

**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 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.

Table of Contents

Tabs

Certification of the Report	
Acknowledgements/Table of Contents/Acronyms/OIR Evidence	i
Descriptive Background	1
Major Developments	24
Organization of the Report	29
Organization Charts	35
District/College Functions	40
Requirements/Policies	58
Certification of Continued Institutional Compliance with Commission Policies	
Policy on Distance Education and on Correspondence Education	
Policy on Institutional Compliance with Title IV	
Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status	
Policy on Institutional Degrees and Credits	
Policy on Institutional Integrity and Ethics	
Policy on Contractual Relationships with Non-Regionally Accredited Organizations	
Responses to Recommendations	70
Standard I: Institutional Mission and Effectiveness.....	79
A. Mission	79
B. Improving Institutional Effectiveness	87
Standard II: Student Learning Programs and Services	113
A. Instructional Programs	113
B. Student Support Services	158
C. Library and Learning Support Services	204
Standard III: Resources	230
A. Human Resources	230
B. Physical Resources.....	247
C. Technology Resources	260

D. Financial Resources	281
Standard IV: Leadership and Governance	309
A. Decision-Making Roles and Processes	309
B. Board and Administrative Organization	322

Acronyms

Accountability Reporting for the Community Colleges	ARCC
Accreditation Liaison Officer	ALO
Accrediting Commission for Community and Junior Colleges	ACCJC
Administrative Procedures	AP
American Student Assistance	ASA
Americans with Disability Act	ADA
Application Service Provider	ASP
Associate Degrees for Transfer	ADT
Associate of Arts	AA
Associate of Arts – Transfer	AAT
Associate of Science	AS
Associate of Science-Transfer	AST
Associated Students of Chabot College	ASCC
Audio Visual Services	AVS
Basic Skills Committee	BSC
Bavarian Motor Works	BMW
Board of Trustees	BOT
Board Policy	BP
Budget Allocation Model	BAM
California Community Colleges	CCC
California Community Colleges Chancellor’s Office	CCCCO
California State University	CSU
California Work Opportunity and Responsibility to Kids	CALWorks
Career Pathways Trust	CPT
Career Technical Education	CTE
Chabot Computer Services	CCS
Chabot Las Positas Community College District	CLCCPD
Change It Now!	CIN
College Enrollment Management Committee	CEMC
College-Wide Learning Goals	CWLG
Committee On Online Learning	COOL
Community College League of California	CCLC
Cooperative Agencies Resources for Education	CARE
Course Learning Outcomes	CLO
Course Outline of Record	COR
Disabled Student Resource Center	DSRC
Distance Education	DE
District Budget Study Group	DBSG
District Curriculum Council	DCC
District Enrollment Management Committee	DEMC
Educational Support Service	ESS
English as a Second Language	ESL
Equal Opportunity Programs and Services	EOPS

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/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-2 Spring 2014: Major Improvements between Spr 2001, Spr 2008, and Spr 2014

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-13 Spring 2014: Standard 3A: Human Resources: Hiring and Evaluation

Evidence OIR-14 Spring 2014: Standard 3A: Human Resources: Staff Development

Evidence OIR-15 Spring 2014: Standard 3B: Physical Resources: Physical Environment

Evidence OIR-16 Spring 2014: Standard 3C: Technology Resources

Evidence OIR-17 Spring 2014: Standard 4: Governance: Decision-making roles and processes

Evidence OIR-18 Spring 2014: Standard 4: Governance: Board and Administrative Organization

Evidence OIR-19 Spring 2014 Staff Accreditation Survey Results: All Staff

Evidence OIR-20 Spring 2014 Staff Accreditation Survey Results by Primary Staff Position

Evidence OIR-21 Comparison of Fall 95, Fall 01, Spr 08, & Spr 14 on Similar Survey Items, by 2014 Standards

Evidence OIR-22 Spring 2014 Staff Survey response rate and demographics

Evidence OIR-23 Spring 2009: Changes from Spring 2008 to Spring 2009 in Perceptions of the Planning Process

Evidence OIR-24 Spring 2008: Support for Student Learning at Chabot

Evidence OIR-25 Spring 2008: Student Learning Outcomes

Evidence OIR-26 Spring 2008: Campus Climate and Diversity

Evidence OIR-27 Major Improvements Between 1995, 2001, and 2008

Evidence OIR-28 Spring 2008: Lowlights: Issues of Concern for Accreditation

Evidence OIR-29 Spring 2008: Perceptions of College Change in the Last 10 yrs/ Expectations for the Future

Evidence OIR-30 Spring 2008: Standard IA: Institutional Mission and Effectiveness: Mission and Planning

Evidence OIR-31 Spring 2008: Standard IB: Institutional Mission and Effectiveness: Planning, Budgeting, and Evaluation

Evidence OIR-32 Spring 2008: Standard IIA: Learning Programs and Services: Instructional Programs

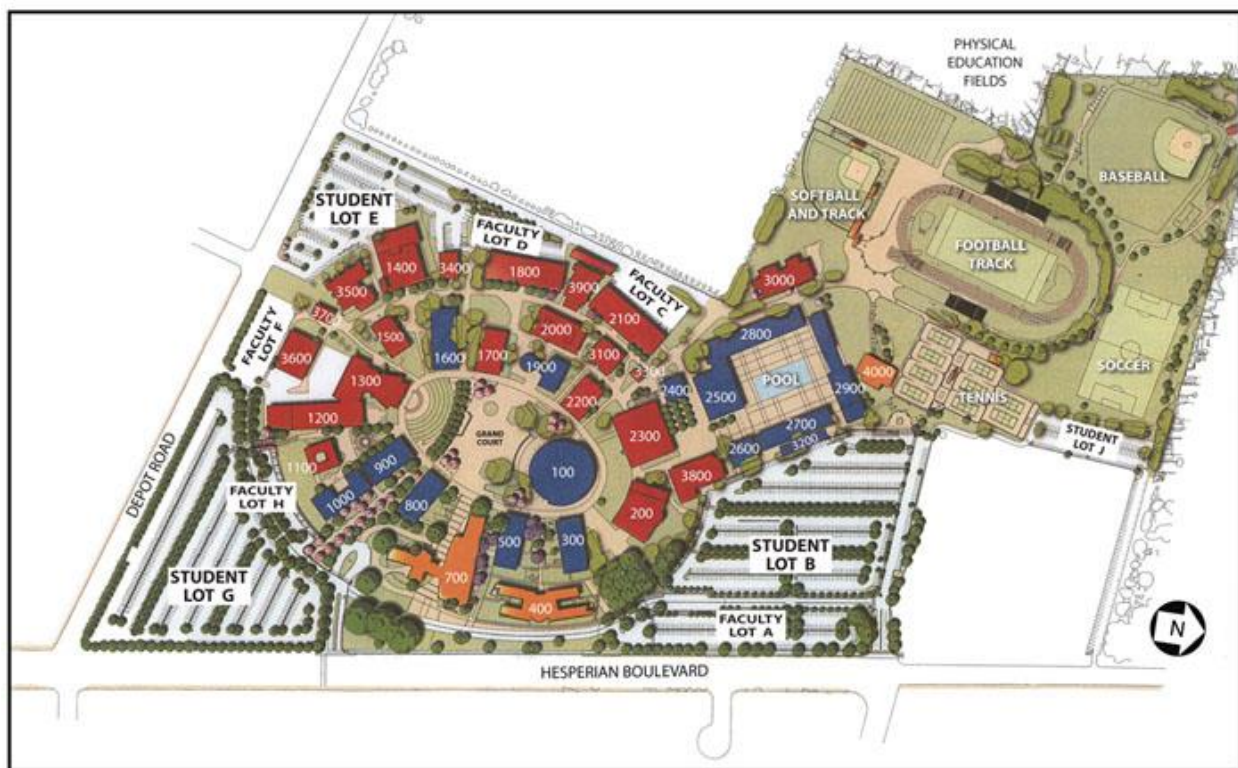
- Evidence OIR-33 Spring 2008: Standard IIB: Learning Programs and Services: Student Support Services
- Evidence OIR-34 Spring 2008: Standard IIC: Library and Learning Support Programs
- Evidence OIR-35 Spring 2008: Standard IIIA: Human Resources: Improvements and Concerns
- Evidence OIR-36 Spring 2008: Standard IIIA: Human Resources: Staff Development
- Evidence OIR-37 Spring 2008: Standard IIIB: Physical Resources: Facilities and Equipment
- Evidence OIR-38 Spring 2008: Standard IIIB: Physical Resources: Physical Environment
- Evidence OIR-39 Spring 2008: Standard IIIC: Technology Resources
- Evidence OIR-40 Spring 2008: Standard IV: Leadership and Governance: Decision-making Roles and Processes
- Evidence OIR-41 Spring 2008: Standard IV: Leadership and Governance: Board and Administrative Organization
- Evidence OIR-42 Spring 2008 Staff Accreditation Survey Results: All Staff
- Evidence OIR-43 Spring 2008 Staff Accreditation Survey Results by Primary Staff Position
- Evidence OIR-44 Comparison of Fall 1995, Fall 2001, and Spring 2008 Similar Survey Items, by 2008 Standards
-
- Evidence OIR-45 Fall 2013: Overall Satisfaction with Chabot
- Evidence OIR-46 Fall 2013: Changes in Overall Student Satisfaction with Chabot
- Evidence OIR-47 Fall 2013: Satisfaction with Admission and Registration Services
- Evidence OIR-48 Fall 2013: Changes in Registration and Instruction: 1995-2013
- Evidence OIR-49 Fall 2013: Family Income, Parent's Education, and Living Situation
- Evidence OIR-50 Fall 2013: Campus Climate Still High: Fall 2011 vs. 2013
- Evidence OIR-51 Fall 2013: Campus Climate for African American and Latino Students
- Evidence OIR-52 Fall 2013: College-wide Learning Goals
- Evidence OIR-53 Fall 2013: College-wide Learning Goals: 2003-2013
- Evidence OIR-54 Fall 2013: Student Engagement in Learning
- Evidence OIR-55 Fall 2013: Student Engagement in Learning: 2007-2013
- Evidence OIR-56 Student Satisfaction Survey Results Compared: Every Other Year: 1995 to 2013
- Evidence OIR-57 Accreditation Survey Results: Registration, Courses, & Instructors: 1995/2001/2007/2013
- Evidence OIR-58 Fall 2013 Student Survey Results Overall
- Evidence OIR-59 Fall 2013 Student Survey Results by Full-time, Part-time, Evening/Sat Students
- Evidence OIR-60 Fall 2013 Student Survey Results by Major Race-ethnicity Groups
- Evidence OIR-61 Fall 2013 Student Survey Demographics
- Evidence OIR-62 Fall 2013 Student Survey Demographics by Full-time, Part-time, Eve/Sat Students
- Evidence OIR-63 Fall 2013 Student Survey Demographics by Major Race-ethnicity Groups

