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

Submitted to:
Accrediting Commission for Community and Junior Colleges
July 22, 2015
CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION REPORT

Date: July 22, 2015

To: Accrediting Commission for Community and Junior Colleges,

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

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

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

Signed:

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

Dr. Susan Sperling, President   Chabot College

Donald L. (Dobie) Gelles, President   CLPCCD Board of Trustees

Laurie Dockter, President   Chabot College Academic/Faculty Senate

Noell Adams, Current President   Chabot College Classified Senate

Hye Yoon Shin, President   Student Senate of Chabot College

James Matthews, Faculty Cochair   Evaluation Report Committee

Dr. Stacy Thompson, Cochair, ALO   Evaluation Report Committee
Acknowledgements

This report was completed through the collaboration, consultation, talents, and persistence of many, representing all constituencies of the College community. In fact, the preparation of the evaluation report has exemplified college-wide engagement and collaboration. The report reflects the strength of this institution, which is to be innovative and relevant to the diverse community that the College serves.

The Standards chairs and their committee members, named in “The Organization for the Report,” should be the first recognized for immediately appreciating the value of a comprehensive report study not only to our accreditation report, but also as an opportunity for self-reflection. They worked tirelessly, as researchers, writers, and editors as they produced the multiple drafts that became the report.

The report could not have completed without Carolyn Arnold, Coordinator, Jeremy Wilson, and student staff members of the Office of Institutional Research who kept us supplied with an amazing amount of institutional data as well as important guidance.

All of the shared governance committee chairs, in particular PRBC Chair, Deonne Kunkel, need to be recognized for their huge contribution to the report.

Patricia Shannon edited, polished our prose, and assured that the final document addressed the relevant questions must be recognized. She also made sure that our evidence was compiled in accord with ACCJC recommendations. Assisting Patricia Shannon, Rachael Tupper-Eoff created our electronic evidence repository that goes with the report.

Finally, the two cochairs, Jim Matthews (Faculty) and Stacy Thompson (Administration) kept the whole enterprise together and moving forward. Without their contributions, there would not be a report at all.

The College owes this great group tremendous gratitude.
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# Acronyms

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<thead>
<tr>
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<th>Full Form</th>
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<tbody>
<tr>
<td>Accountability Reporting for the Community Colleges</td>
<td>ARCC</td>
</tr>
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</tr>
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<td>ASP</td>
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<td>AA</td>
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<td>ASCC</td>
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<td>BSC</td>
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<td>Bavarian Motor Works</td>
<td>BMW</td>
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<td>Board of Trustees</td>
<td>BOT</td>
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<td>Board Policy</td>
<td>BP</td>
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<tr>
<td>Budget Allocation Model</td>
<td>BAM</td>
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<tr>
<td>California Community Colleges</td>
<td>CCC</td>
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<td>California Community Colleges Chancellor’s Office</td>
<td>CCCC</td>
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<td>California State University</td>
<td>CSU</td>
</tr>
<tr>
<td>California Work Opportunity and Responsibility to Kids</td>
<td>CALWorks</td>
</tr>
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<td>Career Pathways Trust</td>
<td>CPT</td>
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<tr>
<td>Career Technical Education</td>
<td>CTE</td>
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<tr>
<td>Chabot Computer Services</td>
<td>CCS</td>
</tr>
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<td>Chabot Las Positas Community College District</td>
<td>CLCCPD</td>
</tr>
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<td>Change It Now!</td>
<td>CIN</td>
</tr>
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<td>College Enrollment Management Committee</td>
<td>CEMC</td>
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<td>College-Wide Learning Goals</td>
<td>CWLG</td>
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<td>Committee On Online Learning</td>
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<td>Community College League of California</td>
<td>CCLC</td>
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<td>Course Outline of Record</td>
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<td>Disabled Student Resource Center</td>
<td>DSRC</td>
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<td>DBSG</td>
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<td>District Curriculum Council</td>
<td>DCC</td>
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<td>District Enrollment Management Committee</td>
<td>DEMC</td>
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<td>Educational Support Service</td>
<td>ESS</td>
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<td>English as a Second Language</td>
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<td>Equal Opportunity Programs and Services</td>
<td>EOPS</td>
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Faculty Inquiry Group  FIG
First Year Experience  FYE
Full-Time  FT
Full-time Equivalent Faculty  FTEF
Full-Time Equivalent Students  FTEF
General Education  GE
Governance Institute on Student Success  GISS
Hayward Promise Neighborhood  HPN
Human Resources  HR
Information Technology Master Plan  ITMP
Information Technology Services  ITS
Integrated Planning and Budget Model  IPBM
Internal Revenue Service  IRS
Las Positas College  LPC
Learning Connection  LPC
Maintenance and Operations  M&O
Mathematics, Engineering, and Science Achievement  MESA
Memorandum of Understandings  MOU
National Automotive Technician’s Education Foundation  NASTEF
Office of Institutional Research  OIR
Office of Professional Development  OPD
Part-Time  PT
Peer Academic Tutoring Help  PATH
Planning and Budget Committee  PBC
Program Learning Outcome  PLO
Program Review  PR
Program Review and Budget Committee  PRBC
Retiree Unfunded Medical Benefit Liability  RUMBL
School Preventative Management System  SPMS
Science, Technology, Engineering, Mathematics  STEM
Service Area Outcome  SAO
Service Employees International Union  SEIU
Student Attendance Recording System  SARS
Student Education Plan  SEP
Student Learning Outcome  SLO
Student Learning Outcomes Assessment Committee  SLOAC
Student Senate of Chabot College  SSCC
Supplemental Employee Retirement Plan  SERP
Technology Coordinating Committee  TCC
Transfer Admission Agreement  TAA
University of California  UC
Unrestricted General Fund  UGF
Vocational Technical Education Act  VTEA
Weekly Student Contact Hour  WSCH
Writing and Reading Across the Curriculum  WRAC
Office of Institutional Research evidence
All of these references can be found on the following sites:
http://www.chabotcollege.edu/IR/staffchars_surveys.asp#Spring_2014_Faculty/Staff_Accreditation_Survey
http://www.chabotcollege.edu/IR/satisfactionsurveys.asp

Evidence OIR-0 Copy of Spring 2014 Staff Accreditation Survey
Evidence OIR-1 Spring 2014: Major Improvements since Spring 2008
Evidence OIR-3 Spring 2014: Lowlights: Issues of concern
Evidence OIR-4 Spring 2014: Student Learning at Chabot
Evidence OIR-5 Spring 2014: Faculty Perspectives on Student Learning Outcomes
Evidence OIR-6 Spring 2014: Campus Climate
Evidence OIR-7 Spring 2014: Assessment of diversity efforts and related campus climate
Evidence OIR-8 Spring 2014: Standard 1A: Mission and Planning
Evidence OIR-9 Spring 2014: Standard 1A: Planning, Budgeting, and Evaluation
Evidence OIR-10 Spring 2014: Standard 2A: Instructional Programs
Evidence OIR-11 Spring 2014: Standard 2B: Student Support Services
Evidence OIR-12 Spring 2014: Standard 2C: Library and Learning Support Programs
Evidence OIR-14 Spring 2014: Standard 3A: Human Resources: Staff Development
Evidence OIR-16 Spring 2014: Standard 3C: Technology Resources
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Evidence OIR-51 Fall 2013: Campus Climate for African American and Latino Students
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Descriptive Background and Demographics

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

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

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

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

The original campus was constructed in 1965. Between 1965 and 2004, many structures, including a new bookstore, an Emergency Medical Services building, a Reprographics and Graphic Arts building, a Children’s Center, and a new Music wing. In 1999, a new Chemistry and Computer Science building was completed. To comply with the Americans with Disabilities Act, over $6 million was spent on facilities across the campus between 1992 and 1995. Using 2004 bond funding, a new faculty office building, student services building, an HVAC building, and a new physical education facility were constructed.

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

Statewide Population Trends
Dramatic population growth is predicted for the state of California for the next 40 years, driven mostly by immigrants, most notably Hispanics/Latinos and Asian Americans (Evidence RS-2). The number of Hispanics/Latinos in the state will grow to 40 percent by 2020 and will be nearly
half of all state residents by 2060. (See graph below.) The largest increase of Asian Americans will be in the San Francisco Bay Area (Evidence RS-4). Another growing population segment includes senior citizens, which will double by 2030. Due to good health and greater longevity, many of these baby boomer seniors plan to work past retirement age (Evidence RS-5).

Hispanics/Latinos currently have the lowest education and income levels in the state (Evidence RS-2). As they become a larger part of the state population, raising their educational levels will insure that more Hispanic/Latino families earn living wages and help sustain the state economy. The health of the state economy depends on all groups in the younger generation obtaining higher education, yet 70 to 90 percent of new California community college students need precollege training in basic Math and/or English (Evidence RS-2).

### RS-3. California Population Projections, 2010 -2060

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population</th>
</tr>
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<tbody>
<tr>
<td>2010</td>
<td>37,309,382</td>
</tr>
<tr>
<td>2030</td>
<td>47,690,186</td>
</tr>
<tr>
<td>2050</td>
<td>50,365,074</td>
</tr>
<tr>
<td>2060</td>
<td>52,693,583</td>
</tr>
</tbody>
</table>


**Local trends: East Bay and Chabot Echo State Trends**

Mirroring statewide trends, the East Bay population is projected to experience continued growth, especially among Hispanics/Latinos and Asian Americans. In 2013, Chabot area white residents were less than a quarter (24 percent) of the population, and the combined Hispanic/Latino (33 percent) and Asian American (28 percent) residents were nearly two thirds of the population. (See table below.) The East Bay is also expected to echo the statewide increase in the number of immigrants and older residents (Evidence RS-4).
Population by Race-Ethnicity by College Regions, Alameda County, and California: 2013

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


Residents of the Chabot Region have lower average incomes, more persons per household, and lower educational levels than the service area of LPC, and the county overall. Less than one third (28 percent) of adult residents in the Chabot service area hold a Bachelor’s degree or higher, compared to nearly one half (46 percent) in the LPC service area and Alameda County. The Chabot College service area has a higher rate of unemployment than the LPC service area, but less than Alameda County. Slightly more than one third of the Chabot Region residents are foreign-born and about one half speak a primary language other than English at home.

