                              | 20 1%       |
| <b>Age</b>  |            | <b>Official residence</b>                           |                | Dublin/Livermore/Pleas                     | 56 2%       |
| 19 or younger   | 3,640 24%  | District Resident                                   | 9,735 65%      | Other Alameda County                       | 411 14%     |
| 20-21   | 2,328 15%  | Other CA Districts                                  | 5,017 33%      | Other Bay Area                             | 209 7%      |
| 22-24   | 2,251 15%  | Other States  | 126 1%         | Other California                           | 549 19%     |
| 25-29   | 2,171 14%  | Other Countries                                     | 177 1%         | Other States                               | 85 3%       |
| 30-39   | 1,974 13%  |   |                | Other Countries                            | 160 6%      |
| 40-49   | 1,227 8%   | Note: Cities in the District include Castro Valley, |                | <b>Total new students:</b>                 | 2,889 100%  |
| 50 or older   | 1,464 10%  | Dublin, Hayward, Livermore, Pleasanton,             |                |  |             |
| Median age  | 23         | San Leandro, San Lorenzo, and Union City.           |                |  |             |
|   |            |   |                |  |             |
| <b>Local residence: Cities with over 100 students</b> |            | <b>Transfer students: Previous college</b>          |                |  |             |
| Hayward   | 4,324 29%  | San Lorenzo   | 790 5%         | CA Community College                       | 1,679 55%   |
| San Leandro   | 1,907 13%  | Newark  | 314 2%         | California State Univ.                     | 364 12%     |
| Union City  | 1,466 10%  | Alameda   | 182 1%         | University of California                   | 116 4%      |
| Fremont   | 1,014 7%   | Pleasanton  | 160 1%         | CA private colleges                        | 150 5%      |
| Castro Valley   | 1,007 7%   | Livermore   | 128 1%         | Out of state                               | 336 11%     |
| Oakland   | 1,001 7%   | Dublin  | 115 1%         | Out of country                             | 188 6%      |
|   |            | Other local cities                                  | 2,647 18%      | Unknown                                    | 244 8%      |
|   |            |   |                | <b>Total transfers:</b>                    | 3,077 100%  |

SOURCE: Chabot-Las Positas Institutional Research Dataset, Fall Census, final count.

The College serves students from a variety of backgrounds. In fact, it is the remarkable diversity of the student body that best characterizes Chabot as an institution. On one hand, almost 40% 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. On the other hand, 30% of the students are in families where at

least one parent has earned a Bachelor's degree (Chart 11). Students in these families might have the advantage of a clearer understanding of the requirements for college attendance, success, and persistence to a degree.

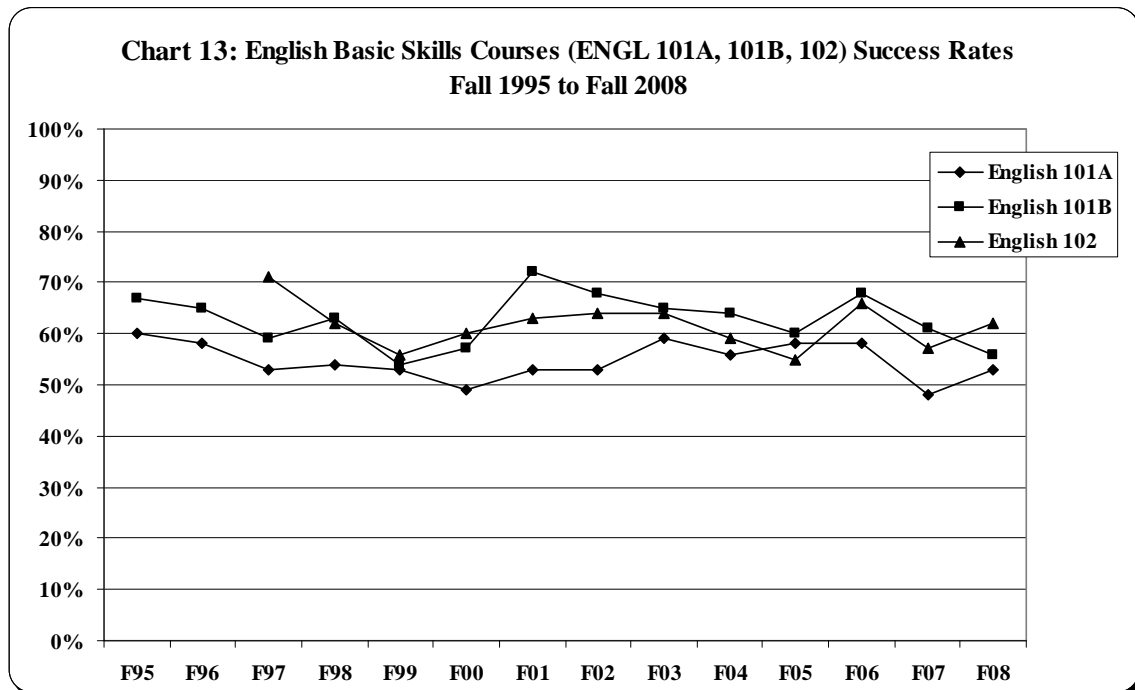
**Chart 11: Chabot College Student Accreditation Survey: Fall 2007**  
**Family Income, Educational Level, and Living Situation**

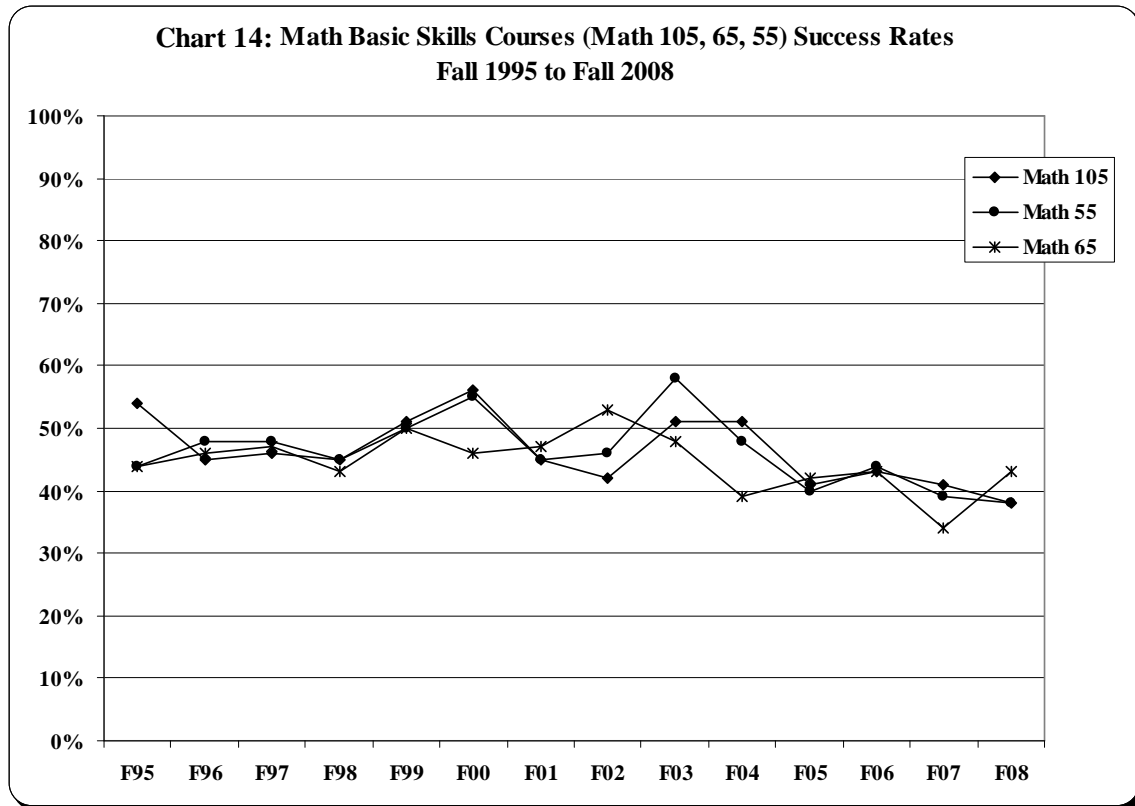


A majority of the students attending Chabot struggle financially and academically. According to the 2007 student survey, 59% of the students live with their parents, and 56% of the students report household income levels of low or very low based on federal poverty rate guidelines (Chart 11). Additionally, over 60% of Chabot students work 20 or more hours per week. Furthermore, the need for financial assistance appears to be increasing, as the percentage of students applying for financial aid has grown from 20% in Fall 2000 to 34% in Fall 2008. All such indicators suggest that the 70% 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, 81% require remediation in basic skills math and 85% require remediation in basic skills English, levels that are higher than just a few years ago (General Reference 17).

### ***Student outcomes: success and equity***

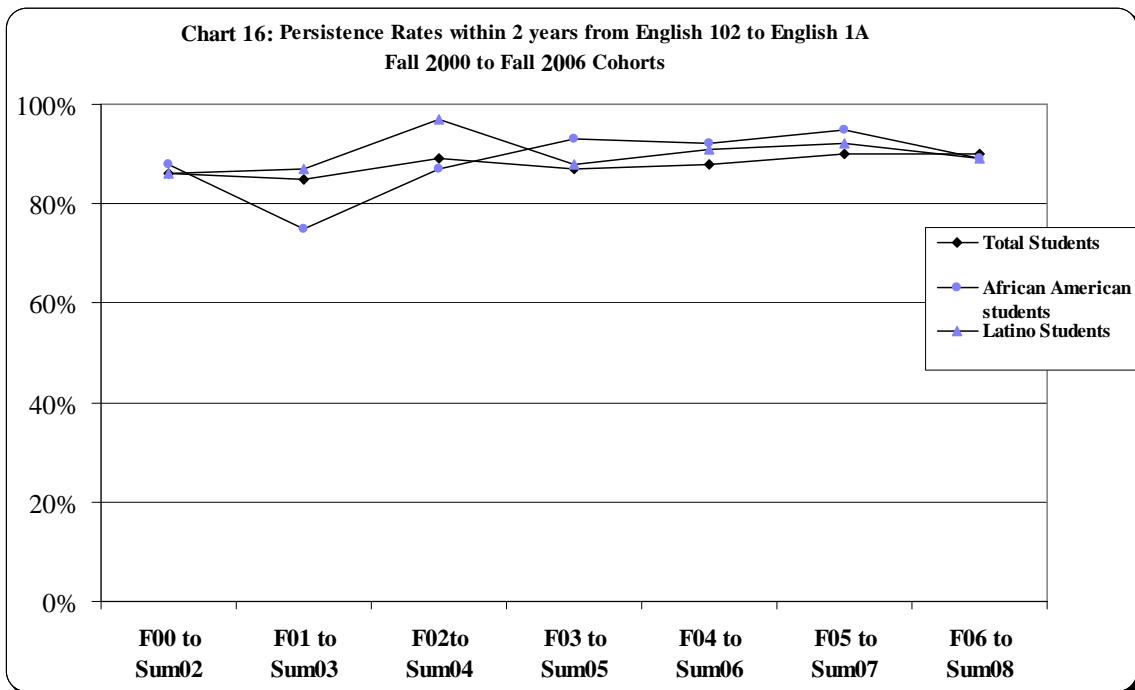
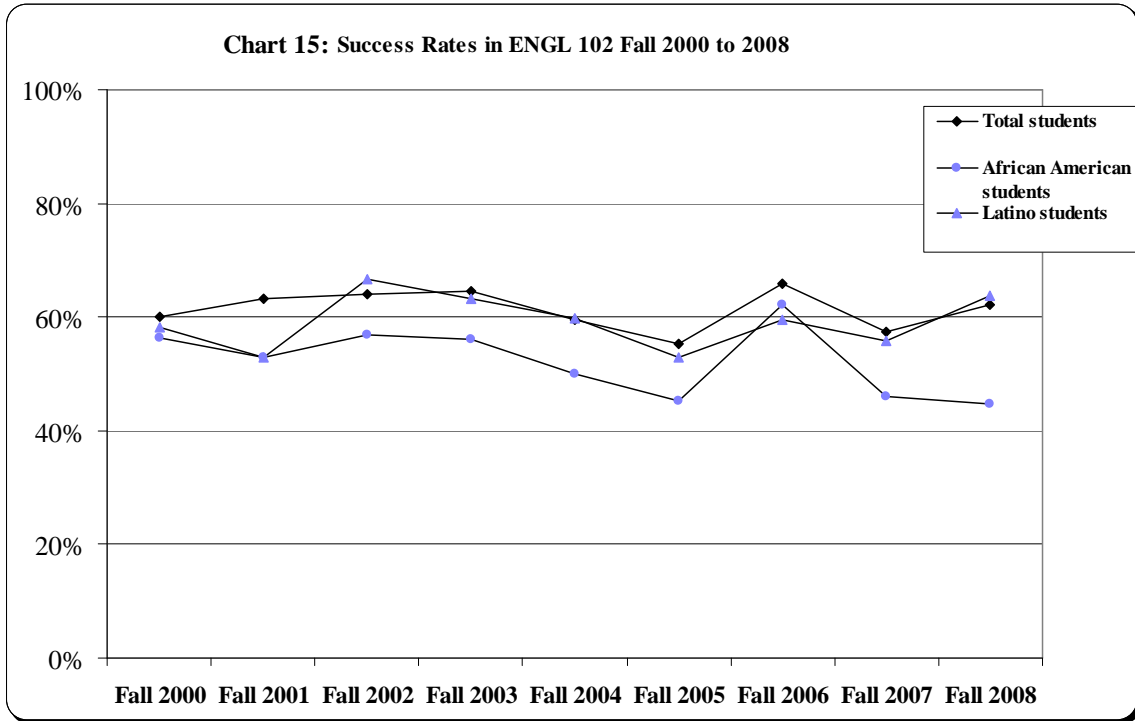
Most students enter Chabot intending to transfer or earn an AA/AS degree, but many need basic skills courses in English and math. Therefore, success rates in basic skills courses, persistence rates into college-level courses, numbers of degrees, and numbers of transfers to universities are important 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. According to 2008 state-wide measures, Chabot's overall basic skills success rate (59%) was lower than that of a group of peer colleges. However, Chabot's overall Fall to Fall persistence rate (74%) of new students was higher than that of the peer colleges [General Reference 44]. Examining success rates separately for English and math basic skills courses shows that most English basic skills courses have had success rates between 50% and 65% since 1995. However, most math basic skills courses have had success rates at or below 50%, and since 2003 they dropped to 40% (Charts 13-14).

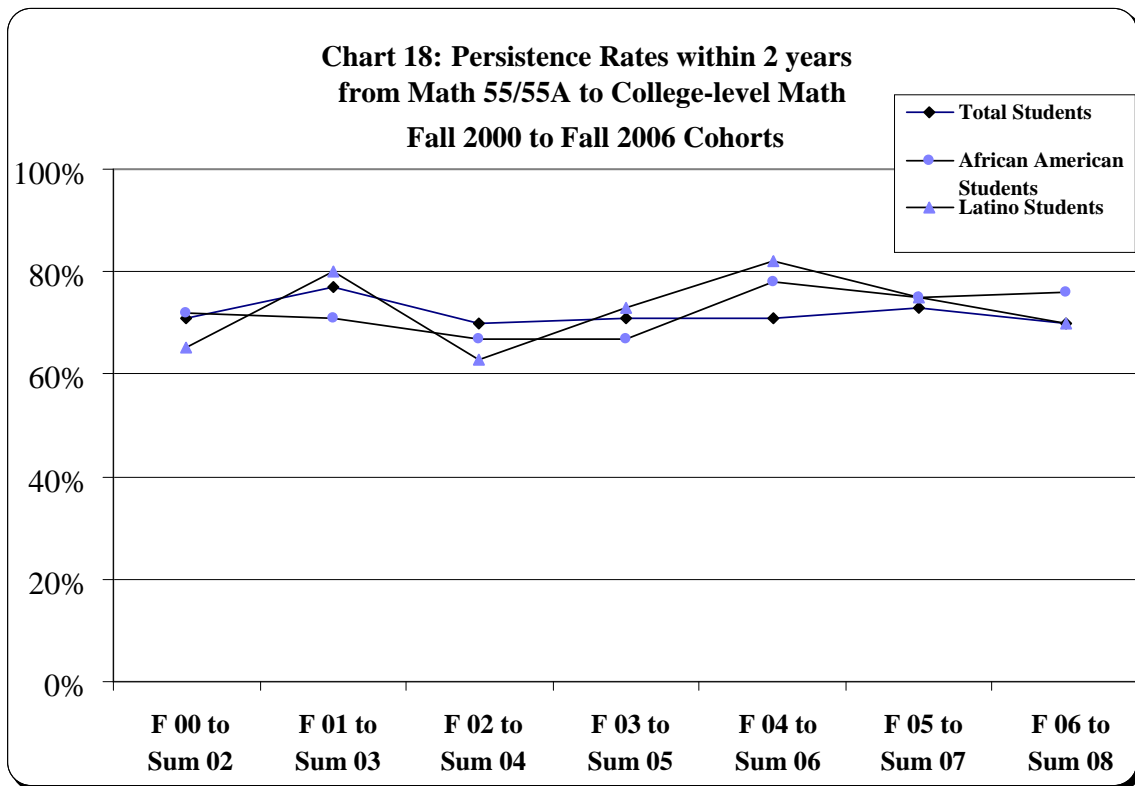
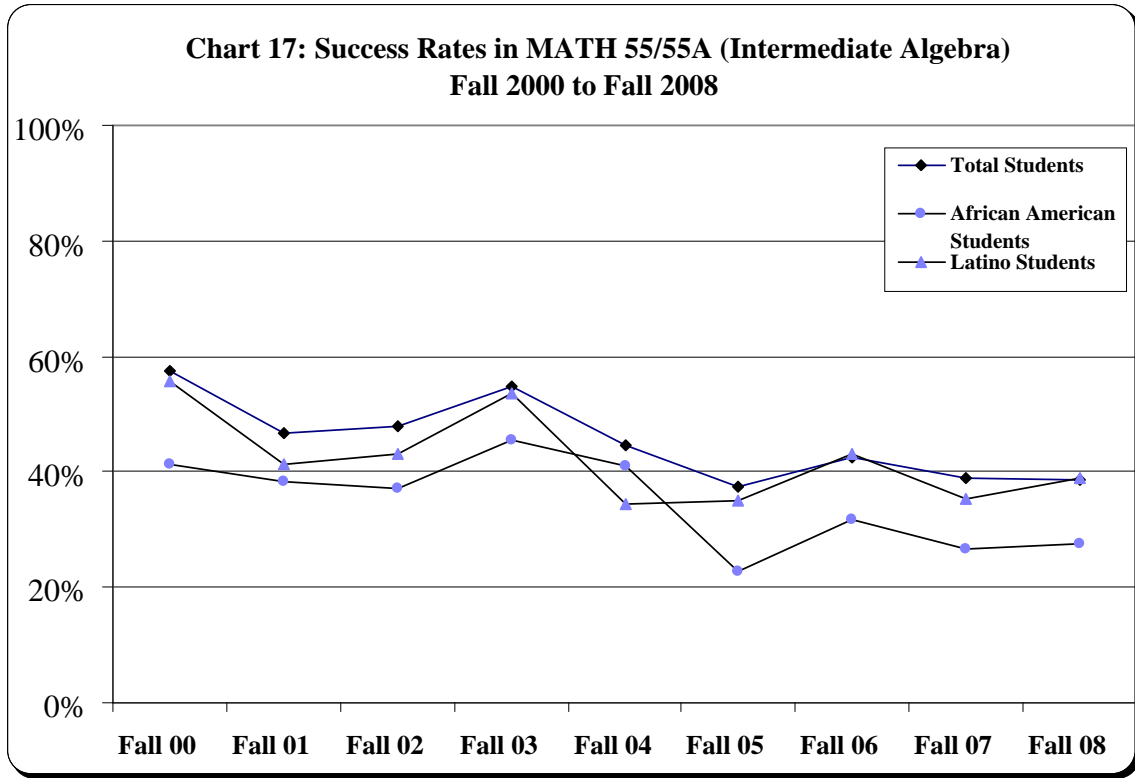




In English basic skills, Latino students have had success rates similar to all students, while African American students have usually had much lower success rates [General Reference 45] (Chart 15). For those successful in English basic skills, persistence rates to college English have averaged about 50% of all students. For most years, Latino students have had average persistence rates but African American students had lower than average rates [General Reference 45]. In the accelerated basic skills English 102 course, more than 80% of the successful students persisted to college English, and African Americans had even higher persistence rates (Chart 16). In the highest basic skills math course, the average success rate has plunged from 59% in 2000 to 40% in 2008. In this subject, African Americans had success rates below the average (Chart 17). However, for students who were successful in this math basic skills course, persistence to college-level math was more encouraging—hovering at about 70% for all students, and the performance of both Latinos and African Americans was around the average (Chart 18).



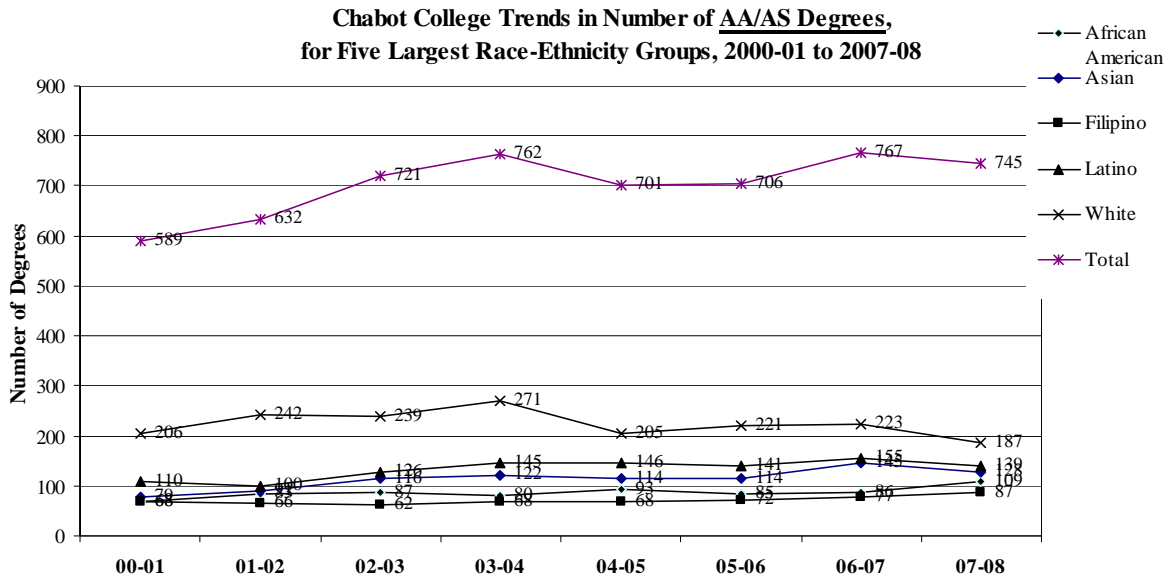


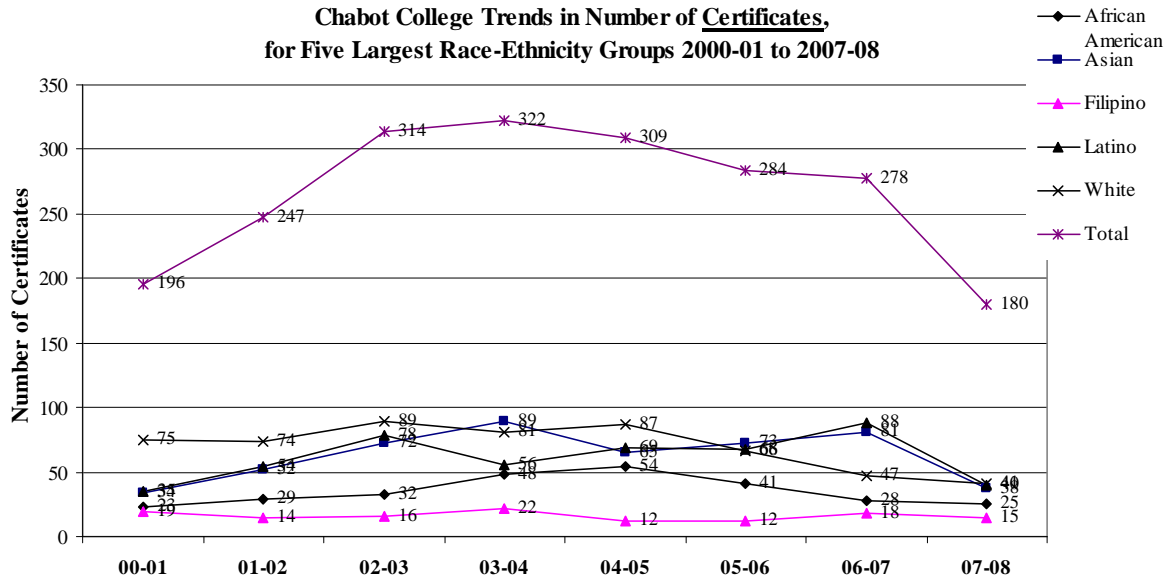


The annual number of AA/AS degrees awarded by Chabot has climbed steadily since 2000, from 589 to 745 (Chart 19). This jump was driven by steady increases in Asian and Latino graduates, and in 2007-08, by increases in degrees awarded to African Americans and Filipinos. The number of job certificates awarded reached a peak of 322 in 2003-04, but dropped to 180 by 2007-08. These decreases occurred in all five of largest race/ethnicity groups (Chart 19).

**Chart 19:  
Chabot College AA/AS degrees and Certificates Earned by Ethnicity, 2000-2008**

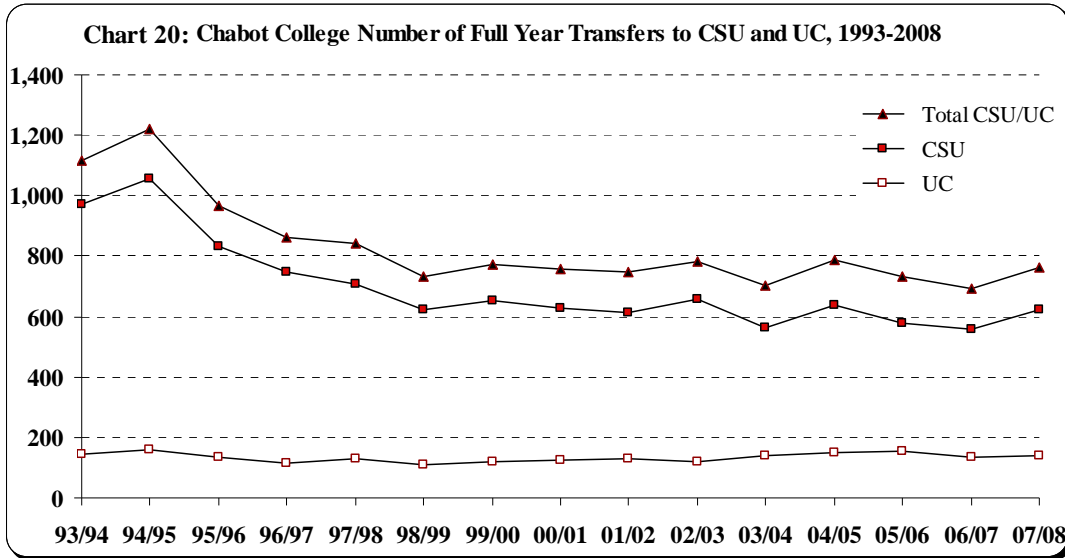
|                  | AA/AS Degrees Earned |            |            |            |            |            |            |            | Certificates Earned |            |            |            |            |            |            |            |
|------------------|----------------------|------------|------------|------------|------------|------------|------------|------------|---------------------|------------|------------|------------|------------|------------|------------|------------|
|                  | 00-01                | 01-02      | 02-03      | 03-04      | 04-05      | 05-06      | 06-07      | 07-08      | 00-01               | 01-02      | 02-03      | 03-04      | 04-05      | 05-06      | 06-07      | 07-08      |
| African American | 68                   | 83         | 87         | 80         | 93         | 85         | 86         | 109        | 23                  | 29         | 32         | 48         | 54         | 41         | 28         | 25         |
| Asian            | 79                   | 91         | 116        | 122        | 114        | 114        | 145        | 128        | 34                  | 52         | 72         | 89         | 65         | 73         | 81         | 38         |
| Filipino         | 68                   | 66         | 62         | 68         | 68         | 72         | 77         | 87         | 19                  | 14         | 16         | 22         | 12         | 12         | 18         | 15         |
| Latino           | 110                  | 100        | 126        | 145        | 146        | 141        | 155        | 139        | 35                  | 54         | 78         | 56         | 69         | 68         | 88         | 40         |
| White            | 206                  | 242        | 239        | 271        | 205        | 221        | 223        | 187        | 75                  | 74         | 89         | 81         | 87         | 66         | 47         | 41         |
| <b>Total</b>     | <b>589</b>           | <b>632</b> | <b>721</b> | <b>762</b> | <b>701</b> | <b>706</b> | <b>767</b> | <b>745</b> | <b>196</b>          | <b>247</b> | <b>314</b> | <b>322</b> | <b>309</b> | <b>284</b> | <b>278</b> | <b>180</b> |





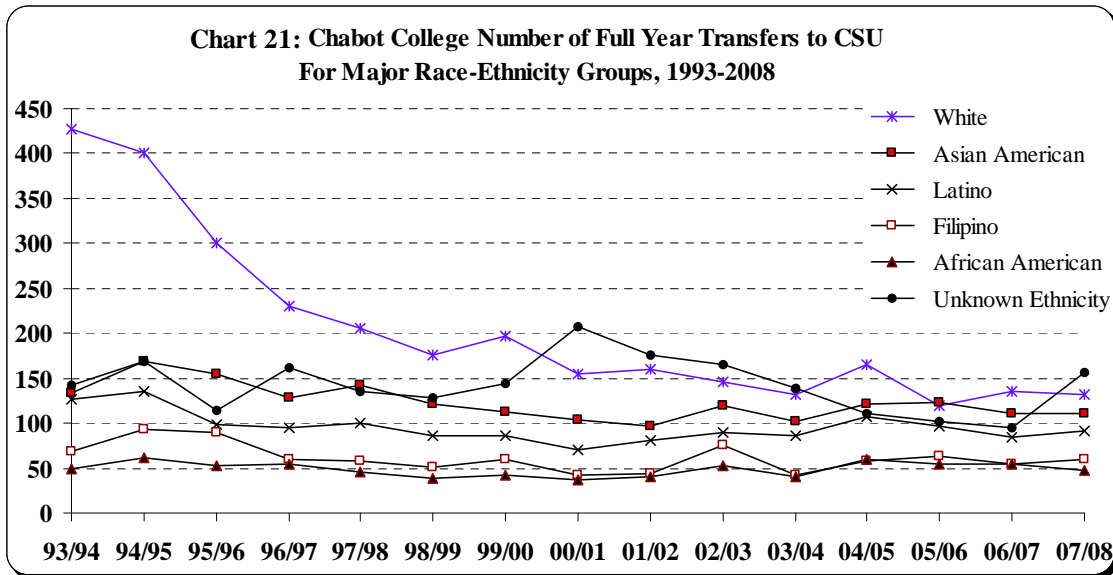
Among the 2007 degree and certificate graduates, over half were planning to work [General Reference 46]. Of those, more than one-third were starting a new career and over 40% had a new job in the same career. Altogether, over 70% of those planning to work improved their job status by attending Chabot College.

The annual number of transfers to UC and CSU declined from over 800 before 1998-99 to under 700 in 2006-07, but rebounded to 764 in 2007-08 (Chart 20). The increase among CSU transfers came primarily from students who declined to identify their ethnicity (Chart 21). Of all new students, about 35% become “transfer-directed” within approximately four years, by earning 12 or more units and attempting a transfer-level English or math course (Chart 22). This rate is lower for both Latino and African American students. Of those who were transfer directed, about 35% become “transfer-ready” within four years by taking enough transferable units to transfer and by succeeding in transfer-level English and math. This rate is also lower for both Latinos and African Americans (Chart 23).



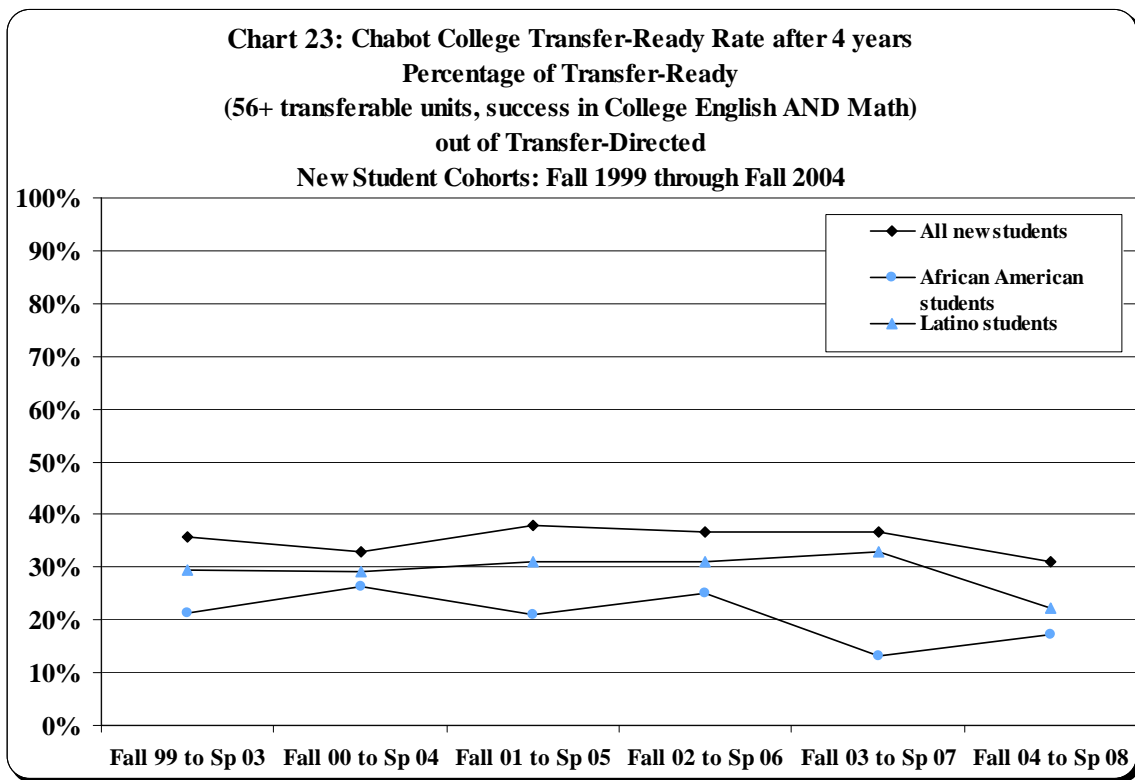
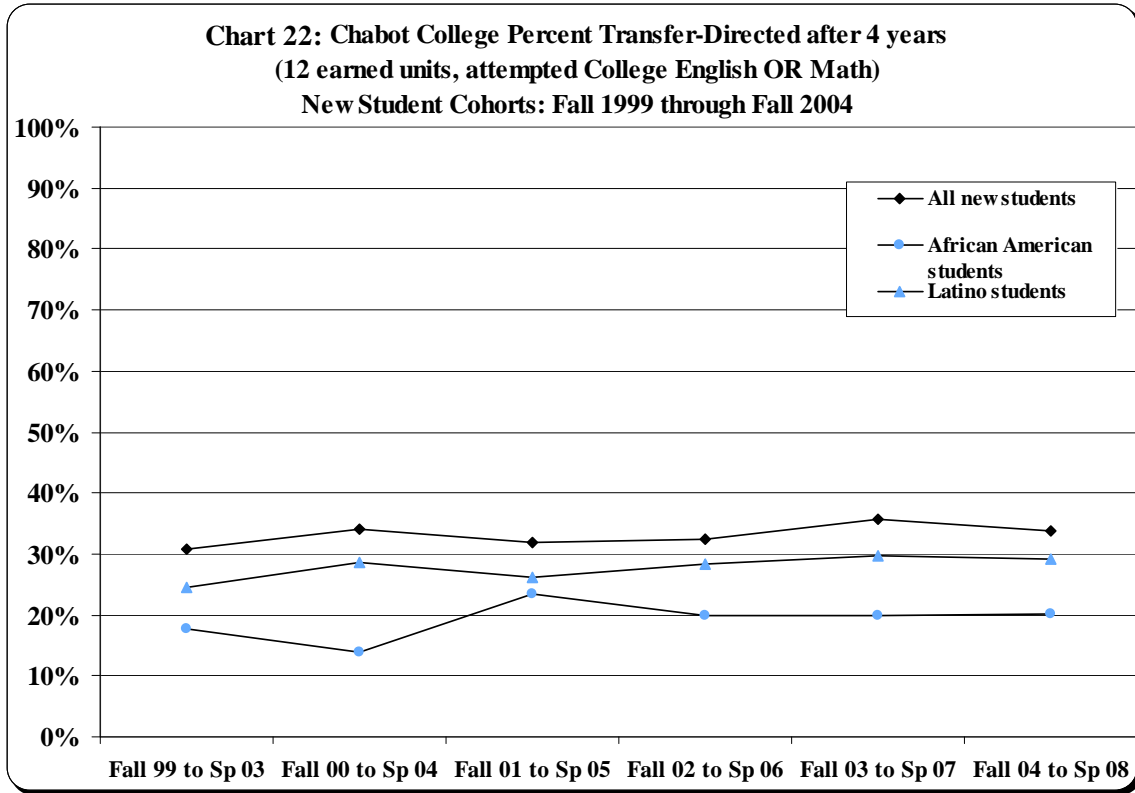
|                     | 93/94        | 94/95        | 95/96      | 96/97      | 97/98      | 98/99      | 99/00      | 00/01      | 01/02      | 02/03      | 03/04      | 04/05      | 05/06      | 06/07      | 07/08      |
|---------------------|--------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CSU                 | 974          | 1,058        | 831        | 747        | 709        | 623        | 654        | 628        | 613        | 660        | 564        | 636        | 580        | 556        | 624        |
| UC                  | 144          | 161          | 135        | 117        | 131        | 111        | 120        | 127        | 132        | 120        | 140        | 149        | 153        | 135        | 140        |
| <b>Total CSU/UC</b> | <b>1,118</b> | <b>1,219</b> | <b>966</b> | <b>864</b> | <b>840</b> | <b>734</b> | <b>774</b> | <b>755</b> | <b>745</b> | <b>780</b> | <b>704</b> | <b>785</b> | <b>733</b> | <b>691</b> | <b>764</b> |

Source: California Postsecondary Education Commission, California Community Colleges' System Office.



|                   | 93/94 | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | 07/08 |
|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| African American  | 50    | 62    | 52    | 55    | 46    | 38    | 43    | 37    | 40    | 53    | 40    | 59    | 54    | 55    | 48    |
| Asian American    | 133   | 169   | 155   | 129   | 142   | 122   | 113   | 103   | 97    | 119   | 102   | 121   | 123   | 111   | 111   |
| Filipino          | 68    | 94    | 90    | 60    | 58    | 51    | 60    | 43    | 44    | 75    | 43    | 58    | 63    | 54    | 59    |
| Latino            | 126   | 135   | 99    | 95    | 101   | 86    | 86    | 71    | 81    | 89    | 87    | 107   | 97    | 84    | 91    |
| White             | 428   | 400   | 300   | 231   | 206   | 176   | 196   | 154   | 160   | 146   | 131   | 166   | 120   | 135   | 131   |
| Unknown Ethnicity | 143   | 169   | 115   | 162   | 136   | 129   | 144   | 208   | 176   | 166   | 139   | 111   | 102   | 95    | 157   |

Source: California State University's Analytic Studies Division.



***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 such as EOPS or Daraja or Puente (General Reference 17). Another program that has been shown nationally to increase student retention, Service Learning, is growing at Chabot. By 2007, 25% of the students had done volunteer work as part of a course, up from 12% in 2005 (General Reference 6).

**General References in Background and Demographics**

6. Student Survey Results (<http://www.chabotcollege.edu/IR/satisfactionsurveys.asp>)
7. Spring 2008 Faculty/Staff Survey Results (<http://www.chabotcollege.edu/IR/survey08.asp>)
16. *Chabot College Facilities Master Plan*  
(<http://www.clpced.org/bond/Chabot/ChabotFacilitiesmasterplan.php>)
17. Institutional Research website (<http://www.chabotcollege.edu/IR/>)
40. California Community Colleges System Strategic Plan, 2006.
41. *San Francisco Chronicle*, “Hispanics expected to be state’s majority by 2042” July 10, 2007
42. Chabot College IR Office, *Student Characteristics Report, 2007-08*, Local employment by industry and occupation, page 5
43. Chabot College IR Office, Highest projected Job Openings in Alameda County vs. Chabot College Career-Technical Ed (CTE) Programs, 2008 to 2015.
44. California Community Colleges System Office, *Accountability Reporting for the Community Colleges (ARCC)*, March, 2008: Chabot College, pages 99-102.
45. Chabot, IR Office, Success Rates in English 101A, Fall 2000 to Fall 2008  
Chabot, IR Office, Persistence Rates within 2 years from English 101A to English 1A, Fall 2000 to Fall 2006 cohorts.
46. Chabot, IR Office, Survey of Spring 2007 Degree and Certificate Graduates

## Abstract of the Report

### STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

#### Mission

The Chabot College Mission Statement accurately reflects our purpose and guides our efforts to serve our students and our community. Our commitment to student learning is made visible in the ongoing evaluation, refinement, and creation of curriculum and services to match the needs of our student population. Two major charges in our mission—helping students meet academic education goals and preparing them for the workplace—are reflected in substantive course offerings in both academic and career technical education. While most entering students are focused on earning college degrees, ninety-two percent of them need remediation in math and/or English. To respond to their specific needs, Chabot offers appropriate coursework as well as an array of learning support services.

The Mission Statement was revised in 2004 by the Institutional Planning and Budget Council (IPBC) in a consultative process that included all College constituencies as well as representatives of the wider community the College serves. The new Mission Statement was approved by the CLPCCD Board of Trustees and is published in the *Chabot College Catalog* and on the College website. It is reviewed every year, with the intention of making any necessary revisions every four years. The Mission Statement reflects our commitment to student learning and to meeting the educational needs of the local community for academic, vocational, and lifelong learning.

The intent of the Mission Statement is clearly expressed in the Strategic Plan goals which guide planning for the institution. The Office of Institutional Research (OIR) provides a steady stream of current data about the local population and economy as well as student assessment, persistence, and success to assure that planning at all levels is responsive and informed. Institutional planning is the job of the whole College and begins with Unit Planning (as part of Program Review), an exercise in which the plans of every learning program and service in the College are tied to the Strategic Plan goals.

The cycle of data-driven planning is ongoing at all levels of the College. A formal Program Review process is in place for every unit/area wherein participants use current institutional research data to assess program quality and progress toward their stated goals. Successes and trends are noted and some priorities may be redefined. Plans are modified and expanded to accommodate new information and new ideas. These Program Review documents, including the Unit Plan, then become building blocks for institutional planning and budgeting.

In addition, the Program Review process asks faculty to reflect on student persistence and success data in their courses and to collaboratively develop an inquiry project to address a fundamental issue that might impede a student's progress. These have been categorized as basic skills, ESL, critical thinking, attitude, and institutional policy and practice. In 2008-09, most programs had completed the first cycle of the process. The Program Review committee provides liaison between inquiry groups to extend the dialogue across disciplines.



Because the majority of our new students test into English and math at a pre-transfer course level, basic skills is a rich arena for dialogue and innovation. One issue that predominates is the poor success and persistence rates of students in basic skills, and these discussions have led to several successful grant proposals that are now in action. A Carnegie Foundation grant supported team-teaching in basic skills courses, dialogue about SLOs, and a faculty/student film-making project, among other efforts. As that funding ended, the College's Basic Skills Initiative proposal brought state funding for these and other projects. The new federal Title III grant is an outcome of discussions of basic skills issues that have gone on for years.

### **Improving Institutional Effectiveness**

Chabot's three-year Strategic Plan outlines goals, strategies, and measurable objectives to guide planning that reflects the Mission Statement. Progress toward the objectives is tracked in IPBC, which has stepped up efforts to communicate that progress and the interdependent nature of planning, goal-setting, and budgeting at every level. While these functions are still not widely understood, the latest survey indicates great improvement in faculty and staff appreciation of the connection between their planning activities and planning for the whole College. A collaborative governance model encourages broad-based participation in College planning, as shared governance committees are comprised of representatives of all constituent groups at the College. It is noted, however, that classified staff and adjunct faculty have fewer opportunities to participate.

The student learning discussion is ongoing at Chabot, as it is everywhere among teachers, but now mandated and codified, the results of these discussions will be folded into other College processes. In flex day meetings across the College, SLOs have been written for courses in every discipline and many are now in the assessment phase. Institutional learning outcomes have been identified and assessed in student surveys, and SLOs will be completed for all certificate and degree programs in Spring 2009.

The College collects assessment data through the Office of Institutional Research, standing committees, and individual programs. These data are used for a variety of purposes: to evaluate the effectiveness of our programs and services, to inform planning, to support funding initiatives, and to communicate with the community we serve.

Planning and allocation processes are under constant review by participants as the College pursues the goals of improvement and transparency in all operations. To this end, roles are clarified, formalized, and advertised to relevant constituencies to assure broad-based oversight. Greater efforts have been made to assure the relevance of evaluative activities to actual planning within the institution, e.g., the conflation of Program Review and Unit Planning has resulted in a process that is simpler to execute and a product that is simpler to use.

All programs, services, and personnel at the College are evaluated regularly as to their efficacy in serving students, and those evaluative processes are regularly reviewed and refined. The process for evaluating faculty, for example, is a matter for collective bargaining and as such is reviewed every two years by both the District and the Faculty Association. The biennial student survey, designed to evaluate student satisfaction with major student services, is reviewed and updated before it is distributed to provide longitudinal data as well as to gauge student

response to new initiatives. Other evaluation mechanisms are informally assessed for effectiveness by the groups who use them. Possibly a more formal examination would be useful.

## **STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

### **Instructional Programs**

Chabot College has identified five institutional learning outcomes that reflect our mission: global and cultural involvement, civic responsibility, communication, critical thinking, and development of the whole person. These are referenced in course SLOs, thus aligning all institutional offerings with the college mission. Instructional programs serve the diverse educational and career goals of our students. Programs are now involved in writing SLOs which will provide another link between course offerings and the college mission. In addition to our regular instructional programs, a robust Community Education program provides a rich and varied curriculum to community members. The College also brings the community an array of cultural events in the Performing Arts Center and the new art gallery.

The *Chabot College Educational Master Plan* was developed with input from community representatives and all constituencies at the College, and informed by current research data on student characteristics, the local population, the projected labor market in the area, and the economic impact of the College on the community. Numerous successful programs and learning communities have been developed in direct response to student need. The Puente Project was founded at Chabot in response to the high drop-out rate of Latino students. Similarly, Daraja was created in response to low retention and transfer rates among African-American students. For another example, the PACE Program is designed to accommodate our many working adult students.

At the course level, placement testing and student success data influence the range and number of courses offered as well as driving new initiatives, especially in the area of basic skills. OIR provides success and retention data on every course in every program to help focus program review activities on specific outcomes.

Various modes of instruction as appropriate to the curriculum are used, including a marked increase in courses offered online and at off-campus centers. The College assures the quality of all courses and programs, regardless of type of credit awarded, delivery mode, or location. High quality instruction starts with a rigorous faculty hiring and evaluation process. Faculty design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The Curriculum Committee must approve all courses based on specific comprehensive criteria, after which they are regularly evaluated in the Program Review cycle. Course outlines of record clearly state expected outcomes, course content, and methods of assessing student progress. In addition, community advisory boards, vocational accreditation agencies, licensing boards, and transfer institutions provide further oversight of currency and rigor in the curriculum.

Multiple delivery modes, instructional methodologies, and learning services address the diverse learning needs of Chabot students. Faculty are encouraged to experiment with new instructional approaches with the support of Staff Development, the Committee on Online Learning, and the new Center for Teaching and Learning.

Students earning an Associate degree from Chabot must successfully complete a core of general education coursework in the humanities and fine arts, the natural sciences, and the social sciences, in addition to focused study in an area of inquiry or established interdisciplinary core. All degree programs have specific course completion requirements, available in the catalog and online. The vocational area is ahead in writing program-level SLOs, but they should be completed for all degree programs in 2009.

Students completing occupational and vocational programs at the College demonstrate competency in the classroom, in certification and licensing exams, and in employability. Faculty in these programs often consult advisory boards and other professional agencies and licensing organizations when they develop course outlines and identify learning outcomes for their students. Some programs publish both licensing and employment statistics for each graduating class; for example, Chabot's Dental Hygiene students have had a 100% pass rate on the National Dental Hygiene Board Exam for the last five years, and nursing students report near 100% employment in local hospitals and clinics within six months of graduation. The College does not have a formal system for tracking employment of graduates from its vocational programs, information that could be useful for both program development and publicity.

The *College Catalog*, available in print and online, is the chief repository for information about courses, programs, certificate and degree requirements, and transfer policies. It also contains a comprehensive listing and description of student support services, student rights and responsibilities, and a discussion of the educational philosophy of the institution. At the course level, for every class they teach instructors are required to provide students with a syllabus that describes how the content of the official Course Outline will be addressed. The College also publishes the *Class Schedule*, which is mailed to homes in the service area and is available, free, on campus and online. The College website is regularly updated with new postings from campus offices and programs.

### **Student Support Services**

Students in academic and vocational instruction programs are supported by a comprehensive array of services aimed at enhancing access, progress, and success. These services are available to day and evening students and increasingly services are being adapted for online access. Special programs and learning communities offer a wide range of activities to support the development of personal and civic responsibility. Service Learning, for example, links classes to community volunteer opportunities, adding an experiential component to classroom instruction. While students report overall satisfaction with support services they have used, many more could benefit from these services that they may not be aware of. An option really isn't available if it isn't known; we need to be creative in our efforts to publicize to our students the range of support services that are part of our contract with them.

Students attending Chabot are diverse in age and ethnicity. According to the OIR Fall 2008 census, 45% of our students are older than twenty-five. The largest ethnic group is Latino, with white, Asian, and African-American close behind, so to say that we support diversity is to say that we support all of our students, with programs, services, and events. Associate degree students are required to complete at least one course in the American Cultures category; these

are designed to develop understanding of cultural and ethnic issues in the history and society of the United States.

In the Student Services area, Program Review is an ongoing process that involves the examination of assessment data including survey results, service outputs, student success outcomes, and input from students, staff, and administrators. In frequent scheduled meetings, faculty and staff continually examine the delivery of services to identify how processes can be improved to eliminate barriers to student success.

### **Library and Learning Support Services**

The mission of the Library is to provide materials in all media to promote critical thinking, and faculty and staff in all areas of the College participate in shaping the collection, which includes books, periodicals (print and online), audiovisual materials, and other electronic media. The Library also houses three computer labs. The Library promotes information competency by helping students with research, providing Library orientation sessions to individual classes, and offering a Library Skills course. Library staff consult their own usage statistics and faculty and student survey results in evaluating their services and creating a responsive Unit Plan. A common finding is that Library open hours, limited by budget constraints, are inadequate to meet students' needs. There is no weekend service, though students with computer access can always use the Library's databases.

Many of the college learning support activities for both students and faculty are handled within divisions and programs, but a new mechanism, called the Learning Connection, is being developed to coordinate these efforts, both to maximize resources and to avoid duplication of service.

## **STANDARD III: RESOURCES**

### **Human Resources**

Faculty and administrators meet the qualifications for their positions based on criteria published by the state Chancellor's Office. Divisions or areas may determine specialized criteria to meet identified needs or to satisfy the specific rules of accrediting bodies, such as Nursing and Dental Hygiene. District guidelines for the selection of fulltime faculty are governed by Board policy. Classified staff are selected and hired by a selection committee composed of the area dean and staff they appoint, with the Classified Union appointing one additional member. District Human Resource Services works with College administrators to ensure appropriate education, training, and experience levels in classified position descriptions. However, the hiring processes for classified and administrative staff have not been formalized in governance documents at the College.

The most fully developed and transparent process for assessing and filling human resource needs is at the faculty staffing level. Although decisions about classified and administrative staffing are rationally based and related to the needs of programs and service areas, a fully transparent, detailed process for assessing and filling these positions would be useful.

Evaluation processes for faculty and staff are governed by their respective collective bargaining agreements with the District, and are therefore subject to review when those agreements are renegotiated. Each administrator is evaluated yearly in a procedure developed by the administrative staff and the District Chancellor. In the Spring 2008 survey, faculty and staff seemed generally to agree that current evaluation procedures were effective in assessing job performance, though interestingly, most did not believe that their opinions were considered in evaluating administrators.

The College's Staff Development Committee, with representatives from every area, plans and facilitates activities for all College personnel throughout the year. While the focus changes, each activity contributes in some way to college-wide goals. In addition, every employee has access to staff development funds to pursue other opportunities for professional development. Evaluation forms are collected after every activity, workshop, and conference attendance.

### **Physical Resources**

The original buildings of the Chabot campus were constructed in the 1960s, and while most have been adequately maintained, many share age-related deficiencies that are now being addressed in the implementation of the *Facilities Master Plan* adopted by the District Board of Trustees in 2005. The recommended building and site improvements and renovations reflect needs identified by staff, faculty, administrators, and students, and are consistent with the College's Strategic Plan. The College Facilities Committee is the shared governance entity charged with the oversight of this 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."

The institution has processes in place to plan and evaluate facilities and equipment; however, on the maintenance and operations side, staffing issues have adversely affected our ability to meet all of the maintenance needs of an aging campus.

The cycle of review of programs and services is ongoing, and equipment and facilities needs are considered at every stage of planning. The Program Review process directly links program-level long-range planning with institutional planning, as program requests for facilities and equipment are summarized by deans and passed on to IPBC, the Budget Committee, and the Facilities Committee. Through Program Review, and given the representative makeup of college governance committees, all voices can be heard in facilities planning for the institution.

### **Technology Resources**

The College assures that technology supports learning, teaching, college-wide communications, research, and operational systems through our shared governance system, with the Technology Committee as key. For most on campus, new technology needs are documented in the Unit Planning process and funded through the College, Measure B Bond monies, or grants. Desktop equipment is upgraded or replaced periodically according to the Total Cost of Ownership model. Once equipment is in place, requests for service go to a central Help Desk. Media

Services maintains technology-equipped classrooms and brings standard technology carts to other classrooms, as well as the specialized equipment instructors use in teaching their classes.

In Spring 2008, the Technology Committee wrote a new Technology Plan for the College that includes specifications for infrastructure and hardware, technology support, and training. The plan is specific but flexible to accommodate technology needs in all areas, and the Technology Committee encourages its use in all planning venues.

The District uses web-based systems such as Banner, Groupwise, and Blackboard for registration, class assignments, online grade and attendance reporting, and all college specific communications. Students, faculty, and administrators can use the customized Zone portal through their college or District websites to access information including CLASS-Web and Blackboard, and college email accounts are given to all registered students.

The District has a five-year Information Technology Master Plan for all technology installations and upgrades performed with Measure B Bond monies. These improvements will provide the colleges and the District with a high-bandwidth, state-of-the-art network to support current and future connectivity needs. Review of these and all major technology projects is performed regularly by District and College governance groups. College-wide technology planning generally originates at District or Chabot ITS, while technology planning for instructional and student service areas originates in faculty and staff Unit Plans. The Technology Committee is developing a process that gives faculty and staff a voice in decisions that affect the whole college, while also giving the committee a role in reviewing area technology plans.

### **Financial Resources**

The Chabot-Las Positas Community College District budget outlines the resources and expenditures to accomplish its educational missions and goals. The District Budget Study Group, a shared governance committee, created the allocation model that is used to distribute state general and categorical funds to both colleges and the District. To guide the process, the District follows a budget development calendar to define deadlines and to ensure input from all parties.

The District maintains an appropriate level of reserves, has sufficient cash flow to meet its needs, and has risk management strategies in place. Long-range plans are funded so that short-range plans are not affected. Financial management guidelines and District policies are observed and the systems in place have passed stringent audits. All formal budget documents are linked on the District business web pages, while individual unit budgets are accessed through the Banner online accounting system.

At the level of the College, the Institutional Planning and Budget Council (IPBC) follows a shared governance model to determine membership that will involve all segments of the Chabot community in the development of institutional plans, and the Chabot Budget Committee (CBC), as part of IPBC, works to integrate planning and budgeting processes as well as to keep stakeholders informed. The CBC communicates key budget information to units, divisions, faculty, and staff, reporting the availability of funds, the allocation process, and the assignment of funds to individual units.

The College Enrollment Management Committee (CEMC), the CBC, and the administration all have roles in the development and implementation of the College budget. The CBC and administrators depend on Program Reviews and Unit Plans for data, while the CEMC uses enrollment information from the College IT database. All three observe the same Strategic Plan goals. A unified College budget allocation model would help to make these complex processes transparent.

#### **STANDARD IV: LEADERSHIP AND GOVERNANCE**

##### **The District**

Chabot-Las Positas Community College District is governed by a seven-member Board of Trustees elected by area within the overall District, with the student government of each college electing a student trustee to serve in an advisory capacity. The Board monitors education programs and services, reviews and approves curriculum recommendations from the colleges, and regularly receives reports from faculty and staff and the Office of Institutional Research.

The District Mission Statement holds the District accountable for all legal and fiscal practices. The Board hires outside audit firms to conduct annual audits and hears regular reports from its own Audit Committee. All large contract services are reviewed and approved by the Board. The college presidents and the presidents of the various senates have a permanent place on the Board meeting agenda for reports, and those agendas, as well as relevant supporting documents and minutes, are archived online. At their annual retreat, Board members review actions of the previous year and establish priorities for the upcoming year. In evaluating their performance, members consider Board operations and policies, instructional and student services programs, institutional planning, Board-Chancellor relations, and community relations.

The Board of Trustees hires a chancellor to oversee college operations, serve as liaison between the colleges and the Board, and to guide the Board in developing goals for the organization. The process for evaluation is part of the chancellor's employment agreement. Currently, the Chancellor is evaluated by the Board annually based on the goals and objectives he has submitted at the beginning of the year.