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.



CHABOT COLLEGE

HAYWARD, CALIFORNIA

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.

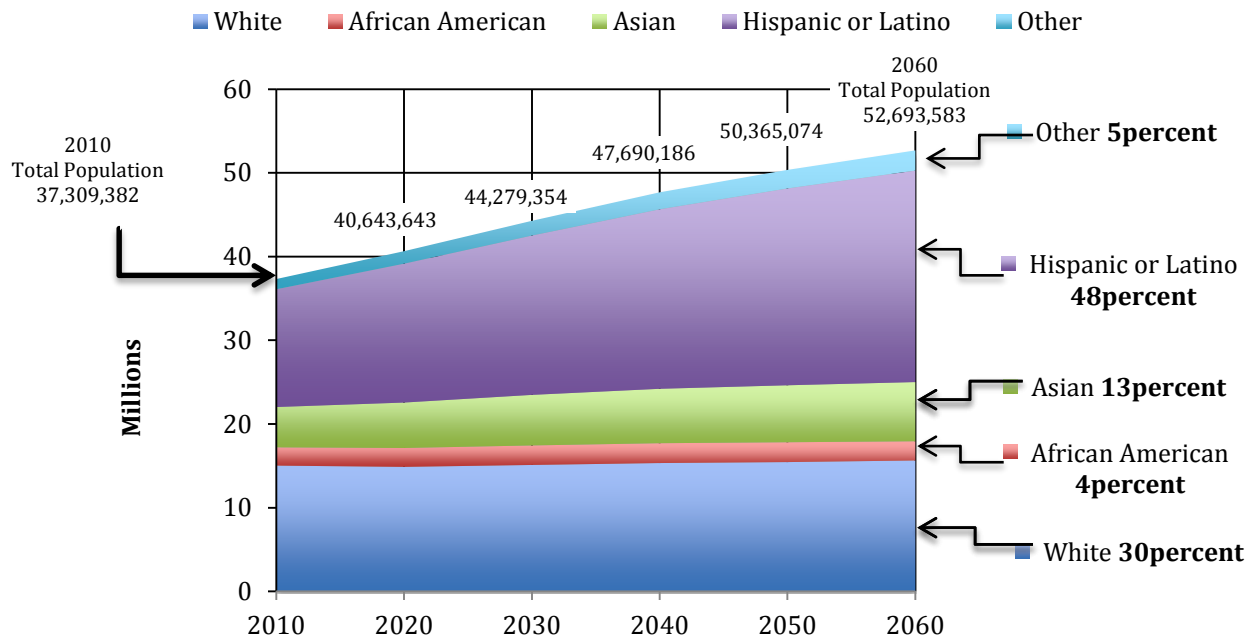
Statewide Population Trends

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



Source: State of California, Department of Finance, Report P-1 (Race): State and County Population Projections by Race/Ethnicity, 2010-2060. Sacramento, California, January 2013.

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

Race-ethnicity	Chabot		Las Positas		Alameda County		State of California
American Indian/Alaska Native	1,261	<1%	432	<1%	4,377	<1%	<1%
African American / Black	43,807	10%	6,927	3%	182,258	12%	6%
Asian American	124,745	28%	38,852	19%	421,061	27%	13%
Hispanic / Latino	146,408	33%	34,984	17%	365,749	23%	39%
Native Hawaiian / Pacific Islander	6,946	2%	634	<1%	12,907	<1%	<1%
White	109,831	24%	114,617	56%	511,064	33%	39%
Mixed race (2 or more)	16,688	4%	7,944	4%	62,197	4%	3%
Total	449,686	100%	204,390	100%	1,559,613	100%	100%

Source: Economic Modeling Specialists Inc., Dataset QCEW 2014.1,
<http://www.economicmodeling.com/>>

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

	Chabot	Las Positas	Alameda County
Number of Households	140,561	69,939	539,179
Persons per Household	2.98	2.80	2.75
Mean Household Income	\$83,216	\$129,766	\$95,678

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Tables DP03 and DP04
<http://factfinder2.census.gov>>

Education Level in Service Area 2008-2012

	Chabot	Las Positas	Alameda County
Less than High School	17 %	7 %	14 %
High School Degree	26 %	16 %	19 %
Some college, no degree	21 %	22 %	19 %
Associates Degree	7 %	9 %	7 %
Bachelor's Degree	20 %	29 %	24 %
Graduate Degree	8 %	17 %	17 %

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Table DP02,
<http://factfinder2.census.gov>

Employment by College Region and Alameda County: 2013

	Chabot	Las Positas	Alameda County
Number of Employed Residents	200,900	91,200	725,000
Annual Unemployment Rate	7.1%	4.3%	7.4%

Source: CA Employment Development Department. <<http://www.labormarketinfo.edd.ca.gov/>>

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

	Chabot	Las Positas	Alameda County
Foreign Born	35%	21%	31%
U.S. Born	65%	79%	69%

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Table DP02
<http://factfinder2.census.gov>