Households and Income by College Region and Alameda County 2008-2012

<table>
<thead>
<tr>
<th></th>
<th>Chabot</th>
<th>Las Positas</th>
<th>Alameda County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Households</td>
<td>140,561</td>
<td>69,939</td>
<td>539,179</td>
</tr>
<tr>
<td>Persons per Household</td>
<td>2.98</td>
<td>2.80</td>
<td>2.75</td>
</tr>
<tr>
<td>Mean Household Income</td>
<td>$83,216</td>
<td>$129,766</td>
<td>$95,678</td>
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</tbody>
</table>

Education Level in Service Area 2008-2012

<table>
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<th>Chabot</th>
<th>Las Positas</th>
<th>Alameda County</th>
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</thead>
<tbody>
<tr>
<td>Less than High School</td>
<td>17 %</td>
<td>7 %</td>
<td>14 %</td>
</tr>
<tr>
<td>High School Degree</td>
<td>26 %</td>
<td>16 %</td>
<td>19 %</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>21 %</td>
<td>22 %</td>
<td>19 %</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>7 %</td>
<td>9 %</td>
<td>7 %</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>20 %</td>
<td>29 %</td>
<td>24 %</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>8 %</td>
<td>17 %</td>
<td>17 %</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Table DP02, [http://factfinder2.census.gov](http://factfinder2.census.gov)

Employment by College Region and Alameda County: 2013

<table>
<thead>
<tr>
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<th>Chabot</th>
<th>Las Positas</th>
<th>Alameda County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employed Residents</td>
<td>200,900</td>
<td>91,200</td>
<td>725,000</td>
</tr>
<tr>
<td>Annual Unemployment Rate</td>
<td>7.1%</td>
<td>4.3%</td>
<td>7.4%</td>
</tr>
</tbody>
</table>


Place of Birth, by College Region and Alameda County: 2008-2012

<table>
<thead>
<tr>
<th></th>
<th>Chabot</th>
<th>Las Positas</th>
<th>Alameda County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Born</td>
<td>35%</td>
<td>21%</td>
<td>31%</td>
</tr>
<tr>
<td>U.S. Born</td>
<td>65%</td>
<td>79%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Table DP02 [http://factfinder2.census.gov](http://factfinder2.census.gov)

Evidence RS-6. Primary Language Spoken at Home by Persons 5 Years and over, by College Region & Alameda County: 2008-2012

<table>
<thead>
<tr>
<th></th>
<th>Chabot</th>
<th>Las Positas</th>
<th>Alameda County</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Only</td>
<td>49%</td>
<td>73%</td>
<td>57%</td>
</tr>
<tr>
<td>Spanish</td>
<td>24%</td>
<td>9%</td>
<td>17%</td>
</tr>
<tr>
<td>Asian/Pacific Island Languages</td>
<td>20%</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Table DP02 [http://factfinder2.census.gov](http://factfinder2.census.gov)

Given fewer college-educated role models and English-speaking households, it is not surprising that fewer Chabot service area high school graduates are prepared for California State University/University of California (CSU/UC) than those graduating from the LPC service area.
The East Bay has a diversified economy, with jobs in a variety of industries (Evidence RS-7). The number of jobs is predicted to grow through 2020, while the distribution of jobs by education level is predicted to remain stable, which suggests that the same types of jobs will remain (Table below). Of the expected new jobs, 9 percent will require a vocational certificate or Associate’s degree and 26 percent a Bachelor’s degree or higher. As of the 2013-2014 academic year, most of Chabot’s programs that award students with a degree or certificate lead to jobs that are predicted to grow by 2020. (Evidence RS-8). Many of the new and emerging fields, such as biotechnology, nanotechnology, and alternative energy technology, were developed in the Bay Area, and the College has infused some of these fields into current programs such as Biology or Automotive Technology.

### Alameda County Jobs and Job Openings by Education Level: 2013 vs. 2020

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

Evidence RS-7. 2013 Employment by Industry


Total Jobs by Region
Chabot: 150,230
Las Positas: 107,884
Alameda County: 654,505
Chabot College Student Characteristics
As of fall 2014, Chabot College served over 13,300 students with approximately 4,300 full-time and 9,000 part-time students. Fewer than half attend during the day and about 20 percent attend only on evenings or Saturdays. Almost three quarters of the students live in the official Chabot service area, while the other quarter come from surrounding areas. Of Chabot students who report their educational goals, more than half (56 percent) state that they intend to transfer to a four-year college, with or without an Associate of Arts/Associate of Science (AA/AS) degree, while another 9 percent intend to earn an AA/AS degree only. Twelve percent of the students attend Chabot for occupational training or certificates, while only five percent attend for their own personal development. However, 17 percent of these students are undecided about their educational goals; about 4 percent of all Chabot students do not report a goal (Evidence RS-9).

The Chabot College student body mirrors the ethnic, age, and educational diversity of the service area. The student population comprises substantial numbers of Black/African Americans (12 percent), Asian Americans (16 percent), Filipinos (8 percent), Hispanics/Latinos (37 percent), and whites (18 percent). Six percent of students have multiracial backgrounds, while 2 percent represent other or unknown heritage groups. Between 1978 and 2014, Chabot’s student body became increasingly diverse, reflecting a parallel growth in diversity in the East Bay. During this period, the number of white students dropped from 67 percent to 18 percent, with corresponding increases in most other race/ethnicity groups, especially Hispanics/Latinos. By fall 2008, the number of Hispanics/Latinos (26 percent) had surpassed the number of whites (21 percent), and the college earned the status of a Hispanic-Serving Institution by becoming at least 25 percent Hispanic/Latino. As of fall 2014, Hispanics/Latinos now represent more than a third of the student population. Women comprise a majority (53 percent) of the student body, although the younger age groups are more gender-balanced. The student age distribution is split among students 21 years or younger (44 percent) and adult students 25 years or older (56 percent). Chabot students are now slightly younger, more likely to report an educational goal, and more likely to live in the service area. In 2008, more than half attended only during the day. In 2014, less than half attended in the day only, while an increasing number attended in the evening or Saturday only. In 2008, less than 1 percent of the students took classes only online; by 2014, ten percent of students took only online classes.

The College serves students from a variety of backgrounds. In fact, the remarkable diversity of the student body is a key characteristic of Chabot as an institution. On one hand, 43 percent of Chabot students are in the first generation of their families to attend college; so family members may not fully realize the demands of college coursework, let alone the requirements to earn a degree (Evidence RS-10). On the other hand, more than a quarter of the students are in families where at least one parent has earned a Bachelor’s degree. Students in these families might have the advantage of a clearer understanding of the requirements for college attendance, success, and persistence to a degree.

The majority of the students attending Chabot have significant academic and personal challenges. Seventy-one percent of the students live with their parents, and 59 percent of the students report household income levels of low or very low based on federal poverty rate guidelines (Evidence RS-10).
### Chabot College Student Characteristics

**Fall 2014 Census - Final Count**

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>13,323</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>7,014</td>
<td>33%</td>
</tr>
<tr>
<td>Male</td>
<td>6,166</td>
<td>46%</td>
</tr>
<tr>
<td>Other</td>
<td>143</td>
<td>1%</td>
</tr>
<tr>
<td>Race-ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>1,627</td>
<td>12%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>2,074</td>
<td>16%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,057</td>
<td>8%</td>
</tr>
<tr>
<td>Latino</td>
<td>4,906</td>
<td>37%</td>
</tr>
<tr>
<td>Native American</td>
<td>32</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>225</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>2,412</td>
<td>18%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>777</td>
<td>6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>213</td>
<td>2%</td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Citizen</td>
<td>11,373</td>
<td>85%</td>
</tr>
<tr>
<td>Permanent Resident</td>
<td>1,272</td>
<td>10%</td>
</tr>
<tr>
<td>Student Visa</td>
<td>64</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other</td>
<td>608</td>
<td>5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or younger</td>
<td>3,397</td>
<td>25%</td>
</tr>
<tr>
<td>20-21</td>
<td>2,474</td>
<td>19%</td>
</tr>
<tr>
<td>22-24</td>
<td>2,259</td>
<td>17%</td>
</tr>
<tr>
<td>25-29</td>
<td>1,955</td>
<td>15%</td>
</tr>
<tr>
<td>30-39</td>
<td>1,731</td>
<td>13%</td>
</tr>
<tr>
<td>40-49</td>
<td>823</td>
<td>6%</td>
</tr>
<tr>
<td>50 or older</td>
<td>684</td>
<td>5%</td>
</tr>
<tr>
<td>Official residence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Resident</td>
<td>9,612</td>
<td>72%</td>
</tr>
<tr>
<td>Other CA Districts</td>
<td>3,670</td>
<td>28%</td>
</tr>
<tr>
<td>Other States</td>
<td>40</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other Countries</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

**Note:** Cities in the District include *Castro Valley, Hayward, San Leandro, Pleasanton, Livermore, Pleasanton, and Dublin*

| Total New Students: 2,159 100% |

<table>
<thead>
<tr>
<th>Local residence: Cities with over 100 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayward</td>
</tr>
<tr>
<td>San Leandro</td>
</tr>
<tr>
<td>Union City</td>
</tr>
<tr>
<td>Oakland</td>
</tr>
<tr>
<td>Castro Valley</td>
</tr>
<tr>
<td>San Lorenzo</td>
</tr>
<tr>
<td>Fremont</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer students: Previous college</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Community College</td>
</tr>
<tr>
<td>California State Univ.</td>
</tr>
<tr>
<td>University of California</td>
</tr>
<tr>
<td>Out of state</td>
</tr>
<tr>
<td>CA private colleges</td>
</tr>
<tr>
<td>Out of country</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
</tbody>
</table>

| Total transfers: 2,523 100%          |

**SOURCE:** Chabot-Las Positas Institutional Research Dataset, Fall 2014 Census, Final Count

**Updated:** 03/19/2015
Additionally, over 60 percent of Chabot students work 20 or more hours per week. The need for financial assistance appears to be increasing, as the percentage of students applying for financial aid had grown from 20 percent in fall 2000 to 60 percent by fall 2013 (Evidence RS-11). All such indicators suggest that the 68 percent of Chabot students who attend part-time do so primarily for economic reasons. In addition, almost all new students enter Chabot College under-prepared for college-level work. Of new students, 77 percent require remediation in precollege mathematics and 79 percent require remediation in precollege English (Evidence RS-12).