Board Policy describes the relationship of the colleges to the District. While each college is a comprehensive institution with its own character and education programs, centralized services and control are uniform within or provided by the District. District committees facilitate communication among the colleges and the District on such topics of common interest as curriculum, the budget, technology, and facilities management. The Delineation of Functions Map illustrates how the two colleges and the District assign responsibility for operations at all sites, and the District Strategic Plan outlines the process to evaluate District performance.

The District uses a formal allocation model to distribute revenues to the four centers of the District: Chabot College, Las Positas College, Maintenance and Operations, and District Operations. The model was developed with input from all parties and has been in use for a number of years. No mechanism is in place to evaluate its efficacy or continuing usefulness.

## **The College**

Chabot College promotes continuous improvement by supporting leadership throughout the organization. Governance roles facilitate decisions that support student success and acknowledge the designated responsibilities of the Board of Trustees and chief administrators. The Chabot College Shared Governance and Collegial Consultation Process, adopted in 2004, defines the roles and responsibilities of constituency groups and committees regarding institutional governance, and every governance committee has a website which publicizes its mission, goals, membership rules, and reporting requirements. The document describes a process wherein ideas and recommendations from governance committees go to College Council, the College President, and the Board of Trustees, and then to the administrative structure of the College, where decisions are put into action.

College Council, in making recommendations to the President on proposals from shared governance groups and task forces, serves as Chabot's main policy body. The Council membership includes the President; the Vice Presidents of Academic Services, Student Services, and Administrative Services; and the presidents and representatives of the Academic and Classified Senates and the Associated Students. Besides making recommendations to the President, the Council disseminates information about policies and procedures to the appropriate constituent groups and facilitates the communication and involvement of all constituencies.

The flow of communication in institutional efforts must be open and steady, starting with regular scheduled meetings of constituent groups and governance committees. The presidents of the constituency bodies meet formally at College Council and the Chancellor's Council. The Vice President of Academic Services meets weekly with division deans, who in turn chair monthly division meetings, where senators and faculty representatives to other committees can report to their colleagues and discuss current issues.

The Shared Governance document acknowledges the Title 5 mandate to ensure faculty primacy over academic matters. The major student learning committees, all faculty-driven with administrative representation, are the Curriculum Committee, the Program Review Committee, the Student Learning Outcomes and Assessment Committee, the Committee on Online Learning, and the Basic Skills Committee. College committees are created and modified as needed. The Safety and Security Committee, for example, was renamed the Health and Safety Committee to indicate its growing involvement in health issues on the campus, such as toxic waste disposal. The Public Art Committee came together in response to a Board initiative to install art on the campus.

Chabot College complies with all reporting requirements of agencies providing grants to the College as well as to state and federal government agencies. The College has responded to the recommendations made by the Accrediting Commission in the last accrediting cycle with interim reports and the Focused Midterm Report in 2006. The accreditation website (<http://www.chabotcollege.edu/accreditation/ChabotAccreditation.asp>) has links to the standards, the self study, responses to recommendations, and progress reports.

The Chabot College administration is led by a President with Vice Presidents of Academic Services, Student Services, and Administrative Services. Directors and Division Deans report



directly to the Vice Presidents. The Office of Institutional Research also falls under the umbrella of the President's Office.

When the current President took office in January 2008, she immediately opened dialogue with the College community, communicating her observations and reflections in regular emails. She attended shared governance committee meetings to learn the systems that were in place and working, and reconstituted the membership of College Council to conform to Board policy. Seeing a need for dedicated leadership in the SLO process, she created a fulltime faculty reassignment position. She understands the need for institutional research data to inform key processes such as Program Review and Enrollment Management and to support grant proposal and reporting requirements.

In addition to email correspondence, the President uses the *Hotsheet*, a newsletter from her office, to publicize local successes and the results of budget allocation and facilities planning. She championed the streamlining of Program Review to dovetail with Unit Planning, two documents that inform many College processes, including the allocation of resources. To support the development of leadership at the College, the President recently implemented a seminar, led by a CSU East Bay professor, for all chairs of governance committees.

The President chairs the Administrative Staff meetings, confers regularly with the Presidents of the Academic, Classified, and Student Senates, and chairs the College Council, all in a collegial and inclusive manner. 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 initiatives to assure institutional currency and effectiveness.

The Vice President of Administrative Services reports directly to the President regarding matters related to College resources, budgeting, and expenditures. Early in her tenure, President Barberena met with every budget manager to review their budgets and to ensure that expenditures were appropriate and within their resources. While she is ultimately responsible for budget allocation decisions, the President consults the shared governance structure in exercising that authority.

The President is also present in the community the College serves. A lively and engaging speaker, she carries the message that the College is a vital resource with programs and services that benefit the community. In addition, she actively seeks and promotes community partnerships, one of the College's Strategic Goals. She has participated in statewide and national dialogue about community college assessment and effectiveness and was recently one of 50 participants in the Harvard Seminar for New Presidents.

The Chancellor has given the College President the responsibility and authority to implement District policies and holds the President accountable for the operation of the College through an annual evaluation process. Although she had only been at Chabot College for a few months when the last Faculty/Staff Survey was conducted in Spring 2008, the current President projected to the College community an optimistic sense that she would lead us to better working relationships. She has directed the Office of Institutional Research to conduct a new and smaller survey in Spring 2009 to ascertain the effectiveness of new initiatives to improve college-wide communication and participation.

## Organization for the Self Study

### Early Planning

Planning for the 2009 Accreditation Self Study commenced in June 2007. Under the direction of the Vice President of Academic Services and in collaboration with the Academic/Faculty Senate President, the Accreditation Self Study Steering Committee was formed. The Steering Committee consisted of the Dean of Arts and Humanities as Accreditation Liaison Officer; a Mass Communications instructor and a librarian as Faculty Co-chairs; and the Vice President of Student Services in the Administrative Resource role. The Steering Committee's first task was to create an Accreditation Coordinating Group, consisting of the *Accreditation Self Study* chairs, co-chairs, administrative resource personnel and members of the steering committee. Together they began planning activities and establishing a timeline.

The shared governance groups, representing all constituencies, immediately became involved in the Accreditation Self Study process. The Steering Committee kept the constituent groups, via the governance committees, apprised of the Self Study activities and findings. In open meetings the Institutional Planning and Budget Council, comprised of students, faculty, staff, and administrators from every division on campus, advised the Accreditation Coordinating Group about how the project should be organized.

### Formation of Teams

The Accreditation Steering Committee divided the *Accreditation Self Study* work into nine committees:

1. Standard I A, *Mission*, and I B, *Improving Institutional Effectiveness*. This committee worked with the Institutional Planning and Budget Council.
2. Standard II A, *Instructional Programs*.
3. Standard II B, *Student Support Services*.
4. Standard II C, *Library and Learning Support Services*.
5. Standard III A, *Human Resources*, in consultation with the Staff Development Committee.
6. Standard III B, *Physical Resources*, in consultation with the Facilities Committee.
7. Standard III C, *Technology Resources*, in consultation with the Technology Committee.
8. Standard III D, *Financial Resources*, in consultation with the Budget Committee.
9. Standard IV A, *Decision-Making Roles and Processes*, and IV B, *Board and Administrative Organization*, in consultation with the Academic/Faculty Senate.

After the formation of the committee leadership teams, recruitment for committee members began college-wide. Training workshops were convened to introduce the 2002 Accreditation Standards and Themes. Relevant materials were discussed and provided to the Accreditation Coordinating Group in print and to the College at large via the Accreditation Homepage: Accreditation Reference Handbook; 2002 Accreditation Standards: Implementation; Self Study Manual, ACCJC Standards Adopted June 2002; Working with the 2002 Accreditation Standards: The Faculty's Role; Substantive Change Manual, August 2004; Guide to Evaluating Institutions, 2006; and Chabot Accreditation Self Study, 2002.

The Accreditation Steering Committee created a document, Self Study Instructions for Analyzing Evidence and Assessing Chabot's Performance, which laid out five steps for drafting an accreditation standard report. These were reviewing the specific standard section to be analyzed, planning and gathering evidence, drafting the descriptive narrative, developing a scoring rubric, and creating the planning agenda. A writing template was developed for the committees to use while drafting their reports.

On September 21, 2007, Chabot's Accreditation Coordinating Group, along with a like group from Los Positas College, attended an accreditation self study workshop at the CLPCCD office in Pleasanton presented by the Western Association of Schools and Colleges. This workshop set the groundwork for our accreditation process.

The Accreditation Coordinating Group met monthly, sometimes more often, during the research and writing process. Chairs, co-chairs, and resource people gave monthly progress reports and together addressed findings and issues as they arose.

The accreditation process and progress were shared with the college at the 2007 and 2008 Convocations and during Flex Day training workshops and working sessions. Faculty and staff were encouraged to participate at every turn, as involvement across campus was fundamental to the production of a fair and comprehensive document.

### **Statistics and Surveys**

The Coordinator of Institutional Research and Grants worked extensively with the Accreditation Coordinating Group and each Accreditation Self Study committee to review and create questions for the Spring 2008 Faculty, Staff, and Administrator Accreditation Survey. So that results could be readily compared to assess changes over the years, the majority of questions were taken directly from the last accreditation survey, just as they had been repeated on surveys conducted in the intervening years.

The results of the Survey were published in hard copy and made available on the Chabot Institutional Research webpage at <http://www.chabotcollege.edu/IR/>. In addition, the highlights and lowlights, as they related to each standard, were provided to the self study committees. These data were used extensively in the document, as were the results of the Fall 2007 Student Survey, particularly in evaluating performance.

### **Writing and Editing the Self Study**

The self study committees discussed their draft reports with the Accreditation Steering Committee, and further research, study, and collection of evidence ensued as needed. Support

and resources were provided to the committees throughout the process. After committees made the additions and revisions to their reports, the Steering Committee began filling in the areas that needed further detail and evidence.

The edited draft was distributed to the student, staff, and faculty senates in March 2009. The report was posted on the Chabot Accreditation Webpage and hard copies were made available throughout the campus. The College President held college-wide forums on April 22nd and 23rd to discuss the document, and substantive feedback was incorporated into the final draft. The completed self study was presented to all constituency groups, College Council, and the CLPCCD Board of Trustees for final approval in May 2009.

### **Accreditation Self Study Timeline**

#### **September 2007**

- Coordinating Group meetings
- Surveys distributed to committees for feedback
- WASC accreditation workshop at District Office

#### **October 2007**

- Coordinating Group meetings
- Distribute Faculty/Staff Survey for feedback

#### **November 2007**

- Coordinating Group progress update
- Student Survey results available

#### **December, 2007**

- Faculty/Staff Survey feedback due

#### **January – December 2008**

- Coordinating Group meetings
- Write draft reports

#### **April 2008**

- Report outline/structure
- Steering Committee review committee outlines

#### **May 2008**

- Draft reports to Steering Committee
- Revise draft reports based on feedback

#### **May – August 2008**

- Steering Committee update and edit drafts

#### **August 2008**

- Convocation standards breakout sessions

#### **December 2008**

- Drafts to standard committees

**January – March 2009**

- Edit and rewrite drafts based on feedback
- Draft to editor
- Graphic artist works on publication

**March, 2009**

- Senates receive Self Study

**April 2009**

- Senates provide feedback
- Report to the District (as we're going through the consultation process on campus)
- Board of Trustees review

**April 22, 2009**

- 1<sup>st</sup> College-wide forum at 2:00 p.m. in room 1232

**April 23, 2009**

- 2<sup>nd</sup> College-wide forum at noon in the Little Theater

**May 8, 2009**

- Self Study Report to College Council at 1:00 p.m. in the Board Room
- Self Study Report to Board of Trustees for 2<sup>nd</sup> reading

**May 19, 2009**

- Self Study Report approved by Board of Trustees

### **Accreditation Steering Committee**

|                                 |                                 |
|---------------------------------|---------------------------------|
| <b>Accreditation Liaison:</b>   | Gene Groppetti (Administrator)  |
| <b>Faculty Co-Chair:</b>        | Chad Mark Glen (Faculty)        |
| <b>Faculty Co-Chair:</b>        | Jim Matthews (Faculty)          |
| <b>Administrative Resource:</b> | Melinda Matsuda (Administrator) |

### **Support Staff**

|  |  |
|--|--|
| <b>Editor:</b>                         | Carol Murray (Faculty)                                 |
| <b>Layout and Evidence Repository:</b> | Kaaren Krueg (Staff)                                   |
| <b>Institutional Research:</b>         | Carolyn Arnold (Faculty) and<br>Rajinder Samra (Staff) |

### **Accreditation Coordinating Group**

#### **Standard I**

##### *Institutional Mission and Effectiveness*

Carolyn Arnold [F] (Chair)  
Gene Groppetti [A] (Resource)  
Debra Howell [F]  
Stacey Moore [S]  
Wayne Phillips [F]  
Rajinder Samra [S]  
Maggie Schumacher [F]  
Ron Taylor [A]  
Yvonne Wu-Craig [S]

#### **Standard II A**

##### *Instructional Programs*

Norma Ambriz [F]  
Marcia Corcoran [A] (Resource)  
Doris Hanhan [F]  
Katie Hern [F]  
Gloria Meads [F]  
Jan Novak [F]  
Rebecca Otto [F] (Chair)  
Harjot Sawhney [F]  
Cynthia Stubblebine [F]

#### **Standard II B**

##### *Student Support Services*

Jane Church [F]  
Ana Del Aguila [S]  
Patrise Diaz [F]  
Katrin Field [S]  
Tammeil Gilkerson [F]  
Matthew Kritscher [A] (Chair)  
Joe Kuwabara [F]  
Melinda Matsuda [A] (Resource)  
Mary Mino [S]  
Stacey Moore [S]  
Roger Noyes [S]  
Dharna Patel [S]  
Rachel Ugale [S]

#### **Standard II C**

##### *Library and Learning Support Services*

Carol Baumann [F]  
Norman Buchwald [F] (Chair)  
Cindy Hicks [F]  
Frederick Hodgson [F]  
Kaaren Krueg [S]  
Jim Matthews [F]  
Kim Morrison [F]  
Michelle Sherry [F]  
Debbie Soares [F]

**Standard III A***Human Resources*

Vanessa Cormier [S]  
 Mary Anne Gularte [A] (Resource)  
 Charlotte Lofft [F]  
 Jim Matthews [F] (Chair)  
 John Parente [F]  
 Patricia Posada [S]  
 Judy Young [A]

**Standard III B***Physical Resources*

Steve DaPrato [F]  
 Laurie Dockter [F]  
 Darrell Dolin [S]  
 JoAnn Galliano [F] (Co-chair)  
 Catherine Gentiluomo [S]  
 Dov Hassan [F]  
 Gayle Hunt [F]  
 Keith Mehl [F]  
 Mark Stephens [F]  
 Jonathan Traugott [F]  
 Dale Wagoner [A] (Resource)  
 Linnea Wahamaki [F]  
 Wanda Wong [F] (Co-chair)

**Standard III C***Technology Resources*

Kathleen Allen [F]  
 Norman Buchwald [F]  
 Tom Clark [A] (Resource)  
 Arlene DeLeon [S]  
 Jeannine Methe [A]  
 Jan Novak [F]  
 Steve Piatetsky [A] (Co-chair)  
 Catherine Powell [S]  
 Mark Schaeffer [F] (Co-chair)  
 Mike Seaton [S]  
 Katherine Tollefsen [S]  
 Rachel Ugale [S]  
 Lisa Ulibarri [S]  
 Gordon Watt [S]  
 Minta Winsor [S]  
 Abdullah Yahya [S]  
 Judy Young [A]

**Standard III D***Financial Resources*

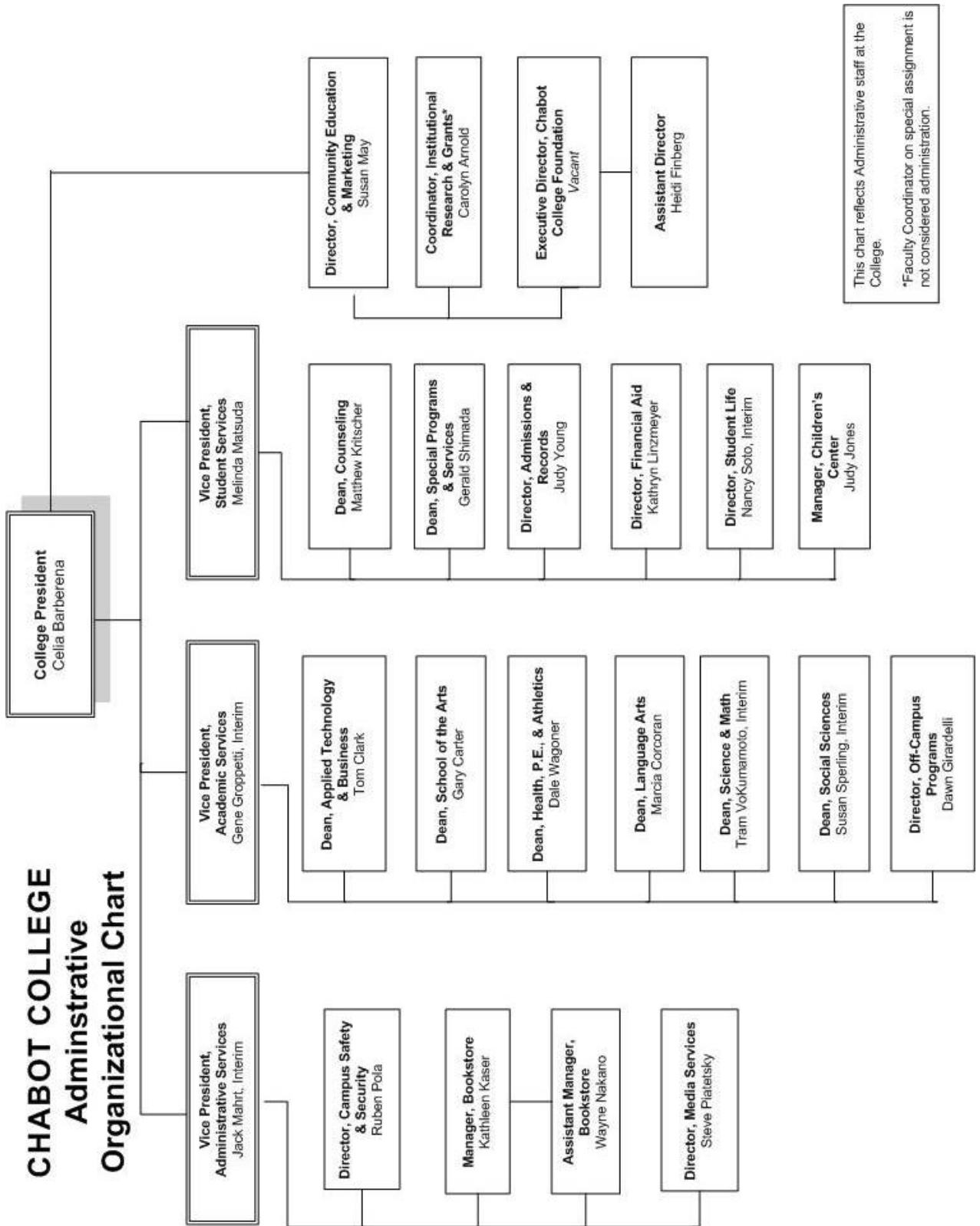
Mike Absher [F] (Co-chair)  
 Jaswinder Bhargal [F]  
 Tim Dave [F] (Co-chair)  
 Farhad Javaheripour [A]  
 Stephen Small [F]

**Standard IV***Leadership and Governance*

Ming Ho [F] (Chair)  
 Sally Jahnke [A]  
 Dmitriy Kalyagin [F]  
 Clara McLean [F]  
 Catherine Pinkas [F]  
 Catherine Powell [S]  
 Michael Thompson [F]  
 Tram Vo-Kumamoto [A] (Resource)  
 Diane Zuliani [F]

**LEGEND:**

[A] Administrator  
 [F] Faculty  
 [S] Staff







## CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT DELINEATION OF FUNCTIONS MAP

The Chabot-Las Positas Community College District (CLPCCD) Delineation of Functions Map is intended to illustrate how the two colleges and the district manage the distribution of responsibility by function. Map creation was based on criterion outlined in the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems section of the Accreditation Reference Handbook, a publication of the Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC).

The Delineation of Functions Map indicates the level and type of responsibility.

Codes and explanations used:

**P = Primary Responsibility:** Primary responsibility indicates leadership and oversight of a specified function which may include design, development, implementation and successful integration.

**S = Secondary Responsibility:** Secondary responsibility indicates support of a specified function which may include feedback, input, and communication to assist with successful integration.

**SH = Shared Responsibility:** Shared responsibility indicates that the district and colleges are equally responsible for the leadership and oversight of a specified function which may include design, development, implementation, and facilitation of input, feedback, and communication for successful integration.

**N/A = Not Applicable:** Neither the district nor colleges has responsibility.

## Standard I: Institutional Mission and Effectiveness

| <b>A. MISSION</b>  |         |          |
|--|---------|----------|
| 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.   | SH      | SH       |
| 4. The institution's mission is central to institutional planning and decision-making.   | SH      | SH       |
| <b>B. IMPROVING INSTITUTIONAL EFFECTIVENESS</b>  |         |          |
| 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 |

|  |     |     |
|--|-----|-----|
| 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.

|  | <b>College</b> | <b>District</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.  | 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               |

|  |   |   |
|--|---|---|
| 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        |



|   |   |   |
|---|---|---|
| 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

| <b>A. HUMAN RESOURCES</b><br>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. |  | College | District |
|---|--|---------|----------|
| 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. | S       | P        |
| a. | 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        |

| <b>D. FINANCIAL RESOURCES</b>  |                |                 |
|--|----------------|-----------------|
| 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. |                |                 |
|  | <b>College</b> | <b>District</b> |
| 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              |

|   |    |    |
|---|----|----|
| 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       |

|  |    |    |
|--|----|----|
| 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: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;</li> </ul>  | 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 |





## **Certification of Continued Compliance with Eligibility Requirements**

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

### **1. Authority**

Chabot College is accredited by the Western Association of Schools and 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 Accrediting Commission for Community and Junior Colleges and the Community College League of California [*Chabot College Catalog*, 2008-2010, page 11].

### **2. Mission**

The current mission statement was developed in Spring 2004 to better align with the current Accreditation Standards. The mission statement (including the vision and value statements) was then approved by College Council in July 2004 and approved by the Board in August 2004. In Fall 2008, the Mission Statement was reviewed by the Academic/Faculty Senate and the Board of Trustees and is published in the General Information section of the *Chabot College Catalog*, 2008-2010.

### **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 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 2008. Her primary responsibility is to the institution.

### **5. Administrative Capacity**

Chabot College has sufficient positions to support its mission and purpose. During the 2008-2009 Academic Year, several administrative positions were filled on an interim basis (VP of Academic Services, VP of Administrative Services, Dean of Social Sciences, Dean of Science and Mathematics, and Director of Student Life). All of these positions were filled

by permanent employees by July 2009. Appropriate administrative preparation and experience are addressed as part of the employment process.

#### **6. Operational Status**

Students at Chabot College are enrolled in a variety of courses and programs leading to associate degrees and certificates. Approximately 4,200 students currently pursue degree and other educational objectives.

#### **7. Degrees**

A substantial portion of Chabot College's programs, approximately 55 percent, lead to either an associate in arts or associate in science degree. In Fall 2008, approximately 41 percent of the college's students were enrolled in these degree programs. Twenty-four (24) percent were transfer majors, 6 percent were certificate majors, and another 9 percent were unclassified majors. Undeclared majors made up the remaining 20 percent.

#### **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.

#### **9. Academic Credit**

Chabot College awards academic credit in accordance with the California Education Code.

#### **10. Student Learning and Achievement**

In 2004, Chabot College defined its College Wide Learning Goals, which are published at [http://www.chabotcollege.edu/academics/Goals/Learning\\_Goals.pdf](http://www.chabotcollege.edu/academics/Goals/Learning_Goals.pdf). The College chose to work on course level learning outcomes for the next few years and has completed course level learning outcomes for the vast majority of courses. Starting in Spring 2009, the College began working on defining program-level learning outcomes, including assessment methods to demonstrate that students who complete Chabot College programs achieve the stated outcomes.

#### **11. General Education**

Chabot College incorporates into its degree programs 19 units (Associate in Science) to 25 units (Associate in Arts) of general education courses in 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. Graduation requirements include competency in English composition, communications and analytical thinking, and mathematics. The general education component is consistent with statewide standards.

#### **12. Academic Freedom**

Article 26 of the Chabot-Las Positas Faculty Association Agreement and the Chabot-Las Positas Community College District Board Policy 4320 contain statements regarding

academic freedom. Chabot College is committed to sustaining a culture that protects intellectual freedom and independence.

### **13. Faculty**

Chabot College, as of fall 2008, is comprised of 171 full-time contract faculty and 330 adjunct 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 Manual*.

### **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 matriculation; career and transfer centers; course and program articulation; EOPS, DSPS, CalWORKS, AmeriCorps, ASPIRE, CARE, DARAJA, Puente, CTC/VTEA special projects; 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: District Information Technology Services Department, College Computer Support, the Library, the Learning Connection tutorial centers (**P**eer **A**cademic **T**utoring **H**elp (PATH), Math Lab, and **W**riting and **R**eadin**A**cross the **C**urriculum (WRAC) Center), computer labs (Library, Math Lab, WRAC Center, Student Services), the Distance Education Center, and the Television Studio. A wiring backbone network, made up of both fiber optic and coax wiring, enables Internet access to the classrooms and offices throughout the campus. The College's ISP is 4CNET. 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 Evaluation**

Institutional planning at Chabot College is a collegial process involving all governance bodies: College Council; Academic, Classified and Student Senates and the Enrollment Management Committee. The primary responsibility for planning and budgeting has been given to the Institutional Planning and Budget Council, whose members come from the groups mentioned above, along with its subcommittee, the College Budget Committee. The Institutional Planning and Budget Council has developed and implemented programs, processes and procedures to tie College wide and unit planning goals, including student learning outcomes, to both college wide and individual unit activities. The Institutional Planning and Budget Council created three processes to implement planning in the college. These three processes—strategic planning, unit planning and program review—have resulted in the following documents: the five-year College Strategic Plan, which is in its second incarnation; the individual unit plans which are done on a biannual cycle; and the individual unit’s program reviews. When the College implemented the unit planning program, that information was also used to create another planning document, the College Educational Master Plan.

### **20. Public Information**

Chabot College reviews and publishes the *College Catalog* annually, and *Class Schedules* are published each term. These publications provide comprehensive and accurate information regarding admission, rules and regulations, degrees, grievance procedures, costs and refunds, academic qualifications of its faculty and administrators. Much of this information is also available on the College’s website.

### **21. 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.

## **STATEMENT OF CONTINUED COMPLIANCE**

We hereby certify that Chabot College continues to comply with the eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges.

**Signed:**

\_\_\_\_\_  
Celia Barberena, President

\_\_\_\_\_  
Chabot College

\_\_\_\_\_  
Hal G. Gin, President

\_\_\_\_\_  
CLPCCD Board of Trustees

## Responses to Recommendations

### RECOMMENDATION #1:

*The team recommends that the district and college establish coordination, collaboration, and communication processes that will clarify administrative policies and procedures that pertain to overall college and district operations. The team recommends the district office and the college define roles and processes and written procedures for planning and budgeting, as well as for other common functions. Other common functions to assess for coordination of operations and service include, but are not limited to, human resources, information technology, instructional programs, economic development and research. A useful collaborative model already exists for enrollment management. Similar collaboration may facilitate increased communication and information, as well as improve operational efficiencies and effectiveness, desired outcomes expressed by many employees.*

### RESPONSE TO RECOMMENDATION #1

The delineation of District roles and responsibilities can be found in three documents:

1. Board Policy:

Board Policy 0005 establishes the Board's commitment to fulfilling its financial, legal, human resource, and operational obligations and to support the educational programs developed by the college. The District is "accountable for all legal and fiscal practices." [General Reference 21]

The Chancellor is designated as Executive Officer of the Board (Board Policy 7007). Board Policy 2012 gives the Chancellor the authority to "maintain over-all review of all college operations to avoid duplication, encourage coordination, increase efficiency, and execute Board policies" and sets the general policy for the relationship of Colleges to the District [General Reference 21].

Board Policy 2012 gives guidelines for the relationship of colleges to the District. While each college is a comprehensive institution with its own character and education programs, centralized services and control are to be uniform within or provided by the District. These include business and fiscal operations, personnel policies, policies related to students, academic calendar, and the planning, development, and maintenance of the physical plants [General Reference 21].

2. The most recent and comprehensive document delineating the goals of the District are cited in the Strategic Plan of the Chabot Las-Positas Community College District, that began to develop in September, 2006, and was finished on March 4, 2008 [General Reference 32].

In this Plan, it is stated that the Chancellor "serves as liaison to the Board of Trustees, administers Board-adopted policies, and represents the Board in its relationships with students, staff, and District residents. The Chancellor guides the Board in developing effective and appropriate long-range goals for the District Office and colleges"

In this plan, the District process to regularly evaluate District role delineation and governance and decision-making structures and processes is identified.

The audience for this plan is the Chabot Las-Positas Community College District Employees. Upon presentation to the board for approval, this plan was presented to the Chabot College Institutional Planning and Budget Council in Spring, 2008 [General Reference 14 (Minutes of 3/12/08)].

3. The District has also created a Delineation of Functions Map to illustrate how the two colleges and the District manage the distribution of responsibility by function, using criteria outlined in the accreditation standards and showing which entity bears the primary or secondary responsibility for each criterion, or if they share the responsibility equally. As stated in this mapping, centralized support is provided for the College in the area of Payroll, Purchasing, Human Resources, Management Information Services including Information Technology, Facilities, and Maintenance and Operations.

Evaluation and discussions about how the District and the colleges work together arise as needed in a number of forums with the appropriate constituencies, at various District committees, and at administrative meetings between the Chancellor and his District managers and College Presidents.

The day to day coordination of these functions is the responsibility of all units of the colleges interacting with:

- ❖ the Office of Human Resource Services that supports college personnel by providing leadership and support in hiring all personnel and the execution of payroll;
- ❖ Business Services for the development of the District and colleges' budgets and for establishing contracts and disbursing funds in the payment of accounts due;
- ❖ M &O for the implementation of maintenance and grounds keeping as well as facility management for all facility development, new construction, and renovation;
- ❖ Information Technology applicable to educational programs and to administrative processes.

These discussions also occur in College committees, and the issues are brought to the attention of the District through the College President and the Presidents of the various Senates and unions who meet with the Chancellor at his Council and attend Board meetings regularly. Here are some examples [General Reference 36].

- ❖ The Chancellor calls the Chancellor's Council monthly to gather input from the College Presidents and the Presidents of the Faculty, Classified, and Student Senates and the Administrative Association, as well as the faculty and classified unions.
- ❖ The District's Chief Technology Officer is a member of the College's Technology Committee.
- ❖ The District Enrollment Management Committee plans from the district level with faculty and administration representatives.

- ❖ The District Budget Study Group (DBSG) “consider[s] and make[s] recommendation to the Chancellor upon any matter that affects the district financially, specifically as related to this allocation model” of revenues to the four centers of the District: Chabot College, Las-Positas College, Maintenance and Operations, and District Operations [General Reference 21 (Board Policy 3110)]. Administration, faculty, staff, and student all have representation.
- ❖ A member of the District’s Program Management and Facilities Modernization Team is co-chair of the College’s Facilities Committee.

Administrators, faculty, and staff from Chabot College and District personnel interact on a daily basis to promote collaboration, agreement, and understanding between the District and those who are in the front line of implementation. Since September 2008, the Office of Human Resources has conducted monthly forums at the campus to provide support, clarification and training to all managers and supervisors. The District Budget Study Group alternates meetings between the campuses and the District Office for the convenience to all of the constituencies represented; the manager of the College Bond Projects, a District employee, serves as co-chair of the Chabot Facilities Committee; the Chancellor meets with the College President weekly to review issues and resolve them as they arise.

#### **RECOMMENDATION #2:**

*The team recommends that the college re-establish an ongoing, cyclical, comprehensive program review process, as part of the Instructional [sic] Planning and Budget Council. The program review for instructional programs and student services needs to be tied to institutional planning and resource allocation. Program review should be linked to the valuable information generated by the enrollment management process.*

#### **RESPONSE TO RECOMMENDATION #2**

The College established a program review process which is cyclical and utilized in planning and resource allocation.

The Program Review process asks faculty to reflect on basic performance data, including student success in their courses, and to develop an inquiry project that relates directly to student learning and extends beyond the boundaries of the discipline [General Reference 3]. These inquiry projects were referred to as “Rocks” and “Boulders,” but this terminology has changed. The Rock inquiry projects addressed one or more of the five Boulder issues. The concept meant that no one program could resolve fundamental issues, but could chip away at the bigger issue, one Rock at a time.

These are the Boulders that can block the path of student learning:

- ❖ **Basic Skills**  
reading, writing, math, learning skills, computer, and information literacy
- ❖ **ESL**  
basic proficiency with reading, writing, and speaking in English



- ❖ **Critical thinking**  
quantitative reasoning, problem solving, prioritizing, recognizing patterns, asking questions, connecting ideas, juxtaposing, and analogizing
- ❖ **Attitude**  
attitude, commitment, responsibility for own learning, expectations of and responsiveness to workload, orientation to academia—students and faculty
- ❖ **Institutional policy and practice**  
budgeting, scheduling, orientation, registration, matriculation, W policy, progress reports, curriculum, library hours, counseling services, financial aid, and block scheduling

This Program Review process was implemented for all academic programs, starting in cohort groups between 2003 and 2007. Each program met with the Program Review committee to discuss why a Rock was relevant to the program, and the committee provided suggestions for possible resources for the project and insights from other programs that were working on related issues. By 2008-09, most programs on campus had completed their first cycle of the new Program Review process. However, to assure that program reviews were tied to resource allocation, to insure readability and to affirm the relationship between program review and planning and budgeting, beginning with Spring 08-09, the program review process was included in the same document as the unit plans and resource allocations requests. In fact, this process is now referred to as Program Review/Unit Action Plans [General Reference 3].

In this document, every division summarizes the program review conclusions. The Program Review/Unit Action Plan template then asks for the accomplishments that the program expects to realize, how these accomplishments are related to the prior year unit plans, and how the goals relate to the College Strategic Plan goals. Next the form guides the writer to state the FTEF faculty, staff, equipment, and facilities necessary to implement the activities that will realize these goals. Finally, the document guides the writer to include a proposal for new initiatives.

Programs are reviewed in Student Services and Administrative Services in a similar way. Administrators and managers of these areas work with the faculty and staff to review service area outcomes and data about current and future trends. The process for Program Review in Administrative Services was modified in Spring 2009. Like academic Program Review, these areas produce a report of the findings from data and a review of their goals and accomplishments in order to build upon successes and best practices.

As presented in Recommendation 2, the College has established an ongoing, cyclical Program Review process that utilizes enrollment management data and that is tied to institutional planning and resource allocation.

### **RECOMMENDATION #3:**

*Similar to the previous team recommendation, the team recommends that the college complete its work related to planning and governance, including the completion of the Strategic Plan and the integration of planning and budget. The college needs to complete the task of linking the*

*institutional and financial planning processes. The college is further encouraged to clarify and codify governance structures, roles, processes and responsibilities.*

### **RESPONSE TO RECOMMENDATION #3**

The cycle of ongoing, data-driven planning and improvement is practiced at all levels of the institution. In collaboration with college shared governance committees, the Institutional Planning and Budget Council (IPBC) oversees and coordinates the institutional planning process. Planning occurs at the unit, division/area, and institutional levels [General Reference 14].

Unit and division/area planning have evolved to include an integration of two processes: Program Review and unit/area action planning [General References 3; 11]. This involves a review of aggregated and disaggregated data from student learning outcomes, service area outcomes, institutional outcomes and external scan data; a summary of findings from this Program Review; and a two-year action plan detailing how the unit/area will improve outcomes.

Once Program Review is completed, all participants write the two-year action plan. This plan summarizes the findings of the Program Review, lists the accomplishments of the past two years, lists the goals and expected outcomes for the next two years, and lays out a timeline. It includes requests for additional resources for the next fiscal year (e.g., faculty/classified staffing, professional development/training, supplies, and equipment) and suggestions for new initiatives or projects. Action plans are developed collaboratively within units and among colleagues.

Unit Plans are developed by the Dean/Manager's office. In consultation with faculty and staff, the Dean/Manager summarizes the Plans and recommends priorities for the allocation of resources. This report is sent to IPBC. A copy is retained in the division as a record of their local priorities.

To develop a new strategic plan, IPBC held a planning retreat in the Spring of 2008. Input was solicited at the Fall Convocation. IPBC then spent the Fall 2008 developing the Strategic Plan. Starting in Spring 2009, the Strategic Plan Goals and Strategies are being distributed to all faculty and staff for use during the unit planning during the Spring. In addition, the comprehensive Strategic Plan 2009-12 has been posted on the College website [General Reference 9], discussed in shared governance committees, and distributed to key stakeholders.

Relevant parts of the unit action plans are distributed to the appropriate shared governance committees to inform their planning and activities. The College President and the appropriate VP review the summaries and respective budget requests with the appropriate division/area manager. Inasmuch as possible, the budget is adjusted to allocate resources to meet the priorities of each division. Additional unit plan resource requests are sent to the Budget Committee for possible funding from other sources such as bond, lottery, and CTE/Perkins monies. In this way, budgeting and resource allocation are integrated with the program review and planning processes. The following chart illustrates which components are forwarded to governance committees.

| Unit/Area Action Plan Component        | Used by Administrative Staff, IPBC and...  |
|--|--|
| Part 1 Description of the Unit         | Marketing Committee  |
| Part 2 Unit/Area Action Plan           | Budget Committee<br>Other committees, as needed.   |
| Part 3a Faculty Requests               | Faculty Prioritization Committee   |
| Part 3b Classified Staff Requests      | Administrative Staff/VP of Acad. Services  |
| Part 4 Discipline Plan Spreadsheet     | Chabot Enrollment Management Committee (CEMC)  |
| Part 5(a-b) Budget Allocation Requests | Budget Committee<br>Facilities Committee<br>Technology Committee                             |
| Part 6 New Initiatives                 | Grants Subcommittee<br>Chabot College Foundation<br>Budget Committee<br>Facilities Committee |

This exchange of information intends to foster frequent collaboration and communication among committees. For instance, the Facilities Master Plan [General Reference 16] included the goals and objectives set forth in the Strategic Plan [General Reference 9] for becoming a learner-centered college. When the Measure B bond was approved by voters and facilities plans were being developed, the Facilities Committee [General Reference 19] ensured that the plans included 1) a centrally located building that housed all student services, e.g., admissions and records, counseling, special programs, and financial aid; 2) indoor and outdoor meeting areas across campus to provide space for formal and informal study groups; 3) the Building 100 project that will centralize all academic support services; and 4) relocating student parking lots closer to campus buildings with staff lots behind them.

When unit action plan resource requests include technology upgrades and the purchase of computers, the Technology Plan and the Technology Committee [General Reference 37] are consulted to ensure that resources are maximized and coordinated for the benefit of the whole college.

Over the last 18 months, a great deal of discussion over the refinements of all shared governance and planning and budgeting processes has occurred to streamline the processes cited above.

#### **RECOMMENDATION #4:**

- *The college develop a mission-centered, comprehensive, educational master plan that balances student and community need with instructional program integrity, and that the college establish criteria for course offerings and schedule planning.*

#### **Response:**

As stated in the Mid-Term report submitted to ACCJC in March 2006, and accepted by the Commission in June, 2006, a comprehensive educational master plan was developed beginning

Fall 2005 [General Reference 10]. The following documents were utilized: prior strategic plans and unit plans, data compiled by the College's Office of Institutional Research from a variety of internal and external sources, data compiled through a series of community forums conducted in the Fall 2004, student characteristic and historical outcomes, local population characteristic and trends, and area labor market trends. This *Educational Master Plan* was presented to the Board of Trustees on February 21st 2006 [General Reference 10]. This plan has provided a framework for further program development and contains within its goals the criteria that have been used in the enrollment management process to allocate FTEF to programs, leading in turn to adjustments in the College's schedule of offerings.

- *The college adopt a policy and implement a formal procedure for program introduction, reduction or elimination and that program review is re-implemented.*

**RESPONSE:**

As stated in the Mid-Term report submitted to ACCJC in March 2006, and also accepted by the Commission in June, 2006, processes for program revitalization/discontinuance and program introduction have been put in place, beginning with the 2004-2005 academic year. The revitalization/discontinuance process takes into account the College's overall educational master planning process, a comprehensive needs assessment and outcomes evaluations, culminating in findings and recommendations by the College's chief instructional officer, and a hearing of the IPBC and the Academic/faculty Senate. A revised draft of the "Program Introduction Process" has been in place since 2006 [General References 38; 39].

- *Through discussions about the meaning of the associate degree and the philosophy of general education, the college should reach a timely resolution about high unit requirements for general education and graduation. Additionally, the college should reach a resolution on general requirements for the associate degree, and the approval mechanisms for the American Cultures requirement.*

**RESPONSE:**

As stated in the Mid-Term report submitted to ACCJC in March 2006, and also accepted by the Commission in June, 2006, the Chabot College Curriculum Committee spent a great deal of time and effort in 2003-04 re-assessing requirements for both the AA and AS degrees. A District Task Force adopted guiding language to assist the two colleges to work together in the revision of GE requirements. As a result of this extensive consultation, the two colleges now share a revised set of general education requirements for the AA and AS degree [Standard II References A1.2; A1.25].

**RECOMMENDATION #5:**

*The team recommends that the college and district devise and implement a regular and timely evaluation for administrators.*

**RESPONSE TO RECOMMENDATION #5**

As stated in the Mid-Term report submitted to ACCJC in March 2006, and also accepted by the Commission in June 2006, the planning and development process of evaluation for administrators involved the contributions of many individuals across the district including input from the administrators, faculty and classified senates. The system agreed upon is a two tiered system consisting of an Annual Performance Evaluation Process and a Comprehensive Evaluation Process [Standard III Reference A1.5]. The primary components of each process are:

## Annual Administrator Performance Evaluation Process

- ❖ Goal-setting
- ❖ Appraisal
- ❖ Formal feedback

## Comprehensive Administrator Performance Evaluation Process

- ❖ Goal-setting
- ❖ Appraisal
- ❖ Multi-rater or multi-source feedback and analysis
- ❖ Self-assessment
- ❖ Formal feedback

## Recommendation #6:

The team recommends that the college and the district complete in a timely manner the review of hiring practices for all categories of staff and assure that those practices are clearly and consistently communicated and used by all who participate in hiring. A hiring manual under development may address this.

**RESPONSE TO RECOMMENDATION #6**

Beginning with the academic year of 04-05, the Human Resources Department underwent a thorough, formalized review of its hiring practices and procedures. There has been turn over of personnel since the writing of the Mid-Term report submitted to ACCJC in March 2006, and also accepted by the Commission in June, 2006; however, all that was stated in the Mid-term report did take place and continues to be implemented. Orientation is provided to hiring committees regarding screening, Equal Employment Opportunity responsibilities, District Human Resources responsibilities, confidentiality, candidate rating, evaluations, and deliberations. Included in hiring packets are procedures for hiring fulltime faculty, administrative, supervisory and confidential staff, and classified staff [Standard III Reference A1.9].

**RECOMMENDATION #7:**

*The team recommends that the college and the district revisit the relevance of Board Policies 4006 and 4012, with a systematic rededication to the principles of equity and staff diversity inherent in those policies. This review should result in clear delineation of responsibility for all activities resulting from that review.*

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**RESPONSE TO RECOMMENDATION #7**

The Chabot-Las-Positas Community College District has adopted several written policies designed to ensure equity and nondiscrimination in employment. Through Board Policy 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.” [General Reference 21]

Board Policy 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.” [General Reference 21]

As stated in the Mid-Term report submitted to ACCJC in March 2006, and also accepted by the Commission in June, 2006, both of these policies are scheduled to be reviewed in accordance with the revised Title 5 Regulations on Equal Employment Opportunity. The review will be driven by the District’s new Equal Employment Opportunity Plan, which will be developed based on the Model Equal Employment Opportunity (EEO) Plan being designed for the system. This Model EEO Plan will provide guidance to districts for the development and adoption of individual plans to implement district-wide equal employment programs.

As guidance is received from the State Chancellor’s Office, the District will finalize an Equal Employment Opportunity (EEO) Plan. The District will have accessible from the State Chancellor’s Office state-compiled availability data that districts are required to utilize to conduct the mandatory diversity studies.

While full guidance from the state on developing a Model EEO Plan is still pending, the employment practices of the District ensure fair treatment of individuals from all backgrounds. 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 Office of Human Resource Services has revised its application forms to include the following question:

*“DIVERSITY STATEMENT: 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.” [Standard III Reference A1.9]*

The District also posts its positions in a wide variety of ethnic and non ethnic publications.

The District requires that the selection committee memberships be reviewed by Human Resources to ensure a diverse committee membership. The selection committees are also trained by Human Resource staff. In the Faculty/Staff survey, when asked “I feel discrimination by other college staff on this campus” only 15% agreed/strongly agreed while 73% disagreed/strongly disagreed [General Reference 7].

Student and faculty/staff surveys indicate a high satisfaction when asked their opinion as to the general respect for differences in race-ethnicity (78% student/86% staff), gender (80% student/85% staff), physical disability (76% student/87% staff), age 80% student/85% staff), sexual orientation (73% student/79% staff, native language (72% student/81% staff), and religion (72% student/75% staff). Only 6% and 7% or less respectively did indicate that they disagree with the majority [General References 6; 7].

Student satisfaction with services is even higher: disabled student programs and services (DSPS) 86%, extended opportunity programs and services (EOPS), PACE program for working adults 82%. Student satisfaction with office of student life (clubs, activities, events) is 81%. Seventy-four percent (74%) of students also feel that they have a better understanding of diverse philosophies, cultures, and ways of life [General Reference 6].

### **SUPPORTING DOCUMENTS:**

#### **General References in Responses to Recommendations**

3. Program Review Committee website (<http://www.chabotcollege.edu/ProgramReview/>)
6. Student Survey Results (<http://www.chabotcollege.edu/IR/satisfactionsurveys.asp>)
7. Spring 2008 Faculty/Staff Survey Results (<http://www.chabotcollege.edu/IR/survey08.asp>)
9. 2009-12 Strategic Plan  
(<http://www.chabotcollege.edu/IPBC/Strategic%20Plan/2009-12%20Strat%20Plan%20Goals,%20Strat,%20Obj.pdf>)
10. *Educational Master Plan 2005-2015*  
([http://www.chabotcollege.edu/about/MasterPlan\\_2005-2015.pdf](http://www.chabotcollege.edu/about/MasterPlan_2005-2015.pdf))
11. IPBC website includes Unit Plans, etc. (<http://www.chabotcollege.edu/IPBC/>)
14. Chabot College Institutional Planning and Budget Council website with minutes  
(<http://intranet/ipbc/>)
16. *Chabot College Facilities Master Plan*  
(<http://www.clpccd.org/bond/Chabot/ChabotFacilitiesmasterplan.php>)
19. Facilities Committee website (<http://www.chabotcollege.edu/facilities/>)
21. Board of Trustees Minutes paper copies 1961-2004 and web versions 2005-  
(<http://www.clpccd.org/board/BoardAgendaArchives..php>)
32. Governance Committee Website list (<http://www.chabotcollege.edu/governance/committees.asp>)
36. Chabot College Technology Plan 2008  
(<http://www.chabotcollege.edu/tech/ChabotTechPlan2008.htm>)
37. Chabot College Technology Plan 2008  
(<http://www.chabotcollege.edu/tech/ChabotTechPlan2008.htm>)
38. Program revitalization/discontinuance Document

39 Program introduction Document

**Standard II References**

A1.2 AA/AS Degree Philosophy Statement

A1.25 General Education Requirements for the AA and AS degrees  
(<http://www.chabotcollege.edu/curriculum/Forms/Artic%20GE%20Criteria.doc>)

**Standard III References**

A1.5 Administrator Performance Evaluation System  
(<http://www.clpccd.org/HR/EvaluationAdministratorPerformanceEvalSystem.htm>)

A1.9 Human resources Website: Forms and Procedures (See Hiring Packets and Hiring Procedures) (<http://www.clpccd.org/HR/HRGovForms.php>)





## 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.*

#### **DESCRIPTION:**

The current mission statement defines the institution's purpose, its intended student population, and its commitment to achieving student learning. 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 global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a life-long journey, the college provides opportunities for the intellectual enrichment and physical well-being of all community members who can benefit. [General Reference 1]*

The Chabot College mission statement includes all the primary educational purposes that are appropriate for a public comprehensive community college—helping students pursue their personal goals in education, in the workplace, and in the global community and expresses a commitment to achieving student learning.

The focus on learning also appears in the accompanying vision statement:

*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. [General Reference 1]*

The mission statement identifies the population of intended students for Chabot College as anyone who can benefit from transfer, degree, or certificate programs, job training programs, basic skills courses, or enrichment or lifelong learning courses that are expected of a comprehensive California Community College. This population includes people of all ages, including high school and middle school students who meet the requirements.

#### **Evaluation:**

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

#### **PLANNING AGENDA:**

None

**A1.** | *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

**DESCRIPTION:**

The commitment to student learning expressed in the mission and accompanying vision statement is fostered throughout the institution by the ongoing evaluation and refinement of curriculum, programs, and services to match the needs of the student population.

Chabot “prepares students to succeed in their education, [and] progress in the workplace” through the learning that occurs in the general education curriculum, associate degree programs, career and technical education programs, remedial and basic skills instruction, and transfer courses [General Reference 2; A1.1]. Courses and programs are updated or revised periodically and new courses are developed every year in response to academic and workforce needs. [A1.1; A1.2]. The Office of Institutional Research (OIR) provides periodic updates about how well Chabot career and technical education programs are addressing the highest demand areas of the local labor force [A1.3].

The Chabot curriculum provides academic programs that reflect our population’s educational goals and needs. While more than half of our students intend to transfer and/or earn an AA degree at Chabot, 92% of our entering students need remediation in basic math and/or basic English, and one third of new students do not return after one semester [A1.4; A1.5]. To help further student learning by responding to the specific educational needs of our local population, Chabot has established a comprehensive array of student academic support services in the Learning Connection. These services include general tutoring through Peer Academic Tutoring Help (PATH), Writing and Reading Across the Curriculum (WRAC), the Mathematics Lab, the Language Center, student assistants in courses, and Peer-led Team Learning (PLTL) [A1.6]. Many of these learning support services were developed and continue to be improved in grant-supported faculty pilot projects and inquiry groups.

In the past six years, student success data have driven decisions to pursue new grants and institutional funds to improve student success for specific populations and for the general population. In that time, the following projects aimed at improving student learning and success have been implemented: State Partnership for Excellence (PFE) funds were dedicated to 18 projects; the Chabot Enrollment Management Committee (CEMC) funds five success mini-grant projects per year; Carnegie’s Strengthening Pre-collegiate Education in Community Colleges (SPECC) projects were created to foster student learning in basic skills courses; the TRIO Student Success grant supports low-income, first-generation and disabled students; and the Basic Skills Initiative Grants and the current Basic Skills Committee have focused on faculty efforts to increase success and learning for basic skills students [General Reference 3; A1.7a-e]. All of these projects, along with ongoing input and guidance by the Program Review Committee and the Student Learning Outcomes and Assessment Committee, have generated a continuous cycle of evaluation, discussion, reflection, and revision of courses, programs, and support services to improve outcomes for students [General References 3; 4].

Chabot’s new Center for Teaching and Learning (CTL) is becoming the generator and repository for these diverse efforts. Already a website with teaching and learning resources, it was recently bolstered by a new Title III grant [General Reference 5] that is focused on student learning,

faculty inquiry groups, and the development of the CTL [A1.8]. These efforts are combined with targeted student support services that already exist at the College: TRIO Student Support Services (ASPIRE), California Work Opportunities and Responsibilities to Kids (CalWORKS), Disabled Students Programs and Services (DSPS), Program for Adult Education (PACE), Extended Opportunity programs & Services (EOPS), and Cooperative Agencies and Resources for Education (CARE). With learning communities such as Daraja, Puente, and Springboard to Transfer, these programs provide a strong foundation and a nurturing environment to support the learning, success, and retention of our students [A1.9].

In addition to classroom-based learning, co-curricular opportunities are available for students to “engage in the civic and cultural life of the global community” through the Associated Students of Chabot College (ASCC), student clubs such as the International Club and Movimiento Estudiantil Chicano de Aztlan (MEChA), study/travel trips, the growing Service Learning Program, and speakers at public forums [A1.10]. The ASCC also affords students an opportunity to participate in the collegial shared governance of the College. The ASCC president forwards names of students who are interested in joining key committees, such as College Council, the Curriculum and Budget Committees, and grievance and hiring committees. Chabot also offers many opportunities for the “intellectual enrichment and physical well-being of all community members who can benefit,” for example, the Quest program for seniors, Community Education courses (which includes Summer Camp for Kids and more than 200 online classes), and the Fitness Center [A1.11].

The College uses various methods to assess how well it is meeting the needs of its student population. English, math, and chemistry placement assessment results as well as student demand determine the balance of these courses offered at the basic skills or transfer level. The OIR tracks student success and retention data and uses them to determine how useful the assessment processes are in predicting student success and retention and how well the special student support programs are working [A1.5]. In addition, student satisfaction with college academic and student service programs is measured every other year in student surveys [General Reference 6].

By staying in touch with student educational needs, local workforce demands, transfer requirements and the life-long learning needs of its population, Chabot provides educational programs and services that are in accord with the educational needs of the local community. Additionally, the College offers outreach and retention programs in order to enroll students that reflect the diversity of the population in its service area.

### **EVALUATION:**

The College has a mission statement that explicitly focuses on student learning, and this is reflected in the learning programs and services of the College that address the educational needs of the student population.

Using assessment, success, and persistence data as well as survey research, the College continually evaluates how well it is meeting the needs of the student population and modifies or adds educational programs and services as needed. A wide variety of learning support services has sprung up in the last several years to address the growing need for support by basic skills students, all focused on improving student learning.

According to the students, Chabot College is meeting their needs. In the Fall 2007 Student Accreditation Survey, 78% of the students responding were satisfied or very satisfied with their overall experience at Chabot, and 70% of them agreed or strongly agreed that they would encourage others to attend Chabot [General Reference 6]. The majority (64%) of the students agreed or strongly agreed that there is a college-wide commitment to student learning. Additionally, according to the Spring 2008 Faculty/Staff Survey, an even higher proportion of faculty and staff (79%) felt that there is college-wide commitment to student learning [General Reference 7]

Students believe that they are learning and appreciate the help they get from campus learning support services. Seventy-nine percent of the students felt they were learning something from their course(s) regardless of the grade(s) they were getting, and 72% felt the course work had adequately prepared them for the next level of instruction. And of those who used learning support services such as PATH, WRAC, the Language Center, Math Lab, DSPS, PACE, and the Library, over 80% were satisfied or very satisfied with them [General Reference 6].

The student surveys also indicated how the students perceive their progress in terms of the college-wide learning outcomes: communication, critical thinking, global and cultural involvement and responsibility, and development of the whole person. A comparison of the Fall 2005 and Fall 2007 surveys shows that students in 2007 felt they were making substantially more progress in all areas [General Reference 6].

In the area of learning engagement, based on how often students had initiated various types of learning activities both inside and outside of their classrooms, the latest survey showed that most Chabot students were actively engaged in their learning. Compared to Fall 2005, students in Fall 2007 were more engaged in a number of learning activities. The positive impact of the Learning Connection and Service Learning were reflected in more students tutoring on campus and volunteering in the community [General Reference 6].

As more student learning outcomes are assessed by faculty, the areas of learning that have increased and the types of instruction, programs, and services that encourage that increase will become easier to identify. In addition, at that point more of the students may notice the college-wide commitment to student learning that the faculty and staff already know.

#### **PLANNING AGENDA:**

None

## **A2.**

*The mission is approved by the governing board and published*

#### **DESCRIPTION:**

The current Chabot College mission statement was approved in 2004 by the CLPCCD Board of Trustees [General Reference 21 (Minutes 8/17/04)]. The mission statement was published on the Chabot College website in the “About Us” section and in the *College Catalog* [General Reference 2]. In addition, a January 2009 brochure of the 2009-12 Strategic Plan was

published for the College and public with the vision, mission, and value statements prominently displayed [A2.1]. In Spring 2009, a more detailed version of the 2009-12 Strategic Plan was published, highlighting the vision, mission, and value statements. [General Reference 9]

**EVALUATION:**

The College has a Board-approved statement of mission that is published on the website and in the *Catalog* and displayed prominently in the Strategic Plan publications.

**PLANNING AGENDA:**

None

**A3.** | *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:**

The current mission statement was developed in Spring 2004 to better align with the current Accreditation Standards. A subcommittee of the Institutional Planning and Budget Council (IPBC) solicited the entire campus for ideas for revising the mission statement, and then sent out subsequent drafts incorporating feedback before finalizing the statement in IPBC in May 2004 [A3.1]. The mission statement (including the vision and value statements) was then approved by College Council in July 2004 [General Reference 22 (Minutes 7/1/04)] and approved by the Board of Trustees in August 2004 [General Reference 21 (Minutes 8/17/04)]. When the College solicited feedback about the new mission statement from community focus groups and in a survey of key community advisors in Fall 2004, the majority of the feedback was positive [A3.1].

After that process was completed in 2004, IPBC planned to review the mission statement in four years. In Fall 2008, IPBC reviewed the mission statement at the beginning of the planning process. The Council determined that the vision, mission, and value statements were still salient and accurate guides for our strategic plan, and that revisions were not necessary at the time [General Reference 14 (Minutes 8/27/08)]. Otherwise, another college-wide and community process of review and revision would have begun. This review process is now initiated annually, while the revision process is planned to occur every 3 to 4 years.

The decision not to revise the mission statement was affirmed by the Academic Senate in Fall 2008 [General Reference 12 (Minutes 11/13/08)].

**EVALUATION:**

The process of developing the current mission statement was participatory and followed the College's governance and decision-making processes. The effectiveness of the process was validated by community support for the new mission statement. The recent determination by IPBC and the Academic Senate that revisions were not necessary shows the enduring quality of

the current mission statement. In short, the College has a process in place for regularly reviewing the mission statement and making revisions when necessary.