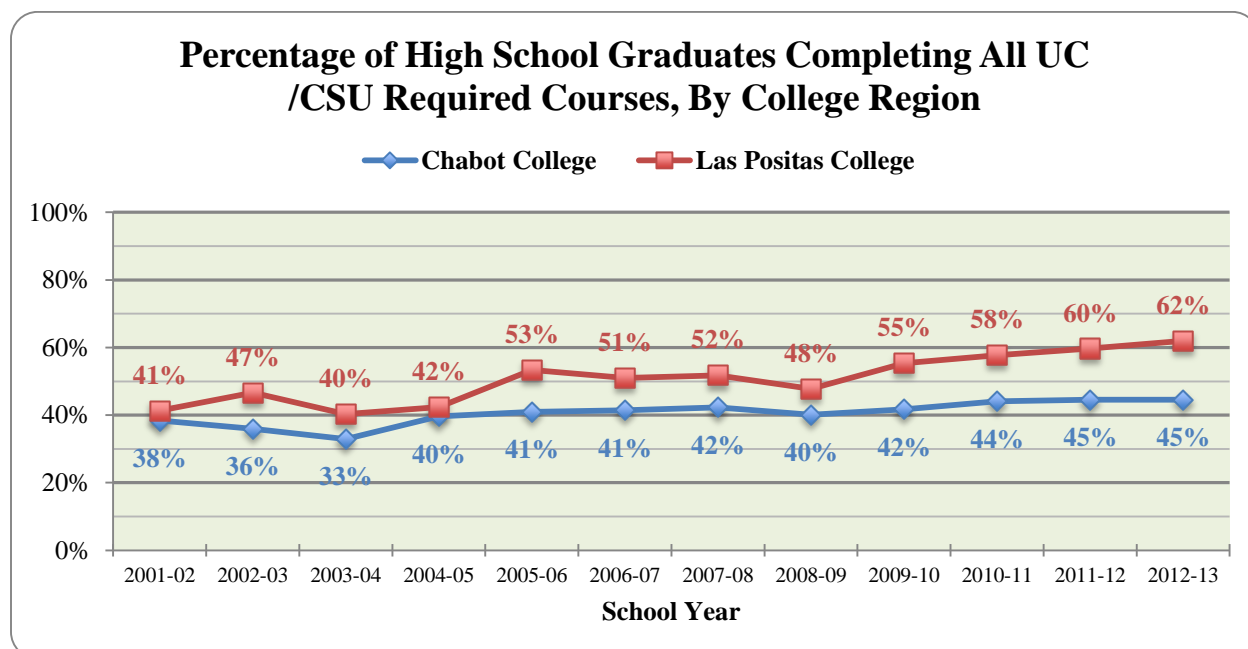
Evidence RS-6. Primary Language Spoken at Home by Persons 5 Years and over, by College Region & Alameda County: 2008-2012

	Chabot	Las Positas	Alameda County
English Only	49%	73%	57%
Spanish	24%	9%	17%
Asian/Pacific Island Languages	20%	11%	18%
Other	8%	6%	8%

Source: U.S. Census Bureau, 2008-2012 American Community Survey, Table DP02
 <<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.

Percentage of High School Graduates Completing All UC /CSU Required Courses, By College Region



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 job 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

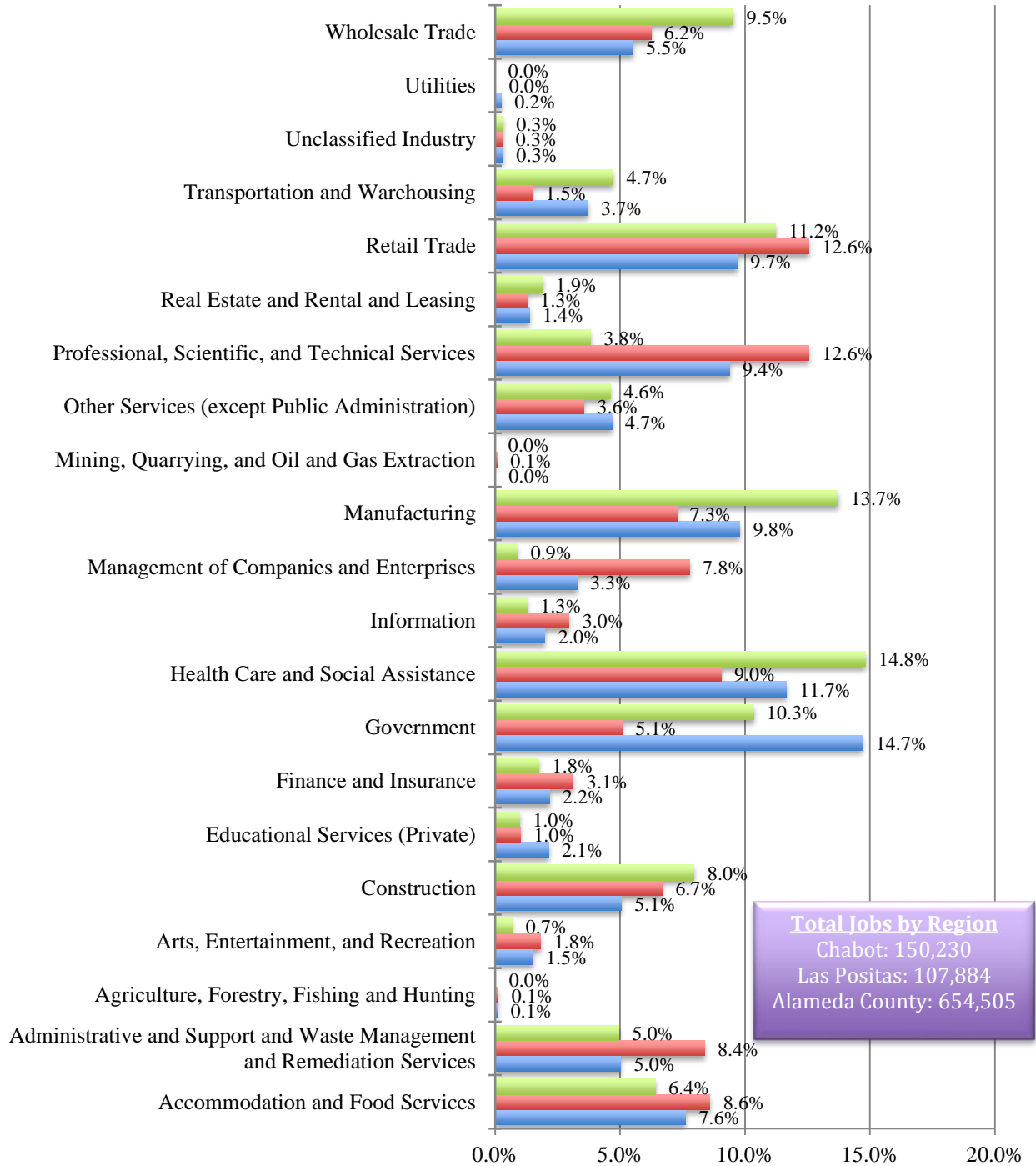
Education Level	2013 Jobs		2020 Jobs		Job Openings by 2020	
	Number	%	Number	%	Number	%
Bachelor's Degree or higher	176,863	27%	198,077	27%	48,890	26%
Associate's Degree / Vocational Award	61,632	9%	68,405	9%	16,511	9%
Some College (no degree) or below	416,007	64%	455,379	63%	119,359	65%
Total	654,502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

Source: Economic Modeling Specialists Inc., Dataset QCEW 2014.1

<<http://www.economicmodeling.com/>>

Evidence RS-7. 2013 Employment by Industry

■ Chabot Region ■ Las Positas Region ■ Alameda County



Source: Economic Modeling Specialists Inc., Dataset QCEW 2014.1 <http://www.economicmodeling.com/>