**Evidence RS-10. Chabot Student Family Income, Parental Education, Living Situation**

### Fall 2013

**Family income level of students**
- Very low (national standards)<br>- Medium<br>- Low to medium<br>- Medium to High

**Highest educ. level of either parent**
- Less than high school<br>- High school graduate<br>- Some college<br>- BA/BS degree or higher

**Living situation of students**
- Parents<br>- Spouse/partner<br>- Relatives/friends<br>- Alone<br>- Shelter/homeless

**Student Outcomes: Success and Equity**
Most students enter Chabot intending to transfer or earn an AA/AS degree, but most need basic skills courses in English and mathematics. Therefore, success rates in basic skills courses, persistence rates into college-level courses, numbers of degrees, and numbers of transfers to
universities are important indicators of the College’s success. In addition, in such a diverse student body, it is important to ensure that these indicators are equal among ethnic groups.

In fall 2014, success rates in Chabot’s basic skills courses overall were 67 percent in English, 68 percent in English as a Second Language (ESL) and 45 percent in mathematics. Examining success rates separately for each English and math basic skills course shows that most English basic skills courses have had success rates between 50 and 70 percent since 1995 and that all of these courses had success rates above 60 percent in Fall 2014 (Evidence RS-13). However, most mathematics basic skills courses have had success rates typically around 50 percent or less (Evidence RS-14).

In the two-semester English basic skills course sequence, English 101A and English 101B, Hispanic/Latino students have had success rates similar to all students, while Black/African-American students have usually had lower success rates. For those successful in the first English basic skills course (101A), persistence rates to college English have averaged about 50 percent of all students and similarly for Hispanic/Latino students, but closer to 40 percent for African Americans. Persistence rates from English 101B to college English are much higher for all students, averaging at least 80 percent. In the accelerated one-semester English basic skills course, English 102, Hispanic/Latino students have also had success rates similar to all students, while Black/African-American students have usually had somewhat lower success rates. However, for the accelerated English basic skills course, English 102, more than 80 percent of the successful students persisted to college English, and both African Americans and Hispanics/Latinos persisted at the same rate.
Math Basic Skills Course Success Rates
Basic Math & Pre-Algebra

- MTH 103
- 104/105/105L

Math Basic Skills Course Success Rates
Elementary & Intermediate Algebra

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

Success Rate
Fall Semester
English 101A (Read, Reason, Write) Success Rates

- African-American
- Latino
- All Students

Success Rate: F97 F98 F99 F00 F01 F02 F03 F04 F05 F06 F07 F08 F09 F10 F11 F12 F13 F14

Fall Semester

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

- African-American
- Hispanic/Latino
- All Students

Success Rate: F97 F98 F99 F00 F01 F02 F03 F04 F05 F06 F07 F08 F09 F10 F11 F12 F13 F14

Fall Semester
Percent Enrolling in College Level English within 2 years out of those Succeeding in ENGL 101A, By Fall Cohorts

Percent Enrolling in College Level English within 2 years out of those Succeeding in ENGL 101B, By Fall Cohorts
In the highest basic skills math course, Math 55, the average success rate has plunged from 60 percent in 2000 to 44 percent in 2014. African Americans had success rates below the average. However, students who were successful in this math basic skills course, persistence to college-level math hovered at about 70 percent for all students, and the performance of both Latinos and African Americans was near this average.
Math 55/55A/55B (Inter. Algebra) Success Rates

- African-American
- Hispanic/Latino
- All Students

Success Rate

F94 F95 F96 F97 F98 F99 F00 F01 F02 F03 F04 F05 F06 F07 F08 F09 F10 F11 F12 F13 F14
Fall Semester

Percent Enrolling in College Level Math within 2 years out of those Succeeding in MTH 55, By Fall Cohorts

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

Percent Enrolling

Fa '00 to Su '02  Fa '01 to Su '03  Fa '02 to Su '04  Fa '03 to Su '05  Fa '04 to Su '06  Fa '05 to Su '07  Fa '06 to Su '08  Fa '07 to Su '09  Fa '08 to Su '10  Fa '09 to Su '11  Fa '10 to Su '12  Fa '11 to Su '13  Fa '12 to Su '14
Fall Cohort to End of Second Year
The number of degrees, certificates, and transfers to four-year institutions are indicators of successful completion at Chabot. The annual number of AA/AS degrees awarded by Chabot has climbed steadily since 2000, from 575 in 2000-01 to 836 in 2013-14 (Chart below, Evidence RS-15). This increase was driven by steady increases in the number of Asian American and Hispanic/Latino graduates.

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

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

The number of certificates awarded has fluctuated since 2000-01. It peaked at 306 certificates in 2006-07. In 2013-14, 241 certificates awarded. Fluctuations appear in all five of largest race/ethnicity groups (Chart below, Evidence RS-16).
Among the 2012-2013 degree and certificate graduates, almost half (47 percent) planned to transfer to a four-year college, while slightly fewer (44 percent) were planning to work (they could choose both) (Evidence RS-17). Of those planning to work, more than one-third were starting a new career and over 40 percent had a new job in the same career. Almost 80 percent of those planning to work improved their job status by attending Chabot College. The annual number of transfers to UC and CSU has declined from over 800 before 1998-99 to around 650 in 2013-14 (Evidence RS-18, Evidence RS-19). Between 2000-01 and 2013-14, the annual number of Chabot students transferring to UC remained relatively stable at 130. Most of the variation in
transfer numbers has come from CSU rather than UC. Transfers to CSU declined from over 600 students in the early 2000’s to less than 400 in 2009-10, but increased to 525 by 2013-14. The decline among CSU transfers came primarily from students who declined to identify their ethnicity or identified themselves as white.

Evidence RS-18. Trend in Number of Full Year Transfers from Chabot College to a CSU or UC

![Graph showing trend in number of full year transfers from Chabot College to a CSU or UC](image)

Evidence RS-19. Number of Full Year Transfers from Chabot College to a CSU or UC

<table>
<thead>
<tr>
<th>Univ.</th>
<th>01/02</th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU</td>
<td>613</td>
<td>660</td>
<td>564</td>
<td>636</td>
<td>580</td>
<td>556</td>
<td>624</td>
<td>588</td>
<td>379</td>
<td>492</td>
<td>511</td>
<td>449</td>
<td>525</td>
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<tr>
<td>UC</td>
<td>132</td>
<td>120</td>
<td>140</td>
<td>149</td>
<td>153</td>
<td>135</td>
<td>140</td>
<td>123</td>
<td>139</td>
<td>148</td>
<td>129</td>
<td>129</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>745</td>
<td>780</td>
<td>704</td>
<td>785</td>
<td>733</td>
<td>691</td>
<td>764</td>
<td>711</td>
<td>518</td>
<td>640</td>
<td>640</td>
<td>578</td>
<td>669</td>
</tr>
</tbody>
</table>
Note: The UC system no longer provides race/ethnicity transfer admissions data by community college.

### Number of Full Year Transfers from Chabot College to a CSU, by Ethnicity

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

Of all new students, about 38 percent become “transfer-directed” within approximately four years, by earning 12 or more units and attempting a transfer-level English or math course. Typically, fewer Latino and African American students become Transfer Directed, but the percent of Latinos has risen in the last few cohort years to match the all students average. The Transfer Ready rate, the percentage of Transfer Directed students earning at least 60 transferrable units and passing both college-level English and Math is lower for both Latino and African American students.
Programs and Services that Support Student Success
Although there are some significant differences by ethnicity in success, persistence, degree, and transfer statistics at Chabot, students who take advantage of the many student programs and services do better. The persistence of students in all ethnic groups is higher among those who went to orientation, took assessment tests, saw a counselor, and participated in support and
learning communities (Evidence RS-20). In addition, students involved in these communities also have higher rates of success in college-level English. Another program that has been shown nationally to increase student retention, Service Learning, continues to offer opportunities to Chabot students, despite budget cuts that left it with little staff. Between 2011 and 2013, the percentage of students regularly volunteering as part of their regular course increased from 14 to 19 percent (Evidence RS-21).

**Helping Students Achieve Their Educational Goals: Student Ed Goal Groups**
Chabot’s strategic plan goal is to “increase the number of students who achieve their educational goal in a reasonable time.” In order to determine whether we are meeting that goal, the Program Review and Budget Council (PRBC) needed a research method to take into account that students have different educational goals, different starting places in academic preparedness, and different speeds in moving towards their goals. To address these differences, the Office of Institutional Research (OIR) identified ten distinct groups of students among the 2,000 plus incoming students each fall. The groups were defined by their educational goal, level of assessment in English, and the number of units they were taking their first semester (Evidence RS-22). These ten groups were distinct, in both student characteristics and outcomes, across many cohorts. The college is now using these groups to determine whether more students are reaching their goals as compared to the past, and to focus existing and new grant resources on the student groups that need the most support to succeed. The small (9 percent) Laser (full-time, FT) College-ready group is always the most successful group, with all other groups substantially less successful. Consequently, new programs are focused on supporting the larger Laser (FT) Basic Skills (26 percent) and Seeker (part-time, PT) Basic Skills (25 percent) student groups, since they are mostly likely to benefit from more support.