**PLANNING AGENDA:**

None

**A4.** | *The institution's mission is central to institutional planning and decision-making.*

**DESCRIPTION:**

Chabot College's mission is central to our *Educational Master Plan* and Strategic Plan [General References 10; 9]. The mission statement is included in the *Educational Master Plan* and displayed prominently in the latest Strategic Plan to guide the development of individual Unit Plans, which are the yearly planning documents for each unit. [General Reference 11]. During the Strategic Planning retreat in Fall 2004, the semester after the new mission/vision/values statements had been approved, the process for developing the Strategic Plan for 2005-08 included reviewing those statements and making sure that the identified goals reflected these statements [A4.1]. Subsequent Strategic Plans have been based on the 2005-08 plan, and the intent of the mission is apparent throughout the current plans. The goals and objectives in those plans reflect the overarching goals in the mission statement of preparing students to succeed in educational goals, progress in the workplace, engage in the global community, and become life-long learners.

The two major charges in our mission—helping students meet academic educational goals as well as preparing them for the workplace—are reflected in substantial course offerings in both academic/transfer and career technical education [A4.2]. In addition, English and math courses include a balance of basic skills, degree-applicable, and transfer level courses [A4.3]. Since the mission statement says that we will respond to the educational needs of our local population and economy and contribute to the economic vitality of the region, we offer technical programs that prepare students for careers in occupations with the best wages and highest demand for skilled workers in our local labor market [A1.3].

The mission and vision statements inform decisions in several other ways. The mission statement encourages the faculty and staff to form strategic partnerships with community, educational, and workforce organizations that will support the educational and workforce goals of diverse student populations, while Strategic Plan goals make it a college priority to foster these local partnerships [General Reference 9]. 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 such programs as Service Learning and the International Students program [A4.4].

The mission statement reminds us that learning is a life-long journey and that one of the College's roles is to provide for the intellectual enrichment and physical well-being of all community members who can benefit. To that end, the College supports an active and self-supporting Community Education fee-based program for all ages, a seniors "Quest" program,

and a Fitness Center, attracting close to 1,000 adult learners who take classes like art and foreign languages for their personal and intellectual enrichment [A4.5].

### **EVALUATION:**

Our planning documents and our educational and student support programs reflect our mission statement. The central tenet of the mission statement—commitment to student learning—is confirmed in recent student and faculty/staff surveys [General References 6; 7]. Our current Strategic Plan prominently displays the vision, mission, and value statements, making an even more explicit connection between the mission statement and institutional planning and decision-making.

The majority of staff and faculty report using the mission statement in various ways, both for planning and guidance in their areas. In the staff survey, 71% of all staff (84% of FT faculty) were familiar with the Chabot vision/mission statement, and 61% of all staff (73% of FT faculty) reported using the vision/mission statement in some aspect of their work. Half of all faculty and staff and two-thirds of administrators thought that institutional decision-making and planning were guided by the mission statement [General Reference 7].

Most administrators could see the influence of the mission statement in planning activities. An interview with the current Vice President of Academic Services revealed that he saw the mission statement as a major factor in deciding upon new faculty hires, weighing emphases for budget priorities, underwriting the Foundation, choosing marketing and outreach activities for core services that support the College's mission, and proposing new courses [A4.6].

Starting in 2008-09, the Strategic Plan, which is distributed to faculty and staff for unit planning purposes, includes the mission statement to show that it is the foundation of the College's goals and strategies and to increase the visibility of the mission statement in planning activities.

### **PLANNING AGENDA:**

None

## ***B.*** *Improving Institutional Effectiveness.*

### ***B1.*** *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 about the continuous improvement of student learning and institutional processes at many levels of the organization and in both informal and structured settings. Informal discussions about both student learning and institutional effectiveness range from one-on-one hallway discussions to campus-wide ongoing email



dialogues on current topics. Structured dialogue happens in discipline and division meetings, program committees, and all-college committees.

### ***Dialogues about the improvement of student learning***

For the last several years, College Convocation and Staff Development day presentations, activities, and workshops have initiated dialogue about specific aspects of student learning and success with the input of all faculty and staff. These conversations have continued in relevant committees and work groups. In August 2006, 2007, and 2008, at Convocation, presentations and break out focus groups discussed student learning, student access, student success and retention, and student needs. In the 2008 meetings, faculty and staff discussed the challenges students face coming into college and the skills they need to meet those challenges, and proposed activities that could be implemented to better prepare students. These ideas were later used by IPBC in the development of the strategic plan [B1.1].

At the same time that these discussions regarding student learning are initiated at the college-wide level, others are starting in smaller meetings of faculty and staff, and these, too, can percolate through the campus and generate college-wide solutions to institutional roadblocks to student success. For instance, the Curriculum Committee has sought to clarify the relationship between course objectives and student learning outcomes (SLOs), and where they should be recorded [B1.3]. In 2006-07, IPBC asked the Academic/Faculty Senate to come up with a plan to develop and assess SLOs, prompting an extended discussion, both in and out of the Senate, about the purpose and usefulness of codifying SLOs beyond the requirements of the College's official course outlines [B1.4].

A number of recent college-wide initiatives—Program Review, Basic Skills funding for assessment, inquiry, and action projects, the assessment of student learning outcomes, and a Title III proposal—have placed the dialogue about student learning into college-wide committees and cross-disciplinary settings. In the 2008-2009 school year a portion of Convocation and the entirety of both Flex Days were devoted to discussing, writing, and planning student learning outcomes and Program Review [B1.1].

Development of student learning outcomes and appropriate assessments at the course, program and college levels is one of the four goals of the Title III Grant [General Reference 5]. Currently, Faculty-focused Inquiry Groups (FIGs) involving student-learning outcomes are forming in each of the five academic divisions. The first Title III FIG involved a cross-discipline group of faculty who used a common rubric to assess critical thinking (one of our five college-wide learning outcomes).

Some of these dialogues started in small grant development teams, and then grew and evolved when the grants were won and implemented, and the interaction between staff on different grants projects has produced more dialogue. Other dialogues started in Program Review and fed the dialogues in the grant development teams. These dialogues are described below.

### ***Dialogue about student learning in Program Review***

While instructors have always talked to each other about their successes and failures vis-à-vis student learning in their classes, a Program Review process has been developed that asks faculty to work together to focus on student learning in their courses and how they could improve it. This is one example of how the ongoing dialogue about student learning at every

level has been incorporated into institutional procedures. The current Program Review process asks faculty to reflect on basic performance data, including student success in their courses, and to develop an inquiry project that relates directly to student learning and extends beyond the boundaries of the discipline [General Reference 3]. These inquiry projects are referred to as “Rocks.”

A faculty survey during the development of the new Program Review process identified five fundamental issues that can impede student learning in almost all disciplines. These are the “Boulders” that can block the path of student learning:

- ❖ **Basic Skills**  
reading, writing, math, learning skills, computer and information literacy
- ❖ **ESL**  
basic proficiency with reading, writing, and speaking in English
- ❖ **Critical thinking**  
quantitative reasoning, problem solving, prioritizing, recognizing patterns, asking questions, connecting ideas, juxtaposing, and analogizing
- ❖ **Attitude**  
attitude, commitment, responsibility for own learning, expectations of and responsiveness to workload, orientation to academia—students and faculty
- ❖ **Institutional policy and practice**  
budgeting, scheduling, orientation, registration, matriculation, W policy, progress reports, curriculum, library hours, counseling services, financial aid, and block scheduling

The Rock inquiry projects must address one or more of the five Boulder issues. The concept is that no one program can resolve the fundamental issues, but can chip away at the bigger issue, one Rock at a time.

This Program Review process was implemented for all academic programs, starting in cohort groups between 2003 and 2007. Each program met with the Program Review committee to discuss why a Rock was relevant to the program, and the committee provided suggestions for possible resources for the project and insights from other programs that were working on related issues. This stimulated dialogue within each program as the Rocks have been developed and as the projects have progressed. Also, there is continuing dialogue between the programs and the Program Review committee, which serves as a conduit for sharing ideas, struggles, and plans among the many programs that might otherwise remain isolated within their own disciplines. Each review includes an assessment plan for its Rock to evaluate what was learned during the inquiry and any perceived impact on student learning.

By 2008-09, most programs on campus had completed their first cycle of the Program Review process, and there are already examples of improvement in the way instructors are structuring learning.

The Health program noted that the institutional policies for staffing Health courses with adjunct faculty resulted in instructors having little or no contact with each other. The sole full-time

instructor in the program would seldom, if ever, have any direct contact with the adjuncts. The Health program Rock was to organize meetings with all Health faculty to develop student learning outcomes. With assistance from the Program Review committee, funding was found to pay adjuncts to meet, engage in meaningful dialogue, and develop the SLOs, a task that would have otherwise fallen on the one full-time instructor [General Reference 3].

In another example, the World Languages program examined its student success data and, based on their Program Review inquiry that included dialogue within the department and with other colleges, decided to add a mandatory lab hour to its basic courses to improve student success. As students complete these courses the success data will be examined to determine the effectiveness of the new lab hour, completing the assessment requirement for Program Review [General Reference 3].

In 2008-09 the academic Program Review process was modified to occur yearly as part of the unit and division planning processes. In this streamlined iteration, it continues to facilitate dialogue about student learning at the discipline and division levels [General Reference 3].

### ***Dialogue about student learning in Basic Skills***

Another example of the growth and evolution of a dialogue about student learning and success is one that also emerged in 2003. The low level of student success and persistence in Basic Skills was identified as a major institutional concern in 2003, during the development of a federal Title III Strengthening Institutions grant proposal. During that Fall, an approach to address this problem evolved from simply trying to increase success and persistence to developing a learning-centered curriculum that would engage and support Basic Skills students in a deeper way [B1.5].

When the Title III competition was cancelled that year, this dialogue was parlayed into a successful 2004 grant proposal to the Carnegie Foundation that continued the dialogue about how “to improve student outcomes and enhance student learning and engagement in basic skills mathematics and English courses” [B1.6]. The grant activities in this Carnegie project called Strengthening Pre-Collegiate Education in California Community Colleges (SPECC) allowed teams of faculty to team teach in a basic skills learning community and supported dialogue about student learning outcomes among all instructors teaching the accelerated basic skills English course [B1.7]. What also emerged from this grant was a unique faculty/student film project that explored the issues of reading among the students. The film, called Reading Between the Lives, gained statewide and national recognition among community colleges for providing new information from the students’ point of view for faculty and staff who wanted to explore basic skills learning. It was followed by another film on Distance Education and one for students on how students discover student services.

The use of the SPECC-sponsored film Reading Between the Lives is a useful example of how college-wide programs have initiated faculty dialogue about student learning that have continued in relevant committees [General Reference 27]. During a Fall 2006 Convocation screening, faculty watched students, one after another, explain why they do not read for their courses. It was startling and controversial, and sparked many discussions about both the role of reading in individual courses and possible ways to help students (in courses other than English) become better readers. These questions continue to inform the discussion of reading in the Basic Skills Committee [B1.8].

The English faculty involved in the challenge of teaching reading across the curriculum proposed a solution called “Reading Apprenticeship,” and started a training program for a cross-disciplinary group of faculty that has since become a faculty inquiry group (FIG), supported by state Basic Skills Initiative funds [B1.9]. The Carnegie SPECC projects inspired action research to explore basic skills issues, and just as the Carnegie grant ended, state funds became available to support projects aimed at enhancing student learning and success through the Basic Skills Initiative [B1.10]. To receive these Basic Skills funds, each college had to propose a plan of action, and Chabot faculty proposed using focused inquiry groups (FIGs) [B1.11]. The idea for these FIGs had been developed in the Program Review process and subsequent (unsuccessful) Title III proposals in 2006 and 2007. Finally, coming full circle, the College obtained a Title III grant in 2008 that also uses FIGs to find ways to increase student learning and success [General Reference 5].

There are other examples of the evolution of a dialogue about student learning from discussion to action. The conversation about how to organize all the academic support services in a building that was to be remodeled evolved into a model tutoring complex in a temporary space called the Learning Connection. The increased success rates of the early Learning Connection pilot projects supported the successful Title III grant proposal. The Title III grant aims to enhance and expand the dialogue on student learning campus-wide through the establishment of FIGs crossing all disciplines and through the promotion of faculty work in basic skills in the Center for Teaching and Learning website and newsletters [General Reference 6, B1.13].

Program Review, the Basic Skills Initiative, Title III, and the Learning Connection all use baseline data provided by OIR which allow faculty to look closely at student success in specific courses and programs. The ensuing discussions can raise more questions, calling for additional research, which accounts for an increasing number of research requests by faculty. These projects have helped to create an environment where data are valuable tools in decision making.

### *Dialogue about Student Learning Outcomes*

The conversation about student learning outcomes (SLOs) began at Chabot in 2003 and continues. Between Fall 2003 and Fall 2005, selected faculty attended regional workshops on SLOs, including one at Chabot, in which the topic was introduced and discussed; attendees continued the conversation at Chabot [B1.14-SLO workshops listed in Title III proposal]. SLOs were introduced to the College as a whole at a Convocation Day workshop in Fall 2005. The dialogue continued, and during Spring 2007 a Student Learning Outcomes Committee (SLOAC) was formed.

This committee was able to initiate dialogue about SLOs across campus and within disciplines in subsequent convocations (Fall 2007; Fall 2008) and flex days [February 2008; October 2008; February 2009] [B1.1].

Table 1. The evolution of the dialogue on Student Learning Outcomes at Chabot

| Type of Activity   | Number or Percent of Faculty Attending |
|--|--|
| <b>Fall 2003</b> – IPBC sends 15 faculty to a workshop on implementing student learning outcomes across campus   | 15 (8%)                                |
| <b>Winter 2004</b> – Chabot representatives attend three-day AAHE/WASC workshop on student learning outcomes and institutional change  | 2 (1%)                                 |
| <b>Spring 2004</b> – IPBC sponsors 20 faculty for a regional conference on student learning outcomes at Chabot   | 20 (11%)                               |
| <b>Spring 2004</b> – Chabot holds four campus discussions on becoming a learner-centered institution   | 16 (9%)                                |
| <b>Spring 2004</b> - Institutional level learning outcomes are written by a cross-discipline committee and approved by the academic/faculty senate.  | 30 (16%)                               |
| <b>Fall 2005</b> – Convocation theme is student learning outcomes with presentation by Norena Badway on student learning outcomes assessment cycles (SLOACs)   | 188 (100%)                             |
| <b>Fall 2005</b> – Chabot forms a campus SLOAC Committee composed of cross-discipline faculty.   | 5-10 (5%)                              |
| <b>Fall 2007</b> - August 15, 2007 SLO Training with Karen Wong and Norma Ambriz   | 12%                                    |
| <b>Fall 2007</b> August 16, 2007 SLO Training with Marcy Alanraig  | 100%                                   |
|  |  |
| <b>Fall 2007</b> - October 2, 2007 SLO Forum with Barbara Ogman  | 100%                                   |
| <b>Fall 2007</b> - October 3-5, 2007 Student Success Conference, San Jose, Keynote Speakers  | 15 (8%)                                |
| <b>Spring 2008</b> - FLEX DAY February 14, 2008 workshop on ASSESSMENT with Norma Ambriz, Choosing the Right Assessment, Creating Graded Assignments as Embedded Assessment Tools, SLOs, Bloom's Taxonomy, Cognitive, Psychomotor, and Affective Domains |  |

|  |          |
|--|----------|
| <b>Fall 2007 - Spring 2008</b> - Barbara Ogman holds a series of workshops on writing and assessing SLOs   | 20 (10%) |
| <b>Fall 2008</b> - Convocation presentations by Barbara Ogman on writing and assessing SLOs and Carolyn Arnold and Ming Ho introduce critical thinking FIG.                | 75 (40%) |
| <b>Fall 2008</b> - Flex day is completely devoted to writing SLOs  | 100%     |
| <b>Spring 2009</b> - Flex day is completely devoted to discussions on the assessment of SLOs and program review. Critical Thinking FIG members present assessment results. | 100%     |
| <b>Spring 2009</b> - Several Title III FIGs involving SLOs form  | 40 (20%) |

During the October 2008 Flex Day, faculty were exclusively engaged in writing SLOs and designing rubrics for assessment, and on the February 2009 Flex Day this work continued. These activities had the desired effect: faculty working together to identify specific learning goals for students in each course in their disciplines, and identifying appropriate instruments for measuring learning. Now these conversations are being incorporated into the iterative processes of program planning and curriculum review.

#### *Dialogues about the improvement of institutional effectiveness*

The improvement of institutional effectiveness is addressed in college-wide councils, committees and senates, such as College Council, the Institutional Planning and Budget Council (IPBC), the Chabot Enrollment Management Committee (CEMC), Classified Senate, Academic Senate, and the new Academic Policy Council. It has also become the focus of certain initiatives, such as Program Review and the Basic Skills Initiative, which are identifying institutional improvements to increase student learning. The dialogues during the Curriculum Committee and the Student Learning Outcomes and Assessment Committee (SLOAC) meetings routinely center around how institutional processes affect student learning [General References 4; 13].

IPBC maintains an ongoing dialogue about improving institutional effectiveness in planning and budgeting. From 2007-08 into 2008-09, IPBC streamlined many of the planning processes in consultation with other committees such as CEMC, the Program Review Committee, Deans' Council, and College Council. The processes that were streamlined included the cycles of planning, budgeting, enrollment management, and Program Review [General Reference 14].

Occasionally, campus email provides the medium for discussing institutional issues, for example, a proposed compressed schedule and its potential effect on student learning. This discussion resulted in the Faculty Association conducting a more formal survey of interest among members in developing a compressed calendar [B1.15].

**EVALUATION:**

Dialogues about student learning and institutional effectiveness occur on an ongoing basis, and have resulted in projects to increase student learning as well as a streamlined planning and budget process. A sustained level of campus-wide communication is necessary to foster understanding of the planning and budgeting processes.

In the most recent Faculty/Staff Survey, 85% of fulltime faculty reported participating in dialogues about student learning in college-wide committees, and over 90% had these conversations in each of the other identified settings—during flex day activities, in discipline and division meetings, and with one or more colleagues in the hallways [General Reference 7].

About 75% of all faculty and staff said that they “participated in thoughtful, reflective dialogues about the improvement of institutional effectiveness” most often in “meetings with one or more colleagues” and “informally in hallways or offices,” while fewer than half did so “in college-wide committees.” A majority had had dialogues on institutional effectiveness on college-wide flex days and in their discipline or program meetings, and more than 78% of fulltime faculty and administrators had participated in these dialogues in every setting.

Survey results revealed less understanding of college planning and budgeting, especially how the two are related. Though the Budget Committee uses Strategic Plan priorities and individual Unit Plans to guide funding allocation, only 50% of staff felt that “college-wide and unit planning are linked to resource allocation.”

From this IPBC recognized that the communication between the Council and the Chabot community needed to improve. Starting in 2008-09, major efforts were made to communicate to the whole college how planning drives budgeting. This communication has been executed via college-wide email, hard-copied memos, and discussions at the division level. In addition, IPBC developed and sent to all staff brochures of the mission statement and the Strategic Planning Goals [General Reference 9]. When College Council received and approved recommendations for allocations from the Budget Committee and IPBC, the allocations were publicized throughout the campus via email. College Council minutes are kept with all shared governance committee minutes. IPBC has refined the unit planning forms to make it clear how Program Review, planning, and budgeting are connected [General Reference 3]. All of these efforts have been made to promote transparency in budgeting resources to meet strategic priorities [B1.15].

**PLANNING AGENDA:**

None

**B2.**

*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.*

**DESCRIPTION:**

Goals, strategies, and objectives for the College's three-year Strategic Plan are set by IPBC during Strategic Planning retreats and meetings [B2.1]. To determine the goals (timeless), strategies (in a timeframe), and objectives (in a timeframe and measurable), several sources are used: the *Educational Master Plan*, internal and external scan data, Program Review reports, Unit Plans, and internal and external surveys [General References 6; 7; 9; 10]. The main criteria are to choose goals and objectives that support the purpose of the college as expressed in the mission statement, the programs and services that will improve student learning and outcomes that the mission statement promises, and addressing any accreditation issues [B1.2; General References 6; 7; 10; 11].

In 2006-2008, the top 10-12 priority objectives were chosen from the Strategic Plan for the College to focus on year to year. This list was based on discussion in strategic planning retreats, environmental scan updates, recent Program Review and Unit Plans, and progress on accreditation action plans. In addition, yearly reviews of College priority objectives have led to the emergence of new priorities. Once chosen, the priority objectives were assigned to appropriate governance committees who were then responsible for formulating action plans and timetables [General Reference 11 (Priority Objectives)].

Other goals and objectives in the Strategic Plan have been implemented as a matter of course as programs, services, offices, and committees fulfill their own Unit Plans.

The Strategic Plan goals showed where the College wanted to go. As often as possible, the objectives were articulated in a quantitative or specific manner in order to be able to determine the degree to which they have been met. Quantitative objectives that have been tracked over several years remain in the Strategic Plan in order to show progress towards meeting them [B2.2].

For five years, IPBC has produced an annual report that describes the progress of the College towards meeting the priority objectives. These reports are written by the committee responsible for that priority objective. These accomplishments are measured in both qualitative and quantitative terms, indicating whether the objective has been met, partially met, or not met. The reports for 2006-07 and 2007-08 show that many objectives were met, many were partially met, and those that were not were continued into the next year. In addition, the measurable objectives in the strategic plan are monitored by the OIR on an ongoing basis and discussed in IPBC as part of the strategic planning process [General Reference 14 (Accomplishments)].

In Spring 2008, in preparation for choosing priority objectives for 2008-09 and as the basis for organizing the Strategic Plan Goals & Strategies in the 2009-12 Strategic Plan, multiple resources were gathered and reviewed by IPBC members to inform the planning and prioritizing process [General Reference 14]. Resources included:



- ❖ Priority Objective Accomplishments from the past year
- ❖ Progress on ongoing Strategic Plan measurable objectives
- ❖ Unit action plans
- ❖ Division summaries
- ❖ Program Review reports
- ❖ Student and staff surveys  
[General References 6; 7]
- ❖ Accreditation preliminary planning agenda items
- ❖ District marketing survey results [B2.3]
- ❖ Environmental scan data [B1.2]
- ❖ Community survey and focus groups [B1.4]

At a planning retreat in May 2008, 2008-09 priority objectives were identified [General Reference 14 (Minutes of 5/28/08)]. During June 2008, IPBC members edited these objectives and grouped them into Priority Themes that could be used for the 2009-12 Strategic Plan. Although all the identified priority objectives would be addressed by the College in 2008-09, those addressing Accreditation planning agenda items related to planning, program review, and student learning outcomes became the focus of IPBC efforts in Fall 2008 [General Reference 14 (Minutes of Fall 2008)].

The Priority Themes were identified and shared with the college at the Fall 2008 Convocation [B1.1], where additional input was gathered from faculty and classified staff. From this information, the 2009-12 Strategic Plan was written and approved in February 2009 and then distributed to faculty and staff to inform the unit planning for 2009-10 [General Reference 9]. Special efforts were also made to align the plan's goals and strategies with those of the California Community Colleges Chancellor's Office System Strategic Plan (<http://strategicplan.cccco.edu/>).

The 2009-2012 Strategic Plan is an actual expression and implementation of the Chabot College mission as a comprehensive community college. The four goals stated in the Strategic Plan are: 1) Awareness and Access—to increase the familiarity of Chabot and its programs throughout the community, to reach out to populations underrepresented in higher education, and to promote early awareness and college readiness to youth and families; 2) Student Success—to help the basic skills students and students in a variety of career paths reach their educational goals; 3) Community Partnership—to work with local business and industry to support the goals of Chabot students; and 4) Vision, Leadership and Innovation—to measure learning and improve institutional effectiveness [General Reference 9].

The 2009-12 Strategic Planning Goals were distributed to all faculty and staff so that they could inform unit action planning for the 2009-11 planning cycle [General Reference 14 (Minutes of 5/28/08)]. In Spring 2009, the comprehensive Strategic Plan was distributed to all shared governance committee chairs for discussion as an agenda item. The college community

was notified when the Strategic Plan was posted on the Chabot College website. Copies of both the brochure and the larger document were also sent to the CLPCCD Board members and administrators, Chabot College Foundation Board members, partner organizations, and community leaders, such as city council members, superintendents of local school districts, and executive directors of community-based organizations.

#### **EVALUATION:**

The College has goals and objectives, and the accomplishment of these objectives is documented. Progress on measurable objectives is monitored and reported to IPBC by the OIR. IPBC is making an effort to assure awareness of the college-wide goals, the goal-setting process, and the link between Unit Planning and college-wide goals.

In the Faculty/Staff Survey of Spring 2008, 40% of all staff were aware of the college priority objectives or felt that the planning process adequately identifies college priorities [General Reference 7]. In addition, about one quarter of all staff and one third to half of full-time faculty understood the role of key planning committees in setting goals and implementing them. Ironically, however, most (65% of all staff and 89% of full-time faculty) were participating in a key process—that of setting goals and objectives within the Unit Plans, which refer directly to strategic goals and objectives. In addition, since the 1995 and 2001 staff surveys, there has been a steady increase in the percentage of all staff who feel they have opportunity to participate in the budget planning process, from 22% in 1995 to 46% in 2008. A new survey will be administered in April 2009, to evaluate the progress made in increasing awareness.

#### **PLANNING AGENDA:**

Promote awareness of the college-wide goals, the goal-setting process, and how unit planning relates to the college-wide goals

### **B3.**

*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:**

The cycle of ongoing, data-driven planning and improvement is practiced at all levels of the institution. In collaboration with college shared governance committees, the Institutional Planning and Budget Council (IPBC) oversees and coordinates the institutional planning process. Planning occurs at the unit, division/area, and institutional levels.

Unit and division/area planning have evolved to include an integration of two processes: Program Review and unit/area action planning. This involves a review of aggregated and disaggregated data from student learning outcomes, service area outcomes, institutional outcomes and external scan data; a summary of findings from this review; and a two-year action plan detailing how the unit/area will improve outcomes.

## CYCLE OF PLANNING & CONTINUOUS QUALITY IMPROVEMENT



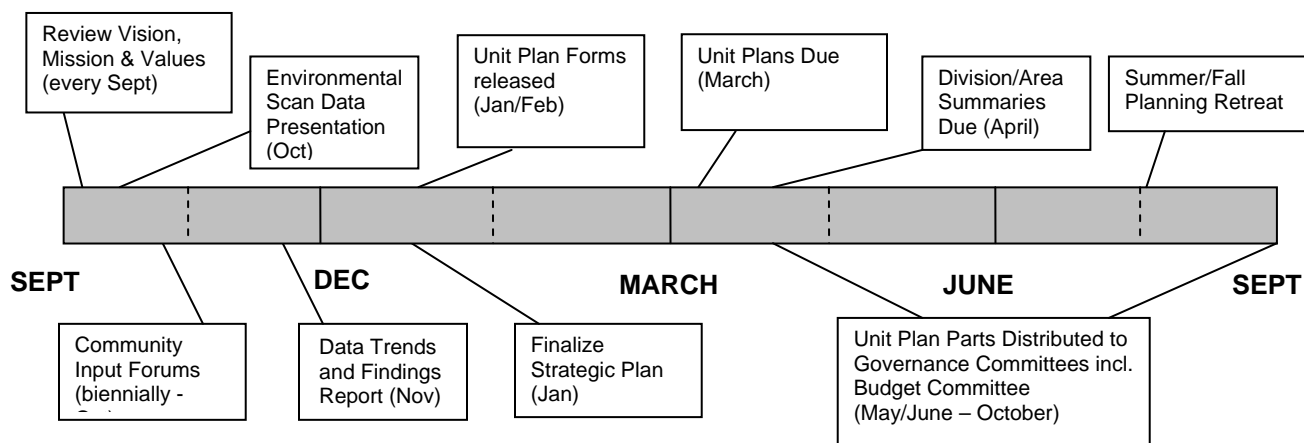
### ***Academic Program Review***

All units/areas in academic, student, and administrative services complete a formal Program Review process. In academic units, Program Review is completed by faculty members in each discipline. Program Review activities include a review and discussion of student learning outcomes and data such as retention and success rates, next level course completion (when applicable), enrollment trends, and division/institutional data. These data are provided by the Office of Academic Services and the OIR [General Reference 3].

### ***Student and Administrative Services Program Review***

Program Review in Student Services and Administrative Services is conducted in a similar way. Administrators and managers of these areas work with the faculty and staff to review service area outcomes and data about current and future trends. The process for Program Review in Administrative Services was modified in Spring 2009. Like academic Program Review, these areas produce a report of the findings from data and a review of their accomplishments in order to build upon successes and best practices [General Reference 3].

### IPBC ANNUAL PLANNING TIMELINE



#### ***Two-year Action Plan: Integrating Planning and Budgeting***

Once Program Review is completed, all participants write a two-year action plan. This plan summarizes the findings from the review, lists the accomplishments of the past two years, lists the goals and expected outcomes for the next two years, and lays out a timeline. It includes requests for additional resources for the next fiscal year (e.g., faculty/classified staffing, professional development/training, supplies, and equipment) and suggestions for new initiatives or projects. Action plans are developed collaboratively within units and among colleagues. Portions of college-wide Flex Days are spent reviewing data and discussing plans for action within units and divisions [General References 11; 14 (Unit Plan Forms)].

The summarized findings from Program Review that are listed on action plans remain static while the details of action plans and timelines are revised and updated annually, so all units/areas are in a continuous cycle of review.

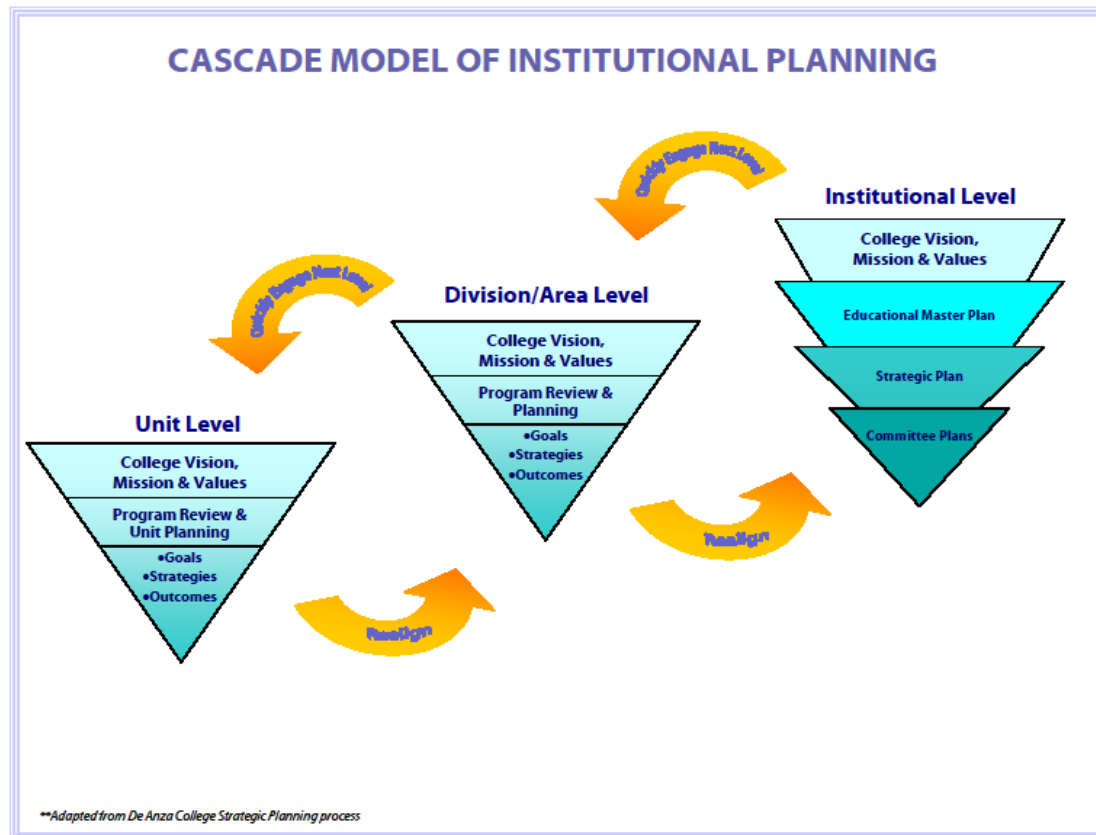
Unit Plans are submitted to the Dean/Manager's office. Then in consultation with faculty and staff, the Dean/Manager summarizes the plans and recommends priorities for the allocation of resources. This report is sent to IPBC to be used in preparing the Strategic Plan, other institutional plans, and the budget. A copy is retained in the division as a record of their local priorities.

#### ***Institutional Planning***

These processes are major building blocks for institutional planning and provide valuable information for setting the college-wide priorities as well as division and area priorities. Information from these planning processes supports the overall development of Chabot's *Educational Master Plan* (10 years), *Strategic Plan* (3 years), and the *Priority Objectives* (1 year) (see the Cascade Model diagram below). Lead responsibility for the Priority Objectives is assigned to the appropriate shared governance committees and shared with faculty and staff at Convocation. These committees then submit year-end reports on their progress toward meeting their assigned Priority Objective(s).

To develop a new strategic plan, IPBC holds a planning retreat in the Spring or Fall and reviews the multiple resources listed in Standard B2. When possible, input is solicited at the

Fall Convocation. IPBC then spends the Fall developing the Strategic Plan. Starting in Spring 2009, the Strategic Plan Goals and Strategies are distributed to all faculty and staff for use during the unit planning during the Spring. In addition, the comprehensive Strategic Plan was posted on the College website, discussed in shared governance committees, and distributed to key stakeholders [General Reference 9].



### ***Integration of Planning with Budgeting and Other College Governance Plans***

Relevant parts of the unit action plans are distributed to the appropriate shared governance committees to inform their planning and activities. The college president and the appropriate VP also review the summaries and respective budget requests with the appropriate division/area manager. Inasmuch as possible, the budget is adjusted to allocate resources to meet the priorities of each division. Additional Unit Plan resource requests are sent to the Budget Committee for possible funding from other sources such as bond, lottery, and CTE/Perkins monies. In this way, budgeting and resource allocation are integrated with the program review and planning processes. The following chart illustrates which components are forwarded to governance committees.

| Unit/Area Action Plan Component    | Used by Administrative Staff, IPBC and...  |
|------------------------------------|--|
| Part 1 Description of the Unit     | Marketing Committee  |
| Part 2 Goals/Objectives            | Deans/Managers & IPBC and other committees as needed.  |
| Part 3a Faculty Requests           | Faculty Prioritization Committee   |
| Part 3b Classified Staff Requests  | Administrative Staff/VP of Academic Services   |
| Part 4 Discipline Plan Spreadsheet | Chabot Enrollment Management Committee (CEMC)  |
| Part 5 New Initiatives             | Grants Subcommittee<br>Chabot College Foundation<br>Budget Committee<br>Facilities Committee |
| Budget Allocation Requests         | Budget Committee<br>Facilities Committee<br>Technology Committee                             |

This exchange of information fosters frequent collaboration and communication among committees. For instance, the Facilities Master Plan [General Reference 16] included the goals and objectives set forth in the Strategic Plan [General Reference 9] for becoming a learner-centered college. When the Measure B Bond was approved by voters and facilities plans were being developed, the Facilities Committee ensured that the plans included 1) a centrally located building that housed all student services, e.g., admissions and records, counseling, special programs, financial aid; 2) indoor and outdoor meeting areas across campus to provide space for formal and informal study groups; 3) the Building 100 project that will centralize all academic support services; and 4) relocating student parking lots closer to campus buildings with staff lots behind them.

When unit action plan resource requests include technology upgrades and the purchase of computers, the Technology Plan [General Reference 37] and the Technology Committee are consulted to ensure that resources are maximized and coordinated for the benefit of the whole college.

#### ***Use and Analysis of Institutional Data for Planning***

The Office of Institutional Research (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 published in print and on the OIR website [General Reference 17]. These reports might include raw data as well as highlights and analyses of trends.

In addition to Program Review data reports, the OIR regularly provides data to members of the College community. IPBC 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 Grants Subcommittee requires specific data to support grant applications. The Committee on Online Learning utilizes OIR data to determine characteristics of online students, to assess online enrollment growth, and to determine how online course enrollment is influencing overall enrollment. In addition, success data (i.e., success in online classes versus face-to-face classes) have added credibility to online teaching which has helped instructors with online course proposals. Academic Deans and Area Managers frequently use OIR data to support requests for new positions in faculty and classified hiring committees. Faculty and staff in academic and student services programs regularly request OIR data to evaluate the effectiveness of their programs, instruction, or services.

#### **EVALUATION:**

There is a well-organized cycle of planning in place at Chabot, and the institution understands and embraces that cycle, especially at the unit level. Survey results show that 89% of full-time faculty contribute to Unit Planning [General Reference 7].

The College assesses progress towards achieving its goals with both quantitative and qualitative data. According to the Spring 2008 Faculty/Staff Accreditation Survey, 53% 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 37% in 1995 and 45% in 2001.

Administrators are among the largest consumers of institutional research data, with 60% of Chabot administrators using institutional research data, followed by 52% of fulltime faculty who use it [General Reference 7].

#### **PLANNING AGENDA:**

Increase communication across the campus to make visible the collaboration and coordination between IPBC and other College committees such as Facilities, Technology, Staff Development, Program Review, and CEMC in the institutional planning process

**B4.** *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, B3, describes the mechanisms that exist for broad-based participation in college planning. The use of the Cascade Model for the planning process ensures that staff participation occurs at the unit, division/area, and institutional levels. Each level identifies priorities that inform college planning. A master list of programs/units and areas is kept and updated to ensure that all units/areas of the institution are participating in the planning process [B4.1].

As programs are reviewed and action plans developed, the College is committed to allocating resources for putting plans in action that lead to the improvement of institutional effectiveness.

As part of its mission, the College renews this commitment each year as it appropriately funds and sustains those courses and programs listed in the *Schedule of Classes*, pending adequate enrollments. New positions for faculty and staff are decided through the faculty and classified staff prioritization processes, and CEMC allocates the necessary FTEF to teach those courses that are offered.

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 Unit Plan 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 [B4.2].

In addition to the formal Program Review and Unit Planning, 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 for developing and assessing student learning outcomes [B4.2]. IPBC also holds periodic college-wide retreats, special meetings, and focus groups when a larger quorum 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 [B2.1; B2.4]

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 [General Reference 15]. 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. The *Facilities Master Plan* lays out the ways that bond funds are to be spent to support student learning needs [General Reference 16]. These include additional computer labs as well as a centrally located facility to house all student support functions, including Admissions and Records, Financial Aid, special programs, and tutoring services. The goals listed in the Strategic Plan and Priority Objectives have guided successful efforts to increase retention and overall college enrollment as well as the enrollment of Latino students [General Reference 9]. One initiative was to hire Early Intervention Specialists who made personal telephone calls to students. Another involved increasing the College's offering of online courses and online student enrollment.

#### **EVALUATION:**

There is evidence that the planning process is broad-based and occurs at the macro and micro levels of the institution. Sixty-eight percent (68%) of full-time faculty indicated on the



Faculty/Staff survey that they have had sufficient opportunity to provide input into the college-wide planning process while 49% of all staff reported having the same opportunity [General Reference 7].

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 adjunct faculty members who have traditionally had fewer opportunities to participate.

**PLANNING AGENDA:**

Increase the opportunities for classified professional staff and adjunct faculty to participate in college-wide planning

**B5.** | *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 its Office of Institutional Research (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, via one-page handouts, presentations, email, newsletters, and the OIR website.

***Office of Institutional Research***

OIR collects 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, trends in local economy, labor market, and education, and community feedback on mission/vision and college strategic planning priorities [General Reference 17].

Student characteristics data are collected each semester and include information on gender, ethnicity, age, educational goal, unit load, and a number of other important indicators to describe Chabot students. Enrollment trends data, including student demographics, are specifically collected to monitor changes.

Student outcomes data are updated and monitored each semester in order to assess student academic achievement and progress through Chabot. 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 course and follow them for two years. These analyses are updated each semester for English, math, and ESL courses, and for all disciplines who are going through Program Review.

OIR also collects benchmark data for new first-time student cohorts, and tracks each cohort for four years. Benchmark data include information on the number and percentage of new first-time students who successfully complete college-level English and math, become transfer-

directed and transfer ready, and earn a degree or certificate. These benchmarks are reported for the first semester, the end of the second year, and the end of the fourth year, allowing comparisons between cohorts. Six cohorts have been completely tracked since 1999, and two more are in progress [B5.1].

Student surveys are conducted biennially in a random sample of course sections, stratified by discipline and time of class [General Reference 6], 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-wide 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.

A staff survey, distributed to all staff, is conducted every six years. This survey coincides with the accreditation self-study, and is the opportunity for all faculty, classified professionals, and administrators 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 [General Reference 7].

OIR also helps faculty conduct customized student surveys in selected programs or courses as part of Program Review inquiry projects. Topics include students' past and current learning experiences in the field, their engagement in active learning in the class, and the usefulness of various learning support tools and services. The findings of these surveys become the basis of dialogue about improving student outcomes. [B5.2].

Each semester, OIR also provides assessment data for more than fifty ad hoc research requests [B5.2]. Most of these requests are initiated by faculty who want to evaluate the efficacy of a change in a program or course, or who are going through Program Review. Other requests consist of evaluation research for grant-funded learning communities, e.g., Daraja, Puente, and Springboard to Transfer, learning support services in the Learning Connection, or focused inquiry groups in basic skills and Title III [B5.3; B5.4]. In addition, the grant developer/writer uses targeted assessment data in assembling grant proposals [General Reference 5].

OIR also collects information on trends in the local economy, labor market, and education in order to monitor the external environment affecting the College. This information, along with internal college data, is compiled into an overall Environmental Scan and is used for strategic planning [B1.2]. In addition, the College solicits community input on Chabot's mission and strategic plan in focus groups and surveys of community representatives [B2.4].

Local demographic and economic data have also supported the creation of satellite campuses in local communities [B5.6]. One opened in San Leandro in 2007, and another is scheduled to open in Union City in 2009.

The state Chancellor's Office is an additional source of college data. They compile data and publish analyses based on the college's database for state and federal accountability purposes. The OIR then reports these results to the campus community [B5.7].

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 are compiled into several bound reports and distributed to Chabot administrators, faculty, offices, the Library, District administrators and the Board of Trustees, and are available on request. These reports are also available on the OIR website [General Reference 17]. Excerpts from the reports are used in presentations to the Board of Trustees, campus committees, classes, campus-wide events, and at program and division meetings. In addition, each Fall and Spring Semester, one-page handouts of the preliminary and then the final headcount of students and their characteristics are distributed by email to all staff, and/or posted on the Web.

Most research requests 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. These are either sent out as hard copies to the requestors, brought as (colorful) hard copies to meetings or presentations, or sent as attachments via email. Some OIR presentations use PowerPoint, and are then posted on the appropriate page on the website. Research handouts of common interest are posted on the OIR website and put in an occasional OIR campus newsletter called Research Update [General Reference 17]. Beyond the institution, faculty, staff, and administrators use these assessment data in presentations at conferences and workshops.

### ***On-Campus Committees***

College committees also collect assessment data. IPBC collects yearly accomplishment evaluations from standing committees that address set priority objectives [General Reference 14]. The Curriculum Committee collects course/program proposal rationales and checklists to certify quality assurance [General Reference 13]. The Committee on Online Learning conducts surveys of online students and faculty to look at the perceived quality of online courses in terms of student learning and workload, the factors critical to student success, student computer capability, and the need for faculty training [General Reference 18]. The Facilities Committee collects progress reports on construction at Chabot [General Reference 19]. The Staff Development Committee collects evaluation surveys following campus-wide staff development training (Flex Day) [B5.8].

The committees also publicize their assessment data internally and externally. The IPBC reports accomplishment evaluations via email, handouts, and on their website [General Reference 17]. The Committee on Online Learning provides the results of the online student/faculty survey in their Online Learning Newsletter and on their website [General Reference 18], and representatives visit division meetings to discuss survey highlights. The Facilities Committee reports construction status updates on its website [General Reference 19]. The Staff Development Committee presents their findings of the Flex Day surveys in their Newsletter and posts the results on their website [General Reference 20].

### ***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 [B5.9]. Likewise, the Chabot nursing program collects information on the outcomes of their students on the State Licensing Exam [B5.10]. This evaluation information helps in evaluating the quality of these programs. The results are

communicated to the campus community by email and to the public via the District website. In addition, both the Nursing and Dental Hygiene programs conduct surveys of their graduates to assess the programs' effectiveness for the students, and Dental Hygiene also surveys employers of their graduates [B5.11]

### ***District Marketing Committee***

The District Marketing Committee also uses surveys. In 2003, a telephone survey of 600 likely registered voters was conducted to assess support for a facilities bond measure [B5.12], and the results helped make the case for putting a bond measure on the ballot. In 2007, the Committee conducted a district-wide intensive marketing survey to determine how high school students, adults, and employers perceive Chabot College. These findings were presented via teleconference and posted on the District Website [B2.3].

The District Marketing Committee also commissioned a study on the socioeconomic benefits generated by Chabot College that detailed the positive economic impact of Chabot College on its students, the community, and the state [B5.14]. The results of the study were communicated on the District website and are used in presentations and communications with the public [General Reference 17].

### ***Communicating Assessment Data to the Public***

Besides OIR, the College President, the Chabot-Las Positas Community College District's Board of Trustees, Marketing and Outreach, the College newspaper (*The Spectator*), the Public Relations and Governmental Affairs office, and the California Community Colleges System Office all communicate Chabot College Institutional Research and other assessment data to the public.

### ***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 [B5.15].

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.

### ***Chabot College Marketing and Outreach***

#### ***District Public Relations and Governmental Affairs (PRGA)***

Marketing and Outreach publicizes institutional research data in marketing publications and in outreach events to the public. The District Public Relations and Governmental Affairs (PRGA) communicates with the public through newspaper editorial space and press releases about programs, services, and activities at both colleges and the District [B.16]. In addition, the PRGA communicates yearly with the public via the Measure B Annual Report showing how Measure B Facilities Bond money is being used, including a financial statement of expenditures and revenues [B5.15].

***College Newspaper (The Spectator)***

Chabot College's newspaper, *The Spectator*, regularly publishes IR data on the outcomes (e.g., persistence, transfers to CSU/UC) of Chabot students [B5.17]. The newspaper is distributed throughout the campus.

***California Community Colleges System Office***

The California Community Colleges System Office collects data from Chabot and publicizes demographic and success data for Chabot and all community colleges on their website [B5.7]. In addition, the System Office produces the ARCC report, a public document, on accountability measures for each college every year [B5.18].

**EVALUATION:**

The College provides documented assessment results from many sources on campus. A 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 program review and evaluation purposes, cohort data analyses that provide comparative longitudinal data, custom surveys for program review inquiries, and compilations of state data that are relevant to the College.

Surveys conducted by OIR and the District Marketing Committee indicate readily accessible data and continued appreciation and support for Chabot College both on and off campus.

Campus surveys show that assessment information is being effectively communicated. The Faculty/Staff Accreditation Survey conducted in Spring 2008 revealed that 76% of faculty and staff believe that OIR provides useful data for college and program evaluation while 53% believe that institutional research results are used in the planning, development, evaluation and revision of programs and services, an increase from 37% in 1995 and 45% in 2001 [General Reference 7].

The Fall 2007 Student Accreditation Survey results indicated that 78% of students are satisfied with their overall experience at Chabot College, and 70% of students would encourage others to attend Chabot College [B5.3]. In 2004, a focus group of community representatives responded positively to Chabot's mission, strategic planning goals, and presence in the community [General Reference 6].

District surveys show appreciation and support for Chabot College in the surrounding community [B2.3; B5.14], and the passage of Measure B in March of 2004 by 59% of the voters indicates that the community values the services offered by Chabot [B5.19]. The bond measure, which raised \$498 million, allows for major safety repairs, renovations and modernization of the Chabot College campus.

In sum, the College does a good 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.

**PLANNING AGENDA:**

Expand avenues to make assessment data visible and accessible to the public

**B6.** *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:**

All participants in planning and resource allocation processes are responsible for assessing and improving the effectiveness of their effort. 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 Academic Program Review Committee checks the progress of programs in the review cycle to identify potential stumbling blocks. SLOAC counts the number of SLOAs that are written and in use. OIR tracks the number of research requests it completes and how that information is used in decision-making. Division Deans check Unit Plans from year to year to be sure that individual units are making progress toward their stated goals and objectives.

IPBC is responsible for assessing the effectiveness of the entire cycle. The 2006-09 Strategic Plan includes an institutional commitment to “ongoing institutional evaluation and improvement focused on student learning, effectiveness of processes, allocation of resources towards improvement goals, adjustments per priorities when resources are not sufficient (or acquisition of new sources).” The 2009-12 Strategic Plan includes a strategy to “set college priorities to improve effectiveness” [General Reference 9]. IPBC 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.

In order to assess whether its planning processes are effective, IPBC reviews the information loop from IPBC to the Deans, to the units, and back. Throughout this process, feedback is provided by the Deans, faculty, staff, and members of other committees. In addition, IPBC reviews the content of the Unit Plans, and of the Deans’ summaries to see if the information includes accomplishments, goals and objectives, and how they contribute to the strategic planning goals and can be used to determine college priorities, support unit plans, and determine the appropriate resource allocation for the unit [General Reference 11]. IPBC also determines whether other information, such as Program Review findings and research results are accurately reflected in the Unit Plan. And finally, IPBC takes note of whether Unit Plans, division priorities, Program Review findings, and research results are being used in developing or revising the Strategic Plan. In conjunction with the Budget Committee, IPBC can then determine whether final resource allocations were made using strategic planning priorities.

With these purposes in mind, IPBC regularly reviews and seeks to improve the planning and resource allocation process. During the 2007-08, IPBC spent more of its bi-monthly meetings than usual evaluating the Unit Plan format, streamlining the Unit Planning process, and

restructuring the planning timeline so that it was better integrated with other college governance and resource allocation processes. Table 1 displays the dates and topics of those IPBC meetings [General Reference 14].

**Table 2. IPBC Minutes related to evaluating, streamlining, and restructuring planning processes**

| <b>DATE</b>               | <b>TOPIC</b>  |
|---------------------------|---|
| <b>August 22, 2007</b>    | Review/Approve 2-year Planning Calendar (Goes next to Senate and College Council).  |
| <b>September 12, 2007</b> | Review and finalize IPBC Planning Timeline<br>Review feedback received about Unit Plans and Planning Process from Deans and business manager. |
| <b>September 26, 2007</b> | Review/Discussion of Unit Plan forms.   |
| <b>October 24, 2007</b>   | Academic Senate Review of Planning Timeline<br>Integrating program review with planning and budget.   |
| <b>November 14, 2007</b>  | Continue drafting Division/Area Overview  |
| <b>November 28, 2007</b>  | Discussion of Accreditation Standards B6.6 & 7.   |
| <b>December 12, 2007</b>  | Aligning Program Review with Strategic Planning Process.  |
| <b>February 13, 2008</b>  | Priority Objectives Update and IPBC Progress: Reporting to College.   |
| <b>February 27, 2008</b>  | Reporting from Chabot Enrollment Management Committee (CEMC) Meeting.   |
| <b>March 12, 2008</b>     | Process Mapping exercise.   |
| <b>April 9, 2008</b>      | Create list of resource documents needed for planning.<br>End of semester planning.<br>Process Mapping exercise.                              |

Another source of assessment data about the college planning and resource allocation and evaluation processes is the Accreditation Faculty/Staff survey, which is conducted every six years and solicits staff understanding and awareness of these planning, resource allocation, and

evaluation processes [General Reference 7]. Results from this survey are used to identify areas of the planning process that need more illumination for the staff.

**EVALUATION:**

The College has a planning committee, IPBC, that does ongoing assessment of the planning and resource allocation processes.

The 2008 Accreditation Faculty/Staff survey [General Reference 7] showed that many faculty/staff do not understand the links between planning and resource allocation processes, or the roles of the various planning and budgeting committees. Only about one quarter of faculty/staff agreed that “in the college planning and budgeting process, I have a clear understanding of the role of the Institutional Planning and Budget Council (22%), Faculty Prioritization Committee (27%), Budget Committee (24%), and Enrollment Management Committee (24%).” These percentages have not improved much in the last twelve years. However, while only half of faculty/staff agreed that “college-wide and unit planning are linked to resource allocation,” this is a huge increase over the 26% who felt that way six years ago, and the 12% who agreed twelve years ago [B6.1]. In addition, over half (53%) agreed that unit planning has led to improvement in their area.

Only one-third 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. As one administrator noted, “The College tries to involve everyone in making changes, which tends to slow the process. Some people don’t choose to participate, but often complain that they weren’t involved which also slows the process.” [B6.2]

The Faculty/Staff survey also showed that 33% 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 also an increase from 21% and 24% in 2001 and 1995 respectively. In response, all shared governance committees are reviewing their charge in order to better integrate the work of the councils and committees.

IPBC has also begun an examination of governance structures, roles, processes, and reporting responsibilities that should strengthen links between strategic planning, budgeting priorities, enrollment management, program review, and faculty allocation [General Reference 14]. The survey showed that the majority of staff are engaging in “thoughtful reflective dialogues” about improving institutional effectiveness at the unit and division level, but only fulltime faculty and administrators are involved at the college-wide levels [General Reference 7]. IPBC is working to remedy that.

As part of the evaluation of institutional and other research processes, survey results showed that the majority of staff (59%) did believe that the College “evaluates how well its mission and goals are accomplished.” In addition, most (76%) staff felt that the OIR “provides data for college and program evaluation.” While only one third of staff had used institutional research data “in the planning and evaluation of their courses/program/unit,” more than half of full-time faculty and administrators had used it [General Reference 7]. OIR will offer training to faculty and staff in the uses of data for planning and evaluation.



IPBC has undertaken a thorough evaluation of the planning, resource allocation, and evaluation process for the college, and has suggested avenues for improvement. The improvement activities by IPBC leaders and members during 2007-08 and Fall 2008 indicate that this process is working, for it has led to a much more streamlined, meaningful, and effective planning process. While the exact form will probably be modified as continuous evaluation occurs, the basic structure has been molded carefully in the last few years and will probably not change dramatically in the next few years.

**PLANNING AGENDA:**

- ❖ Establish a regular and frequent process for evaluating the planning and resource allocation processes, including institutional and other research efforts
- ❖ Examine shared governance roles and strengthen links between committees

**B7.** | *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 in ways that are specific to each process.

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, and at the individual faculty level.

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-wide learning outcomes. In the more detailed Accreditation survey, students also evaluate more detailed aspects of courses and instructors, at the all college level [General Reference 6].

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, and they are generally holding steady or increasing. Before the student survey is conducted, 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-wide 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 [B7.1; B7.2]. Having the results on these items for all students allowed the programs to evaluate how much more effective the programs were.

At the program level, Academic Program Review is a tool for evaluating instructional programs. Working together within each discipline, the faculty use institutional research data on student success and persistence, results of surveys of student satisfaction and motivation, student learning outcomes, and other student and course information to identify strengths and weaknesses, and to target a specific problem, a Rock, for focused inquiry. Faculty might also use institutional research data to examine success and persistence rates by student characteristics, assessed basic skills levels, and highest math and English levels, to determine the interaction between student preparation, achievement, and instruction [B7.3].

Rocks and their proposed solutions are written into the Unit Plans and reported to IPBC, and either implemented at the program level or addressed at other college levels if appropriate [B7.3]. Program review inquiries sometimes focus on the degree and/or transfer pathways that either form the core part of the program, or precede or follow the program, and use IR course sequence data to evaluate how well the program is helping students along the pathway [B7.4]. In addition to Program Review cycles, some career technical education programs routinely send out surveys to their graduates to evaluate the effectiveness of their programs for job preparation and performance [B5.11].

The effectiveness of the Program Review process has been evaluated continually since the current process was initiated in 2003, and the Program Review Committee continues to review and refine the process. In addition, reports to IPBC from the Program Review Committee have often involved discussions about the effectiveness of the process, and improvements have been made as a result. [B7.3]

While Program Review inquiries can focus on particular courses or course sequences, instructional programs are evaluated at the course level outside of Program Review as well. Individual faculty and groups of faculty often initiate their own inquiries using institutional research data about the success and persistence of students in single courses, course sections, or course sequences in order to evaluate how well a particular intervention, instructional method and delivery system, course component, or prerequisite is working or might work. It might take several semesters to collect enough data to confirm the relevant patterns and propose changes, always with the goal to improve student learning. Evidence that these evaluation and re-evaluation processes are ongoing is the constant demand for these types of course-level data [B5.2]. Individual faculty also use SLOs to evaluate their own classes. Faculty can assess and evaluate these on their own, but a discussion with other faculty who are assessing the same SLO is enlightening, as evidenced by the discussion among faculty assessing critical thinking in their courses [B7.6]. These faculty found the process valuable enough to share their experiences with their colleagues during SLO training activities on Flex Day in February 2009 [B7.7].

The evaluation process for tenured faculty is described in Article 15 of the *Faculty Contract* [General Reference 23] and takes place every three 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*.

Untenured and adjunct faculty are similarly evaluated as per the contract, and these processes are similarly reviewed.

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 [General Reference 6]. 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. 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 [B7.7].

In addition to the all-college survey, some of the Special Programs (EOPS, ASPIRE, and learning communities Daraja and Puente) ask the OIR to develop and administer satisfaction surveys of their own to evaluate their programs [B5.2]. Student services are also evaluated during Program Review, using data to evaluate whether improvements are needed, and often some changes are made [B7.3]. In addition, student services are evaluated at the individual faculty, counselor, and professional staff levels through the yearly evaluations for staff.

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.

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 sufficiency of orientation and the research materials, and this allows the Library staff to evaluate any changes over the years and determine the need for improvement [General Reference 6]. The Faculty/Staff survey, given every six years during the accreditation self-study period, shows the Library staff whether the faculty and other staff feel that the orientations, resources for their students, and faculty involvement in selecting library materials are adequate. Comparing the last three surveys, staff satisfaction has increased tremendously in all areas [General Reference 7].

Learning support services are also evaluated at the college level by both students and staff through the student and staff satisfaction surveys [General References 6; 7]. General tutoring, the English tutoring lab (WRAC), and math tutoring 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 major learning support communities such as EOPS and PACE (program for working adults) are also 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 [B5.3]. 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, and the results of these pilots have been used to identify successful interventions that form the basis for grants [B5.5]. 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.

