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

2015 Annual Report
Final Submission
03/27/2015

Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Stacy Thompson
3.	Phone number of person preparing report:	510-723-6626
4.	E-mail of person preparing report:	slthompson@chabotcollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	www.chabotcollege.edu
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	WWW.CHABOTCOLLEGE.EDU/ACCREDITATION
6.	Total unduplicated headcount enrollment:	Fall 2014: 13,323 Fall 2013: 13,512 Fall 2012: 12,999
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	12,774
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree	3,074

	requirements) for fall 2014:	
9.	Number of courses offered via distance education:	Fall 2014: 167 Fall 2013: 173 Fall 2012: 151
10.	Number of programs which may be completed via distance education:	9
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,872 Fall 2013: 3,860 Fall 2012: 3,809
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	68%
14b.	Successful student course completion rate for the fall 2014 semester:	68%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	809
	b. If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	656
	c. If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	188
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	842
16b.	Number of students who received a degree in the 2013-2014 academic year:	715
16c.	Number of students who received a certificate in the 2013-2014 academic year:	169
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	886

17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	836
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	n/a
19a.	Number of career-technical education (CTE) certificates and degrees:	101
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	13
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0

20. 2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Nursing	1230	state	85 %	95 %
Dental Hygiene	1240	national	85 %	100 %
Dental Hygiene	1240	state	85 %	100 %

21. 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting	0502	75 %	70 %
Administration of Justice	2105	75 %	77 %
Applied Photography	1012	75 %	38 %
Architecture and Architecture Technology	0201	75 %	60 %
AutomotiveTechnology	0948	75 %	74 %
Business and Commerce	0501	75 %	74 %
Business Management	0506	75 %	83 %
Child Development/Early Care and Education	1305	75 %	71 %
Commercial Music	1005	75 %	0 %
Computer Software Development	0707	75 %	100 %
Construction Crafts Technology	0952	75 %	100 %
Dental Occupations	1240	85 %	97 %
Digital Media	0614	75 %	100 %
Electronics and Electric Technology	0934	75 %	100 %
Emergency Medical Services	1250	75 %	100 %
Fire Technology	2133	75 %	87 %
Human Services	2104	75 %	17 %

Interior Design and Merchandising	1302	75 %	50 %
Journalism	0602	75 %	100 %
Manufacturing and Industrial Technology	0956	75 %	75 %
Marketing and Distribution	0509	75 %	67 %
Medical Assisting	1208	75 %	75 %
Office Technology/Office Computer Applications	0514	75 %	55 %
Radio and Television	0604	75 %	56 %
Real Estate	0511	75 %	53 %
Registered Nursing	1230	85 %	86 %

22.	Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
NA		

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words). The College's Federal Title III Grant, which ended 9/2014, aimed to improve students' success in our basis skills courses. The College used the Faculty Inquiry Group (FIG) methodology to plan, implement and assess initiatives to achieve the goals. FIG groups worked to change curriculum and instructional methods used in the classroom; Course level SLOs were created and assessed; Learning Support services were enhanced and targeted at the basic skills classes. The targeted improvement in all four goals were achieved. This grant left a legacy of higher Basic Skills success rates and institutionalized and well honed support services at Chabot. The development of the First Year Experience (FYE) Program was based on research that showed that students who take advantage of student programs and services are academically more successful. The persistence of students in all ethnic groups is higher among those who went to orientation, took assessment tests, saw a counselor, and participated in support and learning communities such as EOPS, Daraja, Puente, or Change it Now! In addition, students involved in these communities also have higher rates of success in college level English. See "Programs and Interventions that Increase Success at Chabot" section of: www.chabotcollege.edu/IR/StudentSuccess/

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	679
	b. Number of college courses with ongoing assessment of learning outcomes	0
	Auto-calculated field: percentage of total:	-1

	Courses		
25.	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	166
	b.	Number of college programs with ongoing assessment of learning outcomes	153
		Auto-calculated field: percentage of total:	92.2