**Evidence RS-22. Chabot College Student Educational Goal Groups**

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

There is no “typical” Chabot student, as the College serves a remarkably diverse population (Evidence RS-23). However, given the state and local trends, it is likely that Chabot will experience more growth in the number of Hispanic/Latino and Asian-American students, many of whom will come from low-income families and be the first in their families to attend college. Most students will continue to struggle academically and financially, work 20+ hours per week while attending school part-time, and require basic skills education in order to complete degree and transfer-level programs. These students comprise the Laser (FT) Basic Skills and Seeker (PT) Basic Skills students, our largest groups. It is with these trends in mind that Chabot continues to develop, nurture, expand and sustain excellent programs that have shown to work with our diverse student population.

Overall, Chabot students are satisfied with the academic and student services at the College. Satisfaction with the college, instructors, and most major student services remains at over 80 percent (Evidence RS-24). More students than ever perceive a college-wide commitment to student learning (71 percent in Fall 2013, up from 65 percent in Fall 2011), (Evidence RS-25) and over 70 percent of the students feel they have made progress on almost all of the 19 detailed outcomes of the college-wide learning outcomes; for 6 of the outcomes, over 80 percent have made progress (Evidence RS-21, Evidence RS-26). This evidence speaks to the effectiveness of Chabot programs and instruction.

Key Evidence Provided by the OIR

The OIR conducts major surveys among its constituents periodically: the staff survey is conducted every six years (coinciding with the accreditation cycle), and the student survey is conducted every other year. These surveys are multifaceted and gather comprehensive data. The two major surveys used in this report are the Spring 2014 Faculty/Staff/Administrator Accreditation Survey and Fall 2013 Student Accreditation Survey. Throughout the text they are referred to as the Spring 2014 Staff Survey and the Fall 2013 Student Survey. The results are summarized in one document (multipage) for each survey, as well as numerous shorter documents focusing on one aspect or another of the survey. All of the documents can be accessed on the OIR website, but Adobe Acrobat documents are provided. They have been assigned a specific prefix, OIR, to set them apart from the other evidence, which has been given a prefix correlating to the Standard in which it first appears (RS, I, II, III, and IV). Evidence OIR-1 through OIR-44 are the documents related to the Spring 2014 Staff Survey. Evidence OIR-45 through 62 are the documents related to the Fall 2013 Student Survey. In both cases, some of the documents provide comparisons to past survey results. The full survey data for can be found on the OIR website and are provided as Evidence RS-27 and Evidence RS-28.
Major Developments Since 2009

Chabot-Las Positas College District
Board of Trustees Started Policy Revision 2012
New District Budget Allocation Model (BAM) 2012
New District Governance Committee structure (IPBM) 2014

Chabot College

Hayward Promise Neighborhood Grant

A $25 million grant with California State University Easy Bay as the lead agency and several other funded partners, including Chabot, to work collaboratively to improve academic outcomes in a specific Hayward neighborhood. Chabot’s focus, as mandated in the grant, is to have students enter Chabot without the need for English or mathematics remediation, and complete a degree/certificate within three years. Our activities include college-readiness programs in the middle and high schools, and academic support services for the cohorts of entering Chabot students from Hayward.

Chabot College Office of Development and the Foundation

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

First Year Experience Program

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

- STEM: Science, Technology, Engineering, Math (STEM), Pre-Dentistry, Pre-Med
- Business: Accounting, Management, Marketing, Entrepreneurship, Retail Management
- CIN Social Justice: Psychology, Sociology, Ethnic Studies, Liberal Arts
- Public Service/Law: Criminal Justice and Legal Professions
- Creativity/Digital Media: Graphic & Web Design, Animation, Video Editing
- Health & Community Wellness: Health Science, Pre-Nursing, Pre-Dental Hygienist, Medical Technicians

- Exploring Pathways: Undecided and Liberal Arts

- Puente: Explores Latino themes

- Daraja: Explores African-American themes

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

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

**Design It, Build It, Ship It (DBS), a Program funded by a Dept. of Labor Trade Adjustment Assistance Act Community College Career Training Grant (TAACCCT)**

Due to the work the College did with Project Renew and the work we did with dislocated workers, the College was well-positioned to apply for this regional grant. There are several partners including Contra Costa Community College District and the Career Ladders Project. The college was awarded $1.2 million over three years to focus on the Advanced Manufacturing, Engineering, and Advanced Transportation and Logistics

**MESA Program**

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

**Passion and Purpose Courses**

These courses came out of the strategic plan goal. It is a one unit class with a one unit lab that helps students find their passion and purpose. Many students come to college either undecided about a major or field of interest as well as undecided in life. This course facilitates students exploring and developing a sense of themselves and build a community. These efforts provide substantial contributions to self and group efficacy as well as deeper understanding of their academic and life purposes, which in turn makes improvements in retention, success, and persistence. There is a service learning aspect to the class, and it was approved by the Curriculum Committee in fall 2013. Seven sections are scheduled for fall 2015, four within FYE.

**Striving Black Brothers Coalition**

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

**Habits of Mind Project**

As part of a larger state-wide effort on the habits of mind that support students in life and academic success. Over the past three years, the College has participated, using a Faculty Inquiry Group (FIG), in this project. Habits of mind are used by people who are skillful and mindful. They are, for the purposes of the project, summarized as 16 habits or skills necessary to operate in society. The FIG undertook a major student survey and produced a resource guide, which was distributed across the campus.

**Student Success & Support Program**

The College has moved assertively into implementing the state mandates from the Chancellor’s Office. The mandates require that all entering students complete or receive Orientation, Assessment, abbreviated Student Education Plans (SEPs) academic counseling, academic probation follow-up, if applicable, and other follow up services.

**Career Pathways Trust Regional Consortium Grant**

As part of an East Bay regional effort, Chabot is a key partner in a California Career Pathways Trust grant, a $15 million grant to develop regional collaborations with school districts in building career pathways in Advanced Manufacturing/Engineering, Law and Public Services, Digital Media/Information Communications Technology, and Health. Activities also include looking at dual enrollment, improved placement, work-based learning and improved counseling/student support services that help students transition from high school to college.

**Peer-Led Team Learning**

The OIR reviewed the results of all college services, programs and interventions over the last ten years to see whether they had impacts on student outcomes. FYE and Learning Community programs such as Change It Now! (CIN), Puente and Daraja Projects, and TRiO SSS ASPIRE have demonstrated consistently positive student outcomes. These programs had higher course success rates in college English and Math, and higher persistence, degree, certificate and “transfer ready” rates, all about twice the college-wide rate. Learning community programs such as MESA had higher success rates in STEM courses while providing STEM-related internship and scholarship opportunities. These effective programs included some key common elements: 1) early engagement (high school) in college; 2) comprehensive matriculation services; 3) communities of students with clear SEPs who enroll full-time; 4) Counseling support and academic planning specific to students’ interests/majors; 5) academic learning support; and 6) intrusive advising and monitoring of student progress.

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

**Measuring Progress on the Strategic Plan**

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

**Title III Grant**

In 2009, the College was awarded a Title III Strengthening Institutions Grant, which had four major goals: 1) Increase success and persistence in basic skills courses; 2) Increase success and persistence in courses supported by learning support services; 3) Develop student learning outcomes and appropriate assessments at each level; and 4) Maintain and increase enrollment by increasing persistence. The grant reached the majority of these goals, and made a major contribution towards facilitating and supporting change within the culture of the college by introducing data and insights developed in Title III activities and among Title III/Basic Skills personnel into college conversations and decision-making about improving student success and completion. Title III grant activities focused on improving persistence, success, and engagement in basic skills and college-level courses through the use of FIGs that piloted various methods of pedagogy and learning support and the use of learning assistants in classrooms. Title III also supported the college’s nascent learning assessment efforts with infrastructure and training for full-time and part-time faculty. During the life of the grant, from 2009 to 2014, these grant objectives were met: success rates increased in basic skills courses, success and engagement
increased in classes with learning support services, fall-to-fall persistence increased for students in basic skills courses and for all degree-seeking students, and persistence into the next Math level increased for Beginning and Intermediate Algebra. In addition, over 90 percent of course level student learning outcomes were written and assessed, and student learning assessment was successfully integrated into PR.
Organization of the Report

Planning for the 2015 Accreditation Report commenced in August 2013. The Academic/Faculty Senate appointed a faculty chair and the college administration appointed an Administrative Chair. The two cochairs (Executive Committee) created the accreditation timeline (See below for timeline.) and organized the start of the accreditation process. The faculty chair presented the topic of accreditation to the college community on a Staff Development Flex Day in October, 2013 (Video link http://youtu.be/SdPuWiuZmQE). Recruitment for chairs and committee members for the standard committees took place during the rest of the fall semester. Committee members were recruited by asking for members from the governance groups (Faculty Senate, Student Senate, Classified Senate and the administrative groups) as well as through communication with the college community as a whole.

The College sent representatives to the ACCJC administered training workshop at San Joaquin Delta College in October 2013. The faculty chair then trained the committee members and interested college community members on the accreditation process in general and separately on their particular standard in January 2014. The training workshops were convened to introduce the 2013 Accreditation Standards. Relevant materials were discussed and provided via the Accreditation Training Homepage (Evidence RS-29). The committees first met on Flex Day February 2014 to organize their approach to answering the standards.