**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. All programs and services must prepare a Unit Plan every two years, and update their budget requests every year, so they can use the results of their evaluations to plan improvements [General Reference 11]. In fact, the 2008 Accreditation faculty/staff survey [General Reference 7] showed that over half of the staff (53%) agreed that unit planning has led to improvement in their area. As stated in Standard I, B.6, IPBC reviews the content of the Unit Plans and ensures that they are being used for improvements. In addition, the program review processes for academic services, student services, and administrative services all have a built-in mechanism to reflect on their data and come up with an action plan for improvement [General Reference 3]. Furthermore, 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. Although all of these evaluation mechanisms are informally assessed for effectiveness by the groups who use them, a more effective assessment might be a formal review of the mechanisms at the all-college level, such as at IPBC.

However, even without this formal assessment, staff perceive that the mechanisms are effective. In the 2008 Accreditation faculty/staff survey, the 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 [General Reference 7].” In addition, about half felt that institutional research results (53%) and Program Review 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% in 1995 to 45% in 2001 to now 53% in 2008.

While only one-third of all staff had actually used IR data “in the planning and evaluation of their courses/program/unit,” about half of fulltime faculty had, which makes sense because most IR research requests are to analyze student success and persistence in courses or programs. However, only 30-40% of faculty found the academic Program Review 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 Program Review process [General Reference 3 for evidence of the changes in Program Review]. The changes indicate that data are being used informally to assess and improve effectiveness. However, there may need to be formal times and places other than Program Review and Unit Planning for staff to review and reflect on the wide range of available data to know if, in fact, the data are being effectively used to plan for improvements.

#### **PLANNING AGENDA:**

Disseminate the results of Program Review through the shared governance structure to increase the level of awareness of the systematic review of instructional programs, student services, the Library, and other learning support services

#### **SUPPORTING DOCUMENTS:**

##### **General References in Standard I**

1. College Mission, Vision, and Values Statement (<http://www.chabotcollege.edu/about/VisionMissionValueStatements.asp>)
2. *Chabot College Catalog, 2008-10* and website (<http://www.chabotcollege.edu/academics/catalog>)
3. Program Review Committee website (<http://www.chabotcollege.edu/ProgramReview/>)
4. Student Learning Outcomes and Assessment Committee website (<http://www.chabotcollege.edu/FacultySenate/slo/default.asp>)
5. Grants Office links to all Grants, including Title III, Trio, State CAHSEE grants among others (<http://www.chabotcollege.edu/grants>)
6. Student Survey Results (<http://www.chabotcollege.edu/IR/satisfactionsurveys.asp>)
7. Spring 2008 Faculty/Staff Survey Results (<http://www.chabotcollege.edu/IR/survey08.asp>)
8. *Removed during edits*
9. 2009-12 Strategic Plan (<http://www.chabotcollege.edu/IPBC/Strategic%20Plan/2009-12%20Strat%20Plan%20Goals,%20Strat,%20Obj.pdf>)
10. *Educational Master Plan 2005-2015* ([http://www.chabotcollege.edu/about/MasterPlan\\_2005-2015.pdf](http://www.chabotcollege.edu/about/MasterPlan_2005-2015.pdf))
11. IPBC website includes Unit Plans, etc. (<http://www.chabotcollege.edu/IPBC/>)
12. Chabot College Academic/Faculty Senate website with minutes (<http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/default.asp>)

13. Chabot College Curriculum Committee website with minutes (<http://intranet/curriculum/AgendasMinutes/>)
14. Chabot College Institutional Planning and Budget Council website with minutes (<http://intranet/ipbc/>)
15. Chabot College Shared Governance and Collegial Consultation Process (<http://www.chabotcollege.edu/governance/>)
16. *Chabot College Facilities Master Plan* (<http://www.clpccd.org/bond/Chabot/ChabotFacilitiesmasterplan.php>)
17. Institutional Research website (<http://www.chabotcollege.edu/IR/>)
18. Committee on Online Learning website (<http://www.chabotcollege.edu/DECSC/>)
19. Facilities Committee website (<http://www.chabotcollege.edu/facilities/>)
20. Staff Development Committee website (<http://www.chabotcollege.edu/facilities/>)
21. Board of Trustees Minutes paper copies 1961-2004 and web versions 2005- (<http://www.clpccd.org/board/BoardAgendaArchives..php>)
22. College Council Minutes (<http://intranet/council/AgendasMinutes/Archived%20Agendas%20&%20Minutes/Archives.htm>)
23. CLPCCD Faculty Contract (<http://nvoffice.clpccd.cc.ca.us/district/HR/documents/CLPCCD-CLPFAContract2006-2009.pdf>)
27. *Reading Between the Lives Documentary*. Hayward: Chabot College, 2007. (<http://www.archive.org/details/ReadingBetweenTheLivesPart1.mp4/>)
37. Chabot College Technology Plan 2008 (<http://www.chabotcollege.edu/tech/ChabotTechPlan2008.htm>)

### Standard I References

- A1.1 Curriculum Committee minutes (<http://intranet/curriculum/>)
- A1.2 Committee on Online Learning minutes (<http://www.chabotcollege.edu/DECSC/AgendasMinutes/200809.asp>)
- A1.3 Office of Institutional Research (OIR) presentations on Labor Market Demand, 2005 to 2008
- A1.4 OIR research on student characteristics and preparation in English and Math (<http://www.chabotcollege.edu/IR/demographics.asp>): Latest Student Characteristics; English and Math Assessment Recommendations
- A1.5 IR research on student outcomes (<http://www.chabotcollege.edu/IR/success.asp>): Overall Student Outcomes; Success by English Assessment Recommendations; Success by Math Recommendations; Persistence Rates of New Students by Student Services
- A1.6 Learning Connection (<http://www.chabotcollege.edu/learningconnection>)
- A1.7 Initiatives for student success and learning.
  - a. PFE Projects: Final ratings and announcements
  - b. CEMC Projects: CEMC minutes and reports

- c. Carnegie's Strengthening Pre-collegiate Education in Community Colleges (SPECC) projects  
(<http://www.carnegiefoundation.org/programs/sub.asp?key=26&subkey=2686>)
  - d. TRIO Student Success grant (<http://www.chabotcollege.edu/SpecialPrograms/aspire/>)
  - e. Basic Skills Initiative grants  
(<http://www.chabotcollege.edu/learningconnection/ctl/BasicSkillsCommittee/>)
- A1.8 Center for Teaching and Learning (<http://www.chabotcollege.edu/learningconnection/ctl/>)
- A1.9 Special programs (<http://www.chabotcollege.edu/SpecialPrograms/>)  
(<http://www.chabotcollege.edu/springboard/>)
- A1.10 Student programs and clubs: See Resources and Academic Programs at  
(<http://www.chabotcollege.edu/students/>)  
(<http://www.chabotcollege.edu/ASCC/clubs.asp>)
- A1.11 Community Education, Quest, Fitness Center  
(<http://chabot.augusoft.net/>)  
(<http://www.chabotcollege.edu/quest/>)  
(<http://www.chabotcollege.edu/pe/fitness.asp>)
- A2.1 2009-12 Strategic Plan Goals Brochure
- A3.1 Community Focus Groups Fall 2004: Documents: about Mission Statement
- A4.1 Fall 2004 Strategic Planning Retreat Agenda
- A4.2 Course type distributions for courses/sections/enrollments
- A4.3 Course types for Math and English
- A4.4 Service Learning and International Students  
(<http://www.chabotcollege.edu/ServiceLearning/>)  
(<http://www.chabotcollege.edu/International/>)
- A4.5 Community Education, Quest, Fitness Center, Personal Development educational goals  
(<http://chabot.augusoft.net/>)  
(<http://www.chabotcollege.edu/quest/>);  
(<http://www.chabotcollege.edu/pe/fitness.asp>)  
(<http://www.chabotcollege.edu/IR/StudentCharacteristics/Chabot%20Spring%2008%20and%20Fall%2008.pdf>)
- A4.6 Interview with Gene Groppetti. Fall 2008
- B1.1 Convocation/Flex Day programs: February 2006 – February 2009
- B1.2 Environmental Scan Presentation to IPBC, October 2008  
(<http://www.chabotcollege.edu/IR/local%20pop%20&%20edstats.asp>)
- B1.3 Curriculum Committee minutes re SLOs vs. course objectives  
(<http://intranet/curriculum/AgendasMinutes/9-9-08.min.pdf>)
- B1.4 Academic/Faculty Senate Minutes 2006-07: most meetings discussed Student Learning Outcomes  
([http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/Archived\\_Agendas\\_&\\_Minutes/Archived%20Minutes/Senate%20Minutes%202007-2008/SenateMinutes\\_Sep\\_13\\_07.pdf](http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/Archived_Agendas_&_Minutes/Archived%20Minutes/Senate%20Minutes%202007-2008/SenateMinutes_Sep_13_07.pdf))  
([http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/Archived\\_Agendas\\_&\\_Minutes/Archived%20Minutes/Senate%20Minutes%202007-2008/SenateMinutes\\_Oct\\_25\\_07.pdf](http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/Archived_Agendas_&_Minutes/Archived%20Minutes/Senate%20Minutes%202007-2008/SenateMinutes_Oct_25_07.pdf))

[http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/Archived\\_Agendas\\_&\\_Minutes/Archived%20Minutes/Senate%20Minutes%202007-2008/FacultySenateMinutes\\_Mar\\_13\\_08.pdf](http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/Archived_Agendas_&_Minutes/Archived%20Minutes/Senate%20Minutes%202007-2008/FacultySenateMinutes_Mar_13_08.pdf)

- B1.5 Title III Grant Proposal: Early Drafts Fall 2003
- B1.6 Carnegie SPECC proposal, Dec 2004 and President's Letter
- B1.7 Carnegie SPECC Activities: Springboard Learning Community (<http://www.chabotcollege.edu/springboard/>); Dialogue about SLOs in English 102
- B1.8 Discussion notes from *Reading between the Lines* discussions. November 2006
- B1.9 Reading Apprenticeship FIG (<http://www.chabotcollege.edu/learningconnection/ctl/BasicSkillsFIG/>)
- B1.10 Basic Skills Initiative Funding 2007-08 (<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguageESL/BasicSkillsProgramDevelopmentandFunding/tabid/1494/Default.aspx>) For Chabot college funding see: 2007-08 Revised Basic Skills Appropriation by College
- B1.11 Basic Skills Committee Assessment & FIG proposals (<http://www.chabotcollege.edu/learningconnection/ctl/BasicSkillsCommittee>)
- B1.12 *Removed during edits*
- B1.13 Learning Connection and Center for Teaching and Learning (CTL) (<http://www.chabotcollege.edu/LearningConnection/>)
- B1.14 Emails/survey on compressed calendar: Faculty association survey and email discussion
- B1.15 Budget allocation Results: Fall 2008
- B2.1 IPBC retreat agendas and meeting minutes: Fall 2004 retreat; IPBC minutes, May 2008
- B2.2 OIR Updates on Strategic Plan Measurable Objectives
- B2.3 District Marketing Survey 2007 (<http://info/DistrictOffice/PublicInformation/Chabot-LasPositasSummaryOfResults-AllCollegeLong-March2007.pdf>)
- B2.4 Community Focus Groups Fall 2004: Summaries of community feedback
- B2.5 *Removed during edits*
- B2.6 *Removed during edits*
- B4.1 Master Lists
- B4.2 Grant Development Office and Chabot college Foundation (<http://www.chabotcollege.edu/grants/>) (<http://www.chabotcollege.edu/foundation/>)
- B5.1 New student Cohort Benchmark Data.
- B5.2 OIR Research/Programming Log for research requests, including survey assistance.
- B5.3 Learning communities data
- B5.4 Data for Basic Skills and Title III FIGs
- B5.5 Data for the Learning Connection learning support services.
- B5.6 Data supporting satellite campuses



- B5.7 California Community College System Office  
(<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>)
- B5.8 Staff Development Committee survey evaluations  
(<http://www.chabotcollege.edu/staffDevel/newsletters/default.asp>)
- B5.9 Dental Hygiene Board Exams results  
(<http://www.clpccd.org/newsroom/ChabotReleases2007.php>)
- B5.10 Nursing State Exams results (<http://www.clpccd.org/newsroom/ChabotReleases2007.php>)
- B5.11 Nursing/Dental Hygiene Graduate and Employer surveys.
- B5.12 Facilities Bond Survey results: Hardcopy available at Institutional Research and at the District office.
- B5.13 *Removed during edits*
- B5.14 The Socioeconomic Benefits Generated by Chabot College.
- B5.15 Measure B Facilities Bond Annual Report (<http://www.clpccd.org/bond/documents/CHABOT-LASPOSITAS.pdf>)
- B5.16 Chabot College Marketing publications; District press releases  
(<http://www.clpccd.org/newsroom/>)
- B5.17 College Newspaper (*The Spectator*) (<http://www.chabotspectator.com/>)
- B5.18 ARCC Report  
(<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>)
- B5.19 Measure B Facilities Bond (<http://www.smartvoter.org/2004/03/02/ca/alm/meas/B/>)
- B6.1. Faculty staff survey results compared 1995/2001/2008  
([http://www.chabotcollege.edu/IR/StaffSatisfaction/A.StaffSurv\\_similar\\_items\\_1995-2008.pdf](http://www.chabotcollege.edu/IR/StaffSatisfaction/A.StaffSurv_similar_items_1995-2008.pdf))
- B6.2 Interview Sally Jahnke
- B7.1 Springboard inquiry (<http://www.cfkeep.org/html/stitch.php?s=19612639508781>)
- B7.2 Spring 2007 graduates survey  
([http://www.chabotcollege.edu/IR/StudentSuccess/Spr\\_07\\_Grad\\_Survey\\_learning.pdf](http://www.chabotcollege.edu/IR/StudentSuccess/Spr_07_Grad_Survey_learning.pdf))
- B7.3 Program Review results: Program review results reported to IPBC and in Unit plans. Evidence in 2008-09 and 2009-10 unit plans and 2007-09 IPBC minutes found here (<http://www.chabotcollege.edu/IPBC/>) and reports on (<http://www.chabotcollege.edu/ProgramReview/>)
- B7.4 Course Sequence data
- B7.5 *Removed during edits*
- B7.6 Critical Thinking FIG
- B7.7 Counseling survey and minutes

## 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.*

**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 following mission statement was first implemented in 2004-05 and was reviewed and reconfirmed by the Chabot Faculty Senate and Institutional Planning and Budget Council in 2008:

*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 global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a life-long journey, the college provides opportunities for the intellectual enrichment and physical well-being of all community members who can benefit.[General References 1; 12 (11/13/2008 Minutes)]*

In 2004 the College identified five institutional learning outcomes, known as College-wide Learning Goals, which are to be addressed in all learning experiences at Chabot. These outcomes are tied to the mission statement and are used as tools by the College to implement the mission:

- ❖ *Global and cultural involvement,*
- ❖ *Civic responsibility,*
- ❖ *Communication,*
- ❖ *Critical thinking, and*
- ❖ *Development of the whole person [A1.1].*

The academic and vocational programs at Chabot College prepare students to succeed in their education and make progress in the work place. Instructional programs reflect the diverse educational/career goals of our students and respond to the educational needs of our local population and economy. 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 [General Reference 12 (Minutes 2/8/07 and 4/4/07)]. The Senate also approved the "AA/AS Degree Philosophy Statements [A1.2]. Chabot currently offers Associate degrees in fifty-three fields of study. Twenty-six Certificates of Achievement, eighteen Certificates of Proficiency, and five other Certificates are also offered to meet the vocational training needs of our service area [General Reference 2].

Chabot's GE requirements have been newly revised (See Discussion in Responses to Past Recommendations #2). In 2007-2008 Chabot awarded 751 Associate degrees. That same year, 624 Chabot students transferred to CSU institutions and 140 transferred to UCs. In 2007-2008 Chabot awarded students 210 Certificates. This number has increased more or less steadily since 1994-1995 when only 171 Certificates were awarded. Success rates and withdrawal rates in individual classes have been very stable at Chabot for the last thirteen years. They have not fluctuated by more than two percentage points around a success rate of 66% and a withdrawal rate of 22%. The percentage of students who are unsuccessful (D, F, NC, I) has also been a relatively stable 13% [General Reference 6].

Associate degree program outcomes and Certificate program outcomes are being developed in the 2008-2009 school year to clarify how the institutional learning outcomes apply to these programs of study [A1.3]. Additionally, the academic classes in these programs correlate course outcomes to the domains of the institutional outcomes. Hence, all academic programs follow and support the institutional learning outcomes [A1.4].

Chabot serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region, as well as encouraging students to engage in the civic and cultural life of the global community (College-wide Learning Goals: Civic Responsibility and Global and Cultural Involvement). These issues are addressed both inside the traditional classroom and with activities linked to educational programs.

In 2006 Chabot opened a new art gallery which has presented numerous exhibits, all well-attended by both students and community members, and the College's Public Art Committee has the charge of choosing 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. Many of these cultural events are directly tied to courses in art history, art, theater, music, and mass communications [A1.5].

Our Service Learning Program provides a structured framework for students to perform community service. College sponsored student organizations such as the Able-disable Club, Black Student Union, Chabot Vietnamese Student Association, Gay-Straight Alliance, International Club, Muslim Student Association, Puente Club, TROPA Filipino Club, and Students for Social Justice encourage global and cultural involvement outside of the classroom [A1.6].

Chabot models civic responsibility in numerous ways, including following “green” building principles in the current Measure B building projects [General References 16; 19], sponsoring the Chabot Green Team [A1.7], and hosting the annual Return of the Cliff Swallows Festival [A1.8]. Chabot’s Faculty Senate has additionally modeled civic responsibility by taking official stands on social issues such the construction of local power plants and same-sex marriage [General Reference 12 (minutes in Fall 2007 and Spring 2008)].

In recognition that learning is a life-long journey (College-wide Learning Goal: Development of the Whole Person), the College provides opportunities for the intellectual enrichment and physical well-being of all community members who can benefit [A1.9]. Chabot College offers open enrollment to anyone 18 or older or with a high school diploma or equivalency. Concurrent enrollment for high school students is also available. Chabot supplements regular instructional programs with a wide offering of community education courses. The College provides opportunities for intellectual enrichment and physical well-being for all community members who can benefit regardless of age. Thirty-six courses designed specifically for students 55 and older were offered through Chabot’s Quest program Fall 2008 [A1.10]. At the opposite end of the continuum, Chabot’s Childcare Center offers a safe, intellectually enriching environment and nutritious meals for the children of our students, staff, and the public who range in age from 6 weeks to 5 years [A1.11].

Chabot College’s Curriculum Committee, Office of Academic Services, and Program Review assume the majority of responsibility for upholding the integrity of programs and course offerings. Alignment with the College mission and quality of programs is ensured via a comprehensive curriculum review process [General Reference 13]. The Office of Academic Services implements curriculum changes approved by the Curriculum Committee. Once a program or course has been implemented, it is subject to Program Review to continually assess for currency, teaching and learning strategies, student learning outcomes, and alignment with the College mission [General Reference 3].

#### **EVALUATION:**

The College’s efforts in tying together instructional programs, the College Mission, and its five institutional learning outcomes have been successful. Chabot’s institutional outcomes are a reflection of the mission statement. Program outcomes will refine and focus the institutional outcomes and course outcomes are correlated to the institutional outcomes. As a result, all institutional offerings are aligned to the mission of the institution. Fall 2007 Student Surveys suggest that Chabot is making progress on all four of the five institutional-level outcomes measured, and the Spring 2007 Commencement Student Survey indicates that graduating students believe they have made progress in all five of the institutional-level outcomes [General Reference 6].

In the Spring 2008 Faculty survey, 71% of faculty stated that they were familiar with the Chabot mission statement, 61% stated that they had used the mission statement in some aspect of their work, and 50% of faculty agreed or strongly agreed that “Institutional planning and decision making are guided by the vision/mission statement” [General Reference 7].

Fifty-six percent of faculty agreed or strongly agreed that “Educational programs are continually reviewed for consistency with the college mission,” a considerable improvement

from a 33% positive response to this question in 2001. Fifty-three percent felt that institutional research is used in the planning, development, evaluation, and revision of programs and services, up from 45% in 2001 [General Reference 7].

### PLANNING AGENDA:

Write and assess program outcomes in the 2008-2009 and 2009-2010 school years

***A1.a.*** *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

### DESCRIPTION:

Chabot's programs strive to meet the varied educational needs of the District's and College's community. The College's commitment to diverse educational programs is expressed in its mission, values, and vision statements [General Reference 1]. The College has relied on data to support the community and college needs. The Office of Institutional Research provides the staff and faculty with reliable research for planning on an ad hoc basis. Recent institutional research has included information on the communities we serve, student characteristics, and student success. Students, faculty, and staff are also regularly surveyed to obtain current perceptions of satisfaction with various aspects of their educational experience.

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 [A1.12].

Institutional planning is guided by the *Chabot College Educational Master Plan 2005-2015* [General Reference 10]. 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 our 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 now 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 degree and transfer program designed to address the needs of Chabot’s high number of working adult students.*
- ❖ ***Springboard to Transfer** is a learning community designed to improve transfer rates. This program developed out of an analysis of student pathway data showing that Chabot loses a large number of students moving through the multi-course English sequence. Springboard was developed as a way to address this problem and increase completion of the English curriculum. The first cycle of the program had very promising outcomes—almost doubling students’ completion of the English curricular sequence and positively affecting the achievement gap for African-American and Latino students. In the second cycle, a host of complications caused the program to be put on hold until the model can be revised.*
- ❖ ***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.*
- ❖ ***The Disabled Student Resource Center** assists students with special needs to make the transition to college.*
- ❖ ***EOPS** provides assistance to educationally disadvantaged students.*
- ❖ ***ESL** provides courses to help non-native speaking students acquire the language skills to succeed in college coursework.*

Chabot’s Mandarin Chinese and Biotechnology Programs are examples of new academic curricula created to address the demographics and economies of the community. The Mandarin courses were developed in direct response to community demand. The Biotechnology Program is a partnership among Ohlone College, Tennyson High School, and Chabot College and is designed to meet the needs of students underrepresented in the sciences as well as the needs of local industry [A1.13a-b].

In addition, Chabot’s Carnegie and Title III Grants and Basic Skills Initiative were proposed and justified using institutional research on student educational preparation, success, and persistence and will be used to advance further research on student learning [General Reference 6]. As an example, a broad cross-campus group, in conjunction with the OIR, conducted an institution-wide self-assessment of Chabot’s current basic skills practices, using the literature review of effective practices produced by the state Basic Skills Initiative: Basic

Skills as a Foundation for Student Success in California Community Colleges. The success of all the projects resulting from these grants and initiatives will be closely monitored.

One rather unique venture conducted under Chabot's Carnegie Foundation Grant and its SPECC Project (Strengthening Pre-Collegiate Education in Community Colleges) involves video research inquiries into issues of student learning. The student produced documentary, *Reading Between the Lives* [General Reference 27], has been widely distributed and acclaimed for offering unique insight into the student perspective. In the video, students talk candidly about their backgrounds as readers, their struggles, their perceptions of instructors, and their views of themselves as learners, providing a compelling window into the complex things that happen when an instructor says, "Read Chapters 2-3 by Monday."

Through Flex Day screenings of the video and break-out sessions, the College as a whole became engaged in a discussion of students' needs as readers and how faculty can support those needs in the classroom. Chabot further pursued this question in a Spring 2007 Faculty Inquiry Group of Social Science and English faculty, each of whom was investigating classroom practices connected to the idea that "we're all basic skills teachers." Several instructors in the group showed the video in their classes and asked their students to respond. A history instructor changed the way he used reading ("I assign less but ask them to do more with it"). Another changed the format of her midterms to more directly engage students in comprehending and analyzing historical texts.

We have also engaged the broader community college network in addressing the issues raised by the video. *Reading Between the Lives* has been viewed extensively throughout California. We have received more than 1,500 requests for copies from 2-year and 4-year colleges within and beyond the state. It was also featured in a conference held at Chabot in Spring 2007, "Reading: A Learning Perspective," attended by more than 50 faculty from colleges in the greater Bay Area and a few from Southern California.

The "Making Visible" Team that produced the video has also created several other video explorations of student learning, including videos on distance education, the Daraja learning community for African-American students, and writing [A1.15].

The Carnegie grant has also provided the opportunity to understand a second cross-disciplinary problem among basic skills students, the academic sustainability gap. This issue emerged as an English teacher coordinating a new learning community noticed something troubling in the student performance data from her developmental English classes. Half of the students who did not pass her classes had demonstrated—on tests and essays—a passing-level of ability on reading, reasoning, and writing assessments. Over the next year and a half, the instructor conducted classroom research into the reasons behind this gap between student ability and sustainability. Working with the Carnegie Foundation, a multi-media website of her findings has been created [A1.16].

As with the reading video, this research has become part of a broader cross-disciplinary discussion on basic skills within Chabot, e.g., Flex Day workshops. It has also become part of the state-wide dialogue on basic skills. The instructor has been invited to give multiple workshops and presentations on the topic and this research has been featured in the National

Teaching and Learning Forum, the Research and Planning Group's Assessment List-serve, and an article in Inside Higher Education.

Both the Title III and Carnegie Grants have provided resources for the implementation of Faculty Inquiry Groups (FIGs) to examine student learning [General Reference 5; A1.14]. Two Carnegie FIGs comprised of English instructors focused on student learning outcomes in the developmental course English 102. These groups used a shared rubric to holistically score a large set of student essays. A third Carnegie FIG featured English and Social Science instructors examining changes to classroom practice that would support basic skills student success across the curriculum. Our first Title III FIG involved classroom assessment of student learning outcomes that fit the institutional outcome of critical thinking. Several additional FIGs are currently being developed.

Specific attention has been given to assessing Chabot's progress on meeting student learning outcomes. Student Surveys suggest that students perceive themselves as making progress towards the institutional learning outcomes (Section II, A). The program outcomes are scheduled to be developed Spring Semester 2009. Many course outcomes have been written, and assessment has begun. The computer software eLumen is being utilized to compile documentation of course student learning outcomes, their assessment, and their correlation to the institutional outcomes. In addition, the analysis of course outcomes is beginning to occur through Program Review.

#### **EVALUATION:**

Research is conducted through the Assessment Testing Center and OIR to determine student needs. The Assessment Testing Center assesses students' educational preparation. Persistence of new students from Fall 2007 to Spring 2008 was 73% for those who had used the assessment center compared to 51% for students who had not. Of the students that have used the Assessment Testing Center, 86% are satisfied according to the Fall 2007 Student Accreditation Survey [General Reference 6].

There is abundant evidence that the institution uses research to determine student needs and develop and assess programs. The College's 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 systematically assessed.

Institutional research indicates that students perceive themselves as making progress on institutional learning outcomes. Program outcomes are in the process of being written. This work should be completed in Spring 2009 and Fall 2009. Many course SLOs have been written and assessment has started. The computer software eLumen is being used to compile course SLOs and their assessments. The assessments will be thoroughly evaluated during Program Review.

#### **PLANNING AGENDA:**

- ❖ *Increase the number of students using the Assessment Testing Center*
- ❖ *Continue working through the SLO assessment cycle*



***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:**

The College utilizes a wide range of delivery systems and instructional modes designed to support curriculum objectives and the current and future needs of its students. [General Reference 26] The form of instruction that is most appropriate is determined according to student characteristics, course content, availability of facilities, student requests, survey results, advisory committees, and program specific constraints. Dialogue concerning delivery modes and evaluation of delivery modes formally take place within faculty committees and among constituencies most directly responsible for implementation of the instructional mode, i.e., the Committee on Online Learning, Service Learning Coordinators, and Community Education [A1.17]. Planning for alternative instructional modes ultimately is done by the IPBC and is contained within the Strategic Plan [General Reference 9].

**EVALUATION:**

The College utilizes various modes of instruction compatible with the curriculum and is responsive to student needs in designing course delivery. This is supported by the variety of modes of instruction used and the growth of class offerings online and at off-campus centers. IPBC addresses modes of instruction in the Strategic Plan based on data and dialogue occurring within college committees and among concerned constituencies.

**PLANNING AGENDA:**

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:**

The student learning outcomes (SLO) initiative has been adopted by the Faculty Senate and is supported by the College administration in providing the needed staffing and equipment for implementation. The Senate-appointed Student Learning Outcome and Assessment Committee (SLOAC), led by a faculty coordinator with release time, has the primary responsibility for advancing this initiative and serving as a resource to guide faculty through the process. The committee has developed forms and procedures for assessing and recording student learning outcomes and has provided numerous training workshops for faculty [General Reference 4].

**EVALUATION:**

The College's five institutional learning outcomes were established in 2004. This in conjunction with the institution's new *Educational Master Plan* set the stage for the implementation of SLOs at the program and course levels. Eventually the formation of the SLOAC led to a plan and impetus for training faculty and incorporating learning outcomes into the existing infrastructure. A Title III grant is providing additional resources for achieving this goal.

Chabot's vocational programs, Dental Hygiene and Medical Assisting for example, have been using outcomes-based measures of student success for some time and are far ahead of the non-vocational areas. Also, several pre-collegiate courses have had their SLOs comprehensively assessed as part of the Basic Skills Initiative. Most courses at Chabot are still working within their first cycle of SLO assessment. In Fall 2008, SLOs had been written for 63% of the courses taught that semester, and this number is rising. Chabot's Fall 2008 Flex Day was devoted entirely to writing SLOs and the Spring 2009 Flex Day was entirely devoted to SLO assessment and Program Review. In addition, program-level SLOs were developed in Spring 2009. Significant progress in assessment, assessment review, and planning is expected in the next two years [A1.18].

The College is about midway through the process of implementing the student learning outcome and assessment cycle. Associate Degree Program Outcomes and Certificate Program Outcomes are in development in 2009 and will clarify how the Institutional Learning Outcomes apply to these programs of study.

**PLANNING AGENDA:**

- ❖ *Complete SLOA cycle for each course*
- ❖ *Review assessments in Program Review and implement changes*
- ❖ *Write and implement program-level outcomes in 2009-2010*

**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 both collegiate and developmental/pre-collegiate courses and programs. Most pre-collegiate courses are offered within the English, English as a Second Language, and Mathematics disciplines. These courses are designated as pre-collegiate with course numbers in the 100s.

In addition, the College offers over 130 short-term courses and over 150 community education courses during each of the fall and spring semesters. The College also has a program to host and support international students. Over 100 students from 30 countries attended Chabot in 2007-08 [A1.19].

Curriculum is proposed by faculty guided by the *Educational Master Plan* and recommended by the Faculty Senate. The need for new courses might become apparent in a study of new students' placement test results and high school records, student persistence and success rates, student requests, surveys, and citizens' advisory boards. Curriculum is approved after thorough consideration by the Curriculum Committee and appropriate articulation to ensure that the curriculum fits the College mission and is of appropriate content and rigor [General Reference 13]. Curriculum is evaluated within the institution through the Program Review process to identify strengths as well as recommend improvements. 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.

**EVALUATION:**

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 Program Review evaluates all courses and programs. Community advisory boards, vocational accreditation agencies, licensing boards, and transfer institutions provide further evaluation of course content and program rigor.

**PLANNING AGENDA:**

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 establishing quality and improving instructional programs. Faculty representatives participated in the development of the Institutional Master Plan which includes 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 (Standard II, A2.e). All course-level learning 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 the students' abilities and to

the course content. Courses are delivered by faculty using modes that they deem appropriate. Faculty control over class design and delivery is upheld by the Chabot-Las Positas Academic Freedom statement [General Reference 21 (Policy 4320); General Reference 23 (Article 26)]. Each discipline undertakes comprehensive Program Review and makes long-term plans. As part of this review cycle, each discipline writes a Unit Plan every year to evaluate progress toward the long-term goals of Program Review, identify accomplishments, and make necessary adjustments. Additionally, faculty serve on the Institutional Planning and Budget Council that establishes institutional goals and resource allocation according to Unit Plans.

**EVALUATION:**

Faculty design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. In the Spring 2008 Survey, 70% of faculty agreed that faculty and staff are encouraged to develop new programs and services that will enhance student learning [General Reference 7].

**PLANNING AGENDA:**

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 have taken the lead in maintaining the integrity of courses, certificates, programs, and degrees. Competency levels for individual courses are identified on official Course Outlines and with SLOs, while requirements for the AA degree, AS degree and each individual Certificate are clearly outlined in the College Catalog [General Reference 2]. All of these competency levels and requirements have been developed by faculty, with the assistance, when appropriate, of advisory committees. Presently, eighteen Citizens' Advisory Boards provide information and make recommendations to the College. As an example, the Automotive Technology Advisory Committee includes dozens of 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.

The Chabot College Children's Center utilizes its advisory board in a significantly different manner. This advisory board is made up of parents who volunteer their time to support the ongoing activities of the Center. Parents observe or participate in all aspects of the program. They make recommendations to the Director, who communicates their ideas and concerns to other parents and the Center's staff [A1.11].

Citizens' Advisory boards were instrumental in the development of the College's Master Plan and continue to meet periodically to provide valuable guidance. In addition, competency levels are set by accreditation and licensing agencies for several vocational programs. Dental Hygiene, for example, has led the College in writing and assessing SLOs based on externally set competencies [A1.18 (Dental Hygiene)].

**EVALUATION:**

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 in both general and vocational education, and degrees.

Faculty have for years evaluated students based on measurable objectives found in the "Expected Student Outcomes" section of every official Course Outline. Currently, faculty are developing SLOs and evaluating students based on their achievement of these outcomes. Technical and vocational programs have made the most progress in assessing course outcomes. Currently, program outcomes have been assessed for vocational programs only. Graduates attending Spring 2007 graduation overwhelmingly believe that they had acquired some or a lot of the skills described in our college-wide learning outcomes [General Reference 6].

**PLANNING AGENDA:**

Develop procedures to record and assess all program and institutional learning outcomes

**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 adjunct 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 are performed according to strict guidelines of the Faculty Contract [General Reference 23 (Articles 14-15)]. These include a review of 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 Discipline Chair, Division Dean, and Vice President of Academic Services. Instruction is evaluated regardless of location of instruction or instructional mode.

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 [General Reference 13]. Program Review and Unit Planning processes afford an additional, ongoing, and comprehensive look at courses and programs [General Reference 11]. General Education 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 pre-collegiate to collegiate, building competencies as students progress through the programs. The learning communities of Daraja, Puente, English, Mathematics, Science (IEMS), and Program for Adult College Education (PACE) offer carefully coordinated course offerings to meet the unique requirements of each cohort group.

Time to completion is often an issue for community college students who also work and have family obligations. Course sequences in certificate and degree programs are included in the College Catalog [General Reference 2] to help students and counselors efficiently plan programs of study. Student Education Plans are developed for individual students to help them complete their studies in a timely manner.

**EVALUATION:**

The institution provides high-quality instruction of appropriate breadth, depth, rigor, and sequencing. In the Chabot Fall 2007 Student Survey, 81% of students surveyed were satisfied or very satisfied with their instructors; 71% stated that faculty demonstrate a commitment to a high level of teaching. Seventy-two percent (72%) responded that they were making progress towards their educational goals. A 2007 graduate survey showed that of the students who did graduate, 55% did so in 3 or fewer years [General Reference 6].

Synthesis of learning is a goal of all programs and most courses. In the Fall 2007 Survey 68% of students reported that they had worked on a paper that required integrating ideas and information, and 83% of graduates at the Spring 2007 commencement believed that they had learned to synthesize information and ideas [General Reference 6].

Although the College has clearly delineated and published course sequences for certificate and degree programs, there are semesters when some courses listed in those sequences are not offered.

**PLANNING AGENDA:**

Examine course sequence information and insure that courses are offered accordingly

**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.

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. Online courses are offered throughout the academic year including summer session. In the Summer 2006 through Spring 2007 academic year, a total of 143 online sections were offered. By the end of Spring 2008, online courses had increased by 73%. Approximately 4,582 students were enrolled in

105 online sections in Spring 2008, and FTES in online courses had increased by 70% over the previous Spring Semester.

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 (Tech Prep; Biotechnology), African-Americans (Daraja), Latinos (Puente), transfer students (Springboard to Transfer), non-traditional working students (PACE), non-native speakers (ESL), educationally disadvantaged (EOPS), low income, first generation and disabled (Aspire), single parents (CARE), disabled students (DSPS), and students over age 55 (Quest).

The Learning Connection further addresses the needs of students by providing one-on-one tutoring and small-group conversations through the Language Center (ESL), the Writing and Reading Across the Curriculum (WRAC) Center, the Math Lab, Peer Academic Tutoring Help (PATH), and the learning assistant and peer-led team learning programs.

#### **EVALUATION:**

Chabot College offers numerous modes of instructional delivery targeting the diverse needs of our students. Faculty are aware of different learning styles, and results from the Spring 2008 Faculty/Staff Survey [General Reference 7] indicate that over 90% of faculty vary their teaching methodologies to accommodate the various learning styles of their students. The Fall 2007 Student Accreditation Survey [General Reference 6] reflects another impression: Students indicate that instructors spend most or all classroom time lecturing, albeit sometimes with teacher-to-student or student-to-student interactions, with less time spent using other instructional methods. This difference in perception was cited in our successful application for a Title III grant [General Reference 5, Title III Grant Application, page 9] as evidence of “insufficient professional development opportunities and infrastructure to support the development and expansion of successful developmental education strategies that improve student learning.”

In the absence of state funding, Chabot’s Staff Development Committee has used its discretionary funds to help faculty and staff attend conferences and to organize on-campus workshops on teaching and learning during College Flex Days. Faculty and staff have piloted many successful learning interventions and curriculum models, but often these are developed in isolation so are not always circulated around campus to be utilized in other areas.

Our Title III grant provides funding for the development of the Center for Teaching and Learning (CTL) as a focal point for organizing and disseminating information on successful teaching strategies across the campus. The grant established a faculty coordinator for the CTL with 50% release time to work with the Staff Development Committee to create a college-wide professional development plan that includes on-campus workshops and develops resources to meet the needs of students taking basic skills courses. The CTL coordinator has begun development of the CTL website and newsletters which will provide access to information about what we’re doing at Chabot to meet the learning needs of our students as well as to outside resources dedicated to teaching and learning [General Reference 29].

Through the state's Basic Skills Initiative funding, faculty can investigate how best to meet the learning needs of the 92% of our assessed new students who place into pre-collegiate courses in math and/or English [Standard I Reference A1.7 Basic Skills Initiative Grants]. In 2008-2009, the committee funded ten inquiry teams investigating topics ranging from how instructors use reading to support instruction across the curriculum to integrating diagnostic software into pre-collegiate-level math classes. Another round of applications for new inquiry projects is currently under review.

#### **PLANNING AGENDA:**

- ❖ *Strengthen communication and coordination among the Staff Development Committee, the Center for Teaching and Learning, and the Instructional Technology Center to provide more on-campus opportunities for professional development in areas of identified need*
- ❖ *Develop a college-wide professional development plan that will provide faculty with ideas, information, and support for improving their knowledge of the learning needs of our students and methods for meeting those needs*

**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 Program Review processes.

The Curriculum Committee publishes annually a handbook outlining the processes and needed components for program and course submission. A hardcopy is provided to each Curriculum Committee member along with an annual training session. All necessary forms for curriculum change and submission are made available to faculty on the Curriculum Committee web page [General Reference 13; A1.20].

Proposals for curriculum include a statement of rationale, a course outline, student learning outcomes, changes in capital outlay and faculty loads, required library resources, prerequisites and corequisites, and articulation with other institutions. Curriculum review and approval by faculty within the discipline and the Division Dean are required. Additionally, the subdivision faculty and appropriate Dean from Las Positas College review all changes. Final college approval is made by the Curriculum Committee [A1.20].

Instructional programs are systematically assessed through the Unit Planning and the Program Review processes. Faculty use the Unit Plan process to evaluate enrollment data to assess such things as equity in course offerings, efficiency, and productivity in terms of WSCH and WSCH/FTEF [A1.21]. Budget analysis and planning are also part of Unit Planning. Finally, the analysis takes into account Chabot's Strategic Goals and Objectives. Requests for additional resources to support program changes or growth must take these factors into account.



Program Review takes an even deeper look at programs through analysis of student success data spanning several years, currency of course outlines and student learning outcomes, and relevancy of the program to the needs of our students. Program Review encourages faculty to identify problems faced by their students and to develop inquiry projects to study how they might be overcome. Unit Planning/Program Review documents and data are supplied to faculty before they begin their analyses. Completed documents are reviewed by IPBC or its specialized subcommittees as well as the Office of Academic Services. In the 2008-2009 academic year, Unit Planning and Program Review have been successfully integrated, so that Program Review in one year is followed by two years of Unit Planning that tracks proposals and action plans formulated in Program Review [General References 3; 11; 29].

#### **EVALUATION:**

The institution 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 way through the Unit Planning/Program Review processes. The IPBC has recognized that currently there is no mechanism yet to send written evaluations by the IPBC or the Budget Committee back to the units and also that a unit's budgetary requests that are denied are not explained [General Reference 14 (Agenda 3/25/09)].

#### **PLANNING AGENDA:**

Create a mechanism for units to receive feedback on Unit Plans and Program Reviews from the IPBC and the Budget Committees

**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:**

Chabot College follows a model of systematic evaluation and ongoing planning. Within this planning the currency and measure of achievement for student learning outcomes for courses, certificates, and programs has been addressed. Long-term planning is guided by a ten-year *Educational Master Plan* [General Reference 10]. 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.*

A three-year Strategic Plan developed by the IPBC updates and refines the goals of the Master Plan. Objectives of the current Strategic Plan include:

- ❖ *developing student learning outcomes and appropriate assessments at the course, program and college level,*
- ❖ *developing student learning outcomes and appropriate assessments in at least one core course for each College program by 2008,*
- ❖ *developing student learning outcomes and appropriate assessments at the program level for all College programs by 2009,*
- ❖ *develop student learning outcomes and appropriate assessments for each college-wide learning goal by 2009, and*
- ❖ *formulating and executing a comprehensive plan for implementing student learning outcomes and learning assessments for courses, programs, and degrees.*

[General Reference 9]

#### **EVALUATION:**

The institution is currently making progress on each of the goals and objectives as previously described in Section II, A1.c. At the course level faculty are in their first or second assessment cycles, at the program level learning outcomes have been assessed only for vocational programs, and at the institutional level, assessment is indirect using correlations between institutional outcomes and course-level outcomes as a measure of attainment of institutional outcomes. As courses progress through the cycle, assessments will be recorded in eLumen and evaluated in Program Review and Unit Plans [General References 3; 11; 28]. Data will be obtained directly from student assessments, the OIR, and Academic Services. Faculty will make necessary adjustments to their courses and instruction. It is the charge of the IPBC to use the information from the Unit Plans to direct planning and budgeting. Procedures for systematic evaluation and ongoing planning are in place, but the College is in most cases still in the first cycle of assessment.

#### **PLANNING AGENDA:**

Continue to implement the procedures for systematic evaluation and ongoing planning that have been put in place

**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 non-standardized exams to assess student learning outcomes. 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 at the completion of courses. 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) on-line tests until they score 100% on the test. (Wrong answers are pointed out to the student and the student can then check on the content they missed). Copies of the non-proctored test results are then 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 under the Fire and Emergency Services Higher Education (FESHE) curriculum provided by the

United States Fire Administration. These courses are not required to use Standardized Testing. However, instructors choose to do so [A1.22].

**EVALUATION:**

Standardized course- and program-level examinations are not standard practice at Chabot. When they are used every practical attempt is made to eliminate biases.

**PLANNING AGENDA:**

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. Course outlines of record 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* [General Reference 30]. Communication of learning goals and grading policies is evaluated by students with the Student Response to Instruction Forms [A1.23].

In the past two years, new SLOs have been written for the majority of Chabot's courses. Most courses currently have one to three new broad-based student learning outcomes assigned, and faculty are in many cases in their first or second assessment cycle [General Reference 28]. Most grades are assigned using objective language and objective assessment rather than outcome language and outcome assessment. Nonetheless, grading is based on clearly stated standards, and new outcomes are being assessed [A1.24].

**EVALUATION:**

The Curriculum Committee assures that units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Faculty assign grades based on clearly stated standards.

**PLANNING AGENDA:**

None

**A2.i.** | *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

**DESCRIPTION:**

Degrees and certificates are awarded after a student has demonstrated competence in appropriate coursework. Several programs at the college have stated program outcomes based on the standards promulgated by their professional associations. Program outcomes will be developed for most AA/AS degree and certificate programs in Spring 2009.

**EVALUATION:**

Learning outcomes have been written at the institutional and course levels, but program-level outcomes for most college programs have not. Program outcomes will be written to describe the expected levels of attainment of the institutional outcomes for degree and certificate programs. At this juncture, we are making the assumption that attainment of course outcomes demonstrates attainment of often unstated program outcomes.

**PLANNING AGENDA:**

Write and assess program outcomes for degree and certificate programs and use achievement of these outcomes as the basis for awarding degrees and certificates

**A3.** | *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:*

**A3.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.*

**DESCRIPTION:**

All students receiving an Associate degree from Chabot College must complete a minimum of 18 semester units of general education 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 general education requirements. 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 general education requirement (this is assured by the curriculum review

process), yet the course choices are broad to satisfy student interests and program needs [General References 2; 13].

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 general education requirement are also required. The general education 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 [General References 2; 13].

The current General Education and Associate degree requirements were revised in 2006-2007 by a cross-discipline committee of faculty and approved by the Academic Senate [General Reference 12 (Minutes 2/8/07)]. Courses included as general education have been developed by faculty, and reviewed and approved by the Curriculum Committee to assure that they support the philosophy of general education based on official Course Outlines and stated student outcomes. There are differences in the requirements of the Associate in Arts and Associate in Science degrees, but each has a strong general education 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.

#### **EVALUATION:**

College general education requirements include the humanities and fine arts, the natural sciences, and the social sciences. The philosophy of general education at Chabot College is clearly stated in the Catalog. To date the College has not developed an assessment of the general education program.

#### **PLANNING AGENDA:**

Assess student achievement of stated learning outcomes of the general education program

**A3.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.*

#### **DESCRIPTION:**

Skills in oral and written communication, information competency, computer literacy, information competency, scientific and qualitative reasoning and critical analysis are practiced throughout the general education program. Students may choose within the general education

offerings courses such as speech, library studies, or computer science 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 [A1.24].

**EVALUATION:**

The skills described in this section are achieved through College requirements.

**PLANNING AGENDA:**

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:**

Rationale for general education is presented in the College Catalog [General Reference 2] as “designed to prepare the student to acquire a greater understanding of the self, the physical, and the social world.” The catalog more completely defines general education as:

*...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 and cultures as well as social and political problems.

The general education 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 [A1.2]. A close study of these learning goals will reveal that Chabot has made a commitment to include ethics and effective citizenship as College and general education priorities.

**EVALUATION:**

Chabot’s GE requirements have been newly revised. Seventy-six percent (76%) of fulltime faculty agreed in the Spring 2008 Survey that they had an opportunity to participate in this revision. Chabot College clearly communicates its general education philosophy in the College Catalog and this philosophy is reflected in degree requirements [General Reference 7]. The

Curriculum Committee reviews curriculum to assure that courses included as general education meet the general education philosophy and serve the institutional learning outcomes [General Reference 2].

**PLANNING AGENDA:**

- ❖ *Assess general education learning outcomes*
- ❖ *Complete learning outcomes at the course and program levels, and correlate them with GE outcomes*

**A4.** *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:**

All degree programs, AA and AS, at Chabot College include focused study in a field of knowledge (major) as well as a broad exposure to additional subject areas that are designed to prepare the student to acquire a greater understanding of the self, the physical world, and the social world. The general education requirements and all major requirements plus electives must total at least 60 credits with a cumulative grade point average of 2.0 or better for graduation eligibility.

Updated information on degree requirements is in the *College Catalog* [General Reference 2] and on the College website. Information on programs offered, degree requirements, transfer information, and course content is available from both sources.

**EVALUATION:**

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

**PLANNING AGENDA:**

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:**

The official Course Outline is the starting point for developing a strong vocational or occupational program [A1.24]. 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. Chabot's Career Technical Education programs have also built curriculum and skill competencies to meet industry standards. Each lecture and lab topic covers a required competency in meeting an industry need or certification component. In both formal and informal testing modes, faculty assess each student's 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. As an example, Chabot's Career Technical Education 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 Career Technical Education adjunct faculty are working within their discipline specific business or industry segments.

Advisory boards provide valuable feedback on the professional competencies of former Chabot students. 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.

Career Technical Education programs also rely on advisory committees to evaluate and improve student preparedness for employment and licensure. Faculty in each discipline in Career Technical Education meet with local employers, four-year transfer program partners, and secondary feeder schools to review programs and discuss student performance. Agenda items include curriculum, lab equipment, staff development needs, employment trends, employment skills, and anything else that will help our students meet the needs of the employers. Many of our students work in their professions while they attend Chabot to upgrade their skills, and these students bring us a fresh perspective on real world job demands.

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% employment in local hospitals and clinics within six months after graduation [A1.26].

Results on external licensure certificate exams provide a quantitative measure of preparedness. For the past 5 years, Chabot's Dental Hygiene students have had a 100% pass rate on the National Dental Hygiene Board Exam and an average 82% pass rate on the State clinical exam (first try) with a 100% pass rate on retaking the exam. Students must pass the National Dental Hygiene Board Exam to be licensed. Chabot's nursing students have had a pass rate of over 91% on their first attempt of the nursing licensing examination (NCLEX-RN exam) [A1.27]. Fire technology students graduate from an industry certified academy.

#### **EVALUATION:**

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. This is supported by both

quantitative data and anecdotal evidence. The college does not have a comprehensive system for tracking employment of graduates from its vocational certificate and degree programs.

**PLANNING AGENDA:**

Create a systematic mechanism to track students in career technical education programs

**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:**

Chabot College provides current and prospective students with up-to-date information regarding educational courses and programs and transfer policies. The information is available through the *College Catalog* [General Reference 2], the College website, in person from the counseling staff, and in program-specific brochures and web pages. The *College Catalog* is regularly updated and contains, among other things, information on degree and certificate programs, graduation requirements, transfer information, and course content. This information is duplicated on the College website. Students may discuss this information with counselors by appointment or through drop-in counseling.

Official Course Outlines contain a course description, prerequisites, expected outcomes, course content, methods of presentation, typical assignments, methods of evaluation, and typical textbooks and other required materials [A1.24]. All Course Outlines have been reviewed by the Curriculum Committee to verify that the content of the course is consistent with its purpose. All official Course Outlines are housed in the Office of the Vice President of Academic Services and are available online. In cases where more than one regular instructor teaches a particular course, the outline reflects their combined judgments and is used to help new and continuing adjunct or full-time instructors organize their assigned course. All faculty are required by contract to cover, at a minimum, the content described in the Course Outline and to distribute a course syllabus at the beginning of the semester. The course syllabus identifies specifically how the content of the official Course Outline 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, and students verify receiving this information on the Student Response to Instruction Form. Course Syllabi are collected and held in the divisional offices. Information required on a syllabus is found in both the Faculty and Adjunct Faculty Handbooks.

**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 course outline. In the Fall 2007 Student Survey, 77% of the students agreed that “course requirements and expectations are provided in writing” [General Reference 6].

Course Outlines have traditionally recorded expected student outcomes in language only slightly different from the language in the newly developed SLOs. As programs and courses are reviewed, the new SLOs are recorded, so within the five-year curriculum review cycle all SLOs will be updated. Faculty are encouraged to place these newly minted SLOs on their course syllabi.

Planning Agenda:

- ❖ *Develop an optional basic syllabus form that can be adapted to a particular course or section and transmitted electronically*
- ❖ *Maintain a collection of syllabi writing resources in the Center for Teaching and Learning*

**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 in order to facilitate the mobility of students without penalty. Current information is available from the College Catalog [General Reference 2], on printed information sheets in the Articulation and Counseling offices, and in the Transfer, Employment, and Career Services (TECS) Center. Transfer information is readily assessable via the TECS webpage ([www.chabotcollege.edu/Counseling/TECS/](http://www.chabotcollege.edu/Counseling/TECS/)). Students are encouraged to meet early with a counselor to develop a Student Educational Plan 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 Course Outlines to assure that corresponding courses have comparable content and outcomes. Chabot has out-going articulation agreements with a number of private institutions. For the most part, these agreements are not bilateral. Incoming articulation decisions for these institutions are made in a course-to-course comparison by an instructional faculty member within the discipline.

A number of avenues are available for students to access information about transferring to other institutions.

❖ **The *Chabot College Catalog*:**

Information is available in the Chabot catalog regarding transfer policies to the University of California and California State University systems and to private institutions. In the Fall 2007 Student Survey, 75% of the students responded that they use the College Catalog for information on program and transfer requirements.

❖ **Meeting with a Chabot counselor:**

All Chabot counselors are well versed in College transfer policies for courses coming to Chabot College or being transferred to other institutions

❖ **Print media:**

The Articulation Office maintains printed flyers regarding CSU/GE, CSU Course Transfer, IGETC, and UC course transfer, all of which are updated at least once a year.

❖ **The web:**

ASSIST is the official web site for articulation between the 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.

❖ **Workshops:**

Regular workshops in the TECS (Transfer, Employment and Career Services) Center are offered for students.

The Counseling Division offers the course PSCN 18, "University Transfer Planning," which gives students the research tools to make knowledgeable transfer decisions. Transfer information is also part of course content in other PSCN classes, e.g., SCN 10, 22 and 28.

❖ **Representatives of transfer institutions:**

Chabot hosts two transfer events each year, one daytime event in the Fall term and another evening event in the Spring. Approximately 40 transfer institutions send representatives to answer questions on transfer requirements, programs, housing, and financial aid.

Courses transferring to Chabot may fulfill AA/AS Degree General Education requirements. Counselors determine applicability with the final sign off by the Dean of Counseling and record their findings on the Student Education Plan 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 course outline, 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 and 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.

California State University faculty in collaboration with selected California community college faculty have developed processes to help streamline transfer: the California Articulation Numbering system and the Lower Division Transfer Plan.

Currently Chabot has developed a number of useful articulation tools that assist counselors in determining incoming course articulation, for example, math and English equivalency grids, the Early Childhood Development Reciprocity Agreement, and the GE Reciprocity Agreement with community colleges in Region IV. The Chabot Catalog contains a chart of Advanced Placement course-to-course comparability.

The Articulation Office and the Dean of Counseling are working to develop additional incoming articulation agreements to further assist counselors and students. The Articulation Office maintains an intranet web site, CAMPUS (Chabot Articulated Major Preparation Unofficial Status), with current articulation information for counselors.

Since Fall 2007, the CLPCCD has participated in reciprocal general education agreements with seven other local community colleges: A student can complete general education requirements and graduation proficiencies at any of the participating colleges and they will be accepted by the others without penalty.

#### **EVALUATION:**

The College provides information and assistance to students to facilitate the transfer of credits both into and out of the College. In the Fall 2007 survey, 58% of students were satisfied with their preparation for transfer. This is up 9% from 2005 [General Reference 6].

#### **PLANNING AGENDA:**

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 by necessity change to be responsive to the needs of the students and the community. When significant changes are necessary, the Chabot-Las Positas Community College District follows Board Policy 6200 [General Reference 21], 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 Chabot-Las Positas Community College District has policies in place for the revitalization or discontinuance of programs. Students may petition for reasonable accomodation if courses are unavailable for them to complete a program.

**PLANNING AGENDA:**

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 *College Class Schedule* is mailed to the public and available online. Print copies are distributed in the College bookstore, Admissions and Counseling offices, and local high schools. The *College Catalog* is printed every two years with addenda printed in alternate years. Brochures are distributed at school functions that are open to the public, such as MEGA Day and the Hayward Street Fair, which is held over the summer and into Fall Semester.

The Chabot College website is also used to communicate information to students. The College homepage has links to the "Students" pages where all programs, departments, and College resources are linked. A new web portal, THE ZONE, has recently been rolled out to students to give them additional avenues to needed information.

The OIR regularly conducts surveys and publishes the results in hard copy and on the College website so that student success and withdrawal rates are available to the public.

**EVALUATION:**

The College makes information in multiple formats available to its employees and students, to the general public, and to individuals requesting information.

**PLANNING AGENDA:**

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, free speech, and student academic honesty [General Reference 21 Board Policies 4320, 4322, 5510, 5512]. These policies are available to the public via the Chabot-Las Positas Community College District website. The academic freedom policy is further described for faculty in the *Faculty Handbook* and Faculty Contract [General Reference 23, 30]. Policies on student academic honesty are printed in the *Chabot College Catalog* and the *Student Handbook and Academic Planner* [General References 2; 31].

**EVALUATION:**

Chabot has clear policies on academic freedom and student academic honesty and makes these policies available to the public.

**PLANNING AGENDA:**

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* [General Reference 23 (Article 26)].

**EVALUATION:**

In the Fall 2007 Student Survey, 63% of students responded that instructors present material objectively without imposing their personal convictions; 71% responded that instructors encourage students to examine different points of view; and 80% agreed that instructors encourage their participation in class without regard to race/ethnicity, cultural background, gender, sexual orientation, or other non-academic characteristics. According to the Spring 2008 Faculty/Staff Survey, the majority of faculty feel that academic freedom is valued at Chabot and that they are able to provide balanced perspectives without the influence of personal convictions [General References 6; 7].

**PLANNING AGENDA:**

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 [General Reference 12 (Minutes: 9/25/08)]. The College's expectations regarding student academic honesty and the penalties for dishonesty are published in the *College Catalog* and *Student Handbook and Academic Planner* [General References 2; 31] and are reinforced by many 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. 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.

**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. Sixty-nine percent (69%) of students in the Fall 2007 survey



reported that they know their rights and responsibilities as a student. Ninety-two percent (92%) of faculty report that they consciously encourage students to act ethically and responsibly as citizens [General References 6; 7].

**PLANNING AGENDA:**

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.*

Chabot College Student Services is committed to recruiting, serving, and meeting the needs of the diverse population it serves. Each unit has developed SLOs and has utilized these, along with faculty and staff input and Service Area Outcomes (SAOs), to assess and improve the effectiveness of services for enhancing a supportive learning environment and supporting the pathway to student success. The more systematic assessment of each service area has been incorporated into the unit planning cycle. The *Chabot College Catalog* [General Reference 2] and website (<http://www.chabotcollege.edu>) provide information on the College's special programs and student services.