	Courses		
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	14
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	14
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	www.chabotcollege.edu/prbc/2014-15programreview.asp
28.	Number of courses identified as part of the general education (GE) program:	320
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	0
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	85%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	60%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words). The College\'s ILOs are: 1. Global and Cultural Involvement; 2. Civic Responsibility; 3. Communication 4. Critical Thinking; 5. Development of the Whole Person. As an outgrowth of our Strategic Plan, we recently developed a new college-wide First Year Experience Program in which students enter cohorts/learning communities assembled around their specific affinities and goals and are supported (how) in moving towards achieving these goals and completion. 2014-2015 is our first year of offering the First Year Experience Program, and our Institutional Research Office will soon begin to provide data on its impacts on student success. In fall 2014 the SLOAC committee assessed Critical Thinking, most commonly mapped ILO. Courses selected courses for assessment form all of the AA/AS areas (except Athletics) based on the following criteria: 1) the course had to be taught in fall 2014; 2) it had to be taught by a full-time instructor. Two additional ILO's, Global and Cultural Involvement and Civic Responsibility will be assessed in spring 2015. SLOAC reps were asked to identify courses that have mapped course and program level SLO's mapped to	

these two ILO's in order to determine which courses would participate in the assessment.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

The College, through its Program Review and Planning Council (PRBC) and its Student Learning Outcome and Assessment Cycle Committee (SLOAC) has worked to integrate and align the colleges\\\' efforts on SLOs. Institutional level outcomes (ILOs) were created though the PRBC and the SLOAC working together. The college faculty senate approved the ILOs. Course level outcomes (CLOs) and program level outcomes (PLOs) were developed by the disciplines in conjunction with technical assistance from the SLOAC committee. Implementation of assessment results can be found in the program reviews of all programs and in changes in course outlines and in course instruction.

37.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

The Student Learning Outcomes and Assessment Cycle Committee (SLOAC) and the Program Review and Budget Council (PRBC) are responsible for all communication to the college and to external audiences. Assessment results are shared in the internal ELUMEN database (which are currently converting to Curricunet) as well as in the public program reviews of the college.Both committees post their minutes and relevant documents on the colleges\' public website. Faculty use the SLO information to change curriculum and instructional methods. Students benefits from the faculty work and can assess their own course SLOs through the public program reviews where the information is contextualized. The SLOAC committee charge is to work with faculty to \"Create opportunities for reflection on the education process for students, faculty and staff\" and to \"Maintain open and continuous dialogue about the Student Learning Outcome & Assessment\". PRBC is informed by the SLO work through its program review analysis. PRBC is also charged with college wide planning which impacts the SLO efforts. All instructional programs at the college employ this process.

38.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

Individual disciplines and programs review assessment results at the discipline and division levels, where robust discussion and planning for change occur. The results of these assessment discussions are then included in program reviews, which are submitted to the PRBC for additional review and discussion. The PRBC is comprised of members from across the college, so structurally Chabot insures that programs and their assessments will be subject to college level scrutiny and discussion. The process seeks to take advantage of the collective wisdom of PRBC\'s college wide membership within the context of a supportive environment in which program successes and shortcomings revealed by assessments can be discussed and used for productive change.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

Early Childhood Development examined program level outcomes as they relate to student success in the core classes and determined that success in the core classes increased the likelihood of success in the more advanced classes. The lowest success rates were found

#		Question		Answer

| 39. | (under 50%) in ECD 56, 52, and 40 (Program Review). Because ECD 56 is a fundamentally important class both for the workforce as well as a prerequisite, a skills lab with learning assistants connected to this class would enhance student success giving them the individual help that they may need. The result was a .5 unit, voluntary, instructor recommended course. Another example is in ESL. In their program review the faculty reports how their curriculum, new initiatives, requests for physical, technical resources and outreach are all connected to the assessment outcomes. In the assessment forms and course reflections for ESL 128 they specifically addressed the need for more computers for students in order to increase success rates. The size of the room where ESL 128 class was taught (room 2351) was also noted as an obstacle to student success because it was too small. As a result, two resource requests were submitted: a new ESL Language Lab in building 100 which will opened Fall 2015 and related ESL software that is being purchased. |

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	None
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	None
43.	List all of the institutions instructional sites out of state and outside the United States:	None

The data included in this report are certified as a complete and accurate representation of the reporting institution.