In spring 2014, the Executive Committee organized a Steering Committee composed of the Standard Committee Chairs to provide a place for communication and to assist Standard Chairs in the development of the report. The meetings, which took place monthly, were used to organize the report and discuss issues that arose (Evidence RS-30). At the end of May, 2014, the first drafts were submitted to the Executive committee. The Executive Committee returned the drafts with comments by the end of July. The standard committees started on their second drafts in August of 2014 and submitted a second draft on October 31, 2014. Identification of issues, questions, additional references, or additional material began in November and continued through February, when editing towards the completed document began. During April, the draft document was posted for general comments, circulated among Standard Chairs, and submitted to the Shared Governance groups for approval, ending with the Board approval in July.
2015 Accreditation Self Evaluation Timeline

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

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

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

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

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

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

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

January – February 2015
- Executive Committee works with Standard chairs to edit drafts
March – April 2015
- March – Early April Editor completes Draft
- Mid-April – Executive Committee/ Standard Chairs Review/Edit Draft
- April 21 Board Presentation on Progress
- April 22 – Draft Posted to the community for Comments

May 2015
- May 12 and May 14 College Forums
- May 15 All College Comments due
- May 21 Academic Senate approves Draft
- May 27 College Council approves Draft

June-July 2015
- June 16 Board receives the Draft for comments (First reading)
- July 21 Board Approves the Self Evaluation Report (Second Reading)
- July 31 College sends the report and all required documents to the ACCJC

October 2015
- October 5 Monday: The Team Arrives.
Executive Committee

Accreditation Liaison Officer/Cochair: Stacy Thompson (Administrator)
Faculty Cochair: Jim Matthews (Faculty)
Resource: Gene Groppetti (Ret. Administrator)

Accreditation Chairs/Steering Committee

Accreditation Liaison Officer: Stacy Thompson (Administrator)
Faculty Co-Chair: Jim Matthews (Faculty)
Administrative Cochair: Stacy Thompson (Administrator)
Standard 1 Cochair: William Hanson (Faculty)
Standard 1 Cochair: Tim Dave (Administrator)
Standard 1A Resource: Carolyn Arnold (Faculty)
Standard 2A Cochair: Jan Novak (Faculty)
Standard 2A Cochair: Stacy Thompson (Administrator)
Standard 2A Resource: Gene Groppetti (Ret. Administrator)
Standard 2B Cochair: Matthew Kritscher (Administrator)
Standard 2B Cochair: Sadie Ashraf (Faculty)
Standard 2C Cochair: Pedro Reynoso (Faculty)
Standard 2C Cochair: Deonne Kunkel (Faculty)
Standard 2C Cochair: Jane Wolford (Faculty)
Standard 3A Cochair: Donna Gibson (Faculty)
Standard 3A Cochair: David Betts (Administrator)
Standard 3B Cochair: Scott Hildreth (Faculty)
Standard 3B Cochair: Dale Wagoner (Administrator)
Standard 3C Cochair: Kathryn Linzmeyer (Administrator)
Standard 3C Cochair: Paulette Lino (Administrator)
Standard 3D Cochair: Dave Fouquet (Faculty)
Standard 3D Cochair: Connie Willis (Administrator)
Standard 4 Cochair: Jason Ames (Faculty)
Standard 4 Chair: Sara Parker (Faculty)

Support Staff:
- Editor: Patricia Shannon (Faculty)
- Evidence Repository: Rachael Tupper-Eoff (Staff)
- Institutional Research: Carolyn Arnold (Faculty) and Jeremy Wilson (Staff)
- Cover Artists: Aaron Deetz (Faculty) and Mark Schaeffer (Faculty)
Accreditation Standard Committee Membership

1A/1B Mission/Effectiveness, CoChair, William Hanson (Faculty), Tim Dave (Administrator)
Members: Staff: Karen Silva, Mary Ines, Cheryl Sannebeck, Administrator: Tim Dave
Faculty: Christine Santiago, Clayton Thiel, Kathy Kelly, Carolyn Arnold, Deonne Kunkel, Dmitriy Kalyagin

2A Instruction, CoChairs: Stacy Thompson (Administrator), Jan Novak in Spring 2014 (Faculty),
Gene Groppetti Fall 2014–Spring 2015 (Retired Administrator) Members: Staff: Nancy Cheung,
Catherine Powell; Administrator: Tom Clark; Faculty: Felicia Tripp, Cynthia Stubblebine, Carlo Enriquez,
Michael Thompson, Mark Schaffer, Ken Grace, Wayne Pitcher, Julie Coan, Ruth Kearn, Terri Scheid, Janice Tanemura, Connie Telles, Jane Valley; Student: Chris Gutierrez

2B Student Services, CoChairs: Matt Kritscher (Administrator), Sadie Ashraf (Faculty)
Members: Staff: Katrin Field, Stacey Moore, Noell Adams, Bedilla Ramirez, Philomena Franco,
Susan Ficus, Nathaniel Rice, Deborah Laase; Administrators: Paulette Lino, Kathy Linzmeyer
Faculty: Kathleen Allen, Becky Plaza, Michael D’Aloisio, Naoma Mize, Patricia Molina,
ValJean Dale, Sandra Genera, Jeanne Wilson, Boris Polishchur, Shirley Pejman, Stephanie Zappa; Students: Nakisha Thompson, Dillon Pieters

2C Library, CoChairs: Pedro Reynoso Faculty), Deonne Kunkel and Jane Wolford (Faculty)
Members: Staff: Rachael Tupper-Eoff, Heather Hernandez, Roland Belcher; Administrator:
Marcia Corcoran; Faculty: Norman Buchwald, Debbie Buti, Veronica Martinez, Homeira Foth, Alisa Yungerman, Rani Nijjar;

3A Human Resources, CoChairs: David Betts (Administrator), Donna Gibson and Jim Matthews
(Faculty); Members: Staff: K Metcalf, Nancy Soto; Administrators: Wyman Fong, Vanessa Cormier; Faculty: Don Plondke, Mireille Giovanola, Adrain Huang, Doris Hanhan

3B Physical Resources, CoChairs, Dale Wagoner (Administrator), Scott Hildreth, (Faculty),
Members: Staff: Gregory Correa, Bedilia Ramirez; Faculty: Michelle Sherry, Jeff Drouin

3C Technology, Chair, Kathy Linzmeyer (Administrator), Members: Staff: Minta Winsor, Lisa
Ulibarri, Gordon Watt, Kim Cao; Administrator: Jeannine Methe (District); Faculty: Mike Sherburne, Aldrian Estepa Wayne Phillips

3D Finance, CoChairs, Connie Willis (Administrator), Dave Fouquet (Faculty); Members: Staff:
Yvonne Vanni, Heather Hernandez, Rosie Mogle, Barbara Yesnosky (District); Administrators;
Judy Hutchinson (District), Maria Ochoa (Foundation); Faculty: Agnello Braganza

4A/4B Governance, CoChairs, Jason Ames (Faculty), Sara Parker (Faculty); Members:
Staff: Debra Kling, Steve Stevenson; Administrator: Carla Walter; Faculty: Jerry Egusa, Kristin Land; Students: Nijel Quadri, Luis Flores.
Chabot College Accreditation Report

Organization Charts

Chabot College
Administration
Organizational Chart

College President
Susan Sperling, Ph.D.

Vice President
Administrative Services
Connie Willis

*Executive Assistant
Rosie Mogle

Director
Campus Safety & Security
Sergeant Antonio Puente
(Hayward Police Department)

Director
California Early Childhood
Mentor Program
Linda Olivenbaum
Assistant Director
Ellen Morrison

*Executive Assistant
Vacant

Dean
Applied Technology & Business
Kristin Lima, Ed.D.

Dean
Arts, Humanities & Social Sciences
Carla Walter, Ph.D.

Dean
Health, Kinesiology & Athletics
Dale Wagone

Dean
Language Arts
Marcia Corcoran, Ph.D.

Dean
Math & Sciences
Timothy Dave, Interim

Manager
Children’s Center
Vanessa Cornier

Vice President
Academic Services
Stacy Thompson, Ed.D.

*Executive Assistant
Vacant

Dean
Admissions & Records/International Students/Veterans
Paulette Lino

Director
Career Pathways & Education Program
Nancy Soto

Director
Financial Aid
Kathryn Linzmeyer

Vice President
Student Services
Matthew Krietscher Ed.D.

*Executive Assistant
Bella Witt

Dean
Counseling
Valjean Dale, Interim

Dean
Special Programs & Services
Jeannie Wilson, Ed.D., Interim

Executive Director
Development & Grants
Maria Ochoa, Ph.D.

Director
Development & Grants
Yvonne Wu Craig, Interim

Revised 04/02/2015
President’s Office

*Non-Administration Confidential
CLPCCD Functions and Task Map – Summary of Functions

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

Standard I: Institutional Mission and Effectiveness

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

<table>
<thead>
<tr>
<th></th>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</td>
<td>P</td>
</tr>
<tr>
<td>2.</td>
<td>The mission statement is approved by the governing board and published.</td>
<td>SH</td>
</tr>
<tr>
<td>3.</td>
<td>Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</td>
<td>P</td>
</tr>
<tr>
<td>4.</td>
<td>The institution’s mission is central to institutional planning and decision-making.</td>
<td>P</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</td>
<td>P</td>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
<td>P</td>
</tr>
<tr>
<td>3.</td>
<td>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.</td>
<td>P</td>
</tr>
<tr>
<td>4.</td>
<td>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.</td>
<td>P</td>
</tr>
</tbody>
</table>
**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.

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<td>1.</td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>2.</td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td>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.</td>
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<td>c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</td>
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<td>d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</td>
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<td>e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</td>
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<td>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.</td>
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<td>g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</td>
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<td>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.</td>
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<td></td>
<td>i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.</td>
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<td>3.</td>
<td>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:</td>
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<td>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.</td>
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<td>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.</td>
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<td>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</td>
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<td>4.</td>
<td>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</td>
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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.  

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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.

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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.

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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.

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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.

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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.

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

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

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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.

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</table>
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 |

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**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.

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<tr>
<td>1.</td>
<td>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.</td>
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<td>2.</td>
<td>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.</td>
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<td>3.</td>
<td>The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</td>
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<td>a.</td>
<td>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.</td>
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<td>b.</td>
<td>The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</td>
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<td>c.</td>
<td>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.</td>
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<td>d.</td>
<td>The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</td>
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<td>e.</td>
<td>The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</td>
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<td>f.</td>
<td>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.</td>
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</table>
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.

**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.

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<tr>
<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>d. The institution provides effective maintenance and security for its library and other learning support services.</td>
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<td>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</td>
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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.

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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.

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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.