### **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:**

Serving the Southern Alameda County area and beyond, Chabot College offers over 100 academic and vocational instructional programs, supported by a comprehensive array of student outreach, access, matriculation, counseling, learning and academic support, special programs, retention, and transition services. Chabot College supports admissions policies and procedures that are in accordance with state regulations and the mission of the College. Open admissions policies are published in the *College Catalog*, *Class Schedule*, and on the Admissions and Records website [General References 2; 26]. International students are subject to additional TOEFL or ELTS score requirements for admission. Students planning to enroll in the dental hygiene or registered nursing programs are subject to additional prerequisite course requirements and academic standards [B1.1]. The Admissions and Records services are available throughout the year, including semester breaks and summer sessions.

Chabot's comprehensive Early Decision matriculation program enrolls, orients, and assesses area high school seniors during the Spring Semester every year so that they can be registered for a full program of coursework for the upcoming Fall Semester before they graduate from high school. In Spring 2008, over 900 students participated in the Early Decision Program that culminated in a Mega Day registration and campus orientation event on a Saturday in May, and a Gladiator Welcome Day event just before classes began in August [B1.2]. 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 relaxed, welcoming environment.

The College offers both day and evening student support services, as well as online access to many students. The Counseling Division offers drop-in and appointment-based academic counseling, as well as career and personal counseling sessions by appointment. Crisis counseling services are coordinated with Health Services, and licensed MFT counselors provide crisis counseling services and supervision of mental health interns. The Counseling Department is open throughout the year, including academic breaks between semesters and Summer session, from 9:00 am to 7:00 pm, Monday through Thursday, and until noon on Friday. Assessments are offered for both day and evening hours during the week on a drop-in basis, as well as on Saturdays by appointment.

All new students are strongly encouraged to enroll in the Psychology-Counseling 25 course (PSCN 25), Transition to College, where they receive their assessments in English (or ESL) and math, and a small-group orientation provided by a member of the counseling faculty. A new registration component, assisted by Peer Advisors, was implemented during Fall Semester 2008, as well as follow-up registration workshops also with Peer Advisors for students who need more assistance. The PSCN 25 Transition to College classes earn students a half unit of transferable credit and are taught in a one-to-fifteen counselor/instructor to student ratio [General Reference 31]. The two-hour follow-up registration workshops led by counselor/instructors are limited to five participants, so students get even more personalized attention.

The Chabot Student Success or Matriculation program is outlined on the College website (<http://www.chabotcollege.edu/Counseling/matriculation.asp>), where 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 the Transition to College (PSCN 25) class described above, where they progress through the rest of the matriculation process. Students are sent emails from financial aid, veterans affairs, the Disabled Students Resource Center, and EOPS when they indicate an interest in more information on the CCCApply admission application. All new students are also sent a welcome email (or letter if no email address is provided), with the steps they should take to successfully enroll. All new students are also invited via postcard to the Gladiator Welcome Day event, so even if they are not matriculating, they can learn about all the various programs and services the College offers including the Transfer, Employment, and Career Services (TECS) Center, the Learning Connection academic support network of programs, Associated Students of Chabot College, and other special programs and learning communities such as TRIO Aspire, Puente, and Daraja.

In addition to the Psychology-Counseling instructional program that provides student support courses such as Study Skills, a College Success Lecture Series, and Career and Educational Planning, the Special Programs subdivision offers learning support courses in conjunction with English and math. Also under this umbrella, English 116 is a course taught by DSPS Learning Disabilities specialists that provides instruction for students who place below the English 101A level who are not English language learners. English 116 is part of the Learning Skills Program offered through DSPS for students with learning disabilities.

### ***Community Outreach and Recruitment***

Aligning with our mission, “serving as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region,” the College has engaged in

extensive outreach efforts throughout the area, including, but not limited to, targeted populations. These efforts ensure student equity and access and demonstrate Chabot's commitment to recruiting students from every segment of our richly diverse local population. The Community Outreach Coordinating Group (COCG) meets monthly to ensure that outreach efforts across the College are coordinated and organized to avoid duplication, establish priorities, and assess effectiveness of efforts. All Student Services units are active in this group, working to ensure that schools, community based organizations, and other entities throughout the community are aware of the "opportunities for the intellectual enrichment and physical well-being of all community members who can benefit" (College mission excerpt) [B1.3].

Many student support efforts are targeted to the low-income and underrepresented populations which comprise the majority of the community served by the College. About 30% of all new students and nearly 25% of all students at Chabot are Latino. Chabot has been exploring ways to become a Hispanic Serving Institution and seeking membership through HACU (Hispanic Association of Colleges and Universities) [General Reference 17 (Students and Staff Characteristics)]. Since Latinos comprise at least 35% of the Hayward area and given our student population, Chabot is positioned to attain H.S.I. status and subsequently apply for Title 5 grants to enhance access, retention, and success services for its community. An ad hoc task force comprised of faculty and staff from across the institution has focused its efforts over the last few years towards becoming a Hispanic-Serving Institution. Increased efforts have reached growing numbers of Latino families and youth, and the provision of College and financial aid informational workshops in both English and Spanish have increased the overall number of Latino students enrolled at Chabot. Similarly, student retention efforts have increased the learning and success of Spanish-speaking and Latino students. While the number of Latino students attending Chabot has increased, because overall enrollment has also increased, the percentage of Hispanic students remains barely above the 25% required to be eligible as a Hispanic-Serving Institution (H.S.I.) [B1.4].

Since 2007, Chabot College has been an active partner in the Southern Alameda County Regional Educational Alliance (SACREA), a broad-based collaborative with representation from partners including California State University East Bay, K-12 Districts, and the Alameda County Office of Education. This partnership is underwritten by California's Alliance for Regional Collaboration to Heighten Educational Success/Engaging Latino Communities for Education Initiatives (ARCHES/ENLACE) to address the African-American achievement gap in Southern Alameda County. In addition to professional development for K-12 teachers, a primary focus is on college awareness and access, involving mentorship and outreach to African-American youth, parents, and families [B1.5]. This partnership led to the submission and awarding of a California High School Exit Exam (CAHSEE) Preparation Grant from the state Chancellor's Office to support bridging relations with high schools and adult schools [B1.6].

In 2005, Chabot College submitted a request for a TRIO Federal Grant, Educational Talent Search, through the Department of Education, and we won a four-year grant to develop a pre-college program at four high schools and four middle schools. The Educational Talent Search Program provides a structured academic pre-college program to 600 students in Chabot's feeder schools [B1.7]. In 2007, Chabot partnered with San Leandro Unified School District to obtain

the federal GEAR-UP Grant. The GEAR-UP Program provides 250 low-income and first generation middle school students a structured pre-college program [B1.8]. Both programs give us the opportunity to promote a college-going culture in the local community.

Summer Youth Sports Program (SYSP), funded through local grant resources, gives 200 low-income youth between the ages of 10 and 16 an opportunity to come to our campus and participate in a comprehensive five-week summer program of sports and other educational activities [B1.9].

In 2006, a District-Wide Assessment was conducted by the Clarus Corporation and identified the growing educational needs in the community served by Chabot College. The College and the Community Outreach Coordinating Group (COCG) utilize both the results of the Clarus Survey and institutional research in their planning efforts [B1.10].

### ***Student Retention and Success Initiatives***

The Student Success Coordinating Group (SSCG), similar to the Community Outreach Coordinating Group (COCG), meets monthly to focus on collaborative efforts and new initiatives to support the persistence, retention, and success of students. Through the Student Success Coordinating Group, as well as through Student Services Administrators' meetings and Student Services unit meetings, the program planning and unit planning occur in alignment with the College mission, vision, and strategic planning goals [B1.11]. The SSCG, with each Student Services unit represented, ensures that groups do not operate in isolation and do engage in the dialogue necessary to coordinate efforts to streamline processes for student admissions, pre-enrollment services, matriculation, and transfer and/or career placement. As the institution prepares for the opening of the Community and Student Services Center in January 2010, the Users Planning Group (UPG) for the building has outlined a mission statement and a plan to assure the quality of services for supporting student learning and the College mission [B1.12].

Recognizing the importance of comprehensive and integrated planning processes among the initiatives, in Spring 2008, the SSCG and COCG were combined and renamed the Student Equity and Success Coordinating Group. This group works to ensure the removal of barriers in the entire student pathway through the institutional experience.

### **EVALUATION:**

The Student Services leadership and staff have historically been characterized by a concern for access, progress, learning, and success, using information in the Student Equity Plan and other institutional research data for setting unit goals and objectives. The Student Equity and Success Coordinating Group engages in ongoing dialogue about how all student services units are committed to student access, learning, retention, and success and the need for institutionalizing initiatives and ensuring ongoing quality improvement [General Reference 11]. The Vice President of Academic Services, the Coordinator of Institutional Research and Grants, the Director of Off-Campus Programs, and the Foundation Director have all participated in the collaborative planning of the Student Equity and Success Coordinating Group.

The work of this group is brought to various college-wide venues including the College Enrollment Management Committee, Matriculation Advisory Council, College Council, Institutional Planning and Budget Council, and Deans' Council. Persistence, grade point

average, certificate, degree, and transfer rates are institutional outcomes data that serve as the basis for planning for improvement of access, retention and success services [General Reference 6].

The percentage of students coming to Chabot from the high schools in its service area has stayed at 28% for several years (Chart 9, page 8, Self Study). This is one of the data elements that the Student Equity and Success Coordinating Group will review with the intent of increasing the percentage of recent high school graduates' enrollment through outreach and recruitment activities. It has also been noted that the number of students taking classes in other colleges has maintained at 12% (Chart 9, page 8, Self Study). The Student Equity and Success Coordinating Group will investigate whether there is a higher percentage of students attending Chabot who reside outside of its service area than the percentage of students that reside inside Chabot's service area that attend other colleges.

Placement level data is also used to inform instructional practice, student support services, and the Basic Skills Initiative (BSI), which will explore and enhance developmental support interventions for students who are not at the college level in math and English.

The Vice President of Student Services, Dean of Counseling, Financial Aid Director, and counseling faculty all serve on the BSI steering committee, and provide input on the outcomes data shared in terms of what services might be enhanced, and what additional services are needed to improve retention in the developmental education programs. In an effort to integrate the BSI with the college matriculation process, a new Student Success Coordinator position will report to the Dean of Science and Mathematics and the Dean of Language Arts as well as to the Dean of Counseling to ensure that student success intervention programs, services, and initiatives are a collaborative effort.

#### **PLANNING AGENDA:**

- ❖ Continue to expand the work of the Student Equity and Success Coordinating Group college-wide to increase the percentage of students who attend Chabot on graduating from high school
- ❖ Ensure an adequate level of support services targeted to Spanish-speaking and Hispanic students
- ❖ Revisit the growing need in the college community for Career Technical Education as identified by Clarus and other survey tools
- ❖ Re-emphasize support for transfer as an institutional priority

|              |  |
|--------------|--|
| <b>B2.</b>   | <i>The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:</i> |
| <b>B2.a.</b> | <i>General information</i>   |
| <b>B2.b.</b> | <i>Requirements</i>  |
| <b>B2.c.</b> | <i>Major Policies Affecting Students</i>   |
| <b>B2.d.</b> | <i>Locations or publications where other policies may be found</i>   |

**DESCRIPTION:**

Chabot College provides all prospective and currently enrolled students current and accurate information regarding programs, policies, procedures and standards. This information is found in the *Chabot College Catalog* [General Reference 2], *Chabot College Class Schedule* [General Reference 21], *Student Handbook* [General Reference 25], various single-page handouts, as a part of orientation sessions, and at the Chabot College website.

***The Chabot College Catalog***

The *Chabot College Catalog* is updated and produced bi-annually. It is available online at the Chabot College website and in various campus departments. Ten thousand copies are printed and available to students at a cost of \$5.00 in the College Bookstore [General Reference 2].

***General Information, Requirements, and Major Policies Affecting Students***

The *Chabot College Catalog* contains Admissions and Registration procedures, course add and withdrawal procedures, special programs descriptions, both AA/AS degree general education requirements, and specific requirements for all majors offered at the College. In addition, the Catalog contains minimum transfer requirements to the CSU and UC systems, as well as articulation information for transfer preparation. The *Chabot College Catalog* contains information about numerous policies affecting students, including the Academic Standards Policy, International Student Acceptance Policy, Transcript Policies, and Course Repetition Policies. Student Rights and Responsibilities information includes statements regarding Sexual Harassment, the ADA, Student Grievances, Non-Discrimination, and Student Conduct and Due Process.

***Locations or Publications where policies, procedures and other information may be found******Class Schedule [General Reference 26]***

An admissions application and admissions and registration procedures are found in the *Class Schedule*, which is mailed to all households in the College's immediate service area. It is also made available, free of charge, in a variety of locations. In addition to a comprehensive listing of course offerings, the *Class Schedule* includes "Pathways for Success," describing the matriculation process; the student fee schedule; Financial Aid guidelines; the application process; the California Board of Governor's (BOG) Fee Waiver application; AA and AS general education degree requirements; the College's Non-discrimination Policy; campus safety and parking policies; a telephone directory; and a campus map. 180,000 copies of the *Class*

*Schedule* are printed for the Summer/Fall and Spring terms. One hundred fifty thousand copies are mailed to the homes in the college's service area and 30,000 more are distributed in the community and on campus.

### ***Student Orientation Material***

Forty to forty-five new student orientation sessions are held each semester and are an integral part of new student admissions to Chabot College. Handouts and the *Class Schedule* are used during orientation/assessment sessions to acquaint students with the policies, procedures, and programs at the College. These sessions are part of the assessment, orientation, and program-planning process. Special Program orientations, e.g., EOPS and DSPS, offer additional information specific to the needs of identified groups.

### ***Student Handbook and Academic Planner [General Reference 25].***

The *Student Handbook and Academic Planner* includes the College's Vision, Mission, and Value Statements and provides extensive, detailed information regarding the academic calendar for fall and spring semesters, facility use, campus computer usage, campus publicity, and multimedia usage, including copyright issues. Sections include students with disabilities information, including rights and responsibilities; non-discrimination; credit/no credit (per Education Code); academic regulations; hazing; open courses; pets and animals on campus; student conduct and due process; and student records maintenance. An academic calendar daily planner is included to help students organize their time. 30,000 copies are printed each year and given to students free. *Handbooks* are distributed in a variety of locations on campus including the Office of Student Life, the Bookstore, and the Administration Building, and distributed by ASCC during Welcome Back Week activities for Fall and Spring semesters. The *Handbook* is paid for by the Student Activities fee.

### ***Website***

The Chabot College Website includes information regarding confidentiality and privacy; registration procedures for new, returning, and concurrent enrollment students; fees; transcript requests; awarding of degrees and certificates; adding and dropping courses; prerequisites, co-requisites, and course overlap policies; late registration; extenuating circumstance withdrawals; and student identification card procedures [General Reference 8]. Financial Aid processes, procedures, forms, and applications are all available on the website.

### ***Information sheets***

The Academic Regulations information sheet is sent to all active students on Academic Probation. It lists the scholastic standards of Chabot College. Other information sheets describing AA/AS degree requirements are available in the Counseling Division Offices and in the Administration Building.

### **EVALUATION:**

Chabot College provides students with information about College programs, policies, and procedures in a variety of formats and venues. Free publications are widely distributed both on and off campus, the *Class Schedule* [General Reference 25] being one example.



The District's Board policy 4320 on Academic Freedom Statement is currently not published in the catalog. The faculty contract includes a statement on academic freedom in Article 26 [General Reference 23].

Seventy-five percent of the students responding to the Fall 2007 Student Accreditation Survey [General Reference 6] indicated that they used the College Catalog for information on program and transfer requirements. Sixty-four 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 18% responded that it was not clear.

**PLANNING AGENDA:**

Include the Academic Freedom Statement in College publications such as the *College Catalog* and the *Student Handbook*

**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.*

**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:**

***Online Student Support***

Chabot College supports online learning or distance education through the Instructional Technology Center. To help prepare students for their first online class, Chabot offers two methods of support.

- ❖ For students interested in a complete course, Chabot College offers GNST 1, Introduction to Online Learning [General Reference 31]. This 3-week, half-unit online course introduces the Blackboard course management system used in online courses, and explains how online courses work. Students also learn time management skills, how to get help in online classes, and many other tips for success in online classes. This class is also recommended for those considering an online class in the future, even if the student is not immediately ready to take an online course. Four sections of the Introduction to Online Learning course are offered during the Spring 2009 Semester.
- ❖ We also offer a one-hour, on-campus Orientation to Online Learning for all online students. These sessions are led by experienced online instructors and Blackboard student support staff, and are offered approximately 10 times each semester. These resources are designed to help students get started in and succeed in their online courses.

Chabot also provides technical support for all students using Blackboard, particularly online students. A full-time Blackboard technology expert provides walk-in and email support Monday through Friday on campus. The College also began offering evening and weekend

technical support via email in Fall 2008, and now is able to guarantee response to help requests within 24 hours, 7 days a week.

### ***Off-campus and Evening/Weekend Instruction and Support Services***

Chabot also offers classes in several high schools, over twenty courses at the San Leandro Adult Center in a partnership that includes access to two classrooms, and plans to offer several courses in the new Union City transit building facility by the Spring 2010 semester. Off-site student services are offered at the San Leandro Adult Center on a seasonal basis to support counseling and enrollment of adult education students, and plans are to provide similar services at the new Union City educational site [General Reference 26]. These include admissions and registration assistance, assessment and orientation assistance, counseling, workshops for financial aid and special programs information, bookstore services, and accommodations for students with disabilities [B3.1]. Similarly, services including assessment and orientation, admissions and registration assistance, including concurrent enrollment, advisement and counseling, financial aid, and information regarding access to all other services are provided for students enrolled in other off-site courses, primarily at the high schools and in community-based organizations [B3.2].

The College offers day and evening student support services, as well as online access to many student services. The Chabot Student Success/Matriculation program is outlined on the College website ([www.chabotcollege.edu](http://www.chabotcollege.edu)), and students are lead 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 [General Reference 31], where they progress through the rest of the matriculation process. Students are sent emails from financial aid, veteran's affairs, the Disabled Students Resource Center, and EOPS when they indicate an interest in more information on the CCCApply admission application. All new students are also sent a welcome email or letter if no email address is provided, with the new student steps they should take to successfully enroll.

The Counseling Department is open throughout the year, including academic breaks between semesters and summer session, from 9:00 am to 7:00 pm, Monday through Thursdays, and until noon on Fridays. Assessments are offered both day and evening times during the week on a drop-in basis, as well as on Saturdays by appointment.

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](mailto:cc-counseling@chabotcollege.edu). The Counseling Division has a counselor who has email counseling as part of her counseling schedule, so students can email their questions and receive a response via email, usually within a couple days (barring academic breaks). With the new single sign-on web portal called "The Zone", all students now receive a College email account which they can use throughout their enrollment at Chabot for official correspondence with the College. The Zone website can be accessed from the following URL: <https://myportal.clpccd.cc.ca.us/cp/home/displaylogin>.

Also of note for online learners is the new Degree Works degree audit program. The Counseling Division faculty are piloting this auxiliary software system that provides an online advising tool for students to create, verify, and modify their Student Educational Plans in consultation with a counselor. The degree audit function will, upon full implementation, provide an online

resource for students to see which courses meet requirements toward their selected Associate degree or Certificate program.

#### **EVALUATION:**

Online course offerings continue to expand at Chabot College, 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, email advising is available, as well as student email accounts, a single sign-on web portal which includes access to all online courses via Blackboard, and email counseling appointment requests for in-person counseling.

In the Chabot College Fall 2007 Student Survey, 88% of students indicated, “It was easy to register for classes on-line,” up from 82% in the previous Fall 2001 survey. Additionally, 87% of students surveyed indicated, “My Chabot on-line application was easy to complete.” These statistics are important as 79% of the students surveyed responded that they “rely on the on-line class schedule for information on course times and places” [General Reference 6].

#### **PLANNING AGENDA:**

- ❖ Expand support services offered to Online Learning Students
- ❖ Ensure an adequate level of support services for students at the San Leandro and Union City Centers
- ❖ Integrate online counseling services information via “The Zone” single sign-on web portal with the online course information

**B3.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**

Three of the College-wide Learning Goals are Global and Cultural Involvement, Civic Responsibility, and Development of the Whole Person. All student services contribute to the College’s learning environment and these institutional goals in some way, some more directly than others [B3.3]. The Student Rights and Responsibilities sections of *The College Catalog*, *Class Schedule*, website, and *Student Handbook* outline Student Code of Conduct, Rights and Responsibilities related to Non-Discrimination, Student Grievance, and consequences for behavior requiring disciplinary action as administered through the Vice President’s or Deans’ Offices [B3.4].

An ad hoc group comprised of the Discipline Officer, the Dean of Counseling, the Director of Safety and Security, and the Mental Health Advisory Group is working to increase college-wide awareness of student behavior issues with the goal of promoting an environment where staff and students take a proactive approach to individual, personal, and civic responsibility [B3.4].

The Associated Students of Chabot College (ASCC) has established bylaws and elected officials to represent the voice of the student body [B3.5]. The ASCC executive board is comprised of a President, Vice President, ICC (Inter-Club Council) Chair, Activities Director, Finance Director, Legislative Director, Marketing Director, and Senator-At-Large. In addition, the ASCC has student representation through Student Senators and Representatives. Members participate in College shared governance committees to represent students' concerns on campus about a range of issues including facilities, academic policy, and student grievances. During the 2008-2009 academic year, the Student Senate has been active in representing the voice of the student body on a local, regional, and statewide level.

On campus, The ASCC sponsors clubs and club events, the Inter-Club Council, and the monthly flea market, among other programs and services aimed at engaging students in the life of the College. The 22 clubs currently active on campus are all eligible for ASCC startup funds and fundraising support to promote an enhanced sense of community for students on the campus.

Additionally, the ASCC offers \$30,000 to support events, activities, and programs which serve the educational, cultural, social, recreational, and extracurricular interests of the student body. Events to celebrate and promote campus diversity include the International Club's annual International Night as well as a speaker series that has included inspirational and motivational leaders such as Bobby Seale, the cofounder of the Black Panthers. Other regular events include Welcome Back and De-Stress Weeks and monthly movie nights.

The ASCC offers book awards to students at the beginning of each semester that range from \$150 to \$300. In Spring 2009, the ASCC piloted a textbook rental program with the purchase of 30 Health 1 textbooks; in the first two days all of them were taken. The ASCC is currently working with the College Foundation and the Bookstore to raise additional funds, with a goal of \$100,000, to expand the program.

The ASCC is active in regional and statewide organizations such as the Student Senate for California Community Colleges (SSCCC) and the California Community College Student Affairs Association. In the SSCCC, the Legislative Director of the Associated Students serves as a delegate to Region IV as well as to the general assembly, held in the fall and spring respectively, with the President of the ASCC currently holding the executive position of Justice for the Region.

The ASCC is involved in the community through partnerships with charitable organizations that include collecting food for needy families with the Alameda County Canned Food Drive and hosting a blood drive with the Red Cross. The ASCC has also worked with non-profit organizations such as Soulciety, which brought members of America's Best Dance Crew on campus for a narrative performance about youth empowerment.

The ASCC has sponsored activities to encourage students to become politically active in the community and in the world. In Fall 2008, for example, the ASCC held an on-going voter registration drive that brought Alameda County's "Voter Registration" bus onto campus. Their Get Out the Vote effort included an open forum on the controversial Proposition 8 measure as well as a debate between two candidates vying for a seat on the Board of Trustees. In Spring 2009, the ASCC participated in the "March in March," busing students, faculty, and

administrators to Sacramento for a rally on the steps of the State Capitol to voice concerns about budget cuts to community colleges.

Overall, it is the mission of the ASCC to develop and promote the principles of responsible citizenship, to maintain open channels of communication between students and faculty, staff, and administrators, and to increase active student participation in the governance of Chabot College.

**EVALUATION:**

College-wide programs and services, as well as special programs and learning communities, support the development of student personal and civic responsibility. Courses, events, and activities also support the intellectual, aesthetic, and personal development of students. Additionally, the development of Student Learning Outcomes in student services planning and assessment is aligned with the college-wide core competencies supporting this standard [B3.7].

**PLANNING AGENDA:**

Support the efforts of the ASCC to expand involvement and opportunities for all students

**B3.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 provides a variety of counseling services that are regularly evaluated through the Program Review and Unit Planning processes. Student Learning Outcomes have been developed for all the Psychology-Counseling discipline courses and these are assessed at the end of each semester. Student Learning Outcomes have also been developed for student probation, new student orientation, and drop-in/front desk counseling services. These Student Learning Outcomes for counseling services were assessed in the Spring 2009 Semester [B3.7].

Counseling services include Assessment, Articulation, Career/Transfer Center, General Counseling, Matriculation, New Student Orientation, Learning Communities (Daraja and Puente), Special Programs (EOPS, CARE/CalWORKs, DSPS, TRIO Aspire), and Psychology-Counseling courses and curriculum development. Counselors are available to help students choose a program of study relevant to their educational, career, and/or personal objectives.

***Academic 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.

- ❖ **Course Selection and Planning:** Counselors are available to help students select courses that will meet specific areas of interest or goals.

- ❖ **Transfer Planning:** Transfer counseling provides students with information on admissions requirements and procedures. Counselors assist students in appropriately sequencing their classes and provide 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.
- ❖ **Student Educational Plans (SEP):** Educational plans are completed that include specific courses that will be taken by the student for each term until their degree objective is obtained. Students must have a major or goal selected and Mathematics and English Assessment tests completed before formulating a Student Educational Plan.
- ❖ **Previous Course Evaluation:** Students with coursework taken at other institutions of higher learning can have this work unofficially evaluated for applicability to degree, certificate, transfer, or prerequisite requirements.
- ❖ **Academic Probation:** Students who have attempted at least 12 units at Chabot College and who have less than a 2.0 Grade Point Average (GPA) are placed on Academic Probation. Students on Academic Probation must see a counselor and complete an “Academic Success Contract” before registering for the next term.
- ❖ **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.
- ❖ **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*

Career counseling provides the student with an opportunity for clarification and integration of 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*

Personal counseling is provided to 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 also include dealing with feelings that arise because of lack of financial or emotional support. In addition, 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 report the progress of their students using the online Mid-Term Progress Report (MTPR) system [B3.8]. Faculty are sent online and printed reminders to submit their MTPRs 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. The information includes recommendations to meet with a counselor for academic advisement [B3.9].

The MTPR provides the opportunity for faculty to submit negative and positive comments regarding student progress. All students who receive one negative comment are contacted. As a cost savings, students who do not receive a negative comment are not contacted.

Approximately 50% of the full-time faculty submit MTPRs and only 49% 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.

In addition to the Mid-Term Progress Report, the College also has an online Retention Comment program known as the “Missing Student” program. The program provides faculty an opportunity to communicate with the intervention advisors for assistance with students at any point in the term [B3.10]. The intervention advisors (IAs) are supervised by the Dean of Counseling and Director of Admissions and Records. Any communication with the student is usually by phone. The IAs follow up with the interested faculty member. In addition to the instructor’s message, students are given support services information and are encouraged to meet with a counselor.

#### **EVALUATION:**

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 the Special Programs counselors as well as the general counselors.

Information about student contacts, counseling discrepancies, changes to state regulations regarding academic records (i.e., Title 5), student retention, and grant opportunities is made available by the Dean of Counseling, with support from inquiry-based groups/committees. Samples of these critical inquiry groups that meet regularly include:

- ❖ Dean’s Advisory (policy/procedure, staffing, budget, curriculum, technology and facilities)
- ❖ Front Desk Committee (front desk counselor role and duties, intake and screening procedures, FAQ’s, appointment availability)
- ❖ Transfer Advisory Committee (TAAs/TAGs, UC/CSU transfer data, transfer counseling, special programs for under-served students such as Puente, Aspire, and Daraja)
- ❖ Mental Health and Wellness Advisory (crisis response, mental health services, incident analysis and follow-up, policy and procedure analysis and modification)
- ❖ Intervention Advisors (student contact planning for various student retention initiatives such as Faculty Retention Comments on the online CLASS-Web course roster/student registration system, Mid-Term Progress Reports, drop for non-payment, financial aid)

deadlines and events, transfer and career programs, and tutoring services for basic skills students).

Through the critical inquiry groups/committees and division meeting evaluation processes, there are several areas that provide opportunity for growth and planned change. Some examples of these planning agenda items include:

- ❖ Online Advising—Currently, limited email advising that does not provide secure access to student records is utilized through the load assignment of one counselor. Implementation of the new online Degree Works degree audit and student educational planning system will address this security gap as it will provide a secure environment for students to access their records online and interface with a counselor.
- ❖ Mandatory Matriculation—With about 50% of new students participating in the full matriculation process prior to registration, there is room for growth in ensuring all non-exempt students participate in matriculation. A new “Matriculation Passport” system is being piloted during the Spring 2009 semester where all new non-exempt students are advised to matriculate through the passport/stamp book process before enrollment. While registration will not be blocked, it is expected that this “soft mandate” will engage a larger proportion of new students in the matriculation process prior to enrollment in the Fall 2009 semester. Additional assessment personnel have also been hired to increase high school senior participation in the Early Decision matriculation program which takes place in over 15 local high schools during the Spring term.
- ❖ Increasing PSCN Course Offerings to Support Student Success—With increasing need for basic skill students to receive instruction in study skills, a second section of the PSCN study skills course is proposed for the Fall 2009 semester. Additional online PSCN courses such as Career and Educational Planning are also being considered, as well as additional Case Management courses to support the Associate of Arts in Human Services degree offered by the Counseling Division.

The College needs to reach more students with this information, and to continue to offer Psychology-Counseling courses that address transfer planning and educational planning. Conducting pre- and post-surveys of course content can support this goal. Fifty-eight percent of the students surveyed in the 2007 Accreditation Student Survey indicated that they were satisfied with their preparation for transfer, a 9% increase over those surveyed in 2005. Regarding counseling services, 75% indicated satisfaction with services received [General Reference 6].

Currently the Counseling Division conducts counselor evaluations which include the use of Student Surveys to determine strengths and weaknesses in service delivery. It may be feasible to also consider utilizing a survey that addresses a student’s acquisition of academic requirements knowledge, which may assist in pinpointing weaknesses in modes of delivery, possibly linked to students’ learning styles. It may be worthwhile to institute the use of learning styles evaluations as part of the new student matriculation process.

Though the Mid-Term Progress Report does provide information on some students, the process can be improved. Currently, fewer than 50% of enrolled students receive comments from instructors. Support from the Vice President of Academic Services and the Deans urging



faculty to complete the reports might improve the faculty response. The benefit of the Mid-Term Progress Report is early detection of students' academic problems, which would allow early intervention, support, and advisement.

**PLANNING AGENDA:**

- ❖ Implement the new Matriculation Passport System
- ❖ Increase Psychology-Counseling course offerings
- ❖ Expand and explore interventions for at-risk students
- ❖ Evaluate the effectiveness of transfer counseling

**B3.d.** | *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

**DESCRIPTION:**

It has long been a point of pride for Chabot College that our students come to us with a rich variety of backgrounds, cultures, and beliefs. This is reflected in the mission statement: "The College encourages sensitivity to all cultures, respects diversity among students, faculty, and staff, and is responsive to the demands of rapidly changing technology in our global community."

The diversity of Chabot's student body is apparent in the Fall 2008 Final Census released by the Office of Institutional Research that reports student characteristics of Race-ethnicity and Age as follows:

| Race-ethnicity   |     | Age           |     |
|------------------|-----|---------------|-----|
| African-American | 15% | 19 or younger | 24% |
| Latino           | 26% | 20-21         | 15% |
| Middle Eastern   | <1% | 22-24         | 15% |
| Native American  | 1%  | 25-29         | 14% |
| Pacific Islander | 3%  | 30-39         | 13% |
| White            | 21% | 40-49         | 8%  |
| Other            | 2%  | 50 or older   | 10% |
| Unknown          | 7%  |               |     |
| Asian American   | 16% |               |     |
| Filipino         | 9%  |               |     |

Chabot creates and maintains a climate that serves and supports its diverse student population through programs, services, events, and courses [General Reference 17 (Students and Staff Characteristics)].

## **Programs**

**The Aspire Program (TRIO Student Support Services)** offers low-income, first generation, and disabled college students academic support. Through individualized academic, financial, and personal counseling, coupled with career exploration and cultural enrichment activities, the program aims to ensure student success at Chabot and beyond. Through multi-tiered academic support including clustered courses, tutoring, and study groups, the ultimate goal is to help students graduate and transfer to a four-year college or university.

**Cooperative Agencies Resources for Education (CARE)** is a unique educational program which represents a cooperative effort between the community college system, Department of Social Services, and community organizations to assist single parents to achieve their educational goals. CARE offers counseling, personal development classes, support groups, and childcare assistance to EOPS single parents who are receiving TANF and have at least one child under the age of 14.

**California Work Opportunities and Responsibility to Kids (CalWORKs)**, California's Welfare Reform Program, is designed to combine welfare benefits with education, job training, and job placement, while providing childcare, transportation, and school supplies. Chabot's CalWORKs program provides academic, personal and career counseling, adjunctive childcare stipends, and education/career plan development.

**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.

**Service Learning** is a program that provides opportunities for students to participate in meaningful community service connected to the coursework of specific college classes. This union of class work and real life experience brings course topics to life, encouraging academic excellence while giving valuable skills and experience. Service-learning also provides students with structured time for reflection

**TRIO/Educational Talent Search (ETS)** is a program that identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the post-secondary institution of their choice. Talent Search also serves high school dropouts by encouraging them to re-enter the education system and complete their education. The goal of Talent Search is to encourage youths from disadvantaged backgrounds to set high goals for their own education and to fulfill them.

**Extended Opportunity Programs and Services (EOPS)** provides equal access and educational opportunity to individuals whose educational and socio-economic backgrounds might otherwise prevent them from successfully completing college. EOPS offers a variety of unique

academic support services and activities to students including outreach, counseling, transfer preparation, peer advising, and financial assistance.

**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, mini-conferences, and courses.

**GEAR-UP** is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. GEAR-UP provides six-year grants to states and partnerships to provide services at middle and high schools in low-income neighborhoods. GEAR-UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR-UP funds are also used to provide college scholarships to low-income students.

**The Program for Adult College Education (PACE)** allows students to earn an AA degree while working full-time. The program allows working adults to meet graduation and transfer requirements in three years by attending classes one to two nights a week and every other Saturday. Students can begin the PACE program in the Fall, Spring, or Summer.

**Puente Project** is a two-semester program designed for students who intend to transfer to a four-year college. Students in the program take two English courses focusing on Mexican-American/Latino authors and issues. The Psychology-Counseling component is designed to promote student success. The program is open to all eligible students. A counselor is assigned to work with Puente students on both personal and academic issues. Students are mentored by community members who are professionals in the field of study that the student is interested in pursuing, and get other classroom support, i.e., classroom aides.

**The Quest Program** is geared to people age 55+. Each Fall and Spring semester, Quest offers a full range of classes that include fitness, choir, Spanish language, art, dance, computers, and day trips in and around the Bay Area.

**The Associated Students of Chabot College (ASCC)** is made up of students who represent the student body at Chabot. These students come from many ethnic and cultural backgrounds and represent the diversity of the College and the surrounding Bay Area. The organization sponsors events, clubs, and special programs.

### **Resources and Services**

**The Disabled Student Resource Center (DSRC)** at Chabot College serves the needs of students with a range of disabilities, including physical, communication, psychological, and/or learning disabilities. The specialized counseling faculty provides academic, career, personal and crisis counseling, and offers a variety of Psychology-Counseling courses to assist students make a successful transition to college and beyond. They provide academic assessment, Student Educational Plans, and referrals for diagnostic evaluations, in addition to help meeting Department of Rehabilitation requirements.

**The Financial Aid Office** plays a critical role in the academic success and retention of students since OIR reports that over half (56%) of Chabot students are low-income [General Reference 17 (Students and Staff Characteristics)]. In addition to walk-in assistance with

Federal and State financial aid forms, information, and advisement, the Financial Aid Office provides online information and applications. The multicultural, multilingual staff reflects the Chabot community.

**The International Students Program** provides services to non-immigrant foreign nationals related to maintaining their student visa status and explaining immigration status for tuition purposes. The program serves international students who hold student visas by assisting them with matriculation, i.e., admissions, assessment, orientation, counseling, and student follow-up. Events on campus are also coordinated to promote global awareness. Through the College's International Student Club, members plan academic and social events that help international students make friends, learn about other cultures, and explore Bay Area activities and attractions.

**Student Health Center** offers general appointments to see a nurse practitioner. All students are eligible for unlimited visits to the health center. Services at low cost or no cost include assessment, evaluation, and treatment for minor illnesses and injuries, physical examinations, over-the-counter medications, immunizations, mental health services, reproductive health services, non-urgent emergency care, early illness intervention, physician referrals, and health education and advisement.

**The TECS (Transfer, Employment, Career Services) Center** 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.

**Veterans Office** offers information and applications for benefits for eligible veterans. Chabot College is approved to offer instruction to servicepersons, reservists, and other eligible persons under Title 38, U.S. Code and Department of Veterans Affairs regulations. The basic categories of educational assistance programs are Montgomery G.I. Bill-Active Duty (Chapter 30), Montgomery G.I. Bill-Selected Reserve (Chapter 1606), Veteran's Educational Assistance Program (VEAP—Chapter 32), Reserve Educational Assistance Program (REAP—Chapter 1607), Survivor's and Dependent's Educational Assistance Program (Chapter 35), Restored Program for Survivors (REPS) and Vocational Rehabilitation (Chapter 31).

### **Events**

**Disability Awareness Day**—The Disabled Student Resource Center sponsors the Disability Awareness Day each year where all students and staff are welcome to mingle, play, and enjoy a barbecue.

**Recognition Ceremonies**—Support programs (EOPS, Daraja, and Puente) sponsor separate recognition ceremonies for the diverse students they serve, where the accomplishment of these students can be highlighted for their invited friends and families.

**MEGA Day Early Decision for High School Students** held every May is hosted by the Counseling Division, Student Services, and Financial Aid teams. Mega Day is intended to help all Early Decision students plan and register for their first semester at Chabot College. The Financial Aid Office assists prospective Chabot students and current Chabot students by providing information about financial aid and assisting students with their FAFSA applications.

**University Transfer Day**—Over 45 representatives from colleges and universities all over the state and several institutions outside of California come to the Student Center during the Fall Semester to meet with students. Hundreds of Chabot College students get an opportunity to meet with college and university representatives and get first-hand information about each school, their programs, and campus life. This event exposes our students to institutions that they might not have known of or thought about for transfer, especially considering that so many students don't have the means or the free time to visit different campuses before they apply for admission. A wide variety of institutions are represented at this event: California State Universities, Universities of California, private colleges and universities, and vocational institutions, e.g., Expressions of Emeryville and Life Chiropractic College. The event is open to all Chabot College students and the community is also invited. It is advertised in the *Spectator* and in the local newspaper, the *Daily Review*, as well as on the electronic message board in front of campus. In addition, flyers are distributed and displayed all over campus.

**University Transfer Night**—Like University Transfer Day, this event gives Chabot's night students an opportunity to meet with college representatives and get first hand information about each university's campus life and programs. This is particularly significant as 13% of our students are evening students only, while 31% attend both day and evening classes [General Reference 17 (Students and Staff Characteristics)].

**University Transfer Celebration**—This annual event recognizes those students who have achieved the goal of transferring to the next level of higher education. Many transfer students do not seek an Associate degree so would not otherwise get recognition for their academic achievements at Chabot College. All transferring students and members of their families are invited. Representatives from four-year universities and colleges are invited to attend, as well as faculty and staff from all the divisions on campus. The process of transfer is an entire college responsibility and this is a college-wide celebration. Special Transfer Recognition certificates are created and presented to each honoree.

**PREPA Conference**—The Chicano Latino Education Association (CLEA) of Chabot College, the Chabot Puente Project, and Chabot College have hosted the annual PREPA Conference since 2002. The PREPA Conference is coordinated with the Chabot Early Decision Program so any senior who is participating in Early Decision is welcome to attend. More importantly, however, any Latino senior who has not participated in Early Decision is encouraged to attend the conference if they might attend Chabot, as the information presented will assist them in enrolling for Summer or Fall of that year. The PREPA Conference is held on the third Saturday in April, from 8:00 am to 3:00 pm in the Chabot College Little Theater. In order to make attending the conference easier, students can register online, as well as finding more information at: <http://www.chabotcollege.edu/puente/PREPA>.

CLEA and the Puente Project have initiated the PREPA Conference for three reasons:

- ❖ CLEA/Puente's support of Chabot's Student Equity and Outreach efforts to under-represented students and CLEA's own efforts to spur Chabot College to become a Hispanic Serving Institution—a goal which has now been identified by the College as part of its strategic planning process.

- ❖ Outreach to low-income and educationally disadvantaged students, and within these demographics, Chicano/Latino groups will be the primary target group, but all students are eligible to participate.
- ❖ The overall objective of these activities is to encourage students to participate in the Early Decision process while providing students with information about the value of participation in the Matriculation process.

The PREPA Conference provides students and parents with motivational, academic, and social networks that provide 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. Every year, CLEA is able to provide two seniors with a \$250 scholarship as a door-prize for participating in the day's event. Year after year, the conference grows in attendance and energy.

**Gladiator Welcome Day** takes place the week before Fall Semester classes begin. Hundreds of students who are new to college attend the event to learn about the various student services that are available to them. Many faculty and programs host information tables that promote the College's specific programs, majors, and courses. Counseling and assessment are available on this date as well as campus tours. Many students add classes at the event or apply for admission and register for classes shortly thereafter. This event is funded by ASCC.

**The Help Zone** is offered annually during the first week of classes in Spring Semester. The Counseling Division provides program planning assistance to students who have not yet registered for their classes and assistance with the CLASS-Web registration system. Several counselors are assigned to the Help Zone, and, on average, over 200 students per day are served. Drop-in assessment testing is also offered for new students who have not yet taken their English and math placement tests. In addition, Peer Advisors are available to help students with the online registration process.

**The Financial Aid Festival** is an annual event that seeks to demystify Federal and California Financial Aid processes. This festival is open to high schools students and their parents, all college students, and the Chabot student body. This event provides information for all students, regardless of whether the student attends college.

**The Annual Job Faire** has developed into one of the College's largest outreach events by hosting an average of 50 employers and over 1,000 job seekers each year. Through a database of over 300 employers, only those currently hiring are invited to attend the event. This maximizes all job seekers' opportunities to obtain a job for the summer or to start a career. Sponsors of the event have included the ASCC, CalWORKs, the Athletic department, and Moreau Catholic High School.

**The Student Health and Safety Fair** is an annual event that is hosted by the Student Health Center. Free blood pressure and glucose screenings and HIV testing are offered at the event. Participants from different health services programs in the local community provide health educational materials and information for participants.

### **American Cultures Requirement**

To earn an Associate in Arts or Associate in Science degree, students must complete at least one course in the category designated American Cultures. Selected courses are designed to give students an understanding of cultural and ethnic issues in the history and society of the United States, and may include one or more components of race, gender, religion, sexual orientation, class, age, or physical and mental disabilities [B3.11].

#### **EVALUATION:**

The degree to which students feel the College serves and supports its diverse student population is reflected in the Chabot College Fall 2007 Student Accreditation Survey. Student responses agreeing or strongly agreeing to the statement, “At Chabot, there is general respect for differences in: race-ethnicity (78%), gender (80%), physical disability (76%), age (80%), sexual orientation (74%), native language (72%), and religion (72%)”, validate the effectiveness of the people, programs, services, and courses that sustain and promote diversity on the campus [General Reference 6].

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,” 80% of students agree or strongly agree. In addition, 80% of students reported overall satisfaction (satisfied or very satisfied) with Chabot’s faculty [General Reference 6].

Students also appreciate the efforts of Student Services, reporting they were satisfied or very satisfied with Admissions and Records (91%), Assessment Testing Center (86%) and Counseling (75%). [General Reference 6]

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,” (73%); “I am treated with respect by college staff,” (80%); “There is respect for differences in race-ethnicity,” (78%); and “I would encourage others to attend this college,” (70%) [General Reference 6].

#### **PLANNING AGENDA:**

- ❖ Expand the work of the Student Equity and Success Coordinating Group to involve all segments of the college community
- ❖ Continue the short- and long-range planning for maintaining status as a Hispanic Serving Institution
- ❖ Plan the Multicultural Center/El Centro in the new Community and Student Services Center

**B3.e.** | *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

**DESCRIPTION:**

**Admission and Assessment Instruments**

[B3.10]

Chabot College is an open access institution that accepts all students who apply to the College who are 18 years of age or who have a high school diploma or equivalent. These policies are outlined in the *College Catalog* [General Reference 2] and the *Class Schedule* [General Reference 26]. The only exception to this rule is with international and K-12 concurrent enrollment students. These students are required to go through a more extensive application process. For international students, there is a separate application process, and the students are required to supply proof of 1) prior education, 2) English language competency (TOEFL scores), 3) a recent health examination, 4) medical insurance, and 5) financial support. Based on this information, the Special Admissions Office determines the student's eligibility to attend Chabot College [B3.13].

For K-12 concurrent enrollment students, there is an additional application form in which the student's parents and primary school need to approve at the teacher/counselor level and the principal level in order for Chabot to accept the application of admission [B3.14]. Once the application is submitted and accepted by the College, the student is then required to show proof of prerequisite completion if the course that he or she is interested in requires a prerequisite. If the student cannot demonstrate completion of the prerequisite, the student is unable to enroll in the course requested, and admission status is denied for the course indicated on the application. If the student is interested in choosing another course, s/he must repeat the entire process.

The College admissions application is currently available to students on paper, in the *Class Schedule*, and online.

Once students apply to Chabot, depending on their academic history and educational goals, they may be referred to the English, math, and/or ESL assessments. Chabot also offers a chemistry assessment test to determine the suitability of placement into Chemistry IA for students who have some knowledge of the subject but who have not taken the prerequisite course. Information on the assessment instruments and sample questions are posted on the College's website and are available in the Assessment Center and in the Counseling Division. These assessments are provided to students as a tool to determine appropriate placement and are not used for admission purposes.

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. All of these tests have been validated at the state level and locally, based on the criteria set forth by the State Chancellor's Office. The most recent validation was done in Fall 2007. The ACCUPLACER instrument is second-party approved (meaning the test developer submitted to the State Chancellor's Office validation studies for approval of usage statewide and the individual schools submit second-



party data regarding their specific schools for approval) until approved (meaning a group of schools in the same area, serving a similar student population submitted validation studies as a group to the State Chancellor's office) until June 2010.

### **Placement Practices**

Students must have their applications on file before taking any assessment test. The assessment tests can be taken once every six months. 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, math, and ESL. This use of multiple measures for placement purposes helps to ensure that students are not misplaced in courses due to outside or personal factors, such as test anxiety. Students who feel that an assessment does not accurately reflect their skills may be given an opportunity to retest if the counselor deems it necessary.

The assessment tests are not the only way a student can be placed into appropriate courses. Students can elect to start at beginning English, math, ESL, and chemistry classes without having to take assessments. Students can also use completed coursework from other accredited institutions to determine appropriate placement into courses. These students are referred to the Counseling Division to get their transcripts evaluated for course placement purposes and to complete any necessary overrides so that they can register. Also, for students who have taken and passed Advanced Placement tests with a score of 3 or better, AP exam scores may be used to determine placement in appropriate courses; these students are also referred to the Counseling Division to get their scores evaluated and to complete any necessary overrides before registering.

The Assessment Center works closely with the Disabled Student Resource Center (DSRC) to provide necessary accommodations to students with disabilities when they take the assessment tests. A note on the Assessment Schedule directs students needing special accommodations to contact the DSRC. During assessments, a general announcement is made at the beginning of the session about the DSRC and how students who have received testing accommodations in the past can receive those services at Chabot.

### **EVALUATION:**

#### **Admission and Assessment Instruments**

The Assessment Schedule and College Application are available in the *Class Schedule* each term and also online. Making these documents widely available in traditional modes and online makes the College accessible to all interested students. If needed, students can receive assistance in filling out the application from the Admissions and Records office or Counseling staff.

The assessment instruments used at Chabot were last evaluated in Fall 2007 when the College was evaluated by a State Chancellor's Matriculation Site Visit Team [B3.15]. 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. Since the College has to apply for renewal every 6 years, this evaluation process will not occur again until 2012.

### **Placement Practices**

The Fall 2008 Student Survey English and Math Assessment Recommendation 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. Based on faculty input, it was decided to slightly raise cut scores for most English and math course levels beginning with the assessments for Fall 2009.

Overall, placement practices seem to be working. Students who go through the standard assessment process are given a recommendation based on multiple measures. The scoring system is programmed to take into consideration the self-reported information that students provide in making its final course recommendations. The main concern about this approach is that the information used for multiple measures is self-reported, and sometimes students may not provide us with accurate information. On the other hand, using the scoring system to automatically incorporate multiple measures ensures that all students are treated equally and multiple measures are being used with every student who assesses.

#### **PLANNING AGENDA:**

- ❖ Continue to evaluate the College assessment instruments for accuracy and placement effectiveness in the required six year cycle
- ❖ Through the Basic Skills Initiative (BSI) Committee, explore the possibility of mandatory assessment, orientation, and placement

**B3.f.** | *Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.*

#### **DESCRIPTION:**

Academic transcripts of students enrolled at Chabot College are maintained on the District's data information system, Banner. These computerized files are regularly duplicated and stored in a secure area away from the information system area. The District's Information and Technology Services (ITS) maintains electronic control over access to student records and complies with the State Chancellor's Office requirements. Access is limited to authorized personnel who have strictly regulated entry codes.

For students attending prior to Summer 1994, academic records are in hardcopy form or archived on microfilm cartridges stored in a fireproof vault. The Admissions and Records Office continues to purge inactive records to be transferred to an electronic data base. In 2001, the process of microfilming was discontinued. Since then optical scanning has been utilized to transfer older records still in hardcopy format.

Within two years, Admissions and Records will be moving to the new Community and Student Services building. By then it is expected that all records will be in a paperless format. However, for redundancy purposes, a second off-site data storage system is being considered.

Chabot College adheres to District Board Policy #5310 regarding Student Records: Maintenance, Retention, and Destruction. Direct reference to Family Education and Rights Privacy Act (FERPA) Policy is one detail to add to be current with today's standards. As it is, the College's *Class Schedule* dedicates a page to its adherence to FERPA Policy [General Reference 21].

Unofficial academic transcripts are accessible by the appropriate offices and personnel for counseling, advising, testing, review of financial aid eligibility, verifications, and evaluations. Access to a student's file may be granted by court orders and to State and Federal Officials as per FERPA policy. The Admissions and Records website includes the FERPA regulation, California Administrative Code, and College policy [B3.16].

Upon written request and with photo ID, students can obtain copies of their academic transcripts. Academic transcripts are not processed without the written consent of the student unless they will be sent directly to another educational institution. Requests for academic transcripts are not accepted over the telephone. All transcript requests are recorded on the ITS mainframe, and hard copies of the requests are stored in the Admissions and Records Office for a period of one year.

Students may view their own academic history online in their permanent files, such as transcripts from other educational institutions, GE and IGETC certifications, advanced placement forms, Chabot College application, student petitions, and grade improvements. With proper ID, students may request copies of any document in their permanent file with the exception of transcripts from other Institutions.

Faculty attendance records and grades are now online. Data is imported onto the Student Information System (SIS) and is only accessible to authorized staff. The College subscribes to the online California Community College Systems Office (CCCCSO) application called "CCCAppl". The application is hosted by a third party vendor call Xap. The colleges within this system are responsible for uploading data to local SISs.

All student assistant employees in the Admission and Records as well as throughout the College are required to sign a confidentiality statement regarding access to student records, and adherence to the statement is monitored by the Director of Admissions and Records [B3.17].

#### **EVALUATION:**

Student records are securely maintained by both the District and Chabot College. Imaged document storage is maintained by the two colleges, and District data bases of student records from the two colleges are kept separate. This can prove unwieldy when, as often happens, students move from one campus to another or attend both at the same time. The staff is currently designing a records management program to make records and information processing more effective and more economical. Each workstation is assembling "how to" information to include in the program manual. It is anticipated that the program manual will provide

systematic control over creation, classification, retention, retrieval, maintenance, and disposition of all records.

**PLANNING AGENDA:**

- ❖ Explore resources and options for consolidating all records, including the possibility of off-site data storage for back-up documentation
- ❖ Continue progress towards a records management manual with a records classification system based on state requirements to be utilized for staff training and reference
- ❖ Co-mingle student records from Chabot and Las Positas Colleges so that the records are easily accessible between colleges

**B4.**

*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.*

**DESCRIPTION:**

Chabot's Program Review for Student Services aligns with the Unit Planning process for all Student Services units. This includes all the programs and services listed in the Program Review template [General Reference 3]. The comprehensive review accomplishes the following for each unit:

- ❖ determines strengths, effectiveness, and student satisfaction,
- ❖ identifies areas that need improvement and outlines action plans,
- ❖ aligns goals with the College mission, goals, and priorities, and
- ❖ determines the unit's major goals, objectives, and needed resources.

Program Review is an ongoing process with periodic summary reports. It is led by the administrator and/or the coordinator of each unit in conjunction with faculty and staff from the unit. Each unit references at least one Student Learning Outcome (SLO) and the appropriate number of Service Area Outcomes (SAOs) to adequately review the program or unit. Appropriate assessment data, including survey results, service outputs, and student success outcomes, are compiled and analyzed with input from students, faculty, staff, and other administrators.

The Program Review leader produces a summary of the findings and an Action Plan for improving and/or strengthening the unit for continuous quality improvement. The Action Plan is incorporated into the goals and objectives of the Unit Plan.

In addition to the institutional program reviews, most student services that are categorically funded have additional accountability requirements for assuring program quality. These include the Student Services Program Review and Technical Assistance Evaluation conducted by the California Community Colleges Chancellor's Office for Matriculation [B3.15], Extended

Opportunity Programs and Services (EOPS), Cooperative Agencies Resources in Education (CARE), CalWORKs, and Disabled Student Programs and Services. The Categorical programs self study also incorporates Student Learning Outcomes (SLO's) as well as Service Area Outcomes (SAOs) [B4.1]. Additionally, the TRIO Student Support Services/ Aspire Program and TRIO Educational Talent Search have regular Federal reporting mechanisms to assure quality [B4.2]. The Financial Aid Office has regular Federal and State reporting mechanisms, in addition to annual independent audits, periodic federal program reviews, and periodic state program audits.

Student Services units have participated in the annual Unit Planning process which has historically incorporated goals and objectives, with plans for new initiatives and areas for improvement, often with measurable service area outcomes. Several years ago, as the institutional dialogue around the learning college began, student services faculty and staff became involved by initiating a discussion that focuses on the evolving role of student services in helping students learn and succeed. Counseling faculty have been involved not only in the Student Services dialogue, but also in the staff development activities for teaching faculty, as participants in formulating SLOs and assessments for Psychology-Counseling instruction, as well as assessments for general service areas and special programs and learning communities [B4.3].

Classified professionals participate in staff development activities in their individual units as well as with peers across Student Services to learn how to write SLOs. This training includes identifying the evidence needed to demonstrate how the student support services contribute to the achievement of college-wide student learning outcomes, as well as the individual SLOs identified by individual units. Fulfilling this cycle, Action Plans will be completed by all Student Services units by Spring 2009 [B4.4].

#### **EVALUATION:**

The Fall 2007 student survey showed that that most students are satisfied with their overall experience at Chabot and with Student Services. Over 60% of all students surveyed used most services, and most were satisfied or very satisfied. It should be noted that surveying “satisfaction” is not necessarily a reflection of the quality of the service; it may, in fact, reflect a student’s ability to access services with limited resources. In any case, in almost all areas, in comparison to the last survey, greater percentages of students were satisfied with their experiences with student services, including admissions, registration, counseling, preparation for transfer and employment, using Class-Web, and financial aid [General Reference 6].

In the Spring 2008 Faculty/Staff Accreditation Survey, 81% of the respondents agreed or strongly agreed that “Student Services staff are dedicated to supporting student access, learning and success”, 82% agreed or strongly agreed that “Student Support Services make effective contributions to student learning and success”, and only 3% of the total surveyed believed that Chabot does not provide high quality Student Support Services. The Faculty/Staff Survey also indicates a high level of satisfaction with Student Services from their own experience and by outcomes of students referred for service. All of these statistics reflect significant increases since 1995 [General Reference 7].

Student Services Program Review has been effective for supporting student access, learning, retention, and success. Through various venues including the Student Equity and Success Coordinating Group meetings (twice a month), the weekly Counseling Division meetings, and the weekly meetings for Special Programs, Learning Communities, and other Student Services units, faculty and staff are continually examining the delivery of services to identify where and how processes can be improved to eliminate barriers to student success. It is here that we plan for the future, evaluate how we are doing, and utilize Unit Plans and Program Review findings to improve our performance. Data are examined, service delivery is dissected, and alternative delivery modes are experimented with on an ongoing basis. All of our services exist to support students in the achievement of their learning goals.

**PLANNING AGENDA:**

Refine the Unit Planning and Program Review processes as a single avenue for providing evidence and utilizing assessment results to improve services to students



## **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 and its student computer lab and audiovisual center and the Learning Connection Program which includes the Writing Across the Curriculum Center (WRAC), the Peer Academic Tutoring Help Program (PATH), the Math Lab, and the 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: [C1.1]***

The mission of the Library, as set forth by the governing board, is to provide 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 Library Collection Development Policy, revised in 2008, outlines the policies and procedures under which faculty and staff "are encouraged to inform the Library of collection development needs in their subject areas." [General Reference 21] The Library maintains a collection that includes books, periodicals (both print and online), audiovisual materials, and other electronic media.

##### ***The Learning Connection: [C1.2]***

Currently in its third year of development, the Learning Connection is an innovative approach to coordinating all student learning support, as well as faculty teaching and learning activities, with one another and with classroom instruction. The mission of the Learning Connection is to ensure student, instructor, and staff success in achieving their teaching and learning goals at Chabot College. Current Learning Connection programs include: the Writing and Reading across the Curriculum Center; the Language Center (ESL); Peer Academic Tutoring Help (all



disciplines); the Math Lab; the Learning Assistant program (consisting of tutors embedded into classrooms); the Peer Led Team Learning Program (a type of supplemental instruction); and the ChabotLink Peer Advising Program. Under development are the Center for Teaching and Learning, a World Languages Center, and a speech and communications center. In addition, the Learning Connection collaborates with the Making Visible documentary film project, the Basic Skills Committee, and Title III.