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

Number Percent			Number Percent			Number Percent		
Total Students	13,323	100%	Total Students	13,323	100%	Total Students	13,323	100%
Gender			Attendance Status			Enrollment Pattern		
Female	7,014	53%	Full-time			Day only	6,476	49%
Male	6,166	46%	12 or more units	4,330	33%	Both Day and Eve/Sat	3,115	23%
Other	143	1%	Part-time			Evening or Eve/Sat	2,310	17%
			6 to 11.5 units	5,075	38%	Saturday only	151	1%
			.5 to 5.5 units	3,898	29%	Online/Ind. Scheduled	1,271	10%
			Non-credit units only	20	0%	Unknown	0	0%
Race-ethnicity			Student Type			Educational Goal		
African-American	1,627	12%	First time any college	2,199	17%	Transfer		
Asian-American	2,074	16%	First time transfer	1,235	9%	(with/without AA/AS)	7,493	56%
Filipino	1,057	8%	Returning transfer	1,288	10%	AA/AS only		
Latino	4,906	37%	Returning	25	<1%	(not transfer)	1,254	9%
Native American	32	<1%	Continuing	8,446	63%	Occupational certificate		
Pacific Islander	225	2%	In High School	130	1%	or job training	1,569	12%
White	2,412	18%	Unknown	0	0%	Personal development		
Multiracial	777	6%				(intellectual/cultural,		
Unknown	213	2%				basic skills, GED)	691	5%
			Student Educational Level			Other or Undecided	1,745	13%
Citizenship			In High School	226	2%	Unknown	571	4%
U.S. Citizen	11,373	85%	Freshman (< 30 units)	7,226	54%			
Permanent Resident	1,272	10%	Sophomore (30-59 un.)	2,538	19%	New Students: High school districts		
Student Visa	64	<1%	Other undergraduate	1,850	14%	Chabot College Districts	1,221	56%
Other	608	5%	AA/AS degree	571	4%	Castro Valley	155	7%
Unknown	6	<1%	BA/BS or higher deg.	912	7%	Hayward	377	17%
						New Haven	195	9%
Age			Official residence			San Leandro	190	9%
19 or younger	3,397	25%	District Resident	9,612	72%	San Lorenzo	277	13%
20-21	2,474	19%	Other CA Districts	3,670	28%	Private / Other	27	1%
22-24	2,259	17%	Other States	40	<1%	LPC Region	65	3%
25-29	1,955	15%	Other Countries	1	<1%	Other Alameda County	300	14%
30-39	1,731	13%			Other Bay Area	143	7%	
40-49	823	6%	<i>Note: Cities in the District include</i>		Other California	124	6%	
50 or older	684	5%	Castro Valley, Hayward, San Leandro,		Other States	57	3%	
			San Lorenzo, Union City, Livermore		Other Countries	110	5%	
			Pleasanton, and Dublin		Unknown	179	8%	
					Total new students:	2,199	100%	
Local residence: Cities with over 100 students								
Hayward	4,383	33%	Livermore	320	2%	Transfer students: Previous college		
San Leandro	2,010	15%	Newark	270	2%	CA Community College	1,490	59%
Union City	1,137	9%	Pleasanton	209	2%	California State Univ.	273	11%
Oakland	967	7%	Tracy	181	1%	University of California	94	4%
Castro Valley	920	7%	Dublin	161	1%	Out of state	251	10%
San Lorenzo	781	6%	Alameda	112	1%	CA private colleges	109	4%
Fremont	690	5%	San Ramon	104	1%	Out of country	138	5%
			Other local cities	1,078	8%	Unknown	168	7%
						Total transfers:	2,523	100%

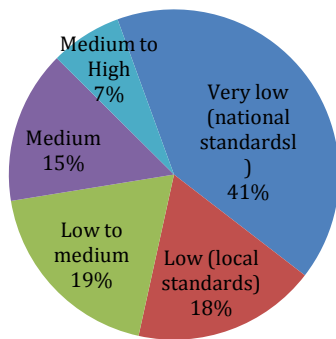
SOURCE: Chabot-Las Positas Institutional Research Dataset, Fall 2014 Census, Final Count

Updated: 03/19/2015

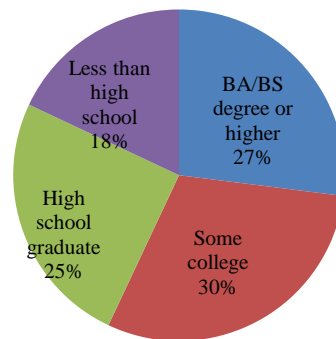
Additionally, over 60 percent of Chabot students work 20 or more hours per week. The need for financial assistance appears to be increasing, as the percentage of students applying for financial aid had grown from 20 percent in fall 2000 to 60 percent by fall 2013 (Evidence RS-11). All such indicators 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

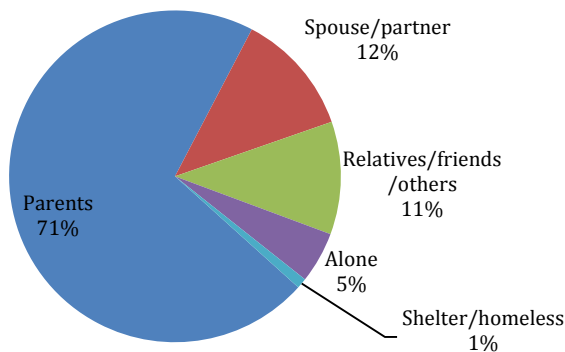
**Fall 2013
Family income level of students**