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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.

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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.

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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.

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d. The institution upholds a written code of professional ethics for all of its personnel.

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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.

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.

   a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

   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.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

   a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

   b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

   c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

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.

   a. The institution plans professional development activities to meet the needs of its personnel.

   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.

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.

**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.

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<td>1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.</td>
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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.
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.

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<tr>
<td>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.</td>
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   a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. | S | P |

   b. The institution provides quality training in the effective application of its information technology to students and personnel. | SH | SH |

   c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. | SH | SH |

   d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services. | P | S |

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. | P | S |
### D. FINANCIAL RESOURCES

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

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<th>1. The institution relies upon its mission and goals as the foundation for financial planning.</th>
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<td>a. Financial planning is integrated with and supports all institutional planning.</td>
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<td>b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</td>
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<td>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.</td>
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<td>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.</td>
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<th>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.</th>
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<tr>
<td>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.</td>
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<td>b. Appropriate financial information is provided throughout the institution.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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**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.

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<td>1.</td>
<td>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.</td>
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<td>2.</td>
<td>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.</td>
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<tr>
<td>a.</td>
<td>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.</td>
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<tr>
<td>b.</td>
<td>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.</td>
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<td>3.</td>
<td>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.</td>
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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.

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<th>College</th>
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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.

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<th>College</th>
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### 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.

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<th>College</th>
<th>District</th>
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</table>

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.

   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.

   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.

   c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

   d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

   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.

   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.

   g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code. | S | P
---|---
i. The governing board is informed about and involved in the accreditation process. | SH | SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges. | S | P

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. | P | S
---|---
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate. | P | S
b. The president guides institutional improvement of the teaching and learning environment by the following:
   • establishing a collegial process that sets values, goals, and priorities;
   • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; | P | S
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges. | P | S
d. The president effectively controls budget and expenditures. | P | S
e. The president works and communicates effectively with the communities served by the institution. | P | S

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board. | S | P
---|---
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. | S | P
b. The district/system provides effective services that support the colleges in their missions and functions. | S | P
<table>
<thead>
<tr>
<th></th>
<th>District/College Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</td>
</tr>
<tr>
<td>d.</td>
<td>The district/system effectively controls its expenditures.</td>
</tr>
<tr>
<td>e.</td>
<td>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.</td>
</tr>
<tr>
<td>f.</td>
<td>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.</td>
</tr>
<tr>
<td>g.</td>
<td>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.</td>
</tr>
</tbody>
</table>
CLPCCD Task Map – Summary of Functions

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

1. THE FOLLOWING ARE “CENTRALIZED” CLPCCD DISTRICT FUNCTIONS (DISTRICT IS PRIMARY):

   A. HUMAN RESOURCES (III A – Human Resources)
      a. COLLECTIVE BARGAINING
      b. WORKERS’ COMPENSATION, HEALTH AND WELFARE
   B. MAINTENANCE AND OPERATIONS (III B – Physical Resources)
   C. INFORMATION TECHNOLOGY (IIIC – Technology Resources)
      a. TECHNOLOGY SERVICES AND APPLICATIONS – BANNER AND OTHER INTEGRATED THIRD PARTY SYSTEMS, APPLICATION DEVELOPMENT, DATABASE ADMINISTRATION
      b. INFORMATION ACCESS AND REPORTING
      c. INTERNET/EMAIL SERVICES
      d. VIDEO CONFERENCING
      e. TELECOMMUNICATIONS
      f. NETWORK MANAGEMENT
      g. HELP DESK SERVICES
      h. TECHNOLOGY DEVELOPMENT AND PLANNING
      i. SERVER MANAGEMENT
      j. BACK-UP AND RECOVERY
      k. DESKTOP SUPPORT
      l. CLASSROOM AND COMPUTER LAB SUPPORT
      m. MEDIA SERVICES/AUDIO VISUAL
D. BUSINESS SERVICES (III D – Financial Resources)
   a. ACCOUNTING
   b. PAYROLL (COMPENSATION)
   c. PURCHASING
E. FINANCE (III D – Financial Resources)
   a. ECONOMIC ANALYSIS
   b. CASH FLOW ANALYSIS
F. RISK MANAGEMENT (III D – Financial Resources)
   a. GENERAL LIABILITY

2. THE FOLLOWING ARE “DE-CENTRALIZED” CLPCCD COLLEGE FUNCTIONS FOR BOTH CHABOT AND LAS POSITAS COLLEGES (COLLEGE IS PRIMARY):
   A. ACADEMIC SERVICES (II A – Instructional Programs)
   B. ADMISSIONS, RECORDS, & REGISTRATION (II B – Student Support Services)
   C. ATHLETICS (II A – Instructional Programs)
   D. AUXILIARY SERVICES (II B – Student Support Services)
      a. BOOKSTORE
      b. FOOD SERVICES
      c. STUDENT GOVERNMENT
   E. CATALOG/SCHEDULE DEVELOPMENT (II A – Instructional Programs)
   F. CHILD DEVELOPMENT SERVICES (II A – Instructional Programs)
   G. DSPS -DISABLED STUDENTS PROGRAM AND SERVICES (II B – Student Support Services)
   H. EOPS -EXTENDED OPPORTUNITIES PROGRAM AND SERVICES (II B – Student Support Services)
   I. FINANCIAL AID (II B – Student Support Services)
   J. FOUNDATION (III, IV)
K. GRAPHIC DESIGN/DUPLICATING (II B – Student Support Services)
L. INSTRUCTION (II A – Instructional Programs)
  a. CURRICULUM DEVELOPMENT
M. LIBRARY/LEARNING RESOURCES (II C – Library and Learning Support Services)
  a. LIBRARY
  b. TUTORING
N. ONLINE INSTRUCTION/SERVICES – BLACKBOARD (II A – Instructional Programs)
O. PROGRAM DEVELOPMENT AND REVIEW (II A – Instructional Programs)
  a. PROGRAM DEVELOPMENT
  b. PROGRAM REVIEW
P. RESEARCH (II B – Student Support Services)
Q. STUDENT LEARNING OUTCOMES (II A – Instructional Programs)
R. STUDENT SERVICES (II B – Student Support Services)
S. TELEVISION STUDIO (II A – Instructional Programs)
T. VOCATIONAL PROGRAMS (II A – Instructional Programs)
U. VTEA (II A – Instructional Programs)

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

A. BUDGET DEVELOPMENT (III D – Financial Resources)
B. FACILITIES PLANNING AND CONSTRUCTION -COLLEGE COMMITTEES AND DISTRICT-WIDE COMMITTEE (III B – Physical Resources)
C. GRANT DEVELOPMENT (III D – Financial Resources)
  a. Development and writing of the grant (Done at the Colleges)
  b. Grant Fiscal Management and Audit Control (Done by District)
D. HUMAN RESOURCES (III A – Human Resources)
a. PRIORITIZING, ALLOCATION, AND PLACEMENT OF STAFF AT APPROPRIATE LOCATION

E. INFORMATION TECHNOLOGY (IIIC – Technology Resources)
   a. WEBSITE SERVICES (WEBMASTER FOR EACH COLLEGE AND DISTRICT)

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

G. TRAINING
   a. STAFF DEVELOPMENT (III A – Human Resources)
   b. INFORMATION TECHNOLOGY (IIIC – Technology Resources)

H. WORKFORCE/ECONOMIC DEVELOPMENT (II A – Instructional Programs)
Certification of Continued Compliance with Eligibility Requirements

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

1. Authority

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

2. Mission

The current mission statement was developed in fall 2013 to better align with the current Accreditation Standards (Evidence RS-31). The mission statement was then approved by College Council in March 2014 and approved by the Board in March 2014 and is published in the Catalog (Evidence RS-32).

3. Governing Board

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

4. Chief Executive Officer

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

5. Administrative Capacity

Chabot College has sufficient positions to support its mission and purpose. Two administrative positions are filled on an interim basis (Dean of Science and Mathematics and the Dean of Counseling). These positions are advertised and should be filled by permanent employees by fall 2015. Appropriate administrative preparation and experience are addressed as part of the employment process.
6. **Operational Status**

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

7. **Degrees**

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

8. **Educational Programs**

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

9. **Academic Credit**

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

10. **Student Learning and Achievement (Formerly Educational Objectives)**

Chabot College defines and provides all program educational objectives in all its course outlines (Evidence RS-33). Each course and program offered at the College has defined and measurable student learning outcomes (SLO) (Evidence RS-42). All student learning outcomes, regardless of mode of delivery, are assessed by faculty. The College has defined and assessed college wide learning and is developing further institutional student learning outcomes for its General Education program. The College documents its student learning assessment within program review.

11. **General Education**

Chabot College adheres to the District Board Policy (BP) 4025 Philosophy and Criteria for Associate Degree and General Education (Evidence RS-34) as well as California Code of Regulations, Title 5, Education, Section 55061. Chabot College incorporates into its degree programs 19 units (AS) to 25 units (AA) of general education (GE) courses, which include areas of study that mature the mind, enrich family and widen social and ethnic relationships, and develop skills and aptitudes that can aid the student in furthering personal and social usefulness and to live in the environment as a thinking and contributing citizen. The GE Graduation Requirements include completing courses in language and rationality, natural sciences, humanities, social and behavioral sciences, wellness, American institutions, American cultures and demonstrating a mathematics proficiency through a course or a proficiency text. The State of California Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in
California Education Code Section 66746-66749 guarantees admission to a CSU campus for any community college student who completes an “associate degree for transfer. Students receiving the Associate of Arts (AA-T) or Associate of Science (AS-T) do not have to have their GE courses certified. Associate Degree for Transfer is posted on their transcript, which is accepted by CSU as completing admissions and lower division general education requirements. Students are not required to complete any Chabot College GE or Graduation proficiency requirements.

12. Academic Freedom

The BP 4030 codifies Academic Freedom rights in the CLPCCD (Evidence RS-35) and is found in the Catalog.