#### **EVALUATION:**

##### ***Library:***

The Library print book collection holds 63,492 titles. A comparison with ten California community colleges of similar size places Chabot's collection eight out of the ten with regard to size [C1.3]. In the five fiscal years 2003-2007, the Library collected 6,503 books which represent 9.8% of the collection. However, due to the relocation of the stacks and current space issues, the library needed to weed approximately 4,500 titles so the collection has been reduced. The library is currently finishing an inventory of all of our books; so far, the reports reflect many items, approximately 2,693, missing from the shelves. As for E-Book collections, the Library has not yet found a satisfactory online books database that provides realistic access and the appropriate academic level for our students at an affordable annual or one time cost. In the meantime, the librarians continue to evaluate electronic book products, work directly with the Community College League's consortium, and talk directly with online vendors about better solutions.

The Library's current budget for books 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 to update its holdings. So far, the systematic evaluation and development by librarians with assistance from selected faculty has occurred in the Library of Congress Classification Categories A, B, C, G, HF, ML, P-PN1995, U, V and Z. The Library has hosted 3 "Wine and Weed" functions where faculty have weeded and recommended replacements and new subjects in their respective fields. The areas that faculty at the weeding parties have evaluated in the book collection include Early Childhood Education, Mathematics, Computer Science and Computer Applications, American and English Literature, Native American History, Anthropology, Geography, Early U.S. History, and Religion. The Library staff is currently evaluating Art and Architecture (N), Music (M) and U.S. History (E and F). The Nursing and Dental Hygiene faculty weed and select in the RT and RD on a biannual basis.

The Library's periodical collection has been moving from a print and microfilm format to a print and online format. The periodical collection has diminished in size and demand over the past few years as access to full-text electronic resources has increased. All the librarians are involved in an annual review of the periodical collection, and this year started making the Periodical Holdings List accessible online via the Library's Web page. A systematic evaluation and weeding of magazines and journals was completed this year, 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. Though the Library does not subscribe to a federated search product

for its databases at this time, we do have a link resolver that can access articles when full text is available in a different database.

The Library has increased its online periodical collection from 14 databases in 2002 to 20 currently, with a annual budget of almost \$48,000. Included are 6,335 full-text journal, magazine, and newspaper titles, as well as selections from over 20 reference book titles. In 2007, students viewed about 96, 435 articles in full text (not counting full-text also viewed from the other 11 databases). The cost per article viewed averages out to 45 cents per article. Because its target audience is smaller, the Nursing and Health database, EBSCOhost CINAHL with Full Text averages out to \$6.03 per article, while with all of our students as the target audience, the multi-subject database, EBSCOhost Academic Search Elite, averages out to 21 cents per article. Literature Resource Center, which is used most often for the courses that meet the Critical Thinking Requirement, has an average cost of \$2.39 per article.

Among eight colleges of comparable size, Chabot's Library ranked first in size of Audiovisual Collection as of June 30, 2007. The Library started a new audiovisual format, DVD, in Spring 2002 [C1.3].

In the last six years, Chabot College Library has expanded its collection of electronic resources. The Library maintains a website "Gateway to Information" to facilitate access to the online catalog, electronic databases, and links to about 1,000 important academic and reference websites outside of the Library's domain. Off campus access to its twenty subscription databases is through EZProxy, a District-wide password-protected proxy server. The web site includes the Resources by Subject pages, an especially strong gateway to information resources, organized by particular disciplines, while the Reference Sources pages lead to many ready reference needs.

In the latest Student Survey, 54% agreed or strongly agreed that they could find their research information using the library's in-house collections [General Reference 6].

In the Faculty/Staff survey, the number of staff finding the Library collections as a whole adequate has increased from 29% in 1995 to 78% on 2008. The staff has also come to feel more involved in the collection process, 64% in 2008 as compared to 36% in 1995 [General Reference 7].

The Chabot College Curriculum Committee requires a faculty member proposing a new course to meet with the Library representative to the committee to discuss the new course requirements and all Library services, assess the current collection, and recommend additional materials. This policy enables the Library to be proactive in its support of new curriculum [General Reference 13].

The Information Literacy and Information Technology Librarian is an active member of the Committee on Online Learning, a subcommittee of the Chabot Curriculum Committee, whose task is to evaluate and assist with the development of new Distance Ed Course proposals and to ensure compliance with ADA accessibility standards [General Reference 18].

***Learning Connection:***

Through the Learning Connection, 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; and CAI support. Instructors and counselors are closely involved in the learning support made available to their students: the Learning Connection 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 which the Learning Connection helps implement. For example, life sciences instructors have successfully piloted peer study groups, and the Learning Connection supported a Basic Skills Initiative-funded Math Department mastery-learning pilot. Additionally, instructors are active participants in many Learning Connection programs, teaching classes and meeting with students in the centers. PATH and WRAC Center send tutor reports to instructors after tutoring sessions. Instructors are responsible for content-area tutor training, one of two required tutor-training classes, and serve as liaisons from their divisions to the Learning Connection. Currently, the liaisons are from departments and disciplines most active in the Learning Connection: Math, Science, English, World Languages, and Speech. Business instructors are very engaged with the Learning Assistant program, as are Fine Arts instructors. Social Science instructors are engaged in the Learning Connection's WRAC Center and are considering how Learning Assistants and tutors might support their students. Technical-vocational instructors have referred students to tutor training and indicated interest in a Center for Teaching and Learning pilot in 2008-09 on integrating Reading Apprenticeship into their instruction.

The Language Center maintains educational software to support students' efforts in English oral and written communication skills. The World Languages Center offers Rosetta Stone for French and Spanish language learners, in addition to educational software on grammar, pronunciation, conversation, and cultural components of the target language. In summer 2008, the Math Department piloted Math XL and ALEKS, educational software for math review. Minitab is available for statistics support on computers in the Math Lab, PATH, and the Library. The WRAC Center has 54 computers with Word 2007 and internet access, and provides students with Blackboard support as well as reading and writing support. A variety of supplemental texts and workbooks are available in all learning support centers for student use and to support tutorials. Graphing calculators are available to math students. Models of muscles, the skeleton, and body organs are available in the Learning Connection for anatomy students to study.

To date, the Learning Connection has had sufficient resources to meet requests for supplies, materials, and equipment, in part because we are able to coordinate with other funding sources, such as BSI grants, a positive coordination effort we hope to maintain beyond project development. We are at the point where we need to identify additional funding sources. In 2008-2009, we requested upgraded computers for both student and staff use, laptop computers, security equipment, and various supportive hardware and software, and the budget committee approved our request. We also need to purchase additional models for anatomy. Also in 2008-09, we are developing video for tutor training through the Making Visible project.

In short, the Learning Connection project is growing in the number of ways it serves students, faculty, and staff. Eventually, all Learning Connection programs will be housed in a new building; until that time, we are coordinating with one another through the budget, division/program liaisons, and tutor training.

**PLANNING AGENDA:**

- ❖ Analyze student research habits to increase the use of the Library collections by students
- ❖ Work closely with the administration on a realistic Learning Connection budget, identifying additional resources for funding, such as the Chabot Foundation

**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:**

The College provides information competency instruction in two major ways. The College has an information competency requirement that is embedded in the critical thinking (A2) component of the General Education program for the Associate Degrees. Components of the (A2) requirement include: [C1.4]

*Courses in this area further will enable students to:*

- ❖ *Recognize the need for information,*
- ❖ *Find information,*
- ❖ *Evaluate information, and*
- ❖ *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, and*
- ❖ *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. Other areas such as Speech (Communication Studies) have had courses approved for inclusion into (A2) starting in Fall 2009 [General Reference 31].

The Library introduces the concepts of information competency in its Library Skills Course (Library Skills 1) and in its library orientations [General Reference 31].

***Learning Connection:***

Tutors in Learning Connection programs are available to help students who are new users of course-related software, for example, grammar and pronunciation programs for ESL students. In its tutor training programs, tutors learn to support students' other basic academic skills as well—reading, reasoning, writing, calculating, listening, and speaking.

**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 [General Reference 26], asking them to describe how the above precepts are incorporated into the course, what research assignments they give, what library resources students typically use for the course, whether a library orientation (or some other form of library instruction (such as the Searchpath Tutorial) is included, and what information skills they believe students still need [C1.5].

Eight faculty members responded to the survey, most teaching English 4 or 7, with a number also commenting on how they teach English 1A or other English courses. There was also one instructor responding who taught French 2A and B, and one who teaches Business 10 [C1.6].

All eight faculty members demonstrated in their brief description a clear understanding of information competency and how it relates to critical thinking. Three faculty members especially emphasized the importance of the evaluation of resources and encouraged students to question the credibility of a web site, e.g., Wikipedia, as a resource.

Some instructors assigned smaller research projects before a major research paper, while others focused on just one research paper. When asked about resources, most faculty commented that students went to specific database products. Most discouraged students from depending exclusively on the public world wide web and encouraged the use of library resources.

With the exception of one adjunct instructor, all instructors had scheduled library orientations previously. When asked what information skills they felt students needed, all who answered emphasized importance on evaluation skills. “Students continue to need training on critically evaluating the credibility of research sources. They seem to think anything online is the truth,” said one. “. . . they need practice at distinguishing between random websites and peer-reviewed journals.” Overall, it appears that information competency is a valued component in the critical thinking courses. The main concern instructors have is on the skills of evaluating resources properly and appreciating the shortcomings of unregulated websites for academic research. Librarians conduct course-specific orientations that incorporate information competency concepts to meet the needs of particular classes and assignments. The library designs some of its orientation handouts as web based stand-alone tutorials. Some instructional materials that are used in lectures can also be accessed on the Library web pages and used by students who have had an orientation lecture. Instructional handouts are used in the lecture to illustrate information competency concepts. These instructional handouts include topics such as Boolean searching techniques, plagiarism, finding reliable web sources, and the M.L.A. format, as well as specific class topics [C1.7].

Special student groups, such as those enrolled in the Daraja program, ESL, Psychology/Counseling 16 (Re-entry Women), the DSPS program, and Aspire, receive orientations regularly. Since 2007, the Library has been developing tutorials to be used in online classes. The Library evaluates orientations by student and faculty surveys and by untenured and tenured faculty evaluation surveys. According to the 2007 Student Accreditation Survey, 25%

of students surveyed had had an orientation and only 8% felt that the orientation did not meet their needs [General Reference 6]. According to the Faculty Surveys from 1995, 2001, and 2008, the number of faculty who request orientations has gone up from 16% to 29%. The satisfaction rating on those orientations has also gone up from 77% to 89% [General Reference 7].

The Library offers the Library Skills I course to present Library resources and research in greater depth and detail than the orientations. Students learn about the catalog, databases, and Web search engines in greater depth, and at the end of the course create a paper or poster project that utilizes the sources they have found. This course offers one transferable credit to CSU colleges. Enrollment in this course has increased with the inclusion of popular culture topics such as rap and hip hop music.

The Library has started creating online tutorials. In 2007, the Library received a Basic Skills grant 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 is used specifically for Distance Education courses, and the Library provides an assessment instrument faculty can use to test students’ learning. The Information Literacy and Technology librarian will use an upcoming sabbatical leave to create three to five minute tutorials using the Captivate software. These will be placed at key areas in the web site where students can learn functions such as how to log on from off campus, how to email articles, and how to use particular databases and the Catalog.

#### **PLANNING AGENDA:**

None

**Cl.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 three computer labs (Student, Staff, and the instructional lab in room 119) and the audiovisual center, is open from 8:00 AM to 8:30 PM Monday through Thursday and 8:00 AM to 3:00 PM on Friday. All areas of the Library, Checkout/Reserve, Reference, Audiovisual, and the student computer lab are appropriately staffed when the Library is open.

**Off Campus Access:** The Library has had a web presence ([www.chabotcollege.edu/Library/](http://www.chabotcollege.edu/Library/)) since 1998. The site has links to the Library’s services, and students can link to online periodical databases. 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 20 databases available through EZProxy, the Library web site 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. The Library's Serials Solutions' 360 Link product is a link resolver that allows access to full-text, whenever it is available, to any 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 email, with a turnaround time of one to two days. The Library also maintains a blog that contains current Library news for students, staff, and faculty (<http://chabotlibrary.blogspot.com>). Whenever the college web site (and therefore, the Library web site) is down, key blog posts provide links to databases and other key research sites. Links to these blog posts are forwarded to faculty to post on their Blackboard course web sites.

The Library has no physical presence at the San Leandro Site or the planned Union City Transit site. All services to students at the sites will be through the web resources.

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 was debuted in January 2008. Since the Summer of 2008, around 80% of library orientation requests now come online.

***Learning Connection:***

Beginning in Fall 2008, all Learning Connection services are offered on the Chabot campus Monday through Thursday, 9 AM to 8 PM, Friday, 9 AM to 3 PM, and Saturday 10 AM to 2 PM, during the fall and spring semesters. In the summer, the Learning Connection offers learning support Monday through Thursday, 10 AM to 6 PM.

During the Spring 2008 semester, the Learning Connection provided math tutors at the Child, Family, and Community Services agency in Union City.

Learning Assistants are available to work with any instructor who requests one, no matter the location or delivery method of the class. In Spring 2008, Learning Assistants worked in several online classes.

**EVALUATION:**

***Library:***

**On Campus Access:** The Library has decreased its hours from 62 hours a week in 2002 to 57 in Spring 2009, although the hours did increase to this level from a low of 52.5 in Spring 2008. The library's Saturday hours were eliminated in 2002 due to budgetary constraints. The Library hours were compared with those of nineteen other Bay Area community colleges in October 2008, and Chabot placed 10th. Seven colleges had no weekend hours. Data from the 2007 student survey indicates 61% of students felt that the library open hours were adequate [General Reference 6].

**Off campus:** The District is implementing a web portal with a single sign on to replace the various sign-on procedures now required. The Library staff are currently working with the District to enhance the portal with the Library database sign-on procedures.

Between April 2007 and October 2008, the Library web site was accessed over 730,000 times. During peak periods, it is accessed over 10,000 times in one week, and after the Library Home page, the second most often accessed page is the Library's Works Cited Handout page, which shows how to cite sources according to MLA. Since its debut in June 2007 until October 2008, the custom search engine had over 4,500 searches. Email Reference Questions have averaged only one a week, and staffing and technology challenges combine to make real time online reference service impractical at this time.

***Learning Connection:***

Coordinators of off-campus centers and the Distance Education subcommittee are not fully aware of how the Learning Connection can support their efforts to meet the learning support needs of their students. The Learning Connection coordinator and administrators need to closely coordinate the development of learning support programs to maximize input from concerned constituencies and to avoid any duplication of effort.

**PLANNING AGENDA:**

***Library:***

- ❖ The Portal Committee will continue to improve services and explore avenues for easier access to online library resources including online reference
- ❖ Provide more services to the weekend on-campus students

***Learning Connection:***

- ❖ Increase hours that on-campus support services are available to students
- ❖ Work with the instructors to offer tutoring to students at the new San Leandro Center and the proposed Union City Center
- ❖ Continue to make tutors available to students attending Chabot classes at agencies such as Child, Family, and Community Services in Union City
- ❖ Develop an online tutoring pilot

***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 Sonitrol Verified Electronic Security and a fire alarm system, both of which are maintained by Campus Safety & 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 lab 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, Sirsi Unicorn Workflows, requires a username and password by each user.

***Learning Connection:***

Learning Connection centers use Sonitrol to prevent major equipment loss. Smaller items, such as skeleton bones or DVDs, are housed in locked cabinets at the front desk in PATH, and students must check them out and back in. Other centers take similar precautions as needed.

Equipment is maintained by District support staff who respond to maintenance or repair requests promptly and are responsible for routine maintenance.

Learning Connection website is maintained by student assistants currently with as-needed support from the College's webmaster. The Chabot Resources in English (CHARLIE) site has been maintained on a semester-by-semester basis by an adjunct faculty person paid as a professional expert.

**EVALUATION:**

***Library:***

The Library finished its first complete inventory of the book collection in June 2008. Approximately 2,693 books were 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 is in the planning stages for either a remodel or an entirely new building. In either configuration, these issues can be resolved.

**PLANNING AGENDA:**

***Library:***

- ❖ Pursue the remodel and new building options

***Learning Connection:***

- ❖ Purchase laptop computers and appropriate security devices
- ❖ Continue with the check-out system
- ❖ Refine staffing priorities to ensure that websites are maintained

***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.*

***Library:***

The College shares the online catalog/circulation system with Las Positas College, which enables both colleges to access and order materials together. The libraries have a formal inter-library loan agreement and recently updated their loan policy for audiovisual materials [C1.8].

California State University, East Bay's Library Educational Borrowers Program extends library borrowing privileges to all community college students, teachers, librarians, and administrators.

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 Learning Connection does not rely on or collaborate with other institutions or sources for its services.

**EVALUATION:**

The Library's home page provides direct links to all local library catalogs including California State University East Bay (CSUEB), the local public libraries and University of California, Berkeley. There are no written agreements with other libraries. However, students have borrowing privileges at CSUEB and Alameda County Libraries as well as the local city libraries.

***Learning Connection:***

We are proceeding appropriately in considering collaboration with other institutions or resources as we develop our projects.

**PLANNING AGENDA:**

***Library:***

None

***Learning Connection:***

As we develop an online tutoring pilot, we will be looking at the viability of contracting with sources such as "SmartThinking" and investigating a community college consortium to provide online tutoring

**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 in creating its annual Unit Plan [General Reference 11]. Informally, the Library staff gauge student needs based on their interaction with students, in professional literature, and in conferences and workshops.

***Learning Connection:***

The Learning Connection coordinates with Academic Services and Student Services, with instructors, counselors, deans, staff, and students to identify student needs, both learning and ancillary needs. The Learning Connection supports the instructors, counselors, deans, staff, and students in the development of pilots, and eventually programs, to meet the identified needs and achieve learning outcomes.

Because programs are being piloted, formative evaluation is ongoing. Data are collected through student, tutor, and faculty surveys, as well as from reports on the number of student contacts for various programs, from tutor report forms, from minutes and notes from meetings with division faculty liaisons to the Learning Connection, and from Program Review, Basic Skills committee, and Curriculum Committee meetings.

The OIR tracks data on the retention and persistence of students who use Learning Connection services, as well as student success data.

The tutor training instructors involve tutors in self and program assessments once per semester.

The coordinator of the Learning Connection project submits a Unit Plan each year as well as status reports at administrative meetings.

Through the Making Visible project, students and faculty powerfully express their learning needs. Films produced so far address students' reading needs (*Reading Between the Lives*), their distance education experiences, and their experiences in the Daraja learning community. Recently, a film depicting students' interaction with support services on campus has been completed.

The data collected from all of these sources inform Learning Connection pilots and programs.

### **EVALUATION:**

#### ***Library:***

The student and faculty surveys as well as measures mentioned above are used to plan improvements to library services as they relate to students needs. In the analysis of the student and faculty surveys, the Library needs to better understand student research needs and to better acquaint students with the range of resources the library does have. Two-thirds of students felt that their library orientation met their needs with only 8% disagree/strongly disagreed, while 92% of full time and 81 % adjunct faculty felt the orientations met the needs of their students. However, only 40% of students find their research information in the Library and 45% find it through the Library website. The adjunct and full time faculty felt that the Library's resources are adequate for students to complete academic course work assignments but in different percentages, 70%-73% adjunct and 80%-81% full-time respectively. The student surveys also show that a majority feel that the Library hours are sufficient (61%) while a significant number were dissatisfied or neutral on the subject.

The Library Unit Plan is the basic tool for planning to address these and other needs [General Reference 11]. Current Unit Plan goals include increasing library hours, exploring concept and limitations on providing more online services to students, work with more designated learning communities on information competency skills, adjust collection development budget, and provide more study spaces and computer access. These goals are linked to College goals and the Library has planned specific tasks to implement projects. In the last year, goals that have been either accomplished, partially accomplished, or are ongoing include added open hours, increased enrollments in the Library Skills course, increased numbers of library orientations and piloting online tutorials. Over 4000 books have been replaced and 2000 books added to the collection.

#### ***Learning Connection:***

The Learning Connection will continue developing both formative and summative assessments. Learning Connection coordinators and staff meet regularly with Admissions and Records staff and the institutional researchers to consider the information we need and how we can gather it. Additionally, the Learning Connection will work with the Making Visible project to produce video for tutor training and teacher research.

### **PLANNING AGENDA:**

Research and implement ways to better fulfill students' research needs in the Library and through the Library's online presence

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**SUPPORTING DOCUMENTS:****General References**

1. College Mission, Vision, and Values Statement  
(<http://www.chabotcollege.edu/about/VisionMissionValueStatements.asp>)
2. *Chabot College Catalog, 2008-10*
3. Program Review Committee website (<http://www.chabotcollege.edu/ProgramReview/>)
4. Student Learning Outcomes and Assessment Committee website  
(<http://www.chabotcollege.edu/FacultySenate/slo/default.asp>)
5. Title III Grant
6. Student Survey Results (<http://www.chabotcollege.edu/IR/satisfactionsurveys.asp>)
7. Spring 2008 Faculty/Staff Survey Results (<http://www.chabotcollege.edu/IR/survey08.asp>)
8. Chabot College Homepage (<http://www.chabotcollege.edu>)
9. 2009-12 Strategic Plan  
(<http://www.chabotcollege.edu/IPBC/Strategic%20Plan/2009-12%20Strat%20Plan%20Goals,%20Strat,%20Obj.pdf>)
10. *Educational Master Plan 2005-2015*  
([http://www.chabotcollege.edu/about/MasterPlan\\_2005-2015.pdf](http://www.chabotcollege.edu/about/MasterPlan_2005-2015.pdf))
11. Unit Plans website (<http://www.chabotcollege.edu/IPBC/>)
12. Chabot College Academic/Faculty Senate website with minutes  
(<http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/default.asp>)
13. Chabot College Curriculum Committee website with minutes  
(<http://intranet/curriculum/AgendasMinutes/>)
14. Chabot College Institutional Planning and Budget Council website with minutes  
(<http://intranet/ipbc/>)
16. *Chabot College Facilities Master Plan*  
(<http://www.clpccd.org/bond/Chabot/ChabotFacilitiesmasterplan.php>)
17. Institutional Research website (<http://www.chabotcollege.edu/IR/>)
18. Committee on Online Learning website (<http://www.chabotcollege.edu/DECSC/>)
19. Facilities Committee website (<http://www.chabotcollege.edu/facilities/>)
20. Staff Development Committee website (<http://www.chabotcollege.edu/facilities/>)
21. Board of Trustees, Policies and Minutes Paper copies 1961-2004 and web versions:  
(2005- ) (<http://www.clpccd.org/board/BoardAgendaArchives.php>)
23. CLPCCD Faculty Contract  
(<http://nvoffice.clpccd.cc.ca.us/district/HR/documents/CLPCCD-CLPFACContract2006-2009.pdf>)
25. *Chabot College Student Handbook*
26. *Chabot College Class Schedule and Academic Planner*
27. Reading Between the Lives Documentary. Hayward: Chabot College, 2007.  
(<http://www.archive.org/details/ReadingBetweenTheLivesPart1.mp4/>)

28. Elumen Database for SLOs
29. Center for Teaching and Learning (<http://www.chabotcollege.edu/learningconnection/ctl/>)
30. *Faculty Handbook*
31. *Student Handbook and Academic Planner*
32. District Strategic Plan  
([http://today/DistrictOffice/PublicInformation/Strategic%20Plan\\_March\\_4%20Presentation.pdf](http://today/DistrictOffice/PublicInformation/Strategic%20Plan_March_4%20Presentation.pdf))

### Standard I References

- A1.7 Initiatives for student success and learning.
- a. PFE Projects: Final ratings and announcements
  - b. CEMC Projects: CEMC minutes and reports
  - c. Carnegie's Strengthening Pre-collegiate Education in Community Colleges (SPECC) projects  
(<http://www.carnegiefoundation.org/programs/sub.asp?key=26&subkey=2686>)
  - d. TRIO Student Success grant (<http://www.chabotcollege.edu/SpecialPrograms/aspire/>)
  - e. Basic Skills Initiative grants  
(<http://www.chabotcollege.edu/learningconnection/ctl/BasicSkillsCommittee/>)

### Standard II References

- A1.1 Chabot College Learning Goals:  
(<http://www.chabotcollege.edu/FacultySenate/slo/Learninggoals.asp>)
- A1.2 AA/AS Degree Philosophy Statement
- A1.3 Student Learning Outcomes and Assessment Cycle Committee  
(<http://www.chabotcollege.edu/sloac/default.asp>)
- A1.4 Course Student Learning Outcomes on Elumen
- A1.5 Public Art Committee webpage (<http://www.chabotcollege.edu/publicart/default.asp>)
- A1.6 Service Learning webpage (<http://www.chabotcollege.edu/ServiceLearning/>)
- A1.7 Chabot Environmental Awareness and Action (Green) Team (paper Draft mission and charge)
- A1.8 Sixth Annual Return of the Swallows Festival Brochure (paper)
- A1.9 Community Education website (<http://chabot.augusoft.net/>)
- A1.10 Quest Program website (<http://www.chabotcollege.edu/quest/>)
- A1.11 Child care Center website (<http://www.chabotcollege.edu/childrenscenter/>)
- A1.12 Assessment Center website (<http://www.chabotcollege.edu/Counseling/assessment/>)
- A1.13a Mandarin Chinese Curriculum packet
- A1.13b Biotechnology Program Curriculum packet.
- A1.14a Carnegies Strengthening Pre-collegiate Education in Community Colleges (SPECC) projects were created to foster student learning in basic skills courses;

A1.14b TRIO Student Success grant supports low-income, first-generation and disabled students

A1.14c Basic Skills Initiative Grants

A1.15 Other Documentaries in the College Library:

|         |   |             |
|---------|---|-------------|
| Details | <b>DVD 10952</b>  | <b>2007</b> |
|         | <b>Exploring the World of Writing from Diary to Dissertation to Democracy [videorecording]</b><br>Dewit, Tom. |             |
|         | 1 reserve copy available at Chabot College.   |             |

|    |         |  |             |
|----|---------|--|-------------|
| #2 | Details | <b>DVD 10951</b>   | <b>2007</b> |
|    |         | <b>Daraja: A Syllabus for Life [videorecording]</b><br>Dewit, Tom. |             |
|    |         | 1 reserve copy available at Chabot College.                        |             |

|    |         |  |             |
|----|---------|--|-------------|
| #3 | Details | <b>DVD 10950</b>                                     | <b>2008</b> |
|    |         | <b>Door Number 1 [videorecording]</b><br>Dewit, Tom. |             |
|    |         | 1 reserve copy available at Chabot College.          |             |

|    |         |  |             |
|----|---------|--|-------------|
| #4 | Details | <b>DVD 10949</b>   | <b>2008</b> |
|    |         | <b>The World in Your Hands [videorecording]</b><br>Dewit, Tom. |             |
|    |         | 1 reserve copy available at Chabot College.                    |             |

|    |         |  |             |
|----|---------|--|-------------|
| #5 | Details | <b>DVD 10787</b>   | <b>2007</b> |
|    |         | <b>Going the Distance [videorecording]</b><br>Dewit, Tom.    |             |
|    |         | 1 copy available at Chabot College in Audiovisual Collection |             |

A1.16 Interview on Carnegie Grant with English Instructor, Katie Hern

A1.17 College Committee websites (<http://www.chabotcollege.edu/governance/committees.asp>)

A1.18 Binder of SLO by Course

A1.19 International Student Services website (<http://www.chabotcollege.edu/International/>)

A1.20 Curriculum Committee Handbook

A1.21 Enrollment Management Data website (<http://help/EMC/>)

A1.22 Fire Technology Website (<http://www.chabotfire.com/>)

- A1.23 Response to Instruction Forms:  
(<http://nvoffice.clpccd.cc.ca.us/district/HR/documents/EvalStudentResponsetoInstructFormFacetoFaceClass.pdf>) and  
(<http://nvoffice.clpccd.cc.ca.us/district/HR/documents/EvalStudentResponsetoInstructFormOnlineClasses.pdf>)
- A1.24 Course Outlines (<http://www.chabotcollege.edu/academics/Outlines.asp>)
- A1.25 *Removed during edits*
- A1.26 Nursing Employment Report
- A1.27 Dental Hygiene and Nursing Examination Results reports
- B1.1 Dental Hygiene Students additional prerequisite course requirements and academic standards
- B1.2 Early Decision, Mega Day, and Gladiator Welcome Day data
- B1.3 Community Outreach Coordinating Group (COCG) Agendas and Minutes
- B1.4 Hispanic-Serving Institution (H.S.I.) Documents
- B1.5 Southern Alameda County Regional Educational Alliance (SACREA) Documents
- B1.6 California High School Exit Exam (CAHSEE) Documents
- B1.7 Educational Talent Search Grant and Reports
- B1.8 GEAR-UP MOU and Reports
- B1.9 Summer Youth Sports Program Documents
- B1.10 Student Services Administrators and Student Success Coordinating Group Agendas and Minutes
- B1.11 Community and Student Services Center (CSSC) Programming Document
- B1.12 Community and Student Services Center Program Planning Document
- B3.1 San Leandro Center Documents
- B3.2 Off-site course listing
- B3.3 Chart of Student Services and College-Wide Learning Goals
- B3.4 Student Code of Conduct, Rights and Responsibilities related to Non-Discrimination, Student Grievance Policies and Procedures, documents from Student Behavior work
- B3.5 Making Visible “Door One” video
- B3.6 *Removed during edits*
- B3.7 Mid-Term Progress Report
- B3.8 List of available support services and interventions available on campus
- B3.9 Missing Student program information
- B3.10 Admissions and Assessment Instruments
- B3.11 Special Admissions Office determination for International Students’ eligibility
- B3.12 Concurrent Enrollment forms
- B3.13 FERPA Policy in *Class Schedule*



- B3.14 Admissions and Records confidentiality statement
- B3.15 State Chancellor's Matriculation Site Visit Team Report
- B3.16 Admissions and Records website (<http://www.chabotcollege.edu/Admissions/ferpa.asp>)
- B3.17 Student Employee Confidentiality Agreement (<http://www.clpccd.org/HR/documents/New-2007-08StudentAssistantPacket.pdf>)
- B4.1 Categorical Self-Study and Evaluation Report
- B4.2 TRIO Reports
- B4.3 Counseling Faculty SLOs and assessments for PSCN, general service areas and special programs and learning communities
- B4.4 Action Plans Spring 2009
- C1.1 Library website (<http://www.chabotcollege.edu/library/>)
- C1.2 Learning Connection Website (<http://www.chabotcollege.edu/LearningConnection/>)
- C1.3 Comparison with ten California community colleges of similar size. (paper)
- C1.4 Criteria for General Education and Graduation Requirements for the Associate Degree (<http://www.chabotcollege.edu/curriculum/Forms/Artic%20GE%20Criteria.doc>)
- C1.5 Searchpath Tutorial (<http://www.chabotcollege.edu/library/searchpathclassic/>)
- C1.6 Faculty Survey Results
- C1.7 Library Orientation Class handouts (<http://www.chabotcollege.edu/Library/handouts/index.html>)
- C1.8 Interlibrary loan agreement with Las Positas.

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## Standard III: Resources

**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.*

**A1.**

*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.*

**A1.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.*

**DESCRIPTION:**

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. Job opportunities are advertised through the Office of Human Resources, in various periodicals, websites, intra-college and District postings, and by word-of-mouth in the community. Hiring categories at Chabot College consist of administration, faculty, confidential/supervisory, and classified employees.

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 California Community Colleges Chancellor’s Office [A1.1]. When needed, divisions or areas determine specialized criteria, which may change from job to job. Individual faculty disciplines also set certain minimum qualifications based on the specific rules of their accrediting bodies, e.g., 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.”

[A1.2] A District equivalency committee, governed by the Faculty Contract Article 22e [General Reference 23] 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 a 1991 Board Approved policy [A1.3] and a 2005 revised administrative policy [A1.4]. These policies have not always been followed and are now being reviewed by the colleges’ Faculty Senates, the District, and the Faculty Union. Suggested policy revisions will be routed through the Chancellor’s Council. However, prior to 2009 the College has followed most of the procedures discussed below. The differences under negotiation were discussed at a recent Faculty Senate meeting [General Reference 12 (Minutes of 1/22/09)].

The District guidelines that outline the composition of Faculty Selection Committees state 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.

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 the written job announcement and 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. The candidates are evaluated on the basis of their teaching demonstration as well as their interview responses. The second-level committee, chaired by the College President, includes members from the first-level committee including faculty 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.

Full-time faculty job descriptions are modified depending on the subject matter and current needs. 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.

The hiring processes for Classified, Administration, and Supervisory/Confidential personnel are outlined in the hiring procedures found on the Human Resource Services website in the section entitled “Forms and Procedures.” Specifically, there are separate procedures for each group:

Classified Represented Hiring Procedures (Full-Time and Part-Time [A1.12]; Administrative Hiring Procedures [A1.13]; and Supervisory/Confidential Hiring procedures [A1.14].

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 Human Resource Services staff member. The District Office of Human Resource Services (HR) works with College administrators 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 hiring process for all positions and the criteria used are seen as being fair to all applicants by most staff. In the results from the last two Faculty/Staff surveys (2001 and 2008), the number who feel that teaching effectiveness is the principal criterion in the selection of instructors has increased from 42% in 2001 to 60% in 2008, with 72% of full-time faculty agreeing. Hiring processes are also seen as advancing the College mission. When the 2008 Survey asked if the hiring processes are fair, 73% of full-time faculty answered in the affirmative while 67% of administrators and 55% of full-time classified answered in the affirmative. When asked if the hiring process resulted in hiring personnel who advance the mission of the College, 66% of all faculty respondents answered in the affirmative while 76% of administrators responding answered in the affirmative [General Reference 7].

The CLPCCD hiring processes for administrative and classified staff have not been formalized into a governance document within the College. There is some uncertainty among staff about the rules for membership in selection committees and the roles of selection committee members.

The Classified Union and the District are in the process of evaluating all classified positions, District wide. A separate Memorandum of Understanding governs the study (<http://www.clpccd.org/HR/documents/MOU-ClassificationStudy.pdf>). Last year, a job analysis questionnaire went to all classified staff as part of a formal Classification Study.

#### **PLANNING AGENDA:**

- ❖ Implement any agreed to changes identified in the Classification Study
- ❖ Implement revised Faculty Hiring Policy when adopted

**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:**

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 Senates were 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. Tenured faculty are evaluated every three years. 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 [General Reference 23 (Article 18I.2)]. 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 [General Reference 23 (Articles 14, 15)].

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.

The process is documented in student surveys, peer observations, faculty professional review reports, and supervisor reviews. The untenured evaluations are performed by first-level and second-level committees of peers with administrative membership and oversight. Committees to evaluate tenured faculty are made up of peers with administrative oversight. All recommendations are forwarded to the Board of Trustees for approval.

Administrator Evaluations are based on Board Policy 4120 and each administrator is evaluated annually by a procedure developed in conjunction with the administrative staff and approved by the Chancellor. The Administrator Performance Evaluation System is a two-tiered system consisting of an Annual Performance Evaluation Process and a three-year Comprehensive Evaluation Process [General Reference 21]. The primary components of each process include goal-setting, appraisal, and formal feedback. The three-year Comprehensive Administrator Performance Evaluation Process also includes additional multi-rater or multi-source 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) [A1.5].

All supervisory, confidential, and classified employees are evaluated on a yearly basis. Classified employees are evaluated according to the SEIU Collective Bargaining Agreement. [General Reference 24 Article 9] The same evaluation form is used throughout the District [A1.6]. 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 District Chancellor is outlined in Board Policy 4125 [General Reference 21], Evaluation of the Chancellor. The Board of Trustees periodically conducts a 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.

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.

#### **EVALUATION:**

In the Spring 2008 Faculty/Staff Survey, many questions were asked about evaluation of staff. When asked if current evaluation procedures are effective in assessing job performance, 73% of all full-time faculty respondents answered in the affirmative, as did 70% of administrator respondents. Only 49% of classified/professional staff answered in the affirmative [General Reference 7].

Twenty percent (20%) of faculty and 26% of classified staff feel that the evaluation procedures for administrators solicit and consider their opinions. This represents an increase since 1995 when only 11% agreed that the procedures provided an avenue for their opinions [General Reference 7].

Current evaluation procedures for non-tenured faculty are considered effective in making recommendations for tenure by 57% of respondents overall and by 73% of full-time faculty and 70% of administrators. In comparing these numbers with the past surveys in 1995 and 2001, the percentages have remained mostly static [General Reference 7].

Student evaluations of faculty are used in both tenured and untenured evaluation processes. Sixty-six percent (66%) of full-time and 69% of adjunct faculty felt that student evaluations were adequate in helping faculty members assess teaching effectiveness, while 55% of administrators agreed [General Reference 7].

#### **PLANNING AGENDA:**

None

***Al.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. The current contract 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. The current contract between the Faculty Association and the District terminates on June 30, 2009. Negotiations are already underway on the new contract [General Reference 23].

**EVALUATION:**

The College has made great progress toward using Student Learning Outcomes (SLOs) to evaluate the quality of teaching and learning. As discussed in Standard II, faculty members are engaged in discussions at multiple levels regarding SLOs. All courses that are submitted to the Curriculum Committee are also required to identify SLOs.

**PLANNING AGENDA:**

None

***Al.d.*** | *The institution upholds a written code of professional ethics for all or its personnel.*

**DESCRIPTION:**

Board policy 0010, Philosophy and Objectives for Chabot College, specifically outlines the ethical philosophy for the entire staff as follows: “The College's faculty and staff believe strongly in the practice of ethical behavior and in the encouragement of honest thought based on critical analysis and independent thinking. We believe such qualities can best be attained in an atmosphere where the freedom to create and to explore ideas is accepted....” Board Policy 7051 also establishes a conflict of interest code, setting the breadth of disclosure required of various district employees [General Reference 21]. There is no separate code of ethics for specific staff groups, i.e., administrators, faculty, and classified.

**EVALUATION:**

The College meets this standard in the stated Board policies.

**PLANNING AGENDA:**

Develop and adopt a code of ethics for each employee group

**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 about 700 faculty and staff. 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 or part-time staff.

In real numbers, the College employs 184 full-time and 338 adjunct faculty. There is a president, three vice presidents (Academic Services; Administrative Services; Student Services), 8 area deans (Applied Technology and Business; School of the Arts; Health, Physical Education and Athletics; Language Arts; Science and Mathematics; Social Sciences; Counseling; and Special Programs and Services), and 6 directors (Financial Aid; Admissions and Records; Child Care Center; Student Life; Media Services; and Off Campus Programs) and an Administrative Services Supervisor, for a total of 19 administrators and one supervisor. The College contracts with the City of Hayward for a police sergeant to administer the College's Safety and Security Department. The College has a Foundation Assistant Director. Other administrative services are provided by the District; these 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, who work with their Unit Plans and Program Reviews to determine the sufficiency of staffing. The recent Classified Staff Classification Study may result in a refinement in the sufficiency, duties, and responsibilities of all classified staff District wide. HR works with College administrators 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.

The College Enrollment Management Committee (CEMC) uses Unit Plans, Program Reviews, institutional research data, and other enrollment documents to determine the sufficiency of faculty staffing [A1.7]. The need for full-time faculty positions in each discipline is evaluated by the Faculty Hiring Prioritization committee [A1.8]. Due to the uncertainties of the budget, the Faculty Hiring Prioritization Committee did not meet in Spring 2009. Enrollments were reviewed prior to deciding which retired faculty would be replaced. The allocation of adjunct faculty positions to the colleges is done at the District Enrollment Management Committee, the CEMC, and at Deans' Council. State-mandated full-time faculty obligation is discussed and assigned through the District Enrollment Management Committee and HR. The roles of the two enrollment Management Committees have been included in the Faculty Collective Bargaining Agreement, Section 29 [General Reference 23] which reads:

**29B. Basic Principles.** The District and the Faculty Association agree that the following principles shall be the basis for productivity assessments in the District.



**29B.1 Academic Quality.** Improvements in the District's economic productivity must not be achieved at the cost of each college's academic quality.

**29B.2 Productivity Achievement.** Improvements in the District's economic productivity must be pursued and achieved by cooperation of managerial staff, classified staff and faculty staff equally.

**29B.3 Data Input.** Improvements in the District's economic productivity shall be based upon accurate data pertinent to the issues being examined. The District and the Faculty Association shall jointly determine which data meets this requirement.

**29B.4 Productive Economic Impact.** Improvements in the District's academic productivity must not be achieved through economic expenditures that threaten the District's economic survival.

**29B5 Impact on Students.** Improvements in the District's economic and academic productivity must be achieved in conjunction with, and not at the expense of, student access, student success and student equity.

#### **EVALUATION:**

On the Faculty/Staff Survey, 45% agreed or strongly agreed that Chabot links staffing decisions to its institutional planning, while another 37% were neutral [General Reference 7]. Concerns were raised in Fall 2008 in the Faculty Senate over the allocations and the inflexibility of the FTE Faculty allocation system used by the enrollment management committees and the challenges that departments face when attempting to create new courses and programs [General Reference 12 (Minutes of 10/9/08)].

When asked, students indicate satisfaction with their interaction with the faculty. In the Fall 2007 Student Accreditation Survey, 80% either agreed or strongly agreed that the faculty at Chabot College are competent in the areas in which they teach, while only 3% either disagreed or strongly disagreed. Similarly, 71% of student respondents either agreed or strongly agreed that their instructors demonstrate a commitment to high standards of teaching, with 7% disagreeing. A majority of students feel that their instructors go out of their way to maintain integrity in and out of the classroom, and 81% responded positively when asked to evaluate their overall experience with instructors [General reference 6].

Classified and administrative staffing decisions are based on need and funding. These requests are discussed in the Unit Plans and the Program Reviews [General Reference 11]. Requests for positions are evaluated by the administrator groups within Academic Services, Student Services, and Administrative Services, and any recommendations are sent to the College President.

#### **PLANNING AGENDA:**

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 (<http://www.clpccd.org/HR/HRGovForms.php>). All policies concerning personnel follow the rules and procedures found in Board Policy 4000 series and in the two union contracts.

Personnel files as defined by the California Education Code are kept in a secure location in the District Human Resource Services 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 [General References 23; 24]. 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 (e.g., government investigators and auditors). Upon presenting official identification during the District's normal working hours (8:00 AM–5:00 PM), an employee may view his or her file. 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. HR reviews the contents of this file using a checklist to ensure that all of the necessary documents are completed, returned, and filed appropriately [A1.9].

Monthly HR forums are held on each campus to advise administrators and staff with supervisory responsibilities about recruitment, payroll, benefits, training, policies and procedures, labor relations, and other developments and activities in HR. In these meetings, District and College personnel get time to connect and discuss human resource procedures and concerns as they arise. The dates and times of these meetings are posted on the HR web page as is an archive of the meeting presentations.

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:**

In the 2008 Faculty/Staff Survey, 63% of respondents agreed or strongly agreed that HR policies and procedures are clearly stated. This is a marked increase from the 43% that so indicated in 2001. HR staff have indicated through their monthly HR Forums at the College that they are vested in continued improvement, seek input, and listen attentively to concerns about HR policies and procedures. This open communication has improved the flow of information and the spirit of cooperation among participants [General Reference 7].

Personnel policies conform to the faculty and classified contracts and Board policies. HR 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.

**PLANNING AGENDA:**

None

- |              |  |
|--------------|--|
| <b>A4.</b>   | <i>The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.</i> |
| <b>A4.a.</b> | <i>The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.</i>                     |
| <b>A4.b.</b> | <i>The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.</i>                       |
| <b>A4.c.</b> | <i>The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.</i>   |

**DESCRIPTION:**

The Chabot-Las Positas Community College District has adopted several written policies designed to ensure equity and nondiscrimination in employment. In its mission statement the District makes its commitment to fairness in all employment procedures clear: In Section 0005 of Board Policies, the District makes a commitment to fair hiring processes, and to ethical behavior in the treatment of employees. 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.*

Board Policy 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.*

[General Reference 21]

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 go beyond 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.

As promoting diversity in the workplace remains a legal obligation for community colleges, the State Chancellor has issued the Model Equal Employment Opportunity (EEO) Plan and Guidelines. Pursuant to the State Chancellor's Office's regulations, the District is in the process of developing its own EEO Plan which is to be submitted in 2010. When they become available, the District will use the State Chancellor's state-compiled availability data to conduct diversity studies, a component of the required district EEO Plans.

In order to ensure fairness in all employment procedures, the District requires in Board Policy 4012 that "Selection procedures shall be in accordance with the District Faculty and Staff Diversity and Equal Employment Opportunity Plan" [General Reference 21]. 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 Office of Human Resource Services has revised its application forms to include the following requirement:

***Diversity Statement:*** *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 [A1.9].*

The District posts open positions in a wide variety of publications aimed at reaching broad audiences: general, academic, and ethnic. The District is implementing 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.

#### **EVALUATION:**

The District is updating Board policy regarding unlawful discrimination to conform with Title 5 and the California State Community College Chancellor's Office Model EEO Plan and Guidelines. This revised policy will reinforce the District's promise that no person shall be unlawfully denied full and equal access to the benefits of Chabot-Las Positas Community College District. This policy will include language about sexual harassment.

In the staff survey, all groups registered high agree/strongly agree opinions about being dealt with honestly and truthfully: faculty 81%; classified 86%; and administrators 72%. When asked if they felt discrimination by other college staff, only 15% agreed/strongly agreed while 73% disagreed/strongly disagreed [General Reference 7].

Student and staff surveys indicate a high level of satisfaction with the respect for differences in race-ethnicity (78% student/86% staff), gender (80% student/85% staff), physical disability (76% student/87% staff), age (80% student/85% staff), sexual orientation (73% student/79% staff), native language (72% student/81% staff), and religion (72% student/75% staff). Only 7% or fewer in both groups disagreed with the majority [General Reference 6, 7].

Students also report satisfaction with services: 86% for Disabled Students Programs and Services (DSPS), 84% for Extended Opportunity Programs and Services (EOPS), and 82% for the PACE Program for Working Adults. Student satisfaction with the Office of Student Life (clubs, activities, and events) is 81%. Seventy-four percent of students also feel that they have a better understanding of diverse philosophies, cultures, and ways of life [General Reference 6].

#### **PLANNING AGENDA:**

Update Board policy for unlawful discrimination based on Title 5 and the State's EEO Plan

- 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:**

Chabot College Staff Development offers faculty, staff and administrators support for planning or attending enrichment activities, workshops, conferences, and training. The Staff

Development Committee plans Flex Days and events throughout the year. The Staff Development Committee has representation from all areas of campus with fourteen members: six faculty, five classified, and three administrators. The role of chair is rotated. These committee members meet monthly to discuss general staff development issues, with subcommittees meeting as needed to deal with specific issues, such as planning College Flex Days [General Reference 20].

Staff Development funds activities in these general categories: improvement of teaching; maintenance of current academic and technical knowledge and skills; intersegmental programs; innovation to increase program effectiveness; computer and technological proficiency training; and many other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges.

The committee allocates funding for training and development activities based on the procedures found on its website: <http://www.chabotcollege.edu/StaffDevel/apply.asp>. Allocation of funding is limited to \$300 yearly maximum per person or \$500 for technology training or \$500 for Basic Skills. Minutes of the meetings where allocations are made are also posted on the website.

Other professional development activities include events on campus during College Flex Days and on faculty duty days that are not part of the academic instructional dates. The College has a process for the use of faculty duty days for professional development. Faculty apply to use such days based on criteria developed and approved by the Academic Senate and the administration [A1.10].

Faculty members are encouraged to seek out professional conferences directly related to their teaching assignments and designed to improve the instructional programs of the College (*Chabot College Faculty Handbook* [General Reference 30], page C-24 and *Chabot College Adjunct Faculty Handbook* [A5.1], page 36). Classified staff and administrators are equally encouraged to seek out and attend workshops and training which will enhance job skills.

New faculty are encouraged to attend the New Faculty Training Program meetings that are held every three weeks during their first two semesters. The goal of the Program is to convey to newly employed instructors the central importance of quality instruction in all our educational programs, vocational as well as academic. The Program reviews basic concepts of adult education and demonstrates to new faculty professional work routines that will encourage them to continue to explore contemporary instructional methods throughout their careers. The goal is to ensure that all Chabot faculty embrace the critical importance of ongoing assessment of their effectiveness as instructors and to foster interaction with other teachers who are likewise engaged.

Topics of the Fall 2008 meetings included:

- ❖ Overview of contemporary teaching/learning theory and practice, using Ken Bain's *What The Best College Teachers Do* (Harvard Univ. Press, 2004)
- ❖ Classroom Assessment Techniques (Cross-Angelo model)
- ❖ Information Literacy (offered by College librarians)
- ❖ Assisting students to read their textbooks effectively

- ❖ Classroom management
- ❖ Instructor's persona in the classroom
- ❖ Assessment of student performance

[AI.11]

Every employee has equal access to staff development opportunities and funds. The Committee has successfully focused on increasing involvement of classified staff during the past several years. The Staff Development Committee and the College continue to support opportunities for administrators and other staff to attend professional conferences and make off-site visits to other colleges, businesses, and industries. Ongoing technology workshops to help faculty and staff learn about instructional delivery and technology systems are also supported by and offered through staff development programs on campus in the Hub, a Library computer lab.

The Title III grant obtained in October 2008 provides additional funding for professional development activities to be generated and sustained on campus. This will expand opportunities beyond the Staff Development Committee's current programs and fund the development of the Center for Teaching and Learning (CTL). In Spring 2009, Title III allocated funding for faculty to attend the Innovations 2009 Conference, sponsored by the League for Innovation in the Community College, the 2009 Student Success Conference, sponsored by the Research and Planning Group for Community Colleges, and the Great Teachers Conference, sponsored by the Community College League of California. Each conference was selected to enhance attendees' knowledge of best practices in basic skills education. Attendees must commit to working on a Title III inquiry project focused on topics presented at the conference, and to share the knowledge and insight gained through their inquiry process with the entire campus using CTL resources.

The evaluation of Staff Development programs is an ongoing process. Evaluation forms are distributed to participants after each activity or workshop. Conference attendees are asked to fill out an evaluation form/report on their return to campus.

#### **EVALUATION:**

The majority of respondents in the 2008 Faculty/Staff Survey agreed that the College provides the support and resources to improve their teaching/job skills, that their administrator/supervisor encourages and supports participation in professional development activities, and that the Staff Development Committee is available to support their professional growth. Most report having used Staff Development funds for a conference or related activity [General Reference 7].

The New Faculty Training Program was designed for new faculty to take the place of participation in college-wide committees in their first year so that they could become oriented to the institution and focus on developing their classroom practice. The assumption was that they could be given teaching schedules that left them available for afternoon training sessions. However, it has proven impractical to design schedules for all new faculty that allow them to attend the training sessions. To be consistent, the coordinator has scheduled all sessions on Thursday afternoons, but in some disciplines, in the sciences, for example, faculty are often committed to afternoon lab hours. The College would benefit by doing more to enable faculty across the disciplines to attend these training sessions during their first year at the College.

State funding for professional development was eliminated in 2003, so Staff Development Committee allocations must come from Chabot's discretionary funds. This clearly limits the College's ability to fund conference attendance for a majority of campus faculty and staff each year or to compensate experts for speaking on campus. Title III and the endowment it creates to sustain the activities of the CTL aims to alleviate some of these financial constraints by providing more professional development opportunities on Chabot's campus.

Professional development is a criterion in the evaluations of untenured and tenured faculty. In the two processes, faculty members report their activities and plans in this area. Tenure committees work with the new faculty plan and take part in development opportunities.

In May 2009 the CTL will launch its website and the first of two planned newsletters. These will provide the campus community with a singular source, the CTL, to explore

- ❖ what teaching and learning needs Chabot's personnel are investigating;
- ❖ inquiry discoveries and subsequent applications;
- ❖ becoming involved in campus teaching and learning activities;
- ❖ collaborations with colleagues, particularly in other disciplines;
- ❖ training both on and off campus;
- ❖ individualized assistance in curriculum development, content delivery techniques, assessment methodologies, classroom management strategies, and other areas of identified need.

The website will be continuously updated with information and resources to provide faculty with new research findings and additional learning opportunities.

The Staff Development Committee, the Center for Teaching and Learning, and the Instructional Technology Center need to work together to provide more opportunities for professional development in areas of identified need, to develop a college-wide professional development plan that will bring synergy to our professional development efforts, and to establish an infrastructure that is sufficient to effect faculty-wide change.

#### **PLANNING AGENDA:**

Develop and coordinate the efforts of the Center for Teaching and Learning, the Staff Development Committee, and the Instructional Technology Committee

**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 allocation of all Full-time Equivalent Faculty (FTEF) for the College is determined at the



District level through the District Enrollment Management Committee. This committee's role in planning and the allocation of FTEF is based on the contract between the Faculty Association and the District in Article 29.[General Reference 23] The College Enrollment Management Committee (CEMC) distributes the college's FTEF allocation based on several criteria: first, the number of current full-time faculty positions in a discipline, and then, the needs of the discipline according to the FTES and WSCH/FTEF, course fill rates, and planning goals tied to the College Strategic Plan [General Reference 23 (Article 29); A1.7].

College full-time faculty staffing needs are assessed at least two times per academic year in the Faculty Hiring Prioritization Committee, which is comprised of deans and faculty representatives from each division on campus, including counseling. During these meetings, data from Unit Plan/Program Review documents are reviewed for disciplines requesting new positions. The data include enrollment management information, such as the ratio of part-time to full-time faculty, and the productivity measures mentioned above and in Article 29 of the faculty contract. During Spring 2009, the Faculty Prioritization Committee did not meet due to uncertainties in the upcoming budget; however, searches for all retired faculty positions are in progress [A1.8].

Adjunct faculty allocations are determined by the CEMC as set forth in Article 29 of the faculty contract [General Reference 23; A1.7]. The CEMC determines 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 [General Reference 9].

Classified and Administrative staffing needs are discussed in Administrative Staff meetings, which are attended by the College President; academic, student services, and administrative services Vice Presidents; deans; and managers. Requests from administrative and student services units, as well as academic units, are reviewed using available Unit Plan/Program Review information and any additional information made available by areas requesting personnel [General Reference 11]. Consideration of how additional human resources support the College Strategic Plan is the other key element considered before staffing recommendations are made to the President [General Reference 9]. All discussions in Administrative Staff Meetings concerning new or revised administrative duties have been in the context of the College plans and strategic goals. As a result, based on current needs and budgetary constraints, there have been no increases in the number of administrative positions in several years.

#### **EVALUATION:**

The most fully developed and transparent process for assessing and filling human resource needs is at the faculty staffing level. Although decisions for classified and administrative staffing are rationally based and related to the needs of academic programs and service areas, the President has insisted that all requests for increases in classified staff be entered into the Unit Plans and assessed by the Faculty Hiring Prioritization Committee. This will ensure a more transparent, more specifically detailed process for assessing and filling these staffing needs. In the staff survey, 45% agreed with the statement that Chabot links staffing decisions to its institutional planning with only 18% in disagreement [General Reference 7].

**PLANNING AGENDA:**

Develop a fully transparent, detailed process for assessing and filling human resources needs at the classified and administrative levels



**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 College vision and mission statements provide the premise upon which all aspects of the College's planning, development, and maintenance of buildings, equipment, and facilities are based. With these in mind, the individuals and groups that are responsible for the development of a Facilities Master Plan, have a focus for their endeavors [General Reference 16].

**Background**

The original buildings of the Chabot Campus were constructed in the mid to late 1960's. The *Facilities Master Plan*, adopted by the District Board of Trustees in 2005, focused on the renovation of campus facilities that were identified as in need of updating, renovation, and/or replacement. While most of the College buildings had been adequately maintained, building surveys on the Chabot campus [B1.1] by both Maintenance and Operations (M&O) staff and other campus personnel readily identified many age-related deficiencies common to all the buildings. These included a need for seismic upgrades, roofing, weather-tight and energy-saving windows and doors, window coverings, flooring and ceiling tiles, modern heating, cooling, and ventilation, security and entry controls, lighting and lighting controls, electrical and communication systems with capacity to meet modern demands, accessibility, and technology availability, to mention a few. Some buildings had had improvements made in recent years, but these had addressed cosmetic and accessibility issues rather than the functionality of the buildings. Additionally, the furnishings in most buildings at Chabot were antiquated and dysfunctional and no longer met the needs of the College or its image in the community. Classrooms lacked modern design features and could not support current technology proven to enhance learning.

In 2003, the College President appointed a committee of faculty, staff, students, and administrators to examine the facilities and recommend building projects and improvements for the campus. The committee solicited ideas and suggestions on a wide range of topics from all parts of the College. The committee was charged with using these data to develop a plan to meet current and future facilities needs. This planning identified projects that were endorsed by the

Board of Trustees and included in Bond Measure B, which voters approved in the March 2004 election.

The recommended building and site improvements and renovations reflect the College's needs as identified by staff, faculty, administration and students and are also consistent with the College's Strategic Plan [General Reference 9] and educational goals [General Reference 10].

The *Chabot College Facilities Master Plan* [General Reference 16] 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. The *Master Plan* also provides for infrastructure upgrades to accommodate more computers, greater internet access and other emerging technologies. Heating and air conditioning improvements and weather tightness are two other important elements of the *Plan*.

The future cost of maintenance and utilities is an important factor in both the remodeling and new construction projects. Because the College expects to occupy these buildings for fifty years and longer, they 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.

There was also the desire to implement "Smart Classrooms," i.e., technology equipped classrooms, as part of Chabot's modernization. The *Master Plan* expands the smart classroom concept to include smart buildings by enhancing 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 (a.k.a. "future proofing"). The majority of the projects identified in the *Master Plan* are also included in the District's recently adopted Five-Year Construction Plan [B1.2]. This plan is updated annually and submitted to the State Chancellor's Office for approval

### **Shared Governance Entities Responsible for Oversight and Implementation**

The **Facilities Committee** was established to be the shared governance body involved in the development and implementation of the *Facilities Master Plan* [General Reference 19]. The following mission statement was adopted by the Facilities Committee: "To achieve excellence on the Chabot campus and accessibility to facilities and programs by implementing the bond measure in a timely, economical, safe, fair, respectful and equitable manner."