**Fall 2013
Highest educ. level of either parent**



**Fall 2013
Living situation of students**



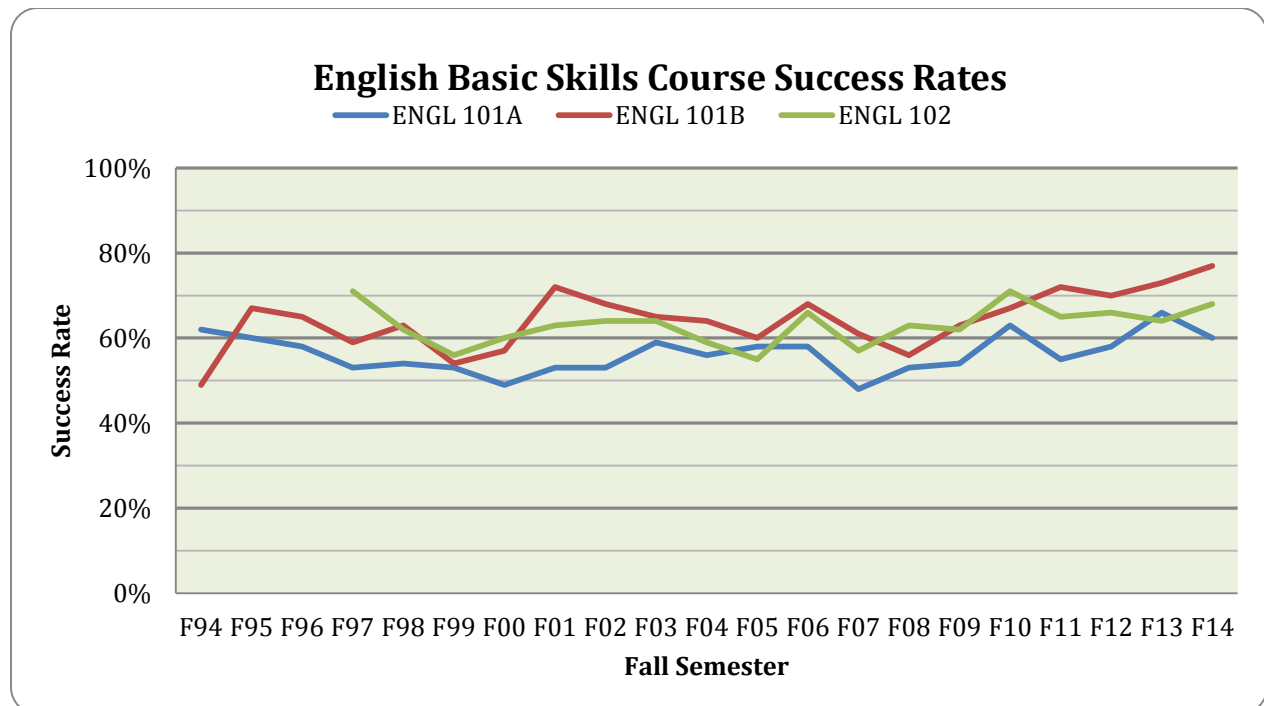
Student Outcomes: Success and Equity

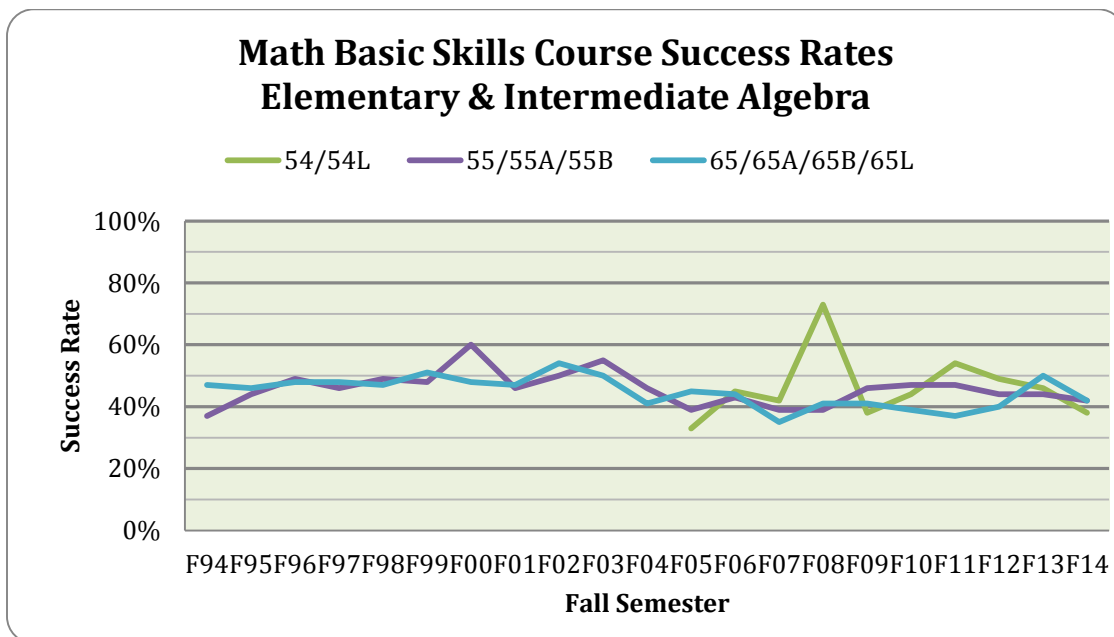
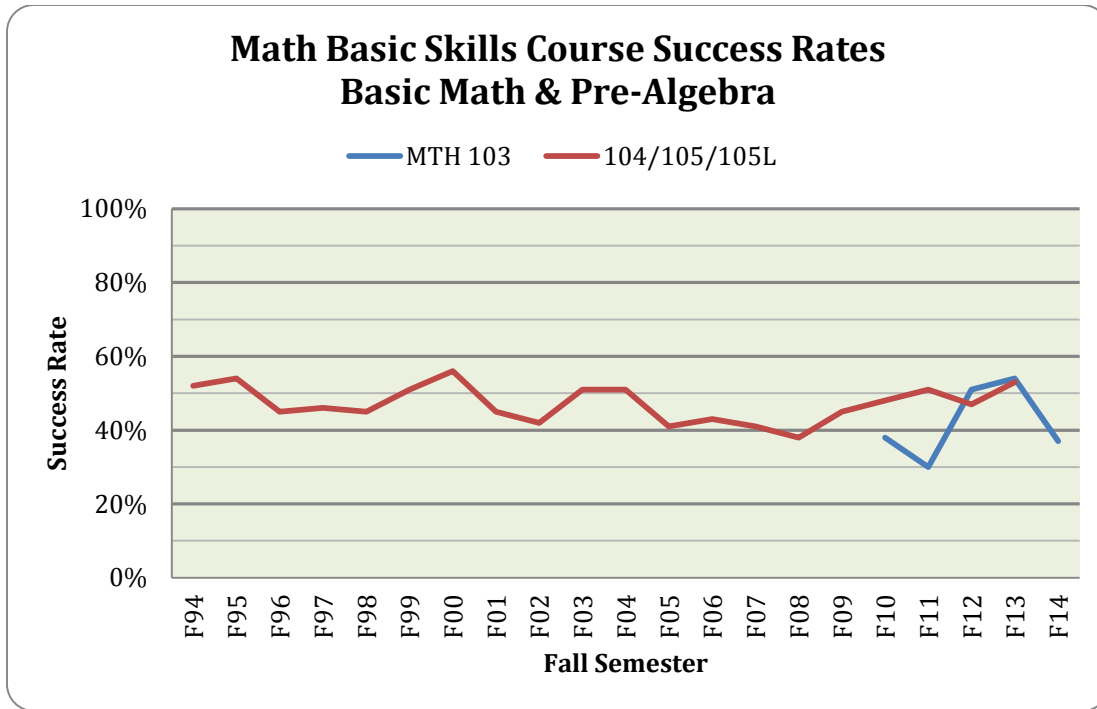
Most students enter Chabot intending to transfer or earn an AA/AS degree, but most need basic skills courses in English and mathematics. Therefore, success rates in basic skills courses, persistence rates into college-level courses, numbers of degrees, and numbers of transfers to

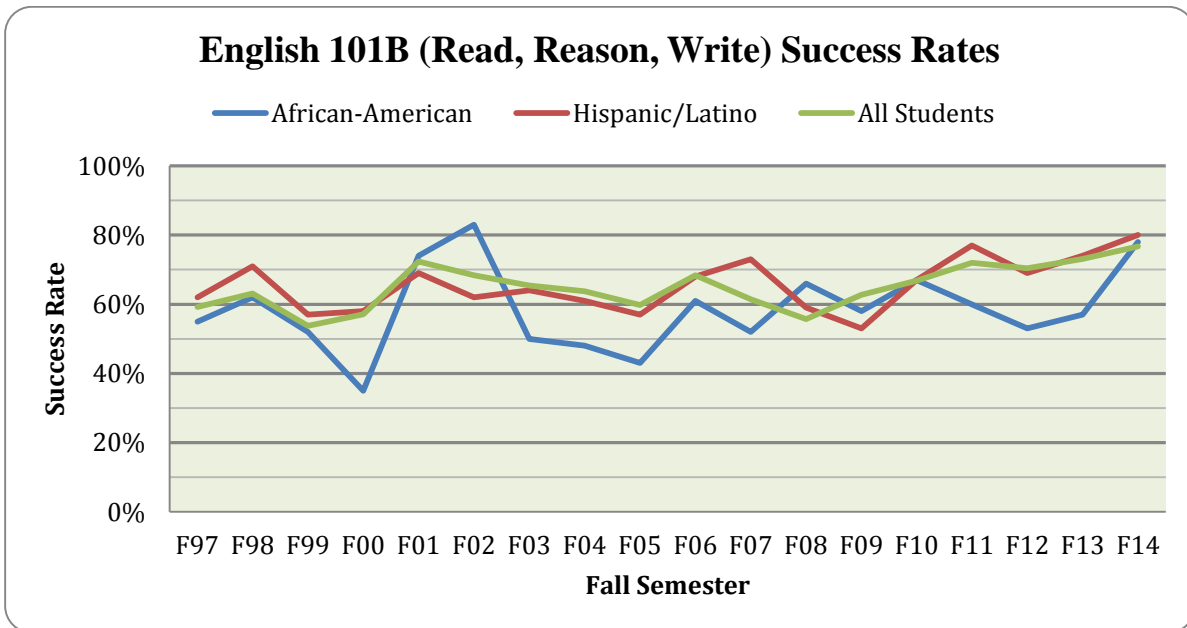
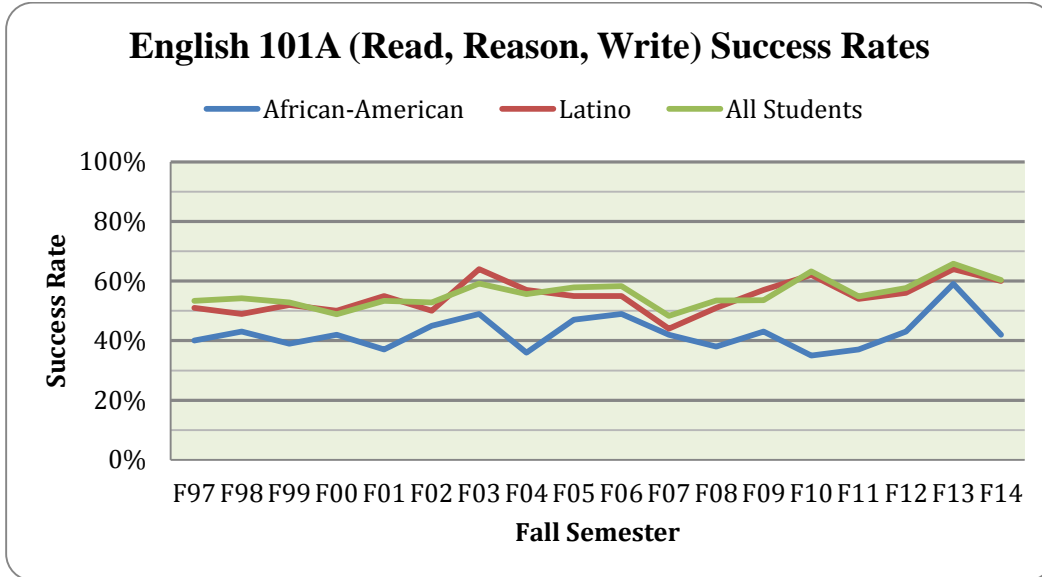
universities are important indicators of the College’s success. In addition, in such a diverse student body, it is important to ensure that these indicators are equal among ethnic groups.