13. Faculty

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

14. Student Services

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

15. Admissions

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

16. Information and Learning Resources

Information and learning resources and services to students and employees at Chabot College consist of specific services in the following areas: the Library, the Learning Connection tutorial centers (Peer Academic Tutoring Help (PATH), the STEM (Science, Technology, Engineering, and Mathematics) Center, and the Writing and Reading Across the Curriculum (WRAC) Center) and the computer laboratories. 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; all constituent groups have an opportunity to participate in
budget development. The District currently maintains a BOT 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 CLPCCD. 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 BOT.

19. **Institutional Planning and Education**

Institutional planning at Chabot College is a collegial process involving all governance bodies: College Council; Academic, Classified and Student Senates and the College Enrollment Management Committee. The primary responsibility of the PRBC, along with its subcommittee, the College Budget Committee, is to address planning and budget issues.

20. **Integrity in Communication with the Public**

Chabot College reviews and publishes the *Catalog* biannually with an addendum in the second year, and *Class Schedules* are published each term (Evidence RS-36). These publications are posted on the Chabot College website as is all of the College’s public information. These publications provide comprehensive and accurate information regarding admission, rules and regulations, degrees, grievance procedures, costs and refunds, and academic qualifications of its faculty and administrators.

21. **Integrity in Relations with the Accrediting Commission**

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

Signed: ________________________________________________________________

Susan Sperling, President, Chabot College

____________________________________________________

Donald L. Gelles, President, CLPCCD Board of Directors
Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

Chabot College last submitted a Distance Education (DE) Substantive Change Proposal to the Commission in April, 2009. Every year, the College submits an annual report on DE to the BOT (Evidence RS-37). Each report discusses ACCJC Accreditation Policies as well as federal and state regulations and how the College creates policies and procedures based on those policies and regulations. In response to the 2013 ACCJC Substantive Change Manual, the District BOT approved new policies, “Distance Education Quality” and Distance Education – Authentication and “Verification of Student Identity” (Evidence RS-38).

Policy on Institutional Compliance with Title IV

Chabot College complies with the requirements of Title IV of the Higher Education Act. Chabot College follows the federal regulations that require first-time borrowers of Direct Loans are to receive entrance counseling available at studentloans.gov. The College directs students to that site. At Chabot College, all Title IV and State Student Eligibility Requirements and Policies are stated in the Financial Aid Handbook and on the College Financial Aid website.

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

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

The Student Financial Aid Default rates for the past three years are as follows (Evidence RS-39)

- 3 year official (2011): 23.2%
- 3 year official (2010): 29.6%
- 3 year official (2009): 26.8%

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

**Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

Chabot College provides clear and accurate information to students and the public in all College publications and through the website. The College utilizes the College Website, the Catalog (printed and online) and the Schedule of classes as primary outreach tools. These resources are focused primarily on course and education program information along with regulatory and enrollment information related to educational programs.

**Policy on Institutional Degrees and Credits**

**Academic Study**

Chabot College conforms to BP 4020 (Evidence RS-40); BP 4025 Philosophy and Criteria for Associate Degree and General Education (Evidence RS-34); BP 4100 Graduation Requirements for Degrees and Certificates (Evidence RS-41), and California Code of Regulations Title 5 (Education) Section 55002.5 (Credit Hour). The College uses the Carnegie unit to define the credit hour. The appropriate formula for credit hour is defined within the CurricUNET management system, which the College uses for developing and maintaining curriculum. Thus, the college ensures accuracy and consistency in assigning credit hours.

Examples include:

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

The Catalog states information on requirements for all degrees, including the requirement that graduation with a degree is based upon completion of 60 units of lower-division college-level work.

**Levels of Appropriate Rigor**

The curriculum approval process ensures consistency that faculty approved standards are upheld for every course and program approved by the Curriculum Committee. Additionally, the faculty discuss appropriate rigor at the department level and through the work of the Academic/Faculty Senate.

**Student Learning Outcomes**

Each course and program offered at Chabot College has defined and measurable SLOs (Evidence RS-42). These SLOs are assessed through a variety of methods. The college has defined SLOs through its institutional learning outcomes for GE. Program learning outcomes (PLOs) for each program are published in the Catalog. Every course across all modes of delivery and locations
Chabot College Accreditation Report
Requirements/Policies

follows the course outline of record (COR) and the defined student learning outcomes. As part of the Program Review (PR) process, the SLOAC works with faculty and staff to define program and course student learning outcomes, identify appropriate assessment methods, develop timelines and assessment plans for all program and course student learning outcomes, and implement assessment. Chabot College publishes SLOS for every course on its PR website.

Assessment Results Provide Sufficient Evidence of Student Achievement

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

Policy on Institutional Integrity and Ethics

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

Upholds and Protects the Integrity of its Practice

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

Responding to Commission Requests

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

Institution Reports Clear and Accurate Information

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

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

The BP Chapter 4 addresses several aspects of integrity in hiring and preventing conflict of interest. The District Human Resources (HR) Department has written hiring guidelines for all classes of employees and ensures that the guidelines are consistently followed. The BOT adopted its own policies to govern Conflict of Interest (Evidence RS-43) and Code of Ethics/Standards of Practice (Evidence RS-44). Student responsibilities are outlined first in BP 5512 (Evidence RS-45), then further delineated in the Catalog under “Student Rights and Responsibilities.” Students are subject to disciplinary action for “dishonesty, such as cheating, plagiarism or furnishing false information to the college, forgery, alteration or misuse of college documents, records or identifications.” Sanctions for violations are listed on the same page.
Institution Demonstrates Integrity and Honesty in Interactions with Students

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

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

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

Institution Cooperates with Commission on Site Visits

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

Institution Establishes Process to Receive and Address Complaints about Operations

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

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

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

Signed: __________________________________________

Susan Sperling, President, Chabot College

__________________________________________________

Donald L. Gelles, President, CLPCCD Board of Director
### Required Evidentiary Documents for Financial Review

**Evidence RS-46.**

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<tbody>
<tr>
<td>1</td>
<td>Chabot Las Positas Community College District</td>
<td>Chabot College</td>
<td>26-May-15</td>
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<tr>
<td>2</td>
<td>Required Evidentiary Documents for Financial Review</td>
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<tr>
<td>3</td>
<td>Supplemental Guidelines for Standard III.D for CALIFORNIA PUBLIC INSTITUTIONS</td>
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<tr>
<td></td>
<td>ACCREDITATION Questions</td>
<td>Short Answer</td>
<td>Required Evidence</td>
<td>Link to Evidence</td>
<td></td>
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<tr>
<td>7</td>
<td>4. Does the College Mandate a minimum 5% unrestricted reserve of cash or cash equivalent?</td>
<td>Yes, the District requires a minimum prudent reserve of 5%</td>
<td>Audit Report</td>
<td>AP 6305 <a href="http://www.clpccd.org/board/documents/AP6305Reserves.pdf">http://www.clpccd.org/board/documents/AP6305Reserves.pdf</a>; 311 reports in Question #3</td>
<td></td>
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<td>8</td>
<td>5. Has the State Chancellor's Office had to intervene regarding fiscal stability or compliance?</td>
<td>No</td>
<td>Letter of agreement between the State Chancellor's Office and District, Chancellor's Office communication document, Fiscal Health Certificate</td>
<td>N/A</td>
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<tr>
<td>Requirement</td>
<td>Question</td>
<td>Answer</td>
<td>Notes</td>
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<tr>
<td>6.10</td>
<td>Does the college have long-term debt financing?</td>
<td>Yes</td>
<td>Audit Report; district has issued $498,000,000 in general obligation bonds.</td>
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<tr>
<td>8.1</td>
<td>Does the institution have limits on accrual of unused vacation time? Compensatory time? Is the institution enforcing it policy on limits?</td>
<td>Yes, we have limits on accrual of unused vacation time and compensatory time. Yes, the District is enforcing the limits.</td>
<td>Leave Accrual Policy for Contract Agreement and Labor Agreements. Board Policies, Human Resource Records. SEIU bargaining agreement in #7.</td>
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<tr>
<td>10.1</td>
<td>Does the fiscal entity have obligations for future compensation expenditures driven by collective bargaining agreements or other agreements? (Corporate buyouts, management/employee agreements, etc.)? If so, what are they? Of what significance are they? What is the plan for funding these future obligation?</td>
<td>The District and SEIU just agreed to a 2% increase to the salary schedule effective 1/1/2015; a 2% off-schedule payment; and a 1.58% (statutory COLA) increase to the salary schedule effective 7/1/2015.</td>
<td>Current Bargaining agreements: District Funding Plan; Executive Office agreements regarding buy-out and other conditions of employment. New SEIU contract not yet posted to the website. 2% increase effective 1/1/2015 and 2% off-schedule payment funded with reserves. Statutory COLA increase effective 7/1/2015 funded in the 2015-16 operating budget.</td>
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<tr>
<td>11. Does the institution and the foundation have a agreement/contract on the role of the foundation? Does it require that the foundation have an independent audit?</td>
<td>Yes</td>
<td>Yes</td>
<td>Copy of the Agreement; Copy of the Foundation audited financial statements (3 years); Required Continuing Disclosure submittal</td>
<td>I sent in a separate email a) the master agreement with the Foundation for the Chabot-Las Positas Community College District and the last three years of audit reports, b) the master agreement with the Friends of Chabot College (this foundation has not had a formal audit yet), and c) the Bylaws for the Las Positas College Foundation</td>
<td></td>
</tr>
<tr>
<td>12. Does the college have policies and procedures regarding purchasing? Are they being followed?</td>
<td>Yes</td>
<td>Yes</td>
<td>Self Certification; Policies</td>
<td>We have no self certification for purchasing. The auditors do test our internal controls and purchasing is one area they examine. In addition, our processes are tested in the audit of the Measure B fund. We have had no findings related to our purchasing procedures. policies and procedures: <a href="http://www.clpccd.org/board/documents/BP6330/PurchasingRev.3-22.13_000.pdf">http://www.clpccd.org/board/documents/BP6330/PurchasingRev.3-22.13_000.pdf</a> <a href="http://www.clpccd.org/board/documents/BP6340ContractsRev.3-22-13_000.pdf">http://www.clpccd.org/board/documents/BP6340ContractsRev.3-22-13_000.pdf</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Is there evidence that the institution monitors student financial aid obligations such as student default loan rates and compliance with federal regulations?</td>
<td>You need to get this information from the college financial aid office</td>
<td>Annual Financial Report, Financial Aid Compliance reports</td>
<td>Federal financial aid included in the Schedule of Federal Expenditures in the audited financial reports, see #1</td>
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<tr>
<td>19</td>
<td>15</td>
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</tbody>
</table>
Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