The Facilities Committee set specific goals:

- ❖ create a learning-centered college,

- ❖ create buildings that will technically and physically adapt to future community needs,
- ❖ create classroom and laboratory environments that improve teaching and learning by matching current learning theory with facilities and technology design,
- ❖ improve accessibility,
- ❖ increase utility/energy efficiency,
- ❖ create work environments that improve efficiency and employee satisfaction,
- ❖ keep our students and staff safe and secure, and
- ❖ be cost effective in improving Chabot's physical facilities.

The Chabot Facilities Committee also identified ten operational sub-goals:

**Program Support** – Deliver the projects in a way that adheres to district policy and procedures and ensures that program needs are constantly supported.

**State Construction Grants** – Encourage the District to participate in state funding programs and configure the delivery of the projects in a way that optimizes Chabot's eligibility for state grants.

**Buildings Most in Need** – Give top priority to new construction and projects identified as having the most deficiencies.

**Construction Impact** – Minimize the impact to staff, students and programs as design and construction are being carried out.

**Safety** – Safeguard the staff and students during the construction process.

**Quick Start Projects** – Deliver specific projects in the summer and fall of 2004 so that the patrons of the Chabot-Las Positas Community College District can see the bond at work immediately.

**Cost Effective and Timely** – Work with the Facilities Planning Department to deliver the various projects on time and within budget using a Program Management Plan.

**Quality** – Design facilities and systems that promote consistency, uniformity, energy efficiency, and sustainable ease of maintenance.

**Communicate** – Work with the community's Bond Oversight Committee, Chabot's administration, and the college community to prepare them for the construction and to keep them informed on the progress of the construction and overall program delivery.

**Fire-Life Safety and ADA** – Comply with federal and state requirements of the Americans with Disabilities Act and fire-life safety requirements of the Division of the State Architect.

In addition to the mission and these goals some basic design principles were developed which are defined in the full *Facilities Master Plan* [General Reference 16].

Issues involving safety and security are the direct responsibility of the Health and Safety Committee [B1.3]. The Health and Safety Committee charges are as follows:

- ❖ Study, review, advise and recommend regulations and procedures relating to the safety and security of persons and of District facilities.
- ❖ Review safety, health and environmental issues that affect the campus.
- ❖ Advise the College President on safety issues.
- ❖ Develop and post the campus emergency plan and college safety plan.
- ❖ Make recommendations regarding parking and traffic control.
- ❖ Make recommendations regarding hazardous waste management.
- ❖ Make recommendations regarding equipment and other issues affecting classroom safety.

### **District Community Entity Responsible for Oversight**

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 [B1.4]. 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 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. (<http://www.clpccd.org/bond/OversightComm.php>).

### **EVALUATION:**

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 [General Reference 1] and assures the integrity and quality of its programs and services, regardless of location or means of delivery. For the bond measure, the second quarter of 2008 saw a significant shift from planning and bidding activities to actual construction. The College has now contracted for over \$104 million of the total budgeted construction dollars, and in doing so has reached a significant project milestone; over 60% of the total Measure B construction dollars are now in contract. Construction is currently underway on a large number of projects.

To achieve effective implementation, College- and District-wide processes have been observed and new processes developed as needed. Shared governance committees are in place to provide oversight and input into the evolving implementation of this multi-faceted plan.

During the 2008-2009 academic year, discussions have started concerning whether to revise the Facilities Master plan. Those discussions have culminated in planning by the Facilities committee to revise the plan [General Reference 19]. The genesis of the idea was the planning to either remodel or replacement of Building 100 (Library and soon to house all of the Learning Connection programs), Building 2300 (Cafeteria and the soon to be vacant offices upstairs), and Building 200 (Administration building and the soon to be vacant offices).

The results of the 2008 Faculty/Staff Survey indicate that 78% of the faculty agree that College facilities support learning programs and services. These results indicate that in spite of the

day-to-day problems that exist when working on a campus under renovation and reconstruction, the faculty feels that the facility needs of their programs are being supported, overall, by the College and the District [General Reference 7].

The Facilities Committee meets twice a month and reviews the projects that are in the planning process [General Reference 19]. The committee also is responsible for determining priorities for funding. The on-site construction manager provides the Committee with status reports. Faculty representatives and faculty members can attend these meetings to provide input and to obtain information about projects that may affect them and their students, giving them a direct link to the implementation of the phases of *Master Plan* projects. This link ensures that the faculty has an opportunity to provide input about physical resources to support and ensure the integrity and quality of their individual programs.

Through the use of the *Facilities Master Plan* document and the shared governance process, the College is able to plan, build, maintain, and upgrade or replace its physical resources in a manner that assures effective utilization of resources and the continuing quality necessary to support its programs and services.

The Maintenance and Operations (M&O) 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 [B1.5].

Results of the Faculty/Staff Survey indicate that 61% of the faculty and staff feel that maintenance requests are handled with adequate results, with 55% of the faculty and staff indicating that the facilities are adequately 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. The survey also shows that the faculty and staff perceive a need for additional personnel in M&O. In a climate of diminishing funds, 40% disagreed with the statement that there are sufficient personnel and material resources to maintain the buildings and grounds [General Reference 7].

#### **PLANNING AGENDA:**

Revise the Facilities Plan

***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 full *Chabot College Facilities Master Plan* [General Reference 16] 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.



The College also develops a yearly Safety and Security Plan to address the safety needs on campus [B1.6].

Chabot has consistent policies and procedures in place to ensure safety campus wide, and the College Health and Safety Committee meets once a month. The committee website lists their responsibilities which include reviewing policies and advising the College President on safety issues [B1.3]. This committee oversees:

- ❖ Annual safety inspections (fire drills, alarm testing, water sprinkler testing);
- ❖ Safety training;
- ❖ Traffic enforcement;
- ❖ Patrol (parking lot safety and parking enforcement);
- ❖ Disaster/emergency planning;
- ❖ Campus alerts regarding safety issues;
- ❖ Hazardous materials control and disposal, including maintaining updated MSDS files; and
- ❖ The construction safety program.

In 2007, Chabot College began offering courses in San Leandro. The San Leandro Center is located in the city of San Leandro and is a collaborative effort of the College and the city to bring college courses to the people of area. The Center is located in the San Leandro Adult School Community Education Center and is operated by the San Leandro Unified School District. Within the terms of the agreement, SLUSD oversees building maintenance, upkeep and custodial services and Chabot College is currently reviewing the emerging security needs with anticipation of hiring a part-time Chabot security officer on duty during evening hours beginning late Spring 2009 term. The Center currently offers short term, “fast-track,” classes that begin later and end earlier than the courses offered on the Chabot Campus.

## **EVALUATION:**

### **Chabot**

A reasonable level of safety and security is maintained on the campus in a wide range of areas: 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 becomes available it is being adopted, e.g., new emergency call phones in the parking lots, a free “Alert You” SMS that is coming on line, 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 is inspected annually by Keenan and Associates, who assess risks and make recommendations for changes [B1.8].

### **San Leandro Facility**

The school site is surrounded by a locked fence, and the classrooms have Sonitrol access. A limited number of people have access to these areas. There are fire drills twice a year.

Automatic fire sprinklers are in all classrooms, corridors, and restrooms; the system is inspected annually by the Fire Marshall. A part-time security officer for the San Leandro site will be included in the 2009-10 budget. An administrator is on-site during all class times. There are some security concerns related to parking, as the nearby parking lot is next to a public park that is dark at night. The District and the city are currently discussing increasing the lighting in the area.

**PLANNING AGENDA:**

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:**

Chabot College has a Five-Year Scheduled Maintenance and Operations Plan. [B1.5] This Plan is reviewed annually by the Maintenance and Operations 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* document, and the professional assessment of the Maintenance and Operations staff [General References 10; 16].

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 email 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 will generate the work orders for the repairs. The District Office is notified to bill user groups for repairs if necessary.

At the program level, the Unit Plans are used to evaluate facility and equipment needs and to request upgrades, repairs, or new facilities and equipment [General Reference 11]. These requests are forwarded to the Facilities Committee and IPBC for action. It is the responsibility of these two shared governance committees to review and prioritize the requests and make recommendations based on the Strategic Plan goals and objectives.

**EVALUATION:**

The institution has processes in place to plan and evaluate its facilities and equipment on a regular basis, taking utilization and other relevant data into account. This process involves the Facilities Committee and IPBC with input from area deans through the Unit Plan process. It involves continual reviews of the *Facilities Master Plan* document's schedule of projects, the institution's Strategic Plan, and the *Educational Master Plan* [General References 10; 16].

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 those 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 the financial resources needed.

On the maintenance and operations side, staffing issues adversely affect our ability to meet all of the maintenance needs of the aging campus facilities. Vacancies persist in the maintenance, custodial, and grounds crews, 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 considers needs that will arise with the newly constructed facilities. Money for these positions would be obtained from the institution's general fund. Currently, funding is not available [B1.9].

As discussed above, results of the Faculty/Staff Survey indicate 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 [General reference 7].

**PLANNING AGENDA:**

Advocate for replacement of needed M&O personnel based on the M&O five-year staffing plan

- B2.a.** *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*
- 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 capital planning processes have resulted in the Measure B bond initiative, the development of the *Facilities Master Plan*, the five-year Scheduled Maintenance Plan, and the M&O five-year staffing plan [General References 10; 16; B1.9].

The cycle of review of programs and services is ongoing at the College, and equipment and facilities needs are considered at every stage of planning. The Program Review process directly links program-level long-range planning with institutional planning. In the Unit Plan, programs

prioritize facilities and equipment needs, provide supporting documentation, and request funding. The Deans, through the Unit Plan Summary, prioritize the division requests and pass this information on to IPBC and the Budget Committee and/or the Facilities Committee [General Reference 11]. With the help of environmental scans, labor market information, and surveys of community groups, IPBC develops an understanding of both internal and external “community expectations” for development of the College Vision, Mission, and Value Statements [General Reference 1] as well as the institutional and the unit goals and objectives.

The Facilities Committee meets twice a month. At these meetings, the schedule of planned projects is reviewed and updated. Information about the status of projects is provided by the chair of the committee. Committee members representing their divisions have the opportunity to address facilities issues and to provide input for prioritization of projects based on the resources available to complete projects that have been scheduled as part of the *Facilities Master Plan*. Long range planning for the completion of projects is also an integral part of the review process.

**EVALUATION:**

The planning process has been a highly participatory one involving the many constituencies of the College. In developing the Facilities Master Plan [General Reference 16], the planning team worked closely with the Facilities Committee, comprised of key faculty, staff and administrators. 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 Program Review process and given the representative makeup of College governance committees, all voices can be heard in planning the future of the institution.

**PLANNING AGENDA:**

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.*

**C1.** *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.*

### **DESCRIPTION:**

Chabot College assures technology support is responsive to the needs of learning, teaching, college-wide communications, research, and operational systems through our shared governance system that has, as its basic principles, open committee meetings and access for recommendations to all levels of technology decision making. Chabot's Technology Committee is key to this process but also works in concert with other governance committees, including the Committee for Online Learning (COOL) and the IPBC. Users groups, such as the one called up for the recent portal conversion project, also assist in this endeavor [General References 33; 18; 14].

For most on campus, getting their technology needs met is a process that begins locally. They assess their technology needs in the departmental or divisional structure, use the Unit Plan and Program Review to document the needs, and then find a source of funding through the Measure B Bond, a grant, or the institution [General Reference 11]. This is the way that most new technology is acquired. When funds are not available, the users try again at the next opportunity to get what they need. When the budget is available for technology purchases, users are required to consult with the computer support staff and their guidelines before placing orders [C1.1].

The Help Desk plays an important role in handling the needs of technology users on campus. All requests for service go through the Help Desk, and in turn the Help Desk deploys computer support staff to respond [C1.1].

The Media Services area also plays an important role in meeting the technology needs of the campus, notably in instructional areas [C1.2]. Besides keeping technology-equipped classrooms (also known as "smart classrooms") up and running, Media Services also brings the technology to the user, either by bringing specialized equipment or by bringing standard "technology carts" to the classrooms. Media Services analyzes the usage trends in order to have current technology available to users as well as making sure there is enough media equipment to meet instructional needs. As construction continues over the coming years, more

and more classrooms will have the technology in place to meet the instructional needs of the students and faculty [General Reference 16].

The core employees in the technology support area provide a bridge between users and the institution, inasmuch as they not only respond to the help requests but also share information and give updates. For example, when the institution recently had the option of making Office 2007 available in the open labs for student use, computer support representatives approached faculty and staff who were potentially affected by this change to work out how the needs of the labs would best be met regarding the upgrade as well as to make sure the upgrade occurred smoothly [C1.3].

The hub for technology oversight on campus is the Technology Committee. The Technology Committee's charge [General Reference 33], also listed on their website, is to:

- ❖ Study, review, advise and recommend regulations and procedures relating to institutional technology;
- ❖ Identify, prioritize, and review technology needs with regard to network infrastructure, staffing, funding, and equipment capacities;
- ❖ Develop a college-wide technology plan, including deployment of equipment and coordination of services with ITS;
- ❖ Provide guidelines and leadership in the development of technology for computer-assisted instruction, including curriculum, and assessment of instructional computer use;
- ❖ Coordinate with the Committee for Online Learning (COOL); and
- ❖ Assist and support College planning processes as needed or requested.

Key technology personnel serve on this committee, including the Instructional Technology Center (ITC) coordinator, the Webmaster, the Instructional Designer, the Help Desk coordinator, the Director of Media Services, the Student Services Technology Coordinator, and representatives from Computer Support. In addition, each division of the College sends a representative to this committee.

In spring 2008, the Technology Committee developed a new Technology Plan [General Reference 34] for the College which addresses a broad spectrum of technology areas including specifications for infrastructure and hardware, technology support, and training. The plan is flexible, to keep pace with technology changes, and broad, leaving individual campus areas the latitude they need in developing individual Unit Plans. Many members of the campus community draw on the Technology Plan by consulting campus or District IT staff during the Unit Planning. The Tech Plan and the staff who use it nearly every day are resources for the development of Unit Plans [General Reference 11]. When Unit Plans are reviewed by the Budget Committee, they routinely consult campus and District IT staff for clarification of technology funding requests. The IT staff refer to the Tech Plan and other resources to provide additional details for deliberations within the Budget Committee.

Many technology-related decisions are made at the District level. The District Strategic Plan [General Reference 32] outlines IT projects and goals concerning Banner implementation and use, computer hardware and software (including purchasing), and staffing. Chabot faculty and staff have input into some of those decisions through membership in Bond Measure B committees and user groups, which support technology needs for renovations and new construction; Banner user; and occasional ad hoc user groups such as the one that pilot-tested the new Web for Faculty.

**EVALUATION:**

On the Faculty/Staff Survey, in response to the statement “Technology hardware and software are kept current to meet my job or teaching needs,” 61% of the respondents indicated that they agree or strongly agree with the statement. Additionally, 71% 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 [General Reference 7].

However, only 49% of the respondents agree that Chabot links technology decisions to its institutional planning, and only 43% believe that faculty are sufficiently involved in the selection of instructional technology equipment. These results probably stem from the fact that there is still no formal process by which college-wide technology needs are assessed and evaluated. Additionally, the way that the individual programs coordinate at the institutional level in this arena is a work in progress. When changes that affect the entire institution are proposed, those discussions can be isolated in one small group or another.

Some changes are made through the Unit Plans, inside divisional areas and at the program level, and thus do not flow directly through the Technology Committee. The Technology Committee is one place where “big picture” discussions sometimes occur, but there is no policy that requires all major technology decisions to flow through this committee. The College Council, the COOL, and the IPBC are alternative forums in which technology planning can and sometimes does occur.

The Technology Committee has identified several areas for improvement. The new Technology Plan seemed underutilized in the development of the college and in Unit Plans [General Reference 33 (Tech Committee Minutes, Spring 2009)]. A need was seen to publicize the Technology Plan so that more faculty and staff members can refer to it as they develop their Unit Plans and this was begun in March 2009. Also, there is a need to formalize the currently informal process by which the Budget Committee consults the Technology Committee for input on technology-related funding requests. Finally, there should be a process for gathering student, staff, and faculty members’ input on college-wide technology issues beyond the specific technology requests included in Unit Plans. These issues are under review in the Technology Committee, which can then relay its recommendations to the appropriate person or body.

**PLANNING AGENDA:**

Better incorporate the Technology Plan and the Technology Committee into the planning processes of the College, including sending formal recommendations to the appropriate administrators, planning committees, and College Council



***Cl.a.*** | *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

**DESCRIPTION:**

The technology needs of the District and College are supported by the Banner Enterprise for Student Services, Academic Services, Human Resources, Payroll, and Business Services. Other third party software products that interface electronically with the Banner System are also used at all locations, such as SARS and STARS for positive attendance tracking and counseling, CollegeNet for Room Scheduling, and Degree Works for student degree audits. Researchers at the colleges use Banner data extracted to a Data Warehouse for analysis and to perform comparative studies.

Web-based systems such as Banner, Groupwise, and Blackboard serve as the primary mechanisms for student registration, class assignments, online grades, attendance reporting, and all college specific communications to students, faculty, and administrators. The District has recently implemented a Web Portal that facilitates the navigation of these Web-based systems and provides more options for effective communication. Students, faculty, and staff can use the new “Zone” portal through their College or District websites to access information including CLASS-Web and Blackboard. The Zone is a new path to get to these same services with a customized role for a student, faculty, or staff. In addition to The Zone, College email accounts were given to all registered students and are currently used for sending College correspondence to students (including through Blackboard).

The Blackboard Course Management System is the District-wide standard, adopted in 2003. The colleges continue to expand their online course offerings using Blackboard for fully online courses as well as hybrid courses. During Fall 2008, Chabot offered 125 online and hybrid sections of 86 different courses, up from 51 sections of 37 different courses in Fall 2006 [General Reference 26]. A total of 421 course sections are set up in Blackboard. Thirty-three (33) full-time faculty and 26 part-time faculty are currently teaching online or hybrid online courses. Approximately 10% of our enrollment is in online courses, which is slightly higher than the state average [General reference 17].

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. Service agreements in place with the Blackboard vendor guarantee system reliability by using hardware redundancy where possible and doing quality testing of software upgrades with the colleges. The ASP model provides disaster recovery capabilities through their Data center facilities throughout the United States. Security is maintained on the Blackboard system through user IDs and passwords for system access. Besides the 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.

Computers are made available in campus labs for all Chabot students, including distance learning students, to provide greater accessibility to technology as required for their course needs [C1.4].

Due to recent progress in the development of Student Learning Outcomes, current projects include the integration of multimedia into the online course environment through Blackboard as an effort to improve retention in online courses [General Reference 18 (Minutes 2008-09)].

The new campus standards for technology-equipped classrooms make state-of-the-art teaching tools easily accessible to faculty. These standards have been implemented for 22 general assignment classrooms and lecture halls in buildings 800 and 900. Over the next year, 22 additional rooms in buildings 500, 1900, and 2200 will be converted to technology-equipped classrooms. Four of these learning spaces are large lecture halls. Media Services is responsible for the maintenance of these classrooms in conjunction with the computer support department.

The Media Services department is responsible for other technological equipment such as media viewing, audio equipment, and all campus printing including photocopiers. The department purchases, delivers, instructs on usage, and maintains this equipment for use in the classrooms.

#### **EVALUATION:**

According to the 2008 Faculty/Staff Survey, 54% of faculty and staff who responded report that available instructional technology is sufficient to support student learning programs and services, and 68% reported that students have adequate access to technology resources on campus to support their learning [General Reference 7].

The Fall 2005 Student Satisfaction Survey indicates that 69% of responding students have used computers in the library, and 52% have used computer labs elsewhere on campus. Of those students, a solid 92% report that they are satisfied or very satisfied with the computer facilities [General Reference 6].

The “Zone” portal was implemented to ease student access to necessary online services. Student email accounts are a method of communication that can potentially reach all enrolled students. Full implementation of the Zone will occur over time as students, staff, and faculty are introduced to its features.

In Faculty/Staff Surveys conducted in fall 2001 and spring 2008, questions relating to hours, assistance, and maintenance were asked in regard to the Graphics/Print Shop and Media Services departments [General Reference 7].

- ❖ Satisfaction with maintenance of equipment in the Media Services department increased from 76% to 81%.
- ❖ Satisfaction with hours and assistance in the Media Services department increased from 75% to 83%.
- ❖ Satisfaction with hours and assistance in the Graphics/Print Shop departments increased from 68% to 81%.

In the 2001 survey, the response rate was 35%, and more than half of full-time classified staff, faculty, and administrators were represented. Eighteen percent (18%) of adjunct faculty responded. In the 2008 survey, the overall response rate was 62%, with 77% of full-time faculty, 84% of full-time classified staff, and 100% of administrators represented.

**PLANNING AGENDA:**

None

**C1.b.** | *The institution provides quality training in the effective application of its information technology to students and personnel.*

**DESCRIPTION:**

Technology training is handled differently at the District level and at the College level.

**District**

The District ITS technology staff offers training on the Banner Enterprise System modules and Groupwise email, both of which are used District-wide. The District hires vendors to provide training on third-party application systems used by the colleges and District, such as Degree Works for student degree audits and College Net for Room Scheduling. For new initiatives, such as the Web Portal, the District uses vendor consultants to provide the initial training; then follow-up training is provided using the “Train the Trainer” model. The Help Desk at Chabot (staffed by the District) also provides learning assistance in response to individual faculty/staff requests or as part of a major rollout of software.

**College (Faculty and Staff)**

The Instructional Technology Center (ITC) [C1.5] assesses staff technology training needs in a variety of ways. The primary sources of assessment 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 and the Committee of Online Learning (COOL). Faculty and staff can make suggestions for future training at any time using the Technology Training Survey located online at <http://www.chabotcollege.edu/ITC/survey/>.

Once the initial technology training needs are determined, the ITC continues a more thorough needs assessment by following an instructional systems design (ISD) training model which designs and develops training based on learning styles, schedules, preferred modes of learning (for example, in person or online), and specific learning objectives.

The Hub [C1.6] is an open lab for faculty and staff. The Instructional Assistant in the Hub provides workshops and one-on-one training for all programs on Windows and Macintosh operating systems except those programs having to do with web sites and web site maintenance, for which training is provided by ITC. In addition, the Hub provides online guides/lessons in PDF format at <http://www.chabotcollege.edu/ITC/guides/>. Faculty and staff download individual guides, work through them step-by-step, and then contact the Hub for follow-up sessions if needed.

Media Services assesses equipment and technology-equipped classroom training needs and provides workshops and one-on-one training on an as-needed basis to College faculty and staff.

### College (Students)

Information technology training needs for students are identified within departments. There is no central entity that assesses all information technology training needs for students. The Student Online Services Center in Building 100, Room 116, provides one-on-one help for students with registration and Class Web questions. Students' training needs for Blackboard are assessed as a joint effort by ITC and the Committee on Online Learning (COOL) [General Reference 18; C1.5]. Through the Computer Science Lab Instructional Assistant, students are provided Blackboard assistance face-to-face on a drop-in basis in Room 3906 and online through the Blackboard website. As a joint effort between the Instructional Assistant and COOL, two rounds of Online Learning orientations are given: one at the beginning of the semester and one later for the late-start classes. These resources are designed to give students the basic tools to succeed in their online courses.

In 2008-09 an experimental General Studies course, GNST 4910, Introduction to Online Learning [General Reference 31], was offered, which now has been added to the regular curriculum as GNST 1. The three-week, half-unit online course introduces the Blackboard course management system used in online courses and explains how online courses work. Students are advised about time management, how to get help in online classes, and other tips for success in online classes. This class is recommended for anyone considering an online class. Four sections of the Introduction to Online Learning course are offered during the Spring 2009 semester.

In addition, faculty (with input from transfer universities, business, and industry) identify technology learning objectives for students and then embed the training within the college curriculum. Links to assistance and training for the Zone, ZoneMail, CLASS-Web, and Blackboard for students are located at the bottom of the Chabot College homepage. It's conceivable that face-to-face training classes for The Zone and ZoneMail will be provided for students in the future, but they are not currently available.

### EVALUATION:

According to the 2008 Faculty/Staff Survey, 56% of respondents feel that they receive adequate technology training in their offices, and 53% feel that they receive adequate technology training in their classrooms and labs [General Reference 7].

Typically, the most effective training involves a mix of various teaching modes and media. However, limited resources and staff, and the resulting lack of access to the latest emerging technologies, places severe limits on training possibilities. In particular, Media Services lacks the staffing and funds to offer training in different modes (handouts and videos, available both on CD and online) that could make the experience more accessible and effective.

### PLANNING AGENDA:

Improve the training opportunities for faculty and staff by including it as an objective and requesting the appropriate resources in the Media Services Unit Plan

- 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:**

In conjunction with the *College Facilities Master Plan*, the District developed a five-year *Information Technology Master Plan (ITMP)* [C1.7] for all technology installations and upgrades performed with Measure B Bond monies. This improvement plan for both colleges covers new construction projects and facility renovations that require technology improvements in the data network and computer equipment. These improvements include changes related to the facility structure, such as fiber optic wiring and conduit between buildings required for the District networking infrastructure. These improvements also include classroom equipment, network devices, communication equipment to support data, video, or voice, and all technology advancements that support the instructional environment.

The Bond improvements will allow the development of a new architecture and acquisition of equipment that can provide the colleges and District with a high-bandwidth, state-of-the-art network capable of supporting current and future network connectivity needs. The overall network design goal is to replace the aging hubs and switches with 10/100 switching to the desktop, Gigabit (copper) connectivity to the servers, and Gigabit (fiber) backbones to each building on campus. All connections between the colleges and the District will be upgraded to a minimum of DS-3 or Opteman. Redundant lines will also be provided at all links between the sites.

In addition to the Bond plan for technology, a District Strategic Plan [General Reference 32] was adopted to identify new automation projects and process improvements for all District services to the colleges. This District Strategic Plan addresses the Banner Enterprise system priorities and third party application systems as well as the Bond improvements for IT services. The Chancellor's Cabinet as well as the Banner User Groups and Technology Committees at all locations evaluate the future projects for technology improvements to establish priorities and target dates for completion. As a complement to the District-wide technology plans, the College Technology Committees created a college technology plan specific to their instructional needs on campus.

Chabot Computer Support (CCS) works with District ITS to provide network support to the College. In cooperation with the District, we have established District-wide standards for networking, computers, general software, procurement practices, and general computing guidelines. On the administrative network, CCS provides the local services such as computer setup, computer repair, software installation, critical OS updates, and training to the users. On the instructional/faculty network, CCS provides these same services plus network services such as DHCP, DNS, single sign-on for network services, managed anti-virus protection, network storage, network printing, and software testing.

The District provides the core services such as the fiber backbone, routers, switches, firewall, and email that must be consistent District-wide. They provide the programs necessary for the business of running the District and the colleges and reporting to the state. They also provide Help Desk first-line support, and when they cannot resolve a problem they issue a ticket to one of the CCS technicians. This allows tracking of problems and of repairs.

All servers are backed up to tape and are connected to a UPS (Uninterruptible Power Supply). Each server is backed up to a separate tape at least weekly with at least one database being backed up nightly. Monthly backups are kept for one year. Servers are running at 98%-99% uptime. UPS units are being added to building IDFs to provide power for security systems which in turn provide power to the network devices. We have purchased a new, faster, and more reliable server, including an enterprise level database server (SQL Server), and we have a five-year life cycle on them.

At the District level, disaster recovery methods are reliant on power continuity through UPS protection and data restoration from backup media. As part of the major projects funded by the current bond, UPSs are being replaced and upgraded as needed, and generators will be installed at the key servers and data equipment locations.

All data on District and College servers are backed up to tapes using industry best practice procedures, including a multi-level backup strategy. This strategy includes disk-to-secondary disk backup of the production data, secondary disk-to-tape backup to high capacity tape drives, and tape drive rotation according to a daily/weekly/monthly/yearly algorithm. New tape backup equipment has been installed to consolidate server backups where appropriate.

There are several categories of hardware and software improvements completed and on-going: desktop or laptop computers, printers, servers, network switches and routers, firewalls, network performance monitoring and testing tools, wireless local area network, video conferencing, streaming media services, upgrades to T1 lines connecting District and College Sites, power generators and uninterrupted power supply (UPS), and network and system redundancy. In addition, hardware redundancy is being installed for all common District services.

Another significant network infrastructure upgrade completed in phases was the replacement of the Cisco switches and routers at all sites. The new network infrastructure now provides a faster and more reliable network with several years' growth allowance. For advancements in our security environment, all PIX firewall hardware and software was replaced and improved network monitoring tools were installed to identify intrusions, proactively resolve outages, and track performance.

Hardware and software for servers that support the District and College critical applications are being replaced with District-wide standard configurations that provide expanded capacity and meet new stringent performance specifications. Servers that support applications that require a 24/7 operation will also be mirrored using redundant servers when failures occur.

Review of the progress for the major technology projects is performed on a regular basis by the appropriate District and College governance groups. For Banner Enterprise Projects, the Banner User Committee reviews project progress and status on a monthly/quarterly basis dependent on the project, Chancellor's Cabinet reviews are done periodically based on project progress, and annual Board of Trustees presentations are done on project accomplishments and

future planned projects. For Network infrastructure related to the Measure B Bond, the activities are monitored through the College Facilities Committees, College Technology Committees, and District Technology Committees consisting of the Bond technology team from all locations, with periodic updates to the Chancellor's Bond Steering Committee and the Board of Trustees.

### **Security and Reliability**

The District ITS and College Computer Support departments are responsible for maintaining security and access to administrative and instructional servers at all sites. Security includes network accessibility and physical security. The servers are located in a locked room only accessible to appropriate technical staff and controlled with Sonitrol alarms after hours in the highly restricted areas. Like the servers, the core network equipment is installed in locked areas with restricted access. Under the Bond improvements, the Security Master Plan has identified Information Technology and telecomm rooms as secure locations that require separate card-key access [C1.8].

The District uses anti-virus protection on each desktop to limit the possibility of virus attack. For network monitoring and intrusion detection, Firewall PIX resides at each location with redundant firewalls to enable a fail over configuration. Logs of all connections and activity are stored on special logging servers and all server usage is monitored and logged on a daily basis. Outside Internet access to internal servers is controlled, monitored, and logged using firewalls. New Cisco switches and routers have been installed at all locations to provide improved performance, stability, advanced software capabilities, and new security features.

For the Banner Enterprise Student Information System, security access for students, faculty, and staff is controlled through a User ID and Password (PIN). The User ID is a generated number assigned to all users in place of using Social Security Numbers. Passwords are user controlled and must be changed at a minimum every 6 months. For all Banner access, the Banner Role Security defines what forms and functions the user has access to and what type of access for query or updates. Besides the login access restrictions, the Banner system has been set up with a built-in time-out of 15 minutes to prevent inadvertent intrusions. The Banner Web service uses a HTTPS browser which requires server authentication and allows the user's browser session to be encrypted over the Internet.

Disaster Recovery methods are in place at all District and College locations. There is a UPS system for the critical applications. As part of the bond projects, a larger scale UPS and also a generator will be installed to support the District Data Center operations and other remote data centers for the College instructional servers.

The College and District are having installed new fiber optic cabling throughout the campus with new switches to update our networks. This will increase capacity for future needs as well as providing for better reliability. As each building on campus is updated, the I.D.F. is relocated into a space designed to be environmentally correct and secure. These spaces will not be shared and access will be strictly controlled. Chabot uses a Microsoft domain model where each user and computer is part of Active Directory. In order to access computers and resources the user must be validated in Active Directory. All faculty have a unique user name and password; students use a user name that associates with the program (class) they are in. This restricts which resources are available to the student and allows the faculty to access their files

from any computer in the domain. Since almost no one is given administrator rights on the computers, problems with viruses and illegal software are minimized. In addition to the domain model, we use Systems Management Server to inventory computers and software as well as push out authorized updates and programs. We have purposely not rolled out some services such as campus wide wireless access because at this time we do not have the equipment to manage access to the network.

### **Keeping Up-to-Date**

District ITS and College Computer Support staff established a model to assess desktop equipment for replacement or upgrade and formulate a periodic rotation cycle, adopting the Total Cost of Ownership (TCO) model promoted by the California Community College State Chancellor's office. This includes PC and server hardware and software baselines standards, direct costs models, and procedures for lifecycles and periodic rotation. As part of the process to set up the TCO model, standards and procedures for the acquisition and replacement of computer hardware and software were established at various levels for vendors, platforms, and applications to maintain ITS best practices. These standards and procedures are District-wide and are evaluated annually so updates can be made as new technology is introduced [C1.1].

The planned cycle for equipment replacement and upgrades varies by category of equipment. Computers will be maintained on a four-year cycle so that each year one-fourth of the PCs will be replaced. Hardware and software inventory is maintained at all locations to ensure the rotation cycle is achieved. Other external devices such as printers have a longer useful life and will be recycled on a five-year plan. Administrative and instructional servers are maintained on a five-year cycle or as significant technology advances develop. Based on new requirements or technology advances, equipment in specific areas may be updated sooner if necessary to satisfy instructional needs.

The Bond Measure gives us an opportunity to replace or upgrade the entire campus infrastructure to achieve a state-of-the-art topology. The technology improvements will include a new fiber optic cable plant with sufficient strands of both multi-mode and single-mode fiber from the computer data center to each of the College buildings. As part of the bond initiatives, there are major changes to the network infrastructure that are planned over the next several years to accommodate the increased usage of technology throughout the campuses. The network switching infrastructure has undergone a total equipment reconfiguration and upgrade. The new network architecture design focuses on security, high availability, upgraded fiber backbone building connectivity, redundant server connectivity, transparent Internet rerouting, extensive support of advance switching features, and manageability. In addition, all campus servers will be replaced with the latest hardware technology to maximize processor capacity and speed to support the College computer needs. Redundancy of servers will be a requirement for all critical applications to guarantee system operation.

The District ITS established a Network Cabling Infrastructure Standard, which clearly details the cabling design, materials, spaces, and workmanship required in the design and installation of new and renovated buildings. The cabling infrastructure installed at all sites provides sufficient data bandwidth and connectivity as needed by the particular building and room, allows the incorporation of other TCP/IP-based signaling and monitoring systems, incorporates



the addition of new IP technologies such as VOIP and video, and enables efficient support through standardized appearance, testing, and acceptance criteria.

### **Technology for Distance Education**

A District-wide standard was adopted in July 2003 to utilize Blackboard Course Management System software as the Distance Education platform for both colleges. The Blackboard Application Service Provider (ASP) option was selected for the District, which allows the Blackboard vendor to house the hardware and software and provide 24x7 service support for the colleges. 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 classrooms (formerly known as “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 another forum to provide instruction to students. Technology improvements are planned to handle video on demand as well as streaming multi-way audio for faculty and students with connectivity through the Web (District Input). Such technologies are distributed through ITS regulations and standards and made available to all faculty and staff.

### **EVALUATION:**

Our policies and procedures for managing our technology infrastructure represent generally accepted best practices, with one exception: the College has not yet begun to store backup data at an offsite location. We have purchased a fire-rated safe and have located it in a remodeled IDF that has limited access. This IDF is in a separate building from the server MDF, and the backup tapes are now stored in this safe.

According to the 2008 Faculty/Staff Survey, 66% of respondents agree that the software and network configurations in the computer labs provide adequate access to the applications they need to support their courses, and 75% agree that the equipment, software, and network connections in their offices are sufficient to effectively carry out their work responsibilities. Sixty-one percent (61%) feel that hardware and software are kept sufficiently current to meet their job or teaching needs, although only 54% feel that the College replaces and maintains technological equipment quickly enough to ensure that discipline/program/service area needs are met [General Reference 7]. This last statistic is of particular concern, since replacement of much of our equipment in the past two years has been funded by Measure B. When the Bond money is exhausted, it’s not yet clear where funding for future technology upgrades will come from.

According to the Fall 2005 Student Satisfaction Survey, 69% of responding students reported that they were satisfied or very satisfied with the “availability/working order of equipment in labs,” and 80% were satisfied or very satisfied with the labs generally [General reference 6]. Because that survey was conducted before classroom renovation began, we don't yet have data about student satisfaction with technology-equipped classrooms [General Reference 6].

**PLANNING AGENDA:**

Develop plans to store backup data at an offsite location

**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, the Information Technology staff, under the direction of the District Chief Technology Officer, developed the Information Technology Master Plan (ITMP) [C1.7] based on input from the colleges on the institutional needs and plans for improvements in the classrooms and labs. The focus for the institutional advancements on campus includes converting all classrooms to smart classrooms, upgrading computer equipment and audio visual equipment on a four-year cycle, bandwidth expansion to accommodate future 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 ITMP was drafted in conjunction with the Bond Facilities Master Plan to accommodate the data infrastructure installations and upgrades to support new construction and renovations at the colleges.

The College Technology Committee [General Reference 33] recommends new solutions based on program and service needs, and those recommendations are forwarded to the appropriate management for review and final approval. The Technology staff from both the colleges and the District 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 Unit Plans, which are reviewed and further prioritized by the dean of each division. The Budget Committee, a shared governance entity, reviews all technology requests included in the Unit Plans [General Reference 11]. The Budget Committee has established a set of College Equipment Allocation Criteria, which they use to prioritize the funding provided by District Fiscal Services, and then their allocation recommendations are submitted to College Council for approval [C1.9].

**EVALUATION:**

The technology planning and prioritization process can be improved. College-wide technology planning generally originates at District ITS or Chabot ITS. Technology planning for individual units originates in faculty and staff Unit Plan requests going through division deans to the Budget Committee. These are too often unrelated processes. Faculty and staff often create technology plans for their units based on past budgets and existing technologies without realizing what technologies not yet present might be useful. Sometimes faculty are not aware of what is possible or are not requesting these investments in their Unit Plans when significant costs for acquisition and support are involved.

The inclusion of the new Technology Plan and the Technology Committee itself into planning at the unit level and in budgetary talks was until recently mostly on an informal basis. At the IT department level, however, the Tech 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 chair of the Technology Committee recently shared the Technology Plan with the administrators developing Unit Plans in collaboration with their faculty and staff. Faculty should be encouraged to say what they need in frequent and comprehensive institutional surveys as well as in Technology Committee outreach, and those needs should be prioritized, communicated, and championed, both within the College and to the District ITS.

The campus Technology Committee is currently engaged in formulating 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 IT and the Technology Committee have a role in reviewing faculty and staff members’ technology requests. This will avoid both the duplication of resources and the purchases of hardware or software that the College’s infrastructure can’t support. While coming up with such a process is practically and politically fraught, it is a necessary next step.

**PLANNING AGENDA:**

- ❖ Continue the process of integrating the Technology Plan with Unit Planning, so that the whole College can benefit from the goals set in this plan
- ❖ Establish future specific directions for the whole College with input from the Technology Committee and the District as well as divisions and units

**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.*

**D1.**

*The institution relies upon its mission and goals as the foundation for financial planning.*

**D1.a.**

*Financial planning is integrated with and supports all institutional planning*

**DESCRIPTION:**

The Chabot-Las Positas Community College District budget outlines the resources and the expenditure of those resources to accomplish the District's educational goals and objectives. The District budget supports the overall operations of Chabot College, Las Positas College, and District-wide operations.

As part of the Budget Adoption process, the missions and goals for the colleges and the Board of Trustees' Priorities are included in the budget document. The District firmly believes that the budget is a financial representation of its educational missions and goals.

**Board of Trustees Priorities**

The Board of Trustees will work as an ethical and cohesive team in supporting the Chancellor's maintenance of a fiscally sound and creative learning environment for students and a productive and rewarding environment for staff. The Board joins with the Chancellor in judging their effectiveness by:

- ❖ Requiring regular and accurate fiscal reports that include all major expenditures which affect the economic health of the colleges and the District;
- ❖ Adhering to Board Policies that require regular, timely, and consistent evaluations in order to improve staff and student performance;
- ❖ Requiring all Board reports to be well documented, timely, and thoughtfully prepared with all appropriate and accurate legal information so that the Board Members will have a solid basis upon which to make fair decisions;
- ❖ Operating in an open, honest, and ethical decision-making process;
- ❖ Maintaining open communication channels with the local communities through the formation of working partnerships with business, industry, education, and government;
- ❖ Keeping informed on appropriate State and Federal policies affecting community colleges.

For the fiscal year 2008-09, the District General Fund budget is \$101.6 million. The budget provides funding for the faculty and staff to serve 17,465 Full-Time Equivalent Student (FTES), about a 2.3% enrollment growth from the prior year. In addition, the budget includes funding for salary increases from step and column movements, increases in medical, dental, vision, and life insurance premiums, and other operational expenses including utilities and property and liability insurance. Furthermore, the District budget includes a prudent ending balance which includes the 5% Reserve for Economic Uncertainties.

Chabot College's annual 2008-09 adoption budget amounts to roughly \$51 million. About 90.6% of the revenue is committed to faculty and staff salaries and benefits. The College monitors an estimated \$5.1 million for its operating budget. Chabot College's 2007-2008 enrollment base was 10,063 FTES.

The District exercised an enrollment management strategy whereby 701 FTES were rolled back from 2007-08 to 2006-07. The 701 FTES from the 2007-08 summer session were reported as part of the 2006-07 enrollment figures and funded from the 2006-07 state growth monies. This resulted in additional one-time revenue of \$3,061,267 for the 2006-07 fiscal year.

The College budget planning process began a significant transition with the arrival of a new President in January 2008. The Chabot Budget Committee (CBC) has taken on more of the role it once held, as the primary group making recommendations regarding the budget. Those duties include:

- ❖ overseeing the development and revision of the College and District allocation models and/or processes in consultation with IPBC, the Faculty Prioritization Committee, the Classified Prioritization Committee, and the College Enrollment Management Committee;
- ❖ overseeing the development of the annual College budget in relation to the planning priorities established by the Institutional Planning and Budget Council (IPBC) and the Unit Plans submitted by each unit and program in the College;
- ❖ coordinating the College budget and planning with the District Budget Study Group (DBSG);
- ❖ reviewing financial reports;
- ❖ reviewing Perkins (VTEA);
- ❖ advising the College President on: a) adjustments of the college budget; b) funding levels between the centers; c) contracts; d) redirected revenues; and e) any special funds or units such as CTE VTEA.

Working with IPBC, of which it is part (combined in 1998), the CBC has made substantive efforts to integrate the planning and budget processes and to ensure all stakeholders are fully informed of the budget facts and figures, constraints, and possibilities. The CBC has twelve members: three administration representatives, five faculty, two classified staff, a student from ASCC, and a representative of the IPBC (<http://www.chabotcollege.edu/budget/>). All meetings are open.

The IPBC follows a shared governance model to determine membership that will involve all appropriate segments of the College community in the development of institutional plans. IPBC membership includes eight administrators, seven Academic Senate representatives, one Faculty Association representative, four classified staff representatives, and one student representative from ASCC. The meetings are open to any others who want to attend and participate. The IPBC and CBC report to the College Council and also communicate recommendations to the College President, the Academic and Classified Senates, the Associated Students, the District Budget Study Group (DBSG), and the Board of Trustees.

The *Chabot College Master Plan* and the Strategic Plan serve as the principal institutional planning documents for the College. The *Master Plan* describes the College's mission, institutional goals, and budget priorities; long-range internal and external environmental trends; comprehensive unit plans; and college-wide plans for computer centers, technology, and facilities development. The institutional goals and budget priorities were developed by the IPBC with input from the College units. Unit Plans in this document were developed by the units and solicited by IPBC. They include ongoing, short-term, mid-term, and long-term goals; staffing, staff development, and facility needs; and specific activities for implementation.

#### **EVALUATION:**

In Fall 2008, the CBC visited various governance committees to discuss changing its mission. The CBC recognized that other entities were, in fact, responsible for most of the budget decisions of the College. The Enrollment Management Committee allocated all monies for faculty positions, while the administration planned and allocated monies for all classified and administrative positions. The Staff Development committee allocated staff development monies. The Basic Skills committee allocated funding for all basic skills initiatives. The outcome of its analysis was to focus on the annual allocation of mostly one-time funding to projects within the College. The CBC now consults current Unit Plans to guide allocation of other monies the College receives. In Fall 2008, the CBC allocated \$1.2 million.

Historically, Chabot College has faced financial uncertainty when planning its future largely because of the uncertainties in the California State Budget. With the current national and state financial downturn, uncertainty remains.

Recently there has been a move to reinstate and strengthen the efforts of the District Budget Study Group and to better coordinate its efforts with the IPBC's and most particularly the Budget Committees at each college. As a shared governance mechanism, it is expected that the combined efforts of the DBSG and CBC will give us flexibility to handle the uncertainties and variability in state funding for the District.

During the last quarter of 2008, the position of Vice President of Administrative Services was vacant. Though the District assigned its Business Manager to oversee the duties of this position on a temporary basis, the lack of a full-time person in this position adversely affected financial planning and made linkage of financial planning to other planning efforts more challenging. A full-time interim Vice President was appointed in January 2009, with the vacancy expected to be filled by July 2009.

**PLANNING AGENDA:**

Institute an annual workshop for College personnel, including budgeting and planning committees, focusing on an analysis of College finances

***D1.b.*** | *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

**DESCRIPTION:**

On March 2, 2004, Alameda County voters and those Contra Costa County voters within the District's boundaries approved Measure B, the \$498 million Chabot-Las Positas Community College District capital improvement bond that is paying to repair leaky roofs, worn wiring, and aged plumbing; to renovate deteriorating classrooms and the library; and to construct and equip buildings and computer labs on the Chabot campus. There is a small amount of state funding for instructional equipment, but these funds do not provide for the added support that is needed to maintain new equipment and systems and to train users.

As a result, many needs in the District must be met with alternative funding. Specific efforts have been made to:

- ❖ develop new community partnerships to help support high-cost programs like nursing and athletics,
- ❖ use grants to springboard institutional and program changes and to fund technology, and
- ❖ increase fundraising efforts to support unmet needs of programs and students.

The College has recently been awarded a federal Title III grant which will be used to improve basic skills instruction and support across the curriculum, with the goal to increase student success and persistence and overall institutional effectiveness.

**EVALUATION:**

The California Community Colleges are funded at about half of what is needed to provide the level of service that is expected. A recent report from The Institute for Higher Education Leadership and Policy, "The Rules of the Game," also indicated that the system is under-funded. With all of that, the District has made realistic assessments of our technology needs, capital needs, facilities needs and human resource needs. The Strategic Goals of the District highlight the need for alternate sources of funding from community and corporate partnerships, building and field naming opportunities, frontage property leases, additional bond issuances, grants, and fund-raising. All of these are being explored and developed. The District is also looking at ways of reducing costs, particularly in the area of alternative energy, e.g., using Measure B funds to construct a parking lot solar panel system that will provide a significant portion of the College's electricity.

**PLANNING AGENDA:**

None

***D1.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.*

**DESCRIPTION:**

The District takes into account its long range financial obligations to assure current financial stability. At present, the District has a long term general obligation bond (G.O. Bond). The issuance of \$498 million in G.O. Bonds was authorized by the voters of the District on March 2, 2004; they are paid for through a property tax levy of approximately \$19.88 per \$100,000 of assessed valuation.

**EVALUATION:**

The District has been able to fund its long-range financial plans so that short-range plans are not affected. The long-range G. O. Bonds are secured by advalorem property taxes sufficient to pay the annual debt service. The District maintains appropriate reserves and prudent cash balances, managing its short term obligations in an appropriate and fiscally responsible manner.

**PLANNING AGENDA:**

None

***D1.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.*

**DESCRIPTION:**

To guide the process, the District has developed a budget development calendar which ensures input from the leadership at the two colleges and District office, defines deadlines, and identifies the individuals and groups responsible.

The District Revenue Allocation Model is used to distribute state general and categorical funding. The District Budget Study Group (DBSG), a shared governance district committee, created the allocation model that was approved and made into Board Policy. Much of the allocation distribution to the campuses is based on each college's enrollment target. Though the DBSG had not met for several years, it reconvened in Spring 2008.

Budget allocation begins with setting each college's enrollment targets for the budget year, stated in Full-Time Equivalent Students (FTES). Setting these targets is done in a conference



between the college Presidents and Vice Chancellor of Educational Services and Planning after consultation with the District Enrollment Management Committee and the Chancellor.

The College Budget and Enrollment Management Committees and the administration all have roles in the development and implementation of the College budget. Furthermore, the IPBC has created Unit Plan and Program Review processes where disciplines, programs, and divisions map out their budgets. The Unit Plan is the basis for budget planning at the College outside of faculty allocations. Unit Plan resource requests are sent to the Budget Committee, where adjustments are made to the budget to meet the priorities of each area as much as possible. In addition, funds from other sources such as bond, lottery, and CTE/Perkins monies are allocated to support Unit Plan requests. In this way, budgeting and resource allocation are integrated with the Program Review and planning processes. To guide the departments, the IPBC has written a Strategic Plan; in Unit Plans, then, budget requests are linked to specific goals of the Strategic Plan.

#### **EVALUATION:**

According to the latest Faculty/Staff Survey, planning and budgeting processes in the College are poorly understood. At least part of the solution to this problem would be to develop a formal budget allocation model for the College, basing it on current practices. Three different groups develop budgets and allocate funding within the College. The CBC and administrators depend on Unit Plans and Program Reviews for data, while the third, the CEMC, uses ITS enrollment data. All three of these entities observe the same Strategic Plan goals to fulfill their parts of the budget process. A single document that outlines all these roles and their separate responsibilities would clarify these complex processes and make the allocation of funds more transparent.

#### **PLANNING AGENDA:**

Draw a simple, unified College budget allocation model that describes processes already in place and working

**D2.** *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.*

**D2.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.*

#### **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 90.6% of the budget is salaries, the position budgets are reviewed very closely, first by District Business Services, and then by the College President, IPBC, and the deans, directors, and managers. Changes in staffing levels are reviewed by the Faculty Prioritization Committee and Chabot Enrollment Management Committee.

Each unit of the College oversees and manages its funds through the Banner automated budget system. Each unit has online access to its budget that allows for real time account analysis and review, but not adjustments. The Vice President of Administrative Services controls all general and co-curricular fund budgets and makes reports to the President and the Vice Presidents of Academic and Students Services and the CBC. The Dean of Special Student Services has the responsibility for overseeing all categorical funds. The Grant Developer/Writer helps with both seeking and overseeing 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, 2007. Chabot College prepares its budgets in compliance with California Education Code, Sections 85020 through 85023, entitled "Budgeted Requirements." 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 was conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to reasonably assure that the financial statements are free of material misstatement.

In their opinion, the basic financial statements of the District present fairly, in all material respects, the financial position of the District as of June 30, 2007 and 2006, and the respective changes in financial position and cash flows.

**EVALUATION:**

The College has continued to use Banner online accounting/financial system, which provides Managers/Administrators with timely access to financial information. Workshops have been routinely given to educate personnel about the system, though the training is not always consistent with budget information currently available on Banner.

**PLANNING AGENDA:**

None

## **D2.b.** | *Appropriate financial information is provided throughout the institution.*

### **DESCRIPTION:**

The Chabot-Las Positas Community College District adopts a final budget by September 15 of each year. Prior to this adoption, a tentative budget is developed and adopted by the Board of Trustees no later than July 1.

Financial and budget information is formally communicated through the President's Office, College Council, the Board of Trustees, and the Chabot Budget Committee (CBC). Reports from the CBC and IPBC are given at Academic Senate meetings. The deans provide budgetary information to faculty and staff as they develop their Unit Plans each year. The deans also work closely with their faculty and staff to oversee particular budgets.

The District Business Services website provides links to the District Adopted and Tentative Budgets, the District Financial Audits, and the Measure B (District Bond) audits. There are links to the Measure B oversight reports. There is an Annual Report that summarizes the financial situation of the District. A series of budget updates titled "Budget in Brief" summarizes the Governor's January Budget Proposal and subsequent May Revision. Quarterly reports, commonly referred to as the 311Qs, are presented to the Board and submitted to the Chancellor's office. A 311Q reviews the most important elements of the District's financial position during the fiscal year, highlighting the District's reserves, ending balance, cash flow, and enrollment.

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.

### **EVALUATION:**

All formal budget documents are linked on the District Business web pages. Individual unit budgets are accessed through the Banner system. Access to college- and unit-level financial information is not readily available outside of the IPBC and the CBC.

The CBC has dramatically stepped up its efforts to communicate key budget information to units, divisions, faculty, and staff. Typically, these communications report availability of funds, the budget allocation process, and the assignment of funds to further the goals of each unit as they relate to the larger Strategic Plan of the College. In the Faculty/Staff Survey, when asked about the budget development process, 42% felt there was adequate communication and 46% felt they had adequate opportunity for participation. While these numbers are low, they reflect a great improvement from the past surveys. However, only 24% felt they had a clear understanding of the role of the College Budget Committee, 25% for the Enrollment Management Committee, and 22% for the IPBC. These numbers have not changed much from past surveys.

**PLANNING AGENDA:**

- ❖ Make the College Budget Committee the vehicle for disseminating budgeting information to the College community
- ❖ Formalize a College policy of regular budget status announcements through postings on intranet and email

**D2.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.*

**DESCRIPTION:**

The District maintains a prudent ending balance, including the necessary 5% Reserve of Economic Uncertainties.

Below are the ending balances for the immediate past three years expressed in dollars and as a percentage of the budget.

| Fiscal Year | Fund Balance | Percent of Fund Balance to Expenditure |
|-------------|--------------|--|
| 2005-06     | \$11,074,170 | 13.5%                                  |
| 2006-07     | \$13,828,881 | 15.4%                                  |
| 2007-08     | \$13,698,240 | 14.0%                                  |

In addition to the District's ending balance, other District funds are available for cash flow purposes. As an example, the District's Capital Fund has a current cash balance of over \$400 million.

The District participates in a Joint Powers of Authority (JPA) for its property and liability coverage and is therefore self-insured. As a member of a JPA, the District and JPA ensure that appropriate levels of coverage are maintained.

**EVALUATION:**

The District maintains an appropriate level of reserves, has sufficient cash flow to meet its needs, and has in place strategies to meet its risk.

**PLANNING AGENDA:**

None

- D2.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.*
- D2.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.*

**DESCRIPTION:**

In planning and performing the audit of the financial statements of the District, the auditors consider the internal control structure of the District to inform their opinions and make their recommendations. The recommendations are intended to improve the District's operation and processes and are followed and implemented by the District.

Like all colleges, most spending at Chabot is on wages and benefits for personnel. These costs are largely governed by collective bargaining and decisions about hiring. As long as these practices are conducted with integrity, as is currently the case, financial resources are used in a manner consistent with the goals of the College.

Spending on major capital improvements that is funded by the issuance of the G.O. Bonds is reviewed by a community oversight committee, and their reports are forwarded to the Board. Beyond personnel, the CBC allocates funds to departments and programs. Purchasing is handled through purchase orders and is overseen by the Business Office.

**EVALUATION:**

All internal and external evaluations attest that the District and the colleges employ good fiscal practices, procedures, and processes. When improvements are recommended, for example regarding certification of attendance rosters, the College has moved expeditiously to make the necessary changes and establish systems for ongoing monitoring.

**PLANNING AGENDA:**

None

- D2.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.*

**DESCRIPTION:**

Board policies require that contracts with external entities follow a specific form and include appropriate provisions to maintain the integrity of the institution. Authorized agents must adhere to these policies, which govern purchasing agreements, rental or use of college facilities, and activities involving independent contractors. Existing contract formats have been

developed that limit liability to the College, such as hold harmless and indemnification agreements, and insurance requirements.

**EVALUATION:**

The Interim Vice President of Administrative Services reviews all contractual agreements to ensure that they are appropriate and consistent with the College's mission and goals and adhere to District policies and procedures.

**PLANNING AGENDA:**

None

**D2.g.** | *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

**DESCRIPTION:**

Evaluation and improvement occur in several ways. First, there are the external audits which provide guidance for improvement. Second, all areas of the College go through program planning that includes self-assessment and plans for improvement. Finally, when needed, management in the financial area of Business Services identifies certain topics to be examined and reviewed.

**EVALUATION:**

The financial management system that is currently in place has passed stringent audits and proved to be valid. Financial management guidelines and District policies are in place and are included with each budget report. Compliance of financial activities (e.g., budget transfers, budget augmentations or reductions, and purchasing) with financial controls is individually audited by the appropriate Business Services staff member before processing any request. Financial transactions are executed only after being reviewed for compliance with established policy and after assessing the availability of resources for the expenditure.

**PLANNING AGENDA:**

None

**D3.** | *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

**DESCRIPTION:**

Three committees and the administration share the responsibility to assess the effective use of the College's financial resources. The College Enrollment Management Committee evaluates the effective and efficient use of the funding used to teach the courses offered by the College.

The CBC allocates funding for special projects and one-time needs of the institution based on Unit Plans and Program Reviews. IPBC oversees the strategic uses of the expenditures 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, and that mostly faculty. The District Enrollment Management Committee allocates faculty to the colleges in Full-Time Equivalent Faculty (FTEF). This allocation is largely based on the enrollment target for each college and also gives consideration to both the state's 75% rule and 50% rule. Allocation of FTEF to each college is done in a conference with the college presidents and Vice Chancellor of Educational Service and Planning after consultation with the District Enrollment Management Committee and the Chancellor.

To calculate the appropriate FTEF for each college, a tool has been developed which requires input from three basic decisions: the target number, the placement of programs in their Bins, and the productivity level.

Productivity is measured in WSCH/FTEF, the number of weekly student contact hours per faculty member. It reflects staffing, class fill rates, overloads and a number of other factors. To allow for differences in WSCH/FTEF due to influences beyond program control, each program is placed in a group, or Bin. Each Bin has a specific WSCH/FTEF which is achievable by the programs assigned to it. Programs with very low WSCH/FTEF must meet certain guidelines:

- ❖ The program is necessary so the college can meet its mission of being comprehensive and balanced in terms of technical/occupational career programs via-a-vies basic skills, letters and science offerings.
- ❖ The need for the program is consistent with educational goals established in the College's master plan.
- ❖ The programs lead to a degree or certificate.
- ❖ The program demonstrates one or more clear and unique factors that limit enrollment, e.g., external forces, safety, and space and equipment limitations.
- ❖ The program may be the result of a special funded initiative.

Appropriate levels of classified staffing are evaluated in administrator meetings. Administrators propose changes to their classified staffing levels at these meetings using rationales based on the Program Reviews and Unit Plans of their departments. Due to the cyclical nature of these processes, staffing levels are automatically reviewed on a regular basis.

Funding for special needs within a department is also evaluated at the administrator level. These needs are department specific and increases or decreases are implemented by the departmental administrator based on Unit Plans and Program Reviews.