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).

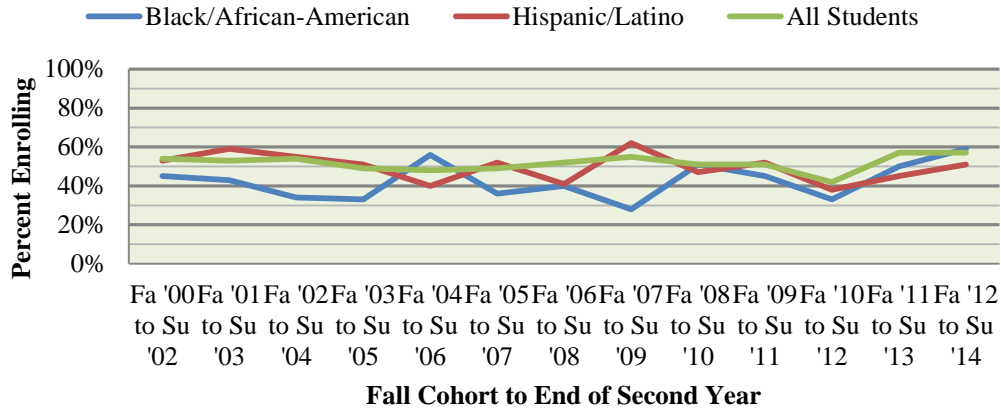
In the two-semester English basic skills course sequence, English 101A and English 101B, Hispanic/Latino students have had success rates similar to all students, while Black/African-American students have usually had lower success rates. For those successful in the first English basic skills course (101A), 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.



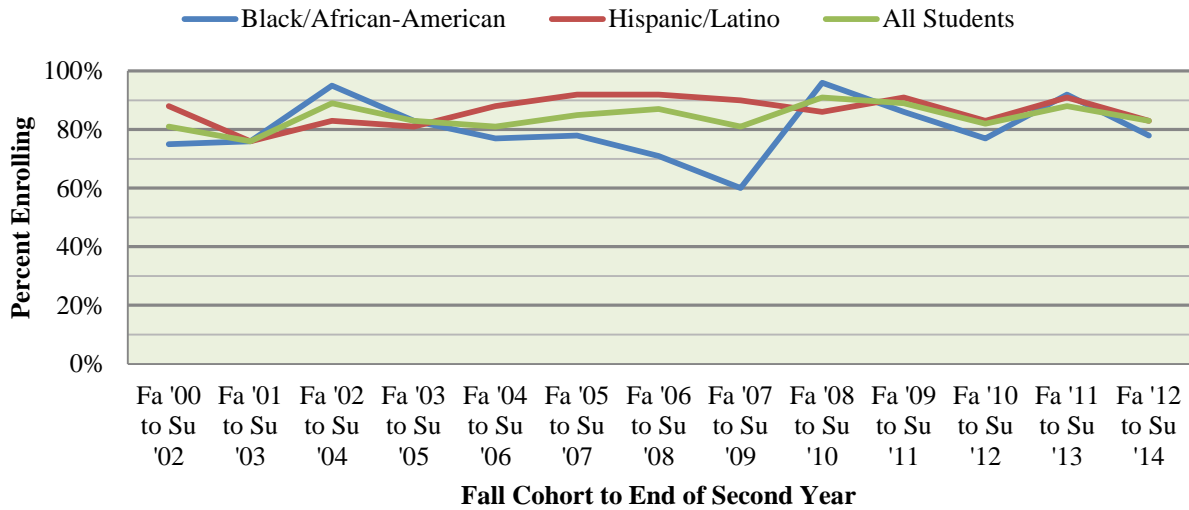


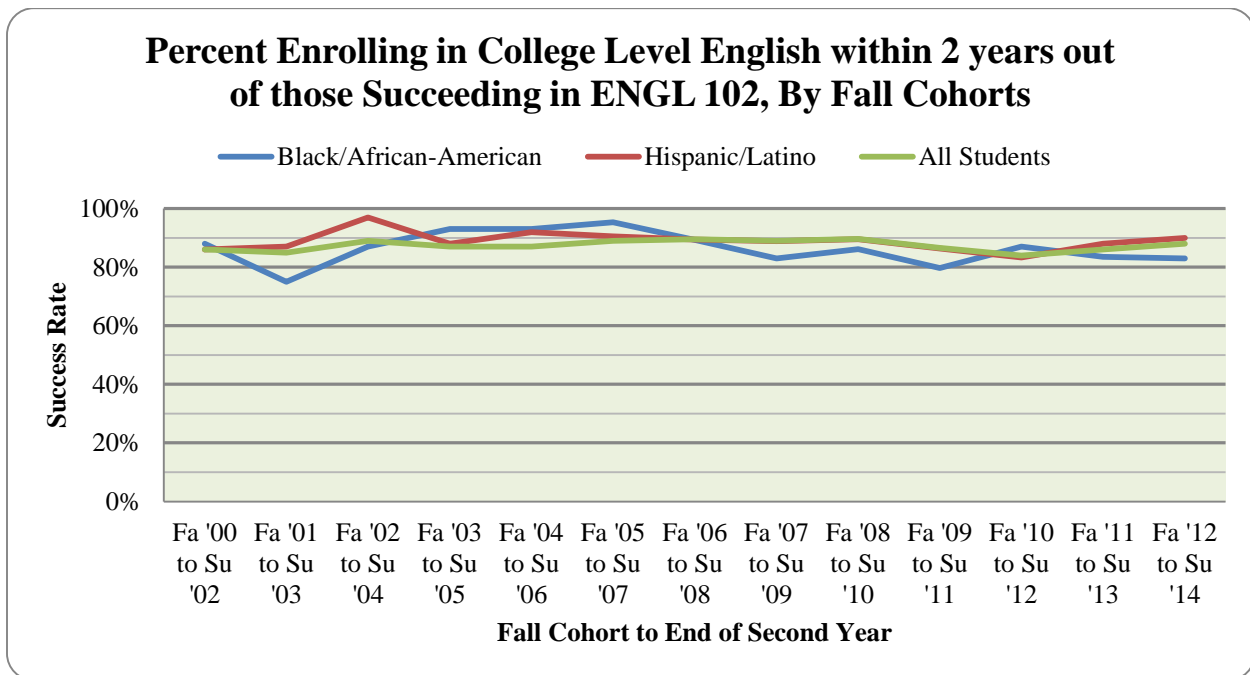
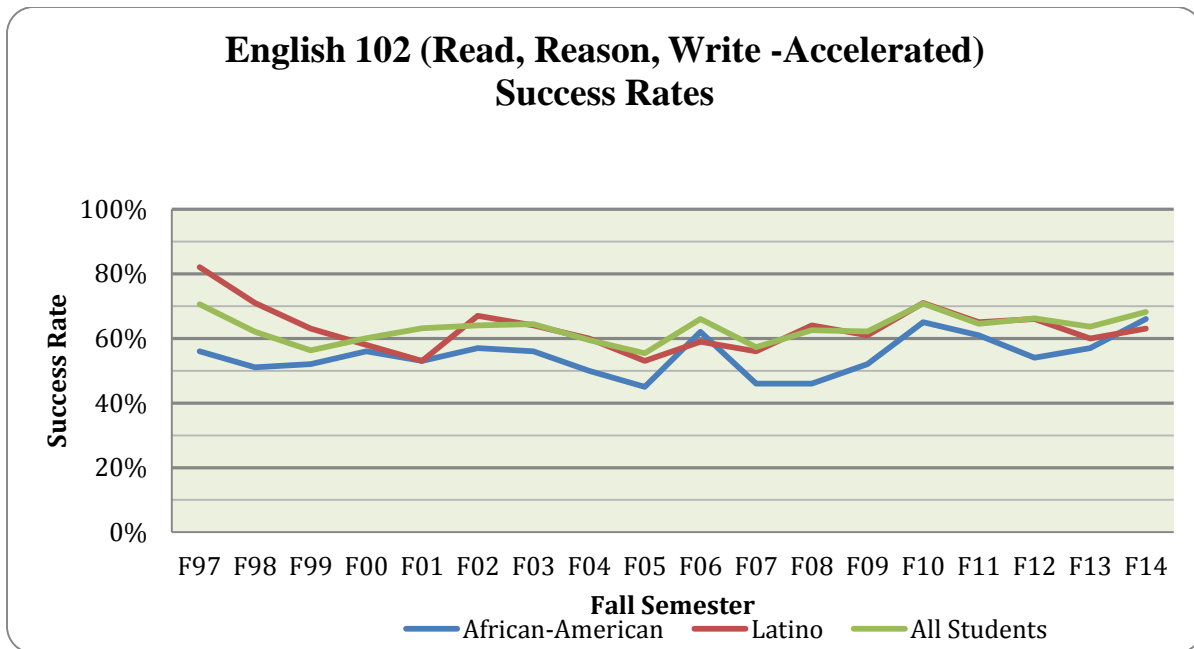


