



# FLEX DAY

*Preparing for the 2022 ISER & ACCJC Focused Site Visit*  
September 15, 2022

Presented by: **The Chabot Accreditation Leadership (CAL) TEAM**

Dr. Jamal Cooks, Accreditation Liaison Officer (ALO)

Mr. Brian Goo

Ms. Heather Clements

Mr. John Chan

Ms. Sienna Dalton

Dr. Cynthia Gordon da Cruz

Ms. Cheree Manicki

Mr. Pedro Reynoso



CHABOT

# Overview

- What is accreditation?
- What is the ISER?
- What are Core Inquiries?
- What have we done?
- What's next?
- Conclusion

# Reminder: What is Accreditation?



The purpose of regional accreditation includes encouraging institutions to improve academic quality, institutional effectiveness, & student success.

The Accrediting Commission for Community and Junior Colleges (ACCJC) focuses on community colleges, career & technical colleges, & junior colleges, through the creation & application of standards of accreditation & related policies, & through a process of review by higher education professionals & public members.

# Why Does Accreditation Matter?



- **Big Picture:** Provides oversight for ensuring we meet certain recognized standards of educational quality.
- Students would lose access to federal financial aid.
- Students may not be able to transfer credit to other schools.
- Graduates may not be able to obtain professional licensure in their fields of study.
- Degrees may not be accepted by other colleges or employers.
- **Long-Term:** lose students.
- **Long-Term:** loss of students leads to loss of funding, which can lead to loss of jobs and not meeting the mission of the College.

# What is the ISER?

## Chabot Institutional Self- Evaluation Report (ISER)

### Timeline:

- Spring 2020 through Fall 2021- *College ISER timeline*
- Fall 2021- *ISER is approved via participatory governance and 1<sup>st</sup> and 2<sup>nd</sup> readings by the CLPCCD Board of Trustees*
- December 2021- *ISER submitted to ACCJC*
- February 2022 - *ACCJC Peer Review Team conducted initial review of ISER and a virtual site visit*
- **October 2022** – Peer Review Team Site Visit

# What are Core Inquiries?

- Core Inquiries are a list of items that the team from ACCJC highlighted in our ISER that require clarification or expansion, additional information, &/or observation & interview requests
- Core Inquiries describe the areas to determine whether Accreditation Standards and policies are met and to further explore areas of commendation or recommendation
- The Core Inquiries will be the areas of emphasis for the accreditation site visit on:

**Tuesday, October 11<sup>th</sup> and  
Wednesday, October 12<sup>th</sup>**

# Unmasking Our Potential

The College is Doing GREAT  
*(with a few opportunities for growth)*



- The college is doing great & the work that went into the ISER demonstrates this!
- Core Inquiries & time leading up to the site visit are an opportunity to gather needed evidence, collate information, & to strengthen or develop processes in the continuous improvement cycle.
- ACCJC has selected 10 Core Inquiries at the college level & 1 at the district level to focus on during our October visit.

# What to Expect During the Site Visit



The ACCJC Team that will visit the campus:

- Dr. Kim Hoffmans, Peer Review Committee Chair
  - Dr. Brenda Thames
  - Ms. Sarah Shepard
  - Ms. Primavera Arvizu
  - Ms. Claudette Dain
  - Dr. Kevin Bontenbal, ACCJC Representative
- 
- October 11<sup>th</sup> – Meet with the Executive Team, interview various college community members, public forum at the end of the day.
  - October 12<sup>th</sup> – Meet with the President and report out to the campus.



# What to Expect During the Site Visit



- ACCJC Visiting Team members will start at the district office on October 11<sup>th</sup> and then come to Chabot's campus.
- At Chabot, they have requested meetings/interviews with campus community members based on core inquiry areas.
  - *Example: Core inquiry 8 involves safe and sufficient physical resources, so they have asked to meet with the Health and Safety Committee*
- As we review core inquires, we will share who the visiting team would like to interview BUT this does not mean they may not add/invite others, so all of us need to be prepared.
- Chabot community members being interviewed can expect to receive Outlook invitations.

# Core Inquiry Review



During College Day, we reviewed the focus of each Core Inquiry.

Today, we will:

- Remind you of the focus of each Core Inquiry.
- Share evidence we included in the Core Inquiry Report that illustrates we're meeting the standard.
- Advise of Chabot community members who will be invited to participate in interviews.

## **Core Inquiry 1:**

**The team seeks to confirm that all instructional programs (SLOs) and student support services (SAOs) are regularly evaluated for effectiveness related to continuous quality improvement.**

Regular evaluation & continuous improvement of instructional programs & support services are spearheaded by three committees: Program & Area Review (PAR), Outcomes & Assessment (OAC), & Planning & Resource Allocation Committee (PRAC).

- PAR runs the campus-wide review process for academic, student, & administrative services & provides synthesis statements & committee-specific reports.
- Regular review & tracking of course-level, program-level, & service area outcomes is spearheaded by the OAC.
- The PRAC shepherds the resource prioritization & funding process, utilizing PAR recommendations for institutional planning.