#### **EVALUATION:**

The processes used to evaluate requests and allocate funding within the College are not well known. In fact, the College Budget Committee has been developing a new mission over this past

year to publicize its role in budgeting decisions, as well as to improve communication with those seeking funds. The IPBC has been working for years to refine its role and to highlight the use of Unit Plans, Program Review, and strategic thinking in the budget processes. According to the last Faculty/Staff Survey, this effort has been noticed by the College, although better communication on these processes is still needed.

**PLANNING AGENDA:**

None

**SUPPORTING DOCUMENTS:****General References in Standard III**

1. College Mission, Vision, and Values Statement  
(<http://www.chabotcollege.edu/about/VisionMissionValueStatements.asp>)
6. Student Survey Results (<http://www.chabotcollege.edu/IR/satisfactionsurveys.asp>)
7. Spring 2008 Faculty/Staff Survey Results (<http://www.chabotcollege.edu/IR/survey08.asp>)
9. 2009-12 Strategic Plan  
(<http://www.chabotcollege.edu/IPBC/Strategic%20Plan/2009-12%20Strat%20Plan%20Goals,%20Strat,%20Obj.pdf>)
10. *Educational Master Plan 2005-2015*  
([http://www.chabotcollege.edu/about/MasterPlan\\_2005-2015.pdf](http://www.chabotcollege.edu/about/MasterPlan_2005-2015.pdf))
11. Unit Plans website (<http://www.chabotcollege.edu/IPBC/>)
12. Chabot College Academic/Faculty Senate website with minutes  
(<http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/default.asp>)
14. Chabot College Institutional Planning and Budget Council website with minutes  
(<http://intranet/ipbc/>)
16. *Chabot College Facilities Master Plan*  
(<http://www.clpccd.org/bond/Chabot/ChabotFacilitiesmasterplan.php>)
17. Institutional Research website (<http://www.chabotcollege.edu/IR/>)
18. Committee on Online Learning website (<http://www.chabotcollege.edu/DECSC/>)
19. Facilities Committee website (<http://www.chabotcollege.edu/facilities/>)
20. Staff Development Committee website (<http://www.chabotcollege.edu/StaffDevel/>)
21. Board of Trustees Minutes paper copies 1961-2004 and web versions 2005-  
(<http://www.clpccd.org/board/BoardAgendaArchives..php>)
23. CLPCCD Faculty Contract  
(<http://nvoffice.clpccd.cc.ca.us/district/HR/documents/CLPCCD-CLPFACContract2006-2009.pdf>)
24. CLPCCD Classified Contract  
([http://nvoffice.clpccd.cc.ca.us/district/HR/documents/2006-09SEIUAgrComplete\\_PUBLISH20070814.pdf](http://nvoffice.clpccd.cc.ca.us/district/HR/documents/2006-09SEIUAgrComplete_PUBLISH20070814.pdf))
26. *Chabot College Class Schedule and Academic Planner*



30. *Faculty Handbook*
31. *Student Handbook and Academic Planner*
32. District Strategic Plan  
([http://today/DistrictOffice/PublicInformation/Strategic%20Plan\\_March\\_4%20Presentation.pdf](http://today/DistrictOffice/PublicInformation/Strategic%20Plan_March_4%20Presentation.pdf))
33. Board of Trustees Priorities (<http://www.clpccd.org/board/BoardPriorities.php>)
34. District Budgets for 2006-07; 2007-08; 2008-09, 2009-2010:  
(<http://www.clpccd.org/business/BusinessServicesBudget.php>)

### Standard III References

- A1.1 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- A1.2 Equivalency Statement taken from faculty hiring announcement (Librarian #2FLR003)
- A1.3 District Faculty hiring Policy and procedures 1991
- A1.4 Draft revision to the District Faculty Hiring Policy and Procedures
- A1.5 Administrator Performance Evaluation System  
(<http://www.clpccd.org/HR/EvaluationAdministratorPerformanceEvalSystem.htm>)
- A1.6 Classified Evaluation Form (paper)
- A1.7 College Enrollment Management Committee Website (<http://help/EMC/>)
- A1.8 Faculty Prioritization Committee Documents
- A1.9 Human resources Website: Forms and Procedures (See Hiring Packets)  
(<http://www.clpccd.org/HR/HRGovForms.php>)
- A1.10 Staff Development Flex Day Obligations:  
(<http://www.chabotcollege.edu/academics/FlexTime.asp>)
- A1.11 New Faculty Training Program Annual Report: Fall 2007 - Spring 2008]
- A1.12 Classified Represented Hiring Procedures (Full-Time and Part-Time)  
([http://www.clpccd.org/HR/documents/ClassifiedSelectionProcedures6-12-06nodraft\\_000.pdf](http://www.clpccd.org/HR/documents/ClassifiedSelectionProcedures6-12-06nodraft_000.pdf))
- A1.13 Administrative Hiring Procedures:  
(<http://www.clpccd.org/HR/documents/ManagementSelectionProcedures5-9-06nodraft.pdf>)
- A1.14 Supervisory/Confidential Hiring procedures:  
(<http://www.clpccd.org/HR/documents/ConfidentialSelectionProcedures6-7-06nodraft.pdf>)
- A5.1 *Adjunct Faculty Handbook*
- B1.1 Facility Condition Assessment Report or FCAR
- B1.2 District's recently adopted Five-Year Construction Plan.
- B1.3 Health and Safety Committee website (<http://www.chabotcollege.edu/SafetyCom/>)
- B1.4 District Measure B Citizens Oversight Website  
(<http://www.clpccd.org/bond/OversightComm.php>)
- B1.5 Scheduled Maintenance 5-year Plan
- B1.6 Chabot College Emergency Response and Disaster Plan (paper)

- B1.7 *Removed during edits*
- B1.8 Keenan and Associates Risk Reports
- B1.9 Maintenance and Operations Staffing plan
- C1.1 Chabot Computer Support Website: [www.chabotcollege.edu/ComputerSupport/](http://www.chabotcollege.edu/ComputerSupport/)
- C1.2 Media Services Website (<http://www.chabotcollege.edu/MediaServices>)
- C1.3 Interview with Catherine Powell
- C1.4 Online Learning FAQ, (<http://www.chabotcollege.edu/DistanceEd/faq/faqs-DEGettingStarted.asp#ComputerLabs>)
- C1.5 Instructional Technology Center Website (<http://www.chabotcollege.edu/ITC>)
- C1.6 The Hub Website (<http://www.chabotcollege.edu/itc/hub/>)
- C1.7 District *Information Technology Master Plan (ITMP)*
- C1.8 District Security Master Plan.
- C1.9 Budget Committee College Equipment Allocation Criteria form
- D1.1 College Budget Committee Website (<http://www.chabotcollege.edu/budget/>)
- D1.2 District Budget Study Group website  
(<http://www.clpccd.org/business/BusinessServicesDistrictBusinessBudgetStudyGroup.php>)
- D1.3 College Budget Committee Equipment Allocations (Excel spreadsheet)
- D1.4 Faculty Prioritization Committee
- D1.5 District Audit Reports (<http://www.clpccd.org/business/BusinessServicesAudit.php>)
- D1.6 District and College Enrollment management Committee Website (<http://help/EMC/>)



## Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

- 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.*
- A.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.*
- A2.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.*
- A2.b.** *See page 255*
- 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 institution's constituencies.*

### DESCRIPTION:

#### **Shared Governance Structure**

Chabot has a written policy providing a decision making process involving the major constituency groups. This policy is described in the document Chabot College Shared Governance and Collegial Consultation Process. 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 and is distributed annually at Convocation [General Reference 35].

The introduction to this document summarizes the importance of the passing of AB 1725 in 1988, which mandates the sharing of governance on community college campuses, and which is further supported by 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 Chabot-Las Positas Community college District Board adopted policies 2015, 2016, 2017, and 2018 to further define the relationship.*

The Chabot College Shared Governance and Collegial Consultation Process is a clearly written and thorough document, in which the college takes pride. It serves as a guide for anyone wishing to participate in decision-making at the College and covers several main areas.

### ***Approaches to Shared Governance***

This section specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies. It begins with a section entitled "Approaches to Shared Governance," which describes three fundamental ways to approach shared governance:

- ❖ The administration operates the college with advice from the college's constituents. The input of the constituents is received via a committee structure.
- ❖ The college divides itself into areas of responsibility, each of which is exclusively managed and controlled by certain constituencies.
- ❖ Everyone governs the entire college.

Chabot has chosen to utilize the third approach, and generally all constituency groups are represented on a committee.

### ***Formats for Administration and Management***

The document details two formats for administration and management, the first being the traditional format of a hierarchical order with subordinates, which is often described as a pyramid and has the advantages of maintaining a central focus on goals and making decisions rapidly. The second format is described as an open model that encourages broad participation and ownership, which means that, at times, participants in this model can lose focus, and decision-making can be slow. Chabot has chosen to merge these models, creating a structure like an hourglass, where the top of the hourglass represents the governance structure, forming a funnel for ideas and recommendations. These ideas and recommendations then filter to the middle of the hourglass, which consists of College Council, the College President, and the

Board of Trustees. The base of the hourglass is the traditional administrative structure of the College, and is used to carry out the decisions reached.

### ***Operating Principles and Guidelines***

The basic rules/principles/guidelines for operation of Chabot College's shared governance and administrative structure are clearly detailed. The Consultation Process states, "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" (p. 3). Finally, it describes 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 credit or blame for decisions or recommendations need not be assigned; that 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. Finally, the basic rules state that, while unions and the Chabot College Foundation are not part of the governance structure, communication with these groups can occur through the College Council.

### ***Decisions by Consensus***

The art and essence of successful consensus decision-making can be described as a process of speaking up, not expecting consensus to mean unanimity, not holding out, and expressing solidarity once a decision is made. The guidelines for consensus include clarifying the problem or question being addressed; determining the criteria for a good solution (e.g., 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; taking a straw poll to check for the possibility of early agreement; 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 [General Reference 36].

### **Major Constituency Groups and Their Roles in Decision Making**

**College Council**, chaired by the College President, makes recommendations to the College President on proposals from shared governance groups and serves as Chabot's main policy body that forwards recommendations on shared governance issues [A1.1]. The College Council is the only body whose members include all areas of administrative services: the College President and the Vice Presidents of Academic Services, of Student Services, and of Administrative Services, who are at the top of the administrative reporting structure. In addition, the College Council includes the presidents of and representatives from the following constituency groups:

**The Academic/Faculty Senate's** primary function [General Reference 12] 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 Title 5 §53200 of the California Code of Regulations and further elaborated in Board Policy 2015 [General Reference 21], including institutional planning, budget development, curriculum, and education programs and policies. More importantly, Board Policy 2015 also states that the Board of Trustees will rely primarily on the Academic/Faculty Senate's recommendations in the areas of

- ❖ 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 a body that represents the faculty's voice, all voting members of this senate are faculty, with non-voting, ex-officio representatives from the ASCC and the faculty union.

**The Classified Senate** represents the college's professional staff in the shared governance process [A1.2]. 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's voice, all voting members of this senate are professional staff, with non-voting, ex-officio representatives from the ASCC and the classified union.

**The Associated Students of Chabot College (ASCC)** consists entirely of students and represents the student body in shared governance [A1.3], as provided by California Education Code §76060. Title 5 § 51023.7 of the California Code of Regulations stipulates that students should be provided 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 ASCC Senate is composed of elected student senators; the President of ASCC appoints student representatives to College governance committees.

The roles and responsibilities of these constituency groups are listed in our shared governance structure document. The Presidents of Chabot College, Academic/Faculty Senate, Classified Senate, and ASCC make reports to the Board of Trustees as standing items on its meeting agenda. In addition, Board Policy 7003 establishes guidelines for the selection and role of a non-voting Chabot student member on the Board of Trustees [General Reference 21].

## **EVALUATION:**

### **Collegial Environment**

Chabot College's vision statement [General Reference 1] is clearly focused on the institution's commitment to academic excellence. Its mission statement points to the leadership role of the institution in "contributing its resources to the intellectual, cultural, physical, and economic vitality of the region." The institutional values encourage collaboration and ongoing reflection on learning shared by faculty, staff, and students.

Institutional leaders encourage Chabot's faculty, staff, and students to take initiative and actively participate in improving the practices, programs, and services in which they are involved through the shared governance structure. Faculty, staff, and administrators actively participate in the governance of the College, in the formulation and development of policies and procedures. The Faculty/Staff Accreditation Survey reflects that 45% of staff surveyed (compared to 32% in the previous study) felt that the practice of shared governance has been adequately promoted and implemented by the College administration. When asked if important decisions/recommendations are implemented in a timely manner by College administration, 31.5% agreed or strongly agreed (compared to 15% in 2002). While these percentages may appear low, we have made progress. For both survey items, about a third of the respondents were neutral, and there were significant decreases in the percentages of those who responded negatively, a drop from 45% to 23% and from 51% to 31%, respectively [General Reference 7].

When asked if they have a substantive role in college governance and policy-making that relate to their area of responsibility and expertise, only 17% of the fulltime faculty and administrators surveyed gave negative responses, whereas 46% of the fulltime professional staff and adjunct faculty did so. This is not surprising, since professional staff do not have allocated hours for shared governance activities as fulltime faculty do, and adjunct faculty often teach at multiple colleges [General Reference 7].

There was a higher positive response to the next section of the survey regarding whether staff and faculty have helped the College. Among all the surveyed staff, 43% agreed there is adequate faculty participation in the development of institutional policy, with 40% neither agreeing nor disagreeing. The distribution is roughly even among positive, neutral, and negative responses when the survey asked if the practice of shared governance has been adequately promoted and implemented by the College administration [General Reference 7].

Between the last two surveys, there has also been an increase in the percentage of those who agree or strongly agree among faculty, professional staff, and students that their constituency bodies communicate their concerns effectively to the College administration and that the administration provides adequate means to have their concerns addressed. Fewer than 10% in the latest survey responded negatively when asked if the Academic and Classified Senates have



been effective in communicating the concerns of their respective constituencies to the College administration [General Reference 7].

### **Effective Communication**

The Academic and Classified Senates and the ASCC are the places for discussion of ideas and effective communication among the institution's constituencies. The presidents of the constituency bodies regularly meet formally at College Council and Chancellor's Council, and are regularly on the agenda at Board of Trustee meetings. For the shared governance structure to realize its full potential, everyone in the College must know how to access it. The Vice President of Academic Services has regular meetings with Division Deans. During monthly Division meetings chaired by these Deans, the Academic Senators and other College committee representatives share updates and get input. Seventy-six percent of all staff surveyed believe they know where to go for answers to questions about campus policies or procedures, ranging from 68% for part-time classified to 96% among administrators. There is also a positive response regarding whether faculty and/or staff have helped the College better achieve its mission (71%) and improve student learning (73%) [General Reference 7].

The flow of communication in institutional efforts typically starts in the work of constituency groups or governance committees having broad representation. Meeting agendas and minutes are posted, and recommendations are sent to the administration through College Council. Final decisions are typically communicated to the College at large through campus-wide email and through governance committee representatives and Deans at Division meetings [General Reference 36].

### **Shared Governance Structure**

In reviewing documents and board policies related to shared governance, the Academic Senate found that there are some updates to be done. District-wide committee memberships should be listed in Administrative Rules and Procedures (ARP), as stated in Board Policy 2015. Currently, only membership for the District Curriculum Council is listed there. Further, the ARP for Board Policy 2015 has a revised date of April 18, 2006, but the minutes for that date show no action to approve the revision, unlike previous revision dates.

#### **PLANNING AGENDA:**

- ❖ Continue periodic review of shared governance structure
- ❖ Present to the Board an updated ARP for Board Policy 2015 for formal approval
- ❖ Conduct targeted survey on planning and Program Review to track the response to improved shared governance practices
- ❖ Revise survey questions regarding faculty participation to focus on the adequacy of input from faculty representatives on committees

**A2.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.*

**DESCRIPTION:**

The policy spelled out in the Chabot College Shared Governance and Collegial Consultation Process [General Reference 35], and agreed to by the College, acknowledges that Chabot will follow the State of California 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, Program Review Committee, Student Learning Outcome and Assessment Committee, Committee on Online Learning, and Basic Skills Committee [General Reference 36]. They are all faculty-driven with administrative representation. A reformed Academic Policy Council [A1.4], created to replace the former Academic and Student Services Council, will report to the Academic Senate in addition to College Council and stipulates a faculty member as chair instead of an administrator. The roles of these committees are outlined on their web pages [General Reference 36]. 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 Committee [A1.5] helps to coordinate district-wide curriculum issues and degree requirements with the two College Curriculum Committees to make recommendation to the Academic Senates at each college. Recent issues discussed included the purchase of software to manage curriculum packets, the possibility of a waiver of the local Wellness AA/AS requirement for veterans, and altering the format of the District transcript to facilitate academic counseling.

**EVALUATION:**

In the past few years, the College has created several new faculty-driven student learning and planning committees that include the Program Review Committee, the Basic Skills Initiative Committee, and the Student Learning Outcomes and Assessment Committee (SLOAC) [General Reference 36]. In Fall 2008, the Academic Senate designated a committee, Academic Policy Council [A1.4], to draft and review student services and academic policies as recommendations to the Academic Senate, thus addressing process difficulties identified by the faculty and administrators and lightening the load of the Senate’s agenda. This Council was approved by the Academic Senate and the College Council and started in Spring 2009. Some immediate issues to be taken up by the new Council are the evaluation of transcripts, compliance with Title 5 changes, and the adoption of assessment instruments.

The SLOAC [A1.6] has developed ways to integrate assessing learning outcomes into existing institutional practices. For example, as part of periodic course review, the learning outcomes for each course are reviewed and submitted as part of the Division curriculum package to the Curriculum Committee. As each campus unit/discipline assesses the outcomes, the results are submitted as part of Program Review, and those data help to guide unit planning [General References 3; 11].

The current and new committees are seen favorably by the College. Positive responses dominated answers about faculty/staff input helping the college improve student learning (73% overall, ranging from 66% among adjunct faculty to 77% among part-time classified) [General Reference 7].

#### **PLANNING AGENDA:**

None

**NOTE: ITEM A3. IS SUBSUMED IN THE FIRST GROUP RESPONSE.**

**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 (2003) with response and progress report (2004) and the Focused Midterm report in 2006. The accreditation website (<http://www.chabotcollege.edu/accreditation/ChabotAccreditation.asp>) has links to the standards, the self-study, responses to the Commission's recommendations, progress reports, and other documents related to accreditation.

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, e.g., a federal Title III grant in 2008, a Hewlett Foundation grant in 2008, a state CAHSEE grant in 2008, the federal TRIO Talent Search and SSS grants in 2006, and a Carnegie Foundation grant in 2005 [General Reference 5].

Agreements with external agencies are documented in MOUs and approved by the Board. Faculty sometimes revise curriculum in response to external agencies; for example, some history and political science Course Outlines were revised to reflect compliance with CSU graduation requirements. Other programs, such as Early Childhood Development and Nursing, have adjusted curriculum to meet the prescribed licensing requirements of their respective professional organizations.

**EVALUATION:**

The College is in compliance with the Accrediting Commission's guidelines and works openly and expeditiously with external agencies.

**PLANNING AGENDA:**

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. All members are encouraged to participate in generating ideas for improvement through constituency groups [General Reference 1].

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 [General Reference 35].

Changes to the policy and to committee missions as well as the creation of new plans and committees have come from the College. For example, in 2005 IPBC was asked to envision the college 10-20 years into the future and to develop goals that would bring the College to that vision. Listed in the *Educational Master Plan* are the results of that exercise [General Reference 10]. The goals to be achieved between 2005 and 2015 included 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. Included in this work were comprehensive action plans to guide the development of the institution.

College committees evolve and are revised to reflect their charges. The Distance Education committee changed its name to Committee on Online Learning to more accurately show its focus on online education as distinct from other forms of DE, such as telecourses. The Budget Committee's charges were revised to reflect what the committee actually does. The College Safety and Security Committee was renamed the Health and Safety Committee to reflect an increased awareness of and attention to institutional health issues [General Reference 36]. The District Curriculum Committee's framework was polished to clarify its charges and

responsibilities so as not to impinge on the statutory powers of the Curriculum Committees at the colleges [A1.5].

New committees are formed to meet the needs of the campus. As the needs of basic skills and ESL students drew more attention of faculty across the disciplines, the Basic Skills Committee was created to develop and recommend policies that would address the over 90% of new students identified as needing basic skills support. The Public Art Committee was created to plan for the implementation of categorical funds the Board of Trustees set aside for art projects at the campus[General Reference 36].

As noted in the *Educational Master Plan*, 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."

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.

#### **EVALUATION:**

In the latest Faculty/Staff Survey, 42% of respondents agree/strongly agree that they have a substantive role in college governance and policy-making that relates to their area of expertise, and 72% indicate that faculty and/or staff input has helped the College achieve its mission [General Reference 7].

The institution has improved communication overall. Although there is no formal schedule of evaluation of committee structure, members of the committees and the faculty propose changes as needed to adapt to institutional needs. For example, the Basic Skills Initiative committee and Academic Policy Council were constituted within the last year to address issues in these areas. The Budget Committee and Committee on Online Learning revised their charges to show how their focus had evolved. These efforts reflect the openness of our shared governance structure in responding to perceived needs. Forty-six percent (46%) of Survey respondents agreed that the College evaluates its governance and decision-making structures to identify weaknesses and make needed improvements, with 38% of fulltime faculty agreeing and 34% disagreeing [General Reference 7]. This dichotomy is worth investigating.

The ASCC "serves as a vehicle through which students can recommend and help effect change at their College." However, diverse factors, including family responsibilities, cultural expectations, and employment commitments might limit a student's participation in campus activities. This makes the role of the ASCC in providing student representation on College governance committees even more valuable.

#### **PLANNING AGENDA:**

Develop a regular schedule to review shared governance structure and the needs by area to evaluate whether all areas' concerns are met

**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.*

**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.*

**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:**

Chabot -Las Positas Community College District is governed by a seven-member Board of Trustees elected by area within the overall District. The Board, in accordance with Board Policy [General Reference 21], adjusts these area boundaries after each census to reflect population changes within the District. Each trustee must reside in his or her trustee area and is elected by registered voters in that area. Board members are elected to four-year terms, staggered by two years, for continuity of membership. Two student trustees, elected by the student governments of each college, serve on the Board in an advisory capacity for one-year terms.

One Trustee was newly elected for 2009. Four members have been on the board between four and eleven years. The remaining two members have served for over twenty years.

The current 2009 Board membership is comprised of two women and five men and has remained gender balanced over a number of years. Current members of the Board work in private business, for educational institutions, or for other governmental agencies.

Board members participate in various civic and community activities and most attend college ceremonial and social events regularly. Some Board members participate actively in state and national organizations and have held office in these organizations.

The Board rotates its President and Secretary annually, with the Secretary becoming Board President the following year. Board meetings are regularly scheduled for the third Tuesday of each month, and workshops are frequently held on the first Tuesday of the month. Closed sessions are generally scheduled prior to both regular and workshop meetings as needed and in

accordance with the Brown Act. In addition, the Board schedules an annual all-day retreat and an occasional all-day workshop.

All Board meetings provide an opportunity for the public to address the Board during public comments, and interested parties can also request a place on the regular agenda. At each regular Board meeting, the Board receives reports from the President of each college, as well as the Presidents of each college's Faculty Senate, Classified Senate, and student government.

#### **EVALUATION:**

Board members are elected by area, assuring fair representation for the public interest of the whole district. Board membership is not, and has not been, very diverse either ethnically or by age, which seems a matter for the voters in the District to decide. Student trustees, however, do reflect the rich diversity of the colleges, especially Chabot College.

On the Chabot College Faculty/Classified Staff/Administrator Accreditation Survey, the staff that felt that the Board represents the interests of the College has increased from fewer than 20% in 2002 to over 40% in 2008. The distribution of answers ranged from 26% for fulltime faculty to 74% among administrators with about a third of faculty and professional staff neither disagreeing nor agreeing. The lack of opinion could reflect a lack of general involvement in the high level policy function of the Board [General Reference 7].

#### **PLANNING AGENDA:**

Distribute communication to the college community every semester describing actions taken by the Board

- |                     |  |
|---------------------|--|
| <b><i>B1.b.</i></b> | <i>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.</i> |
| <b><i>B1.c.</i></b> | <i>The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</i>  |

#### **DESCRIPTION:**

The Board regularly monitors education program and services through retreats, workshop sessions, and reports and presentations made by the programs. Board decisions are made adherent to federal, state, and local policy and guidelines. Board Policy 0010 guides the philosophy and general objectives for Chabot College, enumerating the broad range of programs to be offered at the College. The Board reviews and approves curriculum recommendations from the Curriculum Committees of both colleges on an annual basis, and often uses workshop meetings to hear from the colleges.

The Board regularly receives presentations from faculty and staff involved in the various programs of Chabot College and reviews reports from the Office of Institutional Research. The College President presents the *Strategic Plan* [General Reference 9] to the Board. Board agendas also include presentations by the Senate Presidents of both colleges.

The District Mission Statement (Policy 0005) clearly says that the District is accountable for all legal and fiscal practices. The Board hires outside audit firms to conduct annual audits of the District finances. The Board has its own Audit Committee, and at a minimum, receives and discusses quarterly financial reports at its meetings. Independent audit firms are also rotated every three years or so to avoid any appearance of conflict of interest. The Board insists on the maintenance of a 5% General Reserve, which is above the 3% Reserve mandated by the State Chancellor's Office. Board Policy 2015 establishes a District Budget Study Group as a shared governance group for the process of budget development.

In accordance with state law, the Board has established a Bond Oversight Committee to provide accountability for Measure B monies. Fiscal reports related to the bond and to the development of college facilities are given to the Board both in workshops and as items on the Board agenda. The District website (<http://www.clpccd.org/bond/>) contains a section on the Measure B Bond, making public the projects undertaken, the resulting reports, and the structure of the Bond Oversight Committee [B1.1].

Trustees also attend campus events and occasional campus forums and have expressed openness to hearing staff concerns.

Institutional mission statements and practices are reviewed during the annual planning retreat.

The Faculty/Staff Survey shows 25.9% of respondents saw an improvement of Board understanding of programs, services, and needs over the last ten years, though a large number, 56%, saw no change. Only 18% reported feeling that the situation had deteriorated in this area [General Reference 7].

The Survey shows 28.3% of respondents saw an improvement in Board support for the quality, integrity, and effectiveness of Chabot programs and services, while 54.8% saw no change. Twenty-four percent (24%) of respondents said the Board improved in making decisions that support and promote Chabot's mission; 60% saw no change [General Reference 7].

#### **EVALUATION:**

The District Mission Statement affirms its commitment to broad educational opportunities for all students. Board Policy 0005 establishes the Board's commitment to fulfilling its financial, legal, human resource, and operational obligations and to support the educational programs develop by the College [General Reference 21]. The District is "accountable for all legal and fiscal practices." Through a healthy reserve, the District was able to weather the uncertain and late state budget rather well to minimize the impact on students. The Board authorized the dispersal of Cal Grants from the reserve when the state dollars were delayed, so that our students could have the financial assistance they depend on. All large contract services are reviewed and approved by the Board. Through the review of the District's *Educational Master Plan* [General Reference 10], the Board shows its commitment to the quality of the comprehensive programs in the District.

The Board is an independent body whose actions are final and not subject to the actions of any other entity. It reviews its policies for compliance as state regulations and laws change.



On the Faculty/Staff Survey, over 48% of respondents felt that the Board exhibits an interest in and understanding of the College's programs, services, and needs. The distribution of answers ranged from 39% among fulltime faculty to 83% among administrators. Again, more than a third of the faculty and classified staff show their removal from the policy functions of the Board by neither disagreeing nor agreeing.

On the same Survey, 45% of all respondents agree/strongly agreed that the Board makes responsible decisions that support and promote the mission of the College (39% were neutral); another 47.5% felt the Board accomplishes its responsibilities in ways that promote a positive learning environment at the College, with 38% responding neutrally [General Reference 7].

**PLANNING AGENDA:**

Distribute communication to the College community every semester describing actions taken by the Board

***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:**

Policies specifying the board's size, duties, responsibilities, structure, and operating procedures are specified in the Board Policies, which are posted on the District's website. These are Board Policy 7001-7007 on the organization and authority of the governing Board, including a list of officers, the selection of student trustees, and election districts; and Board Policy 7010-7020 on the meetings of the Board. Printed copies of the Board Policies can be found in the college libraries, the District Chancellor's office, the College Presidents' offices, and the division offices on each campus [General Reference 21].

**EVALUATION:**

The policies related to these matters are published and are reviewed and revised as needed. For instance, at the April 18, 2006, meeting, the Board changed its meeting time, and the revised Board Policy 7010 was posted on the District website and new printed copies distributed.

**PLANNING AGENDA:**

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:**

Board Policies are proposed, reviewed, and revised as necessary and by appropriate constituencies and presented to the Board for approval. The Board has an annual retreat in which it reviews its actions of the previous year and establishes or re-evaluates priorities for the upcoming year. Board priorities are generally set on a two-year cycle, with the off year being an evaluation year [B1.2].

**EVALUATION:**

As necessary, the Board reviews and revises policies, from within the body and from constituency groups of the District. For instance, an update of Board Policy changed the time for Board meetings. Another change was made when the Academic Senates of Chabot and Las Positas Colleges jointly proposed Board Policy 6200 on a program revitalization/discontinuance process to require that specific factors be examined before a program is discontinued.

**PLANNING AGENDA:**

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:**

An information session for candidates for the Board of Trustees was arranged for the last Board election in November 2008. The meeting introduced various constituencies and their roles (District management, college presidents, presidents of academic and classified senates, etc.) to the candidates. There is a longstanding “past practice” that provides an orientation program for all new trustees, but not as part of a formal policy. The Chancellor takes on the responsibility for new Board member orientation. All Trustees go through the CCLC orientation and ethics training, and incoming Board presidents are trained specifically for that role. In addition, the Trustees are provided extensive orientation with staff regarding budget, human resources, and college and district plans. Board members are encouraged to, and do, attend various development programs sponsored by leadership groups throughout the state, including but not limited to CCCT, ACCT, and CCLC. Student Trustees are provided with a Student Trustee resource packet.

Board members are elected to four-year terms, staggered by two years, for continuity of membership.

**EVALUATION:**

Members of the Board of Trustees have found the information session very useful, and have reported favorably on development programs sponsored by leadership groups such as CCCT, ACCT, and CCLC.

**PLANNING AGENDA:**

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:**

The Board has declared its commitment to self-evaluation through Board Policy 7052. Board members participate in an annual evaluation process that includes a comprehensive self-evaluation. The Board reviews its actions of the previous year and establishes or re-evaluates priorities for the upcoming year. Board priorities are generally set on a two-year cycle, with the off year being an evaluation year. 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. The Board concluded its self-evaluation for the prior year on May 14, 2008, at the Trustee Retreat. The evaluations included sixteen areas of review [B1.3].

**EVALUATION:**

Past practices have included self-evaluation among items addressed at board retreats (cf. August 16, 2005, Board minutes). However, the self-evaluation process for assessing board performance is not publicly accessible.

**PLANNING AGENDA:**

- ❖ Include the self-evaluation process for Board performance in Board Policy 7052
- ❖ The Board evaluation process will be posted electronically in order to make it accessible

***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:**

The September 20, 2005, minutes shows that the Board reviewed and updated its Board of Trustees Code of Ethics [General Reference 21; B1.4]. Board Policy 7051 also established a conflict of interest code, setting the breadth of disclosure required of various district employees.

**EVALUATION:**

The Board of Trustees has clearly defined policies.

**PLANNING AGENDA:**

None

***B1.i.*** | *The governing board is informed about and involved in the accreditation process.*

**DESCRIPTION:**

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 Self-Study is presented to the Board for comment and approval.

**EVALUATION:**

The Board reviews and then approves for submission the self study of each college. If issues emerge that the Board needs to take action on, then those are presented and discussed.

**PLANNING AGENDA:**

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:**

The Chancellor is designated as Executive Officer of the Board (Board Policy 7007). Board Policy 2012 gives the Chancellor the authority to “maintain over-all review of all college operations to avoid duplication, encourage coordination, increase efficiency, and execute Board policies” and sets the general policy for the relationship of Colleges to the District [General Reference 21]. In the District Strategic Plan:

*The Chancellor serves as liaison to the Board of Trustees, administers Board-adopted policies, and represents the Board in its relationships with students, staff, and District residents. The Chancellor guides the Board in developing effective and appropriate long-range goals for the District Office and colleges [General Reference 32].*

Board Policy 4125 states that the process, criteria, and frequency of the Chancellor's evaluation are to be part of the employment agreement with the Chancellor. Currently, the evaluation of the Chancellor is done on an annual basis based on goals and objectives submitted by the Chancellor to the Trustees, who review them and provide feedback and input. For the 2008-09 academic year, the Chancellor submitted goals and priorities on June 17, 2008, and the Board President responded in writing after gathering comments from all Trustees.

The Board retained the American Association of Community Colleges to conduct three searches for the Chancellor (hired July 2007) and the two College Presidents (hired Spring 2008). The search utilized college policy and practices consistent with agreed upon processes. All three positions were filled with the approval of the Board.

**EVALUATION:**

As indicated by board policy, the CLPCCD Board of Trustees delegates to the Chancellor the implementation of all policies by asking him to set goals, develop plans, and establish processes and procedures with the assistance of the College Presidents and Vice-Chancellors and through the involvement of various councils. Through these means, the Chancellor sets goals and directions for the District.

The overall goals for the District are stated clearly in the *District Strategic Plan* [General Reference 32]. The Chancellor meets with the College Presidents and Vice-Chancellors on a weekly basis to follow up on matters of global importance, as well as specific management and operational issues that arise. Various other councils track planning and resource allocation.

As of the writing of the self-study, the Chancellor had been evaluated by the Board upon completion of his first year of service. The President of Chabot College was evaluated by the Chancellor based on the attainment of goals agreed upon after the first few months of being hired.

There is no direct intervention in the administration of the College by the Board of Trustees. The President receives direction from the Chancellor who is held accountable for the health and welfare of the District by the Board.

**PLANNING AGENDA:**

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:**

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 Office of Institutional Research falls under the umbrella of the President's Office.

The Vice President of Academic Services oversees each instructional division, including Deans, faculty, and staff. The office keeps track of curriculum changes, variable flex day obligations, academic calendar and scheduling, and faculty orientation. Other academic programs, such as the Library, the Writing and Reading Across the Curriculum Center, the Math Lab, and the Center for Teaching and Learning, are also in this area.

The Vice President of Student Services oversees Counseling, Special Programs and Services (e.g., DSPS and EOPS), Admissions and Records, Financial Aid, Student Life, and the Children's Center. These areas are headed by a Dean or Director.

The Vice President of Administrative Services has Directors reporting to him in the areas of Campus Safety and Security, Media Services, and the Bookstore.

There have been a number of turnovers at the top of Administrative Services (formerly Business Services). Since the last accreditation report, there have been two Vice Presidents. During the Fall 2008, an administrator from the District came to Chabot two days a week to oversee fiscal aspects of the college. As of January 2009, an Interim Vice President of Administrative Services has been in place; that position is open for hire with a starting date of July, 2009.

The position of Vice President of Academic Services is also open; it has been filled on an interim basis by a former faculty member and Dean since the end of Spring 2008. Simultaneously, three Dean positions also became vacant. One was quickly hired, and the others have been filled on an interim basis by Chabot faculty members.

**EVALUATION:**

The President delegates appropriate authority to those reporting directly to her.

Although there were vacancies anticipated in two Vice President and three Dean positions during the new President's first six months in office, she handled the changes in the administrative structure well by recruiting respected faculty and administrators from within the College to serve on an interim basis, providing some stability in the transition.

**PLANNING AGENDA:**

Stabilize the administrative structure by hiring administrators on a permanent basis

**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; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

**DESCRIPTION:**

After the current President took office in January 2008, she immediately began 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 emails to communicate to the College community her observations and reflections. She initially attended many shared governance committee meetings to become acquainted with the governance processes already in place at the College. She looked closely at the composition of College Council and worked with the Academic Senate President to reconstitute it to conform to Board policy.

Dr. Barberena saw the need to move the College forward in the SLO process and created a fulltime faculty reassignment position to spearhead the development of learning outcomes at the course, program, and institutional level. Since then we have created a process linking SLOs with curriculum and program review. We have also piloted identifying and assessing SLOs at the college-wide level.

The President 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 Program Review and Unit Planning, key components of College planning. Specific activities to improve teaching and learning are described in Unit Plans and presented to the Institutional Planning and Budget Council (IPBC). The Budget Committee, as part of IPBC, reviews Unit Plans and recommends a budget to the College President at College Council. For instance, in the Fall of 2008, College Council adopted the suggestions of the Budget Committee to allocate \$1.2 million in purchases requested through the Unit Plans. Information from the Unit Plans also helps faculty and staff, in collaboration with the OIR, to pursue grants and satisfy reporting requirements for them. Examples of large grants that we have won include the Carnegie Foundation (2005), Hewlett Foundation (2008), and Title III (2008) grants. IPBC also develops the *Strategic Plan* to highlight goals on which the college is to concentrate its efforts.

Thirty-nine percent (39%) of the Faculty/Staff Survey respondents saw an improvement in the leadership by the Chabot administration on educational issues with the former President, with a

similar number seeing no change, while 71% expect to see improvement with the new President's administration.

The Survey also showed 44.5% of respondents saw an improvement in the Vision for the College with the last President, with strongest support coming from part-time classified professionals and administrators. Thirty-two percent (32%) saw neither improvement nor decline. As above, 71% of respondents expect to see an improvement in the Vision for the College by the new President, and 62% expect the level of participation in shared governance to improve [General Reference 7].

#### **EVALUATION:**

Faculty and staff sometimes complain 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 *the Hot Sheet*, a newsletter from the Office of the President. Just as campus departments and organizations have deadlines for submitting Unit Plans, the deadlines for planning committees to respond to the Unit Plans are now widely publicized, which should reassure faculty and staff that they are being heard and will be responded to. The planned survey to measure the effects of the President's efforts will gauge the need for more communication.

#### **PLANNING AGENDA:**

Survey faculty and staff

**B2.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 the macro level with the implementation of policy. Through the management structure and the 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 we are able to address problems as they arise.

One important contribution of the President is her engagement with the campus community in a dialogue about the strengths and challenges of the College. In the areas of assessment and institutional effectiveness, she has acted to strengthen and empower the Office of Academic Services to shepherd the processes of Program Review and writing SLOs. She has encouraged streamlining Program Review to dovetail with Unit Planning. Both of these documents are used so that resources can be allocated according to needs.

To support the development of leadership at the College level, the President recently implemented a series of "Conversations in Leadership," open to all chairs of shared governance



committees. This series is facilitated by Dr. Gale Young, professor at California State University, East Bay. Through this leadership development opportunity, the President hopes to deepen the leadership skills of those who lead the institutional planning and budgeting processes of the College, the development of curricula and the review of courses acceptable for associate degrees and certificates, the assessment of student learning, the evaluation of programs and services, and other functions of shared governance committees.

Through the management structure and through the shared governance process, the President empowers the administration and faculty and staff leaders so that they 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 academic, student services, and administrative program review processes, 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 main policy 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 (IPBC, Academic Senate, Classified Senate, Associated Students); organizes, tracks, and exchanges information among College governance groups, and facilitates the communication and involvement of all representatives of College constituencies.

#### **EVALUATION:**

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.

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. The President shows a commitment to purpose 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. The President has directed that a staff survey on planning be created to evaluate these processes.

#### **PLANNING AGENDA:**

Create and conduct a staff survey

**B2.d.** | *The president effectively controls budget and expenditures.*

**DESCRIPTION:**

The CLPCCD distributes resources according to a Board-approved District allocation model to Chabot College and to Las Positas College [General Reference 21 (Board Policy 3110)]. 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. During her first four months, President Barberena met with every budget manager to review their budgets and to ensure that expenditures were appropriate and within their resources. Training and appropriate data are provided to help budget managers on an on-going basis. For instance, the new Academic Senate President requested training on the budget tracking software after taking office in July 2008 and was trained by the administrative assistant to the Vice President of Administrative Services in a timely manner.

**EVALUATION:**

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, backed by the Unit Plans submitted by faculty and staff in campus departments and programs, to IPBC, which forwards the relevant parts of the Unit Plans to other governance committees, such as the Budget Committee, the Faculty Prioritization Committee, and the College Enrollment Management Committee. Under the President's guidance, the Budget committee has reviewed and had adopted a new charge in recommending proposals of the College's units to the College president. The new charge defines the role of the Budget Committee as pertaining to non-personnel parts of the budget [General Reference 32].

The President has the final authority when making any budget allocation, but she collegially consults the shared governance structure in exercising the authority.

**PLANNING AGENDA:**

None

**B2.e.** | *The president works and communicates effectively with the communities served by the institution.*

**DESCRIPTION:**

President Barberena communicates by email to the College community about what is occurring on campus and her observations and reflections. She has also engaged the services of a faculty member from CSU, East Bay to be a leadership coach in a professional development workshop series for shared governance chairs volunteering to participate, as developing a trusting and engaging culture takes time and continuous work.

The President is very visible in the external community and throughout the Chabot College Service Area. She is a frequent speaker about the strengths of the College and how our programs and services benefit the community. Through correspondence and in person, she presents Chabot as a beacon of learning as well as an economic engine in this community, through its \$50 million budget and through its employment of a work force of 600+ individuals. Locally the president is a member, speaker or both of the Latino Roundtable, the NAACP, Palma Ceia Baptist Church, the Tiburcio Vasquez Center, the Hayward Chamber of Commerce, the Hayward Education Foundation, and the New Haven Education Foundation.

One of the Chabot College Strategic Goals is to expand its community partnerships. To this end, the President, in collaboration with the District office, presented to the City Council of Union City a Memorandum of Understanding (MOU) [B1.5] to create an educational site at the BART Station in a building owned by Union City. This MOU was subsequently approved. The President also appeared at a press conference to announce the collaboration between Chabot College and Tri-CED, a recycling plant, to develop a training program in sustainable technologies, to be housed at the Tri-CED facility. Currently the President is working with the City of Hayward to offer several Chabot College jazz concerts downtown during the summer months. Recently she was featured in a publication distributed throughout the service area as a new member of the Hayward Chamber of Commerce.

The President also participates in statewide and national dialogue about community college assessment and effectiveness. She was one of 50 participants in the Harvard Seminar for New Presidents. She is a member of the AACC Commission on Marketing and Community Relations. She is a frequent evaluator through ACCJC visiting teams. She participates in the Carnegie dialogues on teaching basic skills.

**EVALUATION:**

Although she had only been at Chabot College for a few months when the college-wide survey was conducted, the current President projected to the College community an optimistic sense that she would lead us to better working relationships between the constituencies and the governance structure. She is also developing relationships with civic and educational leaders in the local area. For instance, the principal of a local elementary school sent an appreciative email to her praising Chabot students who through the Service Learning program were very helpful tutors to the children. She, in turn, used the appreciative comments to recognize and encourage faculty participation in Service Learning.

**PLANNING AGENDA:**

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.*
- 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.*
- B3.b.** *The district/system provides effective services that support the colleges in their missions and functions.*

**DESCRIPTION:**

Board Policy 2012 establishes guidelines for the relationship of the colleges to the District [General Reference 21]. While each college is a comprehensive institution with its own character and education programs, centralized services and control are to be uniform within or provided by the District. These include business and fiscal operations, personnel policies, policies related to students, the academic calendar, and the planning, development, and maintenance of the physical plants.

The District has also created a Delineation of Functions Map to illustrate how the two colleges and the District manage the distribution of responsibility by function, using criteria outlined in the accreditation standards and showing whether the District or the College bears the primary or secondary responsibility for each criterion, or that they share the responsibility equally. Centralized support is provided for the College in the area of Payroll, Purchasing, Human Resources, Management Information Services including Information Technology, Facilities, and Maintenance and Operations.

The District process to regularly evaluate District role delineation and governance and decision-making structures and processes is identified in the District Strategic Plan “Ensuring Excellence: Future Action and Evaluation—Review and Improvement” [General Reference 32]. Also, evaluation arises in discussions in a number of forums with the appropriate constituencies. These occur at the Chancellor’s Council, in various District committees, and at administrative meetings between the Chancellor and his District managers and College Presidents.

They also occur at College committees, and the issues discussed are brought to the attention of the District through the College President and the Presidents of the various Senates and unions who meet with the Chancellor at his Council and attend Board meetings regularly. The District engages the colleges in District Services through District committees or liaison to College committees [General Reference 36]:

- ❖ The Chancellor calls the Chancellor’s Council monthly to gather input from the College Presidents and the Presidents of Faculty, Classified, and Student Senates and the Administrative Association, as well as faculty and classified unions.
- ❖ The District’s Chief Technology Officer is a member of the College’s Technology Committee.
- ❖ The District Enrollment Management Committee plans from the district level with faculty and administration representatives.
- ❖ The District Budget Study Group (DBSG) “consider[s] and make[s] recommendation to the Chancellor upon any matter that affects the district financially, specifically as related to this allocation model” of revenues to the four centers of the District: Chabot College, Las Positas College, Maintenance and Operations, and District Operations (Board Policy 3110). Administration, faculty, staff, and students all have representation.
- ❖ A member of the District’s Program Management and Facilities Modernization Team is a member of the College’s Facilities Committee.

#### **EVALUATION:**

Roles and responsibilities in the District structure are not always apparent to faculty and staff, particularly when there are vacancies. For example, the Office of the Vice Chancellor of Educational Services and Planning has been vacant recently, and it is unclear how others of the District administration have fulfilled the responsibilities of that office. As another example, the District has recently created a new position of Vice Chancellor of Human Resources and Organizational Development and hired a new Director of Human Resources to improve HR services. While some may see the changes in HR, it is not well communicated to those outside the District Office how Organizational Development figures into the new vice chancellor’s position. However, in some areas, the District is seen as responsive. On the question of Information Technology Services (ITS) being administered to meet the needs of Chabot, almost 59% of all staff surveyed agreed or strongly agreed. Fewer than 15% disagreed or strongly disagree [General Reference 7].

The District could improve communication about changes in its administration. However, they are all clearly stated in the District Strategic Plan and were reviewed at Chancellor’s Council and Chancellor’s Cabinet. On the Faculty/Staff Survey, fewer than one quarter of all staff felt that the division between District and College operational responsibilities is written down and clearly communicated. Almost 34% of all surveyed (including 57% for adjunct faculty) neither agreed nor disagreed [General Reference 7].

#### **PLANNING AGENDA:**

- ❖ Raise the awareness continually of the roles and responsibilities of the District and the College as indicated in the Delineation of Functions Map
- ❖ Continually inform faculty and staff of the changes in roles and responsibilities of the District administrative personnel

**B3.c.** | *The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

**DESCRIPTION:**

The District uses a Board-approved District allocation model to distribute revenues to the four centers of the District: Chabot College, Las Positas College, Maintenance and Operations, and District Operations [General Reference 21 (Board Policy 3110)]. The model was developed with faculty input and has been in use for a number of years.

**EVALUATION:**

Documentation of the conditions upon which the revenue allocation model is based is not easily accessible, which makes the process seem less transparent. Further, the District Budget Study Group, which by Board Policy 3110 bears the responsibility to recommend to the Chancellor on financial matters, did not meet for a number of years, although it was reconvened in Fall 2008. Therefore, there had not been a dedicated forum to discuss issues regarding financial resources at the District level, especially the evaluation of the allocation model to ensure that it meets changing needs.

In keeping with the focus on assessment, reflection, and improvement that shapes our efforts in every other part of the colleges and District, it seems prudent to take the same approach to fiscal practices.

**PLANNING AGENDA:**

- ❖ The reconstituted DBSG needs to provide recommendations to the Chancellor upon financial matters, especially on the revenue allocation model
- ❖ The DBSG needs to make documentation of the revenue allocation model available and accessible

**B3.d.** | *The district/system effectively controls its expenditures.*

**DESCRIPTION:**

The Chabot-Las Positas Community College District adopts a final budget by September 15 of each year. Prior to this adoption, a tentative budget is developed and adopted by the Board of Trustees no later than July 1 [General Reference 34].

The platform for financial tracking is the Banner Financial software, which is used to record all financial transactions. Access to the software is limited to the staff who monitor and make the transactions. The staff who use the software to manage their budgets and personnel costs include administrators, classified staff, and some faculty coordinators.

The District Revenue Allocation Model is used to distribute state general and categorical funding [General Reference 21 (Board Policy 3110)]. The District allocates all funding based on

the allocation model. The District Budget Study Group (DBSG), a shared governance district committee, created the Model that was approved and made into Board Policy. Much of the allocation distribution to the campuses is based on each college's enrollment targets.

There is a District Annual report that summarizes the financial situation of the District [B1.6]. The District's independent auditors issue their reports upon completion of their audits of the financial statements for the year, and the report is reviewed and acted upon by the Board of Trustees [General Reference 34].

**EVALUATION:**

The District normally maintains a prudent ending balance, including the necessary 5% Reserve of Economic Uncertainties. In fact, this year's reserve was increased to 10% given the general economic uncertainty of the times. In addition to the District's ending balance, other District funds are available for cash flow purposes. For example, the District's Capital Fund has a current cash balance of over \$400 million.

**PLANNING AGENDA:**

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 has given the College President the responsibility and authority to implement District policies and holds the President accountable for the operation of the College through an annual evaluation process. The President attends the Board of Trustees meetings to report on College programs and activities.

**EVALUATION:**

In other than matters of shared responsibility, the President makes the ultimate decisions at the College without interference from the Chancellor. Examples include hiring decisions, establishing the College Strategic Plan and Priorities, and budget allocation within the College.

**PLANNING AGENDA:**

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 Chancellor, as the liaison between the College and the Board of Trustees, submits to the Board all College matters on behalf of the College President and Academic Senate President. The College President and the Presidents of the various Senates have a permanent place on the Board agenda for reports. The Board of Trustees also includes Student Trustees to voice student concerns and interests.

The District and the Colleges use effective methods of communication in a timely manner to relay information to the Board and others about upcoming Board agenda items. Board packets are made public on the District website, and regular attendees at Board meetings, such as College Presidents and Presidents of the Senates and unions, receive a hard copy before the meeting. These packets contain the agenda for the meeting, a description of items upon which the Board is to act, and minutes of the previous meeting. Previous meeting agendas, Board packets, and minutes are also archived online [General Reference 21].

There are a number of District committees through which communications between the College and the District occur, with information flowing to and from the Board as appropriate. These committees are the District Curriculum Council, the District Budget Study Group, and the Chancellor's Council [General Reference 21 (Board Policy 2015)]. Communication also occurs at monthly Human Resource Services Forums. The Chief Technology Officer and a member of the District's Program Management and Facilities Modernization Team are also in the College's Technology and Facilities Committees, respectively, to facilitate communication between the District and the College.

Convocation at the beginning of each academic year is attended by all District personnel, including Board members. Here the Chancellor talks about important matters facing the District and highlights accomplishments in the past year.

**EVALUATION:**

The role of the District as liaison between the Colleges and the Board of Trustees is clearly defined. The District website is an efficient resource for materials related to upcoming and past Board meetings. The Chancellor periodically sends out a district newsletter, which is archived on the "Newsroom" section of the District website along with the District's annual reports and press releases for the District Office and the two colleges [B1.6].

**PLANNING AGENDA:**

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:**

The District does not have in place a process to regularly evaluate District role delineation and governance and decision-making structures and processes. Instead, the evaluation and discussion arise as needed in a number of forums with the appropriate constituencies. These occur at the Chancellor's Council, at various District committees, and at administrative meetings between the Chancellor and his District managers and College Presidents. They also occur at College committees, and the issues discussed are brought to the attention of the District through the College President and the Presidents of the various Senates and unions who meet with the Chancellor at his Council and attend Board meetings regularly.

A Delineation of Functions map has been developed outlining District and College responsibilities related to the accreditation standards, showing which responsibilities are shared between the District and the College and which ones are assumed primarily by the District or the College.

**EVALUATION:**

While the District and College administrations and the major College constituencies identify A1. and discuss issues that arise, the Board approves policies regarding governance, role delineation, and decision-making structures and processes. The implementation by the District and College administration is then communicated back by the constituency groups that identified the need to appropriate committees and by publication of the resulting policies.

The District has responded to needs, culminating in Board actions [General Reference 21 (April 18, 2006)] shaping governance and decision-making structures and processes.

***Response to District's need***

When Measure B was passed, The District needed a program management structure that could accommodate the large number of projects to be undertaken. With the help of a consultant, the Board modified the governance structure of District management to create a Vice Chancellor level position to assume the leadership and policy level responsibility for Facilities Planning and Development. The Board also created necessary management positions and realigned reporting in the existing management structure to further support the change.

***Response to Colleges' needs***

In evaluating college programs, decisions needed to be made about discontinuing and revitalizing programs providing a transparent process especially in a climate of diminishing resources. It was agreed that this transparent process for program discontinuation was vital to protect a program from short-sighted cuts. Therefore, a requirement that different factors be considered before discontinuing a program was written in the Program Revitalization/

Discontinuance Process [B1.7], approved by both Academic Senates, and approved by the Board.

***Response to external recommendation***

As a result of recommendations made by the Accrediting Commission, the Academic Senates of both Colleges worked together to create a District Curriculum Council, which the Board incorporated into the Administrative Rules and Procedures for Board Policy 2015[General Reference 21].

At this time, the District needs a more comprehensive document control process for its policies, rules, and procedures, especially documentation of existing practices so that all processes appear transparent. If incorporated, this would enhance the discussion and evaluation of policies, rules, and procedures, either on a regular or as-needed basis. It would also clarify the policies, rules, and procedures. For instance, while the District Curriculum Committee's structure is enumerated explicitly in the Administrative Rules and Procedures for Board Policy 2015, other district-wide committees' structures are absent. There are places in which the Board explicitly delegated the structure of a governance body to be mutually agreed upon among those involved, such as the Chancellor's Council (Board Policy 2015) and the Academic Senate at the Colleges (Board Policy 2014). In these cases, the document control should index the relevant information, make it easily accessible, and have a process in place to update the information.

Another important aspect of document control is to preserve the history of Board actions. Policies, rules, and procedures that the Board has approved have not always been incorporated into the Board Policy Manual in print nor made available on the District website. Examples of documents adopted by the Board are Code of Ethics (September 20, 2005), Recommendation and Selection Procedure for Contract Faculty (June 18, 1991), and Minimum Qualifications and Equivalencies for Employment (June 18, 1991). Document control is also important when procedures are to be re-evaluated and improved. As an example, the Chancellor's Council is putting together a full-time faculty hiring procedure that goes beyond the composition of hiring committees and the interview and selection process. The compilation of procedures incorporating the June 18, 1991, Board-approved document on selection for contract faculty, and any other modifications to be agreed upon by the Chancellor's Council would be easier if all documents were readily available.

**PLANNING AGENDA:**

- ❖ The District will study the need for a process to regularly evaluate governance and decision-making structures and processes
- ❖ The District will develop a document control process to archive Board-approved policies and procedures in a usable and accessible format

**SUPPORTING DOCUMENTS:**

**General References in Standard IV**

1. College Mission, Vision, and Values Statement  
(<http://www.chabotcollege.edu/about/VisionMissionValueStatements.asp>)

3. Program Review Committee website (<http://www.chabotcollege.edu/ProgramReview/>)
5. Grants Office links to all Grants, including Title III, Trio, State CAHSEE grants among others (<http://www.chabotcollege.edu/grants>)
7. Spring 2008 Faculty/Staff Survey Results (<http://www.chabotcollege.edu/IR/survey08.asp>)
9. 2009-12 Strategic Plan  
(<http://www.chabotcollege.edu/IPBC/Strategic%20Plan/2009-12%20Strat%20Plan%20Goals,%20Strat,%20Obj.pdf>)
10. *Educational Master Plan 2005-2015*  
([http://www.chabotcollege.edu/about/MasterPlan\\_2005-2015.pdf](http://www.chabotcollege.edu/about/MasterPlan_2005-2015.pdf))
11. IPBC website includes Unit Plans, etc. (<http://www.chabotcollege.edu/IPBC/>)
12. Chabot College Academic/Faculty Senate website with minutes  
(<http://www.chabotcollege.edu/FacultySenate/AgendasMinutes/default.asp>)
21. Board of Trustees Minutes paper copies 1961-2004 and web versions 2005-  
(<http://www.clpccd.org/board/BoardAgendaArchives..php>)
32. District Strategic Plan  
([http://today/DistrictOffice/PublicInformation/Strategic%20Plan\\_March\\_4%20Presentation.pdf](http://today/DistrictOffice/PublicInformation/Strategic%20Plan_March_4%20Presentation.pdf))
34. District Budgets for 2006-07; 2007-08; 2008-09, 2009-2010:  
(<http://www.clpccd.org/business/BusinessServicesBudget.php>)
35. Chabot College Shared Governance and Collegial Consultation Process  
([http://www.chabotcollege.edu/governance/Chabot%20CollegeSharedGovernance\(8-15-06\).pdf](http://www.chabotcollege.edu/governance/Chabot%20CollegeSharedGovernance(8-15-06).pdf))
36. Governance Committee Website list (<http://www.chabotcollege.edu/governance/committees.asp>)

#### **Standard IV References**

- A1.1 College Council Website (<http://www.chabotcollege.edu/council/>)
- A1.2 Classified Senate website (<http://www.chabotcollege.edu/ClassifiedSenate/>)
- A1.3 Associated Students of Chabot College Website (<http://www.chabotcollege.edu/ASCC/>)
- A1.4 Academic Policy Committee (<http://www.chabotcollege.edu/academicpolicy/default.asp>)
- A1.5 District Curriculum Council (<http://info/edservices/districtcurriculumcouncil.php>)
- A1.6 Student Learning Outcomes and Assessment Cycle committee  
(<http://www.chabotcollege.edu/sloac/default.asp>)
- A1.7 *Removed during edits*
- B1.1 Measure B website (<http://www.clpccd.org/bond/>)
- B.1.2 Board Priorities (<http://www.clpccd.org/board/BoardPriorities.php>)
- B1.3 Board Evaluation example
- B1.4 Board of Trustees Code of Ethics
- B1.5 Union City a Memorandum of Understanding
- B1.6 District Annual Report ([http://www.clpccd.org/newsroom/documents/CLPCCD\\_07-08\\_Annual\\_Report.pdf](http://www.clpccd.org/newsroom/documents/CLPCCD_07-08_Annual_Report.pdf))
- B1.7 Program Revitalization/Discontinuance Process