Percent Enrolling in College Level English within 2 years out of those Succeeding in ENGL 101A, By Fall Cohorts

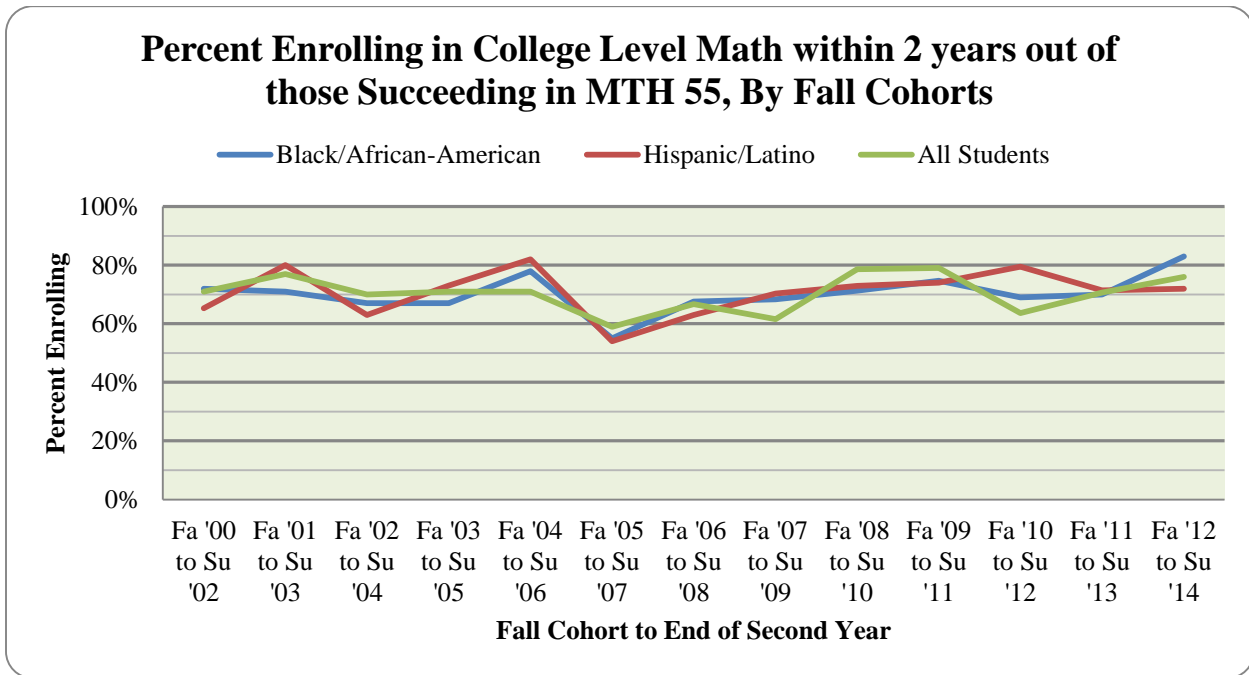
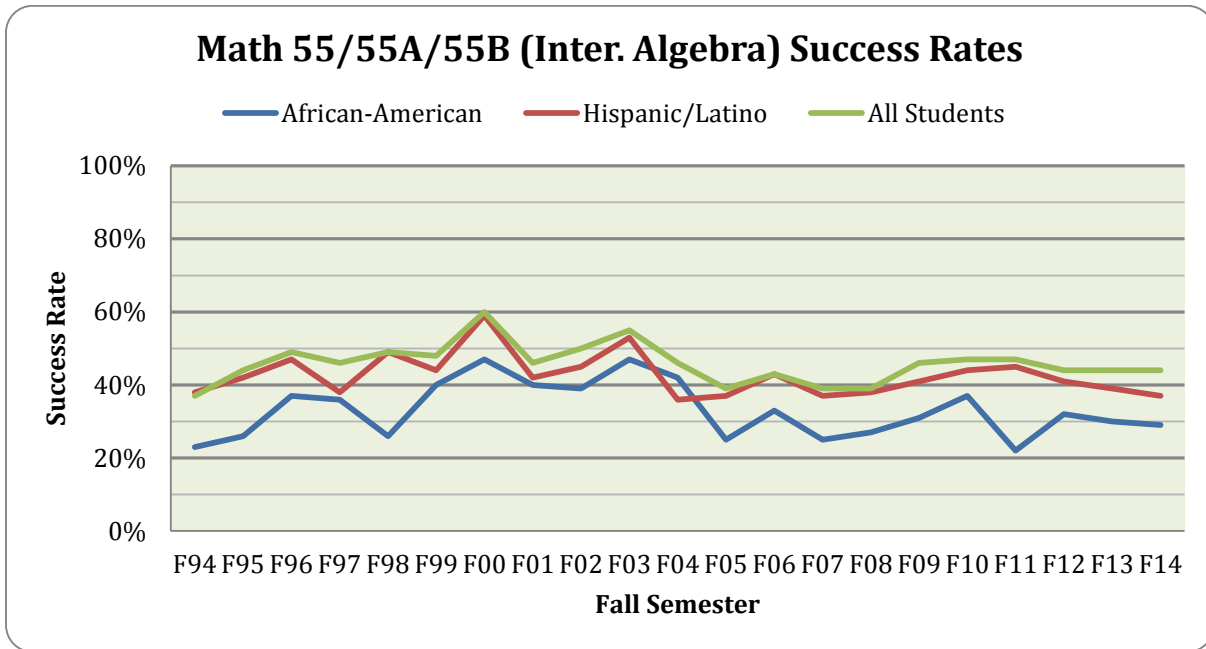


Percent Enrolling in College Level English within 2 years out of those Succeeding in ENGL 101B, By Fall Cohorts