We regularly evaluate instructional programs (SLOs & PLOs) & service area outcomes (SAOs).

- All student service areas have SAOs, which are posted in a centralized spreadsheet.
- The college follows a 5 year assessment cycle for SLOs, PLOs, & SAOs.
- The PAR process is on a three-year cycle
- PAR, OAC and PRAC are in the process of analyzing how to integrate assessment & planning cycles most effectively for PAR, SLOs, PLOs, SAOs, the Educational Master Plan, & accreditation.



### **Request for Observations/Interviews:**

- Curriculum Committee or SLO Leads
- Program faculty/chairs
- Student Services faculty leads
- PAR, OAC, PRAC members
- Student Services deans

## Core Inquiry 2:

**The team seeks clarification about the process used to establish institution-set standards (ISS) & how the College determines it is achieving them in pursuit of continuous improvement.**

Chabot sets institution set-standards for course completion, certificates and associate degrees awarded, transfers, licensure exam pass rates, and employment rates based on a standard-deviation methodology. In the past, the Office of Institutional Research calculated suggestions for institution-set standards based on:

1. calculating the standard deviation (SD) of the past five years of data to see how much a metric varies, on average;
2. multiplying the SD by 1.96 and subtract from the most recent measurement; and
3. presenting the suggested institution-set standards to PRAC to ensure alignment with the College's mission.

To strengthen the institution-set standards process, the Planning and Resource Allocation Committee (PRAC) passed an updated methodology:

- The updated methodology suggests institution-set standards to PRAC based on calculating one standard deviation (SD) for the past five years of data and subtracting one SD (as opposed to 1.96 SDs) from the most recent year's data measurement.
- For metrics with large data spreads, this change will result in proposing institution-set standards that are closer to recent metric values to the PRAC.

This change will improve alert mechanisms for catching a decrease in course completion, degree/certificate awards, and transfer rates.



### **Request for Observations/Interviews:**

- Lead for IR and/or IE
- OIR Coordinator
- Faculty / Staff

### **Core Inquiry 3:**

**The team seeks to confirm that program review occurs on a regular, scheduled cycle and is used to evaluate academic quality and drive continuous improvement, across both instruction and student services.**

Program review occurs on a regular, scheduled cycle & the master calendars for the program and curriculum review processes are posted on committee websites.

- The Program & Area Review (PAR) website details the 3-year cycle for comprehensive and annual reviews and documents completion of PAR by each program/area
- A full cycle of assessment can be seen by reviewing a programs' prior PARs, accessible year-by-year on the PAR website.
- Outcomes & Assessment (OAC) posts the five-year cycle for the review of SLOs, PLOs, and SAOs

PAR, OAC, and PRAC are in process of analyzing how to integrate the PAR more effectively, SLO, PLO, SAO, Educational Master Plan, and accreditation cycles.

The Curriculum Committee annually reviews Course Outlines of Record (CORs) and publishes the master list of courses that need to be updated. The list is emailed campus-wide and posted on the committee's website.

#### **Request for Observations/Interviews:**

- PAR & Curriculum Committee
- Deans
- Faculty Leads/ Dept Chairs

## Core Inquiry 4:

**The team seeks to verify that students receive a syllabus that includes learning outcomes from the institution's officially approved course outline of record (COR).**

The faculty contract stipulates unit members shall submit to their appropriate administrator, a copy of their syllabus

- By the end of the first full week of classes,
- Short-term classes, submission shall be by the end of the second-class meeting.
- Online classes, submission shall be by the end of the first week of classes.

One of the 11 contractual items required on each syllabus are the SLOs associated with that course, which may be provided by text or link

### **Request for Observations/Interviews:**

- Deans
- Faculty leads/department chairs
- Faculty/Staff

## **Core Inquiry 5:**

**The team seeks evidence of effective use/review of delivery modes and teaching methodologies to reflect the diverse and changing needs of its students.**

Since Fall 2017, the Office of Institutional Research (now the Research, Planning, and Institutional Effectiveness Office) has published student success and retention rates for different delivery modes. Data is available for overall success and retention rates over time, by race and ethnicity over time, and by course for every semester.

The Instructional Technology Unit submits an Annual Distance Education Report to the Board of Trustees, highlighting the importance of closing equity gaps in distance education and the work in progress through faculty training, the creation of a student support hub in Canvas shells, and the analysis of student success and retention data.

In Fall 2021, the Committee on Online Learning (COOL) committee reinstated processes for faculty to submit online teaching plans, which assist COOL in providing support, training, and recommendations to faculty preparing to teach online. A COOL Support Team, comprised of three to five faculty, reviews an online course teaching plan and offers feedback and support to the faculty member submitting the plan. COOL posts reviewed online course teaching plans on their website each semester.

### **Request for Observations/Interviews:**

- COOL & OAC committee members
- Director of Research, Planning and Institutional Effectiveness

## Core Inquiry 6:

The team seeks clarification on how library and learning support services are evaluated to assure their adequacy in meeting identified student needs.