Recommendation 1

In order to meet the Commission’s 2012 deadline, the team recommends that the college accelerate its efforts to identify measurable student learning outcomes for every course, instructional program, and student support program and incorporate student learning outcomes assessments into course and program improvements. (Standards I.B, I.B.1, II.A.1, II.A.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.e.f, III.A.2.i, II.A.3, II.B.4, II.C.2)

Response to Recommendation 1

The College has devoted significant time and resources to learning assessment, with major efforts during Flex Days to train faculty, and release time and/or stipends for the chair of the SLOAC. All courses have SLOs. Those outcomes are assessed during a three-year cycle, and reporting on both those outcomes and suggested changes to enhance student learning are a required element of PR (Evidence I-23). Chabot College identifies and assesses SLOs for its courses, certificates and degrees and uses assessment results for course and program improvements. The SLOs include CLOs, PLOs, and College-Wide Learning Goals. The language used for the CLOs, PLOs and CWLGs is taken from Bloom’s Taxonomy. Each active course is required to have CLOs. The number of CLOs needed per course is determined by the course content. In general, 3-5 CLOs are required to cover a 3-unit course. The PLOs assess program goals and are mapped to the CLOs. Faculty are asked to develop two PLOs per program. Every semester, primarily during Flex Days, faculty meet in their disciplines to share and discuss assessment results as part of the PR process. Plans are then developed for the improvement of instruction to enhance the learning process. This dialogue and evaluation is recorded in the division’s PR. Chabot has completed at least one outcomes assessment cycle for all courses with a second due for completion in spring 2015. The assessment cycle is embedded into the PR process and tied to requests for resources to improve student learning. As of May 31, 2015, the SLOAC Committee has determined, by a manual count, that 72.46 percent of our courses are actively being assessed, discussed, and documented. The percentage excludes the Medical disciplines which are expected to have their assessments done for their own accreditation reports. Other assessments are still being recorded by the SLOAC Committee. Here is a breakdown of the results by division:
<table>
<thead>
<tr>
<th>Division</th>
<th>CLOs Completed</th>
<th>CLOs Not Completed</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math &amp; Science</td>
<td>69</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>DSPS</td>
<td>16</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>62</td>
<td>9</td>
<td>87.32%</td>
</tr>
<tr>
<td>Applied Tech &amp; Business</td>
<td>124</td>
<td>29</td>
<td>81.05%</td>
</tr>
<tr>
<td>Arts, Humn, &amp; Soc Sci</td>
<td>227</td>
<td>55</td>
<td>80.50%</td>
</tr>
<tr>
<td>Counseling</td>
<td>17</td>
<td>16</td>
<td>51.52%</td>
</tr>
<tr>
<td>Health, PE, &amp; Athl</td>
<td>88</td>
<td>121</td>
<td>42.11%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>605</strong></td>
<td><strong>230</strong></td>
<td><strong>72.46%</strong></td>
</tr>
</tbody>
</table>

Program outcomes have been developed for all certificate and degree programs, and assessment and reflection occurs through the PR process (See Standard IB). As of May 31, 2015, the SLOAC committee has determined that 84.3 percent of the PLOs assessed and documented.

<table>
<thead>
<tr>
<th>Division</th>
<th>Programs</th>
<th>Programs w/ PLOs Written</th>
<th>Discussed and Documented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Humn &amp; Soc Sci</td>
<td>53</td>
<td>53 – 100.0%</td>
<td>53 – 100.0%</td>
</tr>
<tr>
<td>Applied Tech &amp; Bus</td>
<td>64</td>
<td>56 – 87.5%</td>
<td>47 – 73.4%</td>
</tr>
<tr>
<td>Counseling</td>
<td>9</td>
<td>9 – 100.0%</td>
<td>9 – 100.0%</td>
</tr>
<tr>
<td>Health PE &amp; Athletics</td>
<td>19</td>
<td>19 – 100.0%</td>
<td>10 – 52.6%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>7</td>
<td>7 – 100.0%</td>
<td>7 – 100.0%</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>1 – 100.0%</td>
<td>1 – 100.0%</td>
</tr>
<tr>
<td>Science &amp; Math</td>
<td>13</td>
<td>13 – 100.0%</td>
<td>13 – 100.0%</td>
</tr>
<tr>
<td><strong>Chabot</strong></td>
<td><strong>166</strong></td>
<td><strong>158 – 95.2%</strong></td>
<td><strong>140 – 84.3%</strong></td>
</tr>
</tbody>
</table>
Recommendation 2

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

Response to Recommendation 2

The college has made great strides in integrating the results of program review with unit planning, student learning outcomes and assessments, and institutional planning and budgeting to inform its resource allocations and institutional effectiveness initiatives. The revised Program Review (PR) process is utilized annually and was reviewed for improvement and modified at the conclusion of the 2010-2011 year of its use with input from the SLOAC, the Budget Committee, Academic and Student Services Deans’ Councils and the Planning, Review and Budget Council (PRBC). Student learning and program outcome assessment results are now a required element of the annual PR submissions, and are forwarded to the SLOAC for further review and feedback. Student success and equity data are also easily accessible and posted annually on the college website. Disciplines are required to comment on their learning from the assessments and to incorporate plans for improvement in annual plans and budget requests. Those budget requests are then reviewed in the Budget Committee, and requests are funded in keeping with both college-wide goals and discipline-specific student learning improvement priorities. This also includes efforts to integrate technology-related requests into the program review process.

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

Recommendation 3

In order to meet the Commission’s 2012 Deadline the team recommends that the library and Learning Connection unit develop and implement an outcomes assessment process linking their respective planning for resources and services to the evaluation of student needs. Chabot should use the evaluation of services to provide evidence that these services contribute to the achievement of student learning outcomes and serve as a basis for improvement of student success. This work should be done in conjunction with the office of research. (Standards I.A.1, I.B, I.B.1, II.B.1, II.B.3, II.B.4)

Response to Recommendation 3

In response to Recommendation 3, the Chabot College Library and the Learning Connection (LC) have developed PLOs and assessments, Service Area Outcomes (SAOs) and assessments, and SLOs and assessments. The Library and the LC moved from an annual unit-plan-based planning model to the 3-year PR model adopted by the college. Both the Library and the Learning Connection have actively engaged using data from its assessments to establish its planning goals to ensure that the Library and the Learning Connection systematically evaluates resources and services to adequately meet students’ needs.
**Recommendation 4**

*In order to improve, the team recommends that the college develop and implement formal processes to more fully integrate institution-wide assessment of planning for campus technology needs into all levels of planning and allocation of resources. (Standards I.A.1, I.B.1, I.B.1, II.B)*

**Response to Recommendation 4**

The College addressed the recommendation to more fully integrate technology planning into college planning. The Chabot Technology Committee established a formal process effective Fall 2012 by which college-wide technology needs are assessed and evaluated through the use of a new Technology Request form. The Technology Committee also receives technology-related requests directly from PR submissions. Thus, faculty and staff have a voice in technology-related decisions, and the Chabot Technology Committee is more effective in the planning and prioritization of new technology requests campus-wide, since new technology requests consistently flow through the Technology Committee. The procedure also facilitates and formalizes the process by which the Budget Committee consults with the Chabot Technology Committee for input on technology-related requests.

**Recommendation 5:**

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

**Response to Recommendation 5**

The College has continued to assess its governance process since the Midterm Report. Between 2012 and 2014, all committees has been directed to review and change their charges as necessary. In spring, 2014, the College Council determined that a review and revision of the Shared Governance Policy should be undertaken. The PRBC held three workshops on governance in the fall, 2014 and in the spring 2015, the governance groups of the College started a revision process. The College President’s Office will create a new draft policy during the summer 2015 with implementation expected by spring 2016.

**Recommendation 6 (District and College Recommendation)**

*In order to improve, the team recommends that the Board establish and formally adopt a clearly delineated orientation program for new Board members. (Standard IV.B.1.d, IV.B.1.e, IV.B.1.f)*

**Response to Recommendation 6**

A new policy, BP2740, with procedures, has been written that delineates the process for orientation of new board members as well as student trustees (Evidence RS-47).

**District and College Recommendation 1**

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

Response to District and College Recommendation 1

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

District and College Recommendation 2:

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

Response to District and College Recommendation 2

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


Evidence RS-3. Not used


Evidence RS-6. Primary Language Spoken at Home by Persons 5 Years and over, by College Region & Alameda County: 2008-2012, Evidence RS-6

Evidence RS-7. 2013 Employment by Industry, Evidence RS-7


Evidence RS-14. Math Basic Skills Courses Success Rates, Evidence RS-14


Evidence RS-18. Trend in Number of Full Year Transfers from Chabot College to a CSU or UC, Evidence RS-18

Evidence RS-19. Number of Full Year Transfers from Chabot College to a CSU or UC, Evidence RS-19


Evidence RS-27. Spring 2014 Staff Survey Results, www.chabotcollege.edu/IR/staffchars_surveys.asp#spring_2014_faculty/staff_accreditation_survey


Evidence RS-36. Chabot College Class Schedules website http://www.chabotcollege.edu/courses/


Evidence RS-39, Student Loan Default Three Year Cohort Detail, Evidence RS-39


Evidence RS-42. SLOAC website http://www.chabotcollege.edu/sloac/institutional.asp