The *Bi-annual Library Student Survey* and *Learning Connection Service Area Outcomes Survey* support regular evaluation of Library and learning support services. Data from these surveys assures the adequacy and effectiveness of resources in meeting identified student needs and support changes in policies, and improvements in services.

Commonly evaluated :

- The effectiveness of laptop/hotspot lending
- TutorTrac
- TutorLingo
- Online tutorials effectiveness

### **Request for Observations/Interviews:**

- Library Chair, Dean, Librarians
- Learning Center  
Coordinator/Lead/Instructional Assistants
- Faculty/Staff



## Core Inquiry 7:

**The team seeks confirmation that personnel are evaluated systematically and at stated intervals, to assess effectiveness of personnel and encourage improvement.**

Human Resources (HR) provides leadership, direction, and support for tracking personnel evaluations for all employees including Administrators, Classified Professionals, Supervisors, Confidential Employees, and Faculty.

The descriptions of processes and associated forms for all personnel evaluations are located on the HR website. All personnel evaluations are stored in the employee's personnel file.

Deans' Offices and Offices of the VP of Academic and Student Services work together to track full-time tenure-track, tenured faculty, part-time faculty and classified professional evaluations in their areas. In addition, HR tracks part-time faculty evaluations resulting in a less-than-satisfactory rating on an internal spreadsheet

Each dean has developed a system for tracking faculty and classified evaluations in their areas. HR forwards reminder messages to supervisors in advance of annual or probationary personnel evaluation due dates for classified professionals, administrators and non-tenured faculty.

### **Request for Observations/Interviews:**

- HR Administrator
- Faculty/Staff/Administrators/Students

## Core Inquiry 8:

The team seeks evidence which demonstrates how the College assures safe and sufficient physical resources.

Chabot College strives to provide a safe environment by coordinated efforts between divisions, the district, outside agencies, and the public.

- Implementing a new security system
  - HD security cameras, electronic access control, and alarms
- Developing the Security Master Plan
  - Developed jointly at the district- and college-level.
    - District-level participation
      - Vice Chancellor of Facilities and Bond program.
      - Manager of Emergency Preparedness and Workplace Safety
    - College-level participation
      - Senior administrators
      - Facilities & Infrastructure Technology (FIT) Committee
      - Campus Safety & Health and Safety Committee

Health and Safety Committee meets once a month and provides a forum for safety discussions and interactions between key stakeholders and is a key focal point for the campus safety and plays a pivotal role in the review



### **Request for Observations/Interviews:**

- Facilities & Infrastructure Technology (FIT) Committee
- Health & Safety Committee
- Administrator responsible for resources

## Core Inquiry 9:

The team seeks to confirm how the College continuously plans for, updates, and replaces technology.

Chabot has taken the following measures to strengthen the process to plan, update, and replace technology.

- CLPCCD contracted with WTC Consulting to develop a District and College Strategic Technology Plan.
  - The college plan identifies a long-term initiative to “Maintain a Current Technical Environment” with corresponding projects to replace equipment throughout the campus. Most equipment replacement will be funded via the Measure A Bond, in addition equipment will be acquired as part of new construction.
- Chabot has acquired a feature-rich inventory tool, GigaTrak, which will allow staff to scan equipment in and out of service and maintain more detailed records.

### **Request for Observations/Interviews:**

- ITS Committee
- Administrator responsible for tech resources
- Faculty/Staff

## Core Inquiry 10:

**The team is interested in learning more about the college's inclusive tri-chair governance process as an innovation leading to institutional excellence.**

Leadership and decision-making at College is truly a collaborative effort, as evidenced by the participation of all college constituency groups through our shared governance model.

The Shared Governance and Collegial Consultation Manual, revised and adopted in 2017, details shared governance processes at the College. The tri-chair model (classified, faculty, and administration) supports collaborative working relationships, builds trust, and ensures equal distribution of work.

The shared governance model provides the structures for classified professionals to:

- Engage in shared decision-making
- Representation in higher numbers across multiple committees
- Opportunities for leadership engagement on committees
- The application of expertise on issues affecting student support and success
- Address issues significantly impacting classified professionals
- Feel valued and supported by administration

Classified professionals are provided with training and mentoring to effectively participate in the work of shared governance committees.



### **Request for Observations/Interviews:**

- Classified and Faculty Senate
- Tri Chairs
- Classified Professionals
- Faculty/Administrators

## **District Core Inquiry:**

**The team seeks clarification of how resources at the district are provided to ensure total cost of ownership (TCO).**

The District has an improved TCO Plan that was accepted by the Board on February 21, 2017.

- Since that time, the District's Facilities Committee has reviewed at least annually the TCO metrics and has used that to inform its requests for additional positions.
- District's Planning and Budget Committee has been in discussions for a new budget allocation model

### **Request for Observations/Interviews:**

- Administrative Services Lead
- Facilities Planning Committee

Questions?

Thank you!