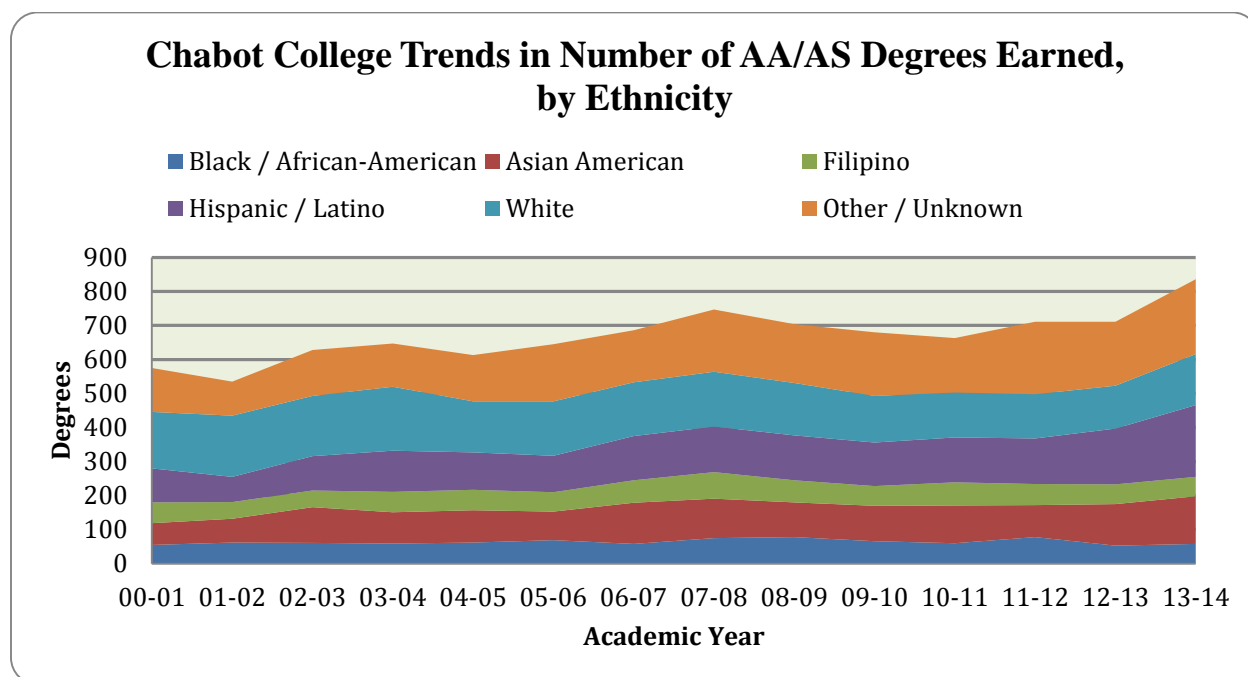




In the highest basic skills math course, Math 55, the average success rate has plunged from 60 percent in 2000 to 44 percent in 2014. African Americans had success rates below the average. However, students who were successful in this math basic skills course, persistence to college-level math hovered at about 70 percent for all students, and the performance of both Latinos and African Americans was near this average.



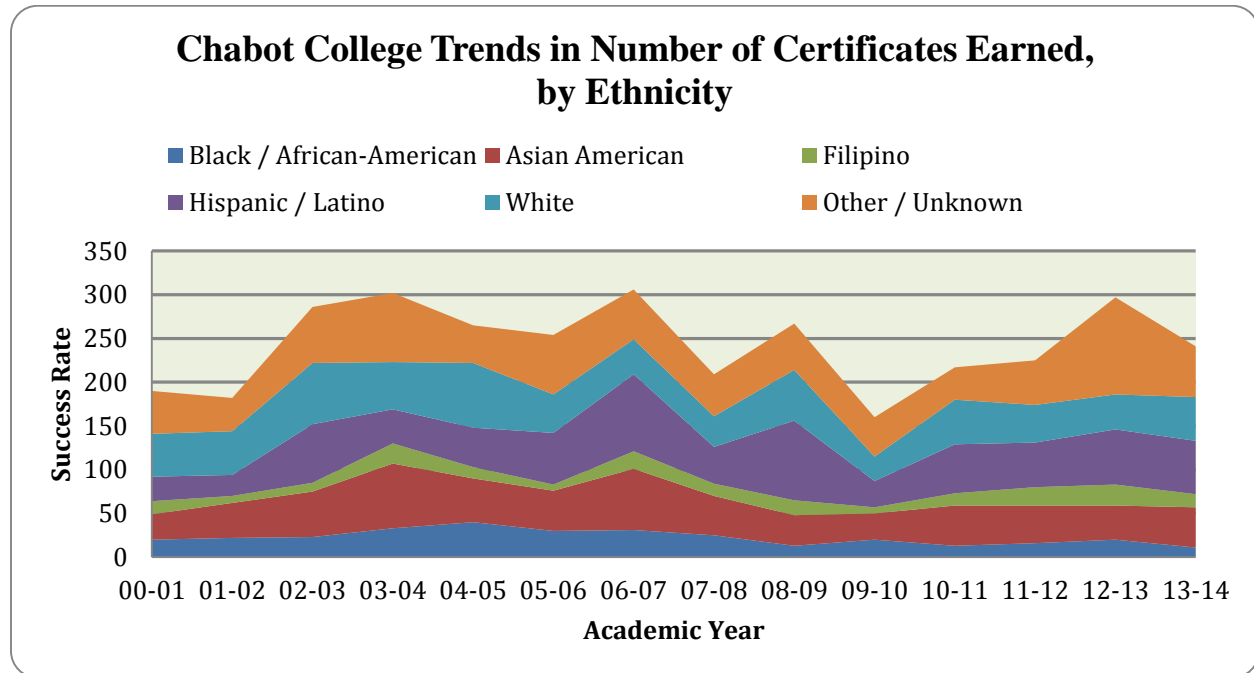
The number of degrees, certificates, and transfers to four-year institutions are indicators of successful completion at Chabot. The annual number of AA/AS degrees awarded by Chabot has climbed steadily since 2000, from 575 in 2000-01 to 836 in 2013-14 (Chart below, Evidence RS-15). This increase was driven by steady increases in the number of Asian American and Hispanic/Latino graduates.



Evidence RS-15. Number of AA/AS Degrees Earned at Chabot College, by Ethnicity: Academic Years 2000-01 to 2013-14,

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

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).



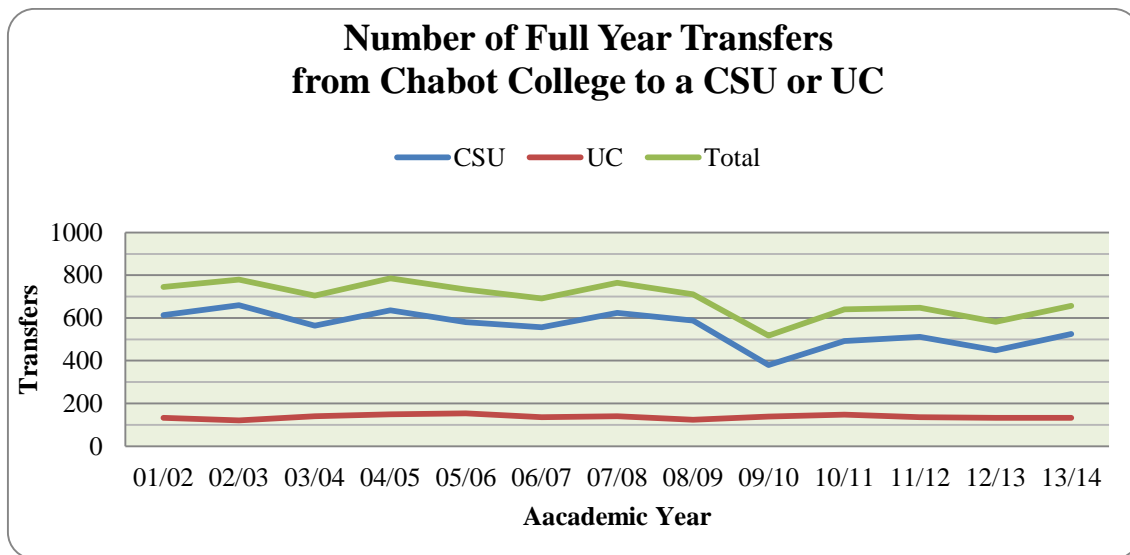
Evidence RS-16. Number of Certificates Earned at Chabot College, by Ethnicity: Academic Years 2000-01 to 2013-14,
www.chabotcollege.edu/IR/StudentSuccess/CertificatesByEthnicity2000-14.pdf

Ethnicity	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
African American	20	22	23	33	40	30	31	25	13	20	13	16	20	11
Asian American	29	40	52	74	50	46	70	45	35	30	46	43	39	46
Filipino	15	8	10	23	13	7	20	14	17	7	14	21	24	15
Hispanic / Latino	28	24	67	39	45	59	88	42	91	30	56	51	63	61
White	49	50	70	54	74	44	40	35	58	28	51	43	40	50
Other / Unknown	49	38	64	79	43	68	57	48	53	45	37	51	111	58
Total	190	182	286	302	265	254	306	209	267	160	217	225	297	241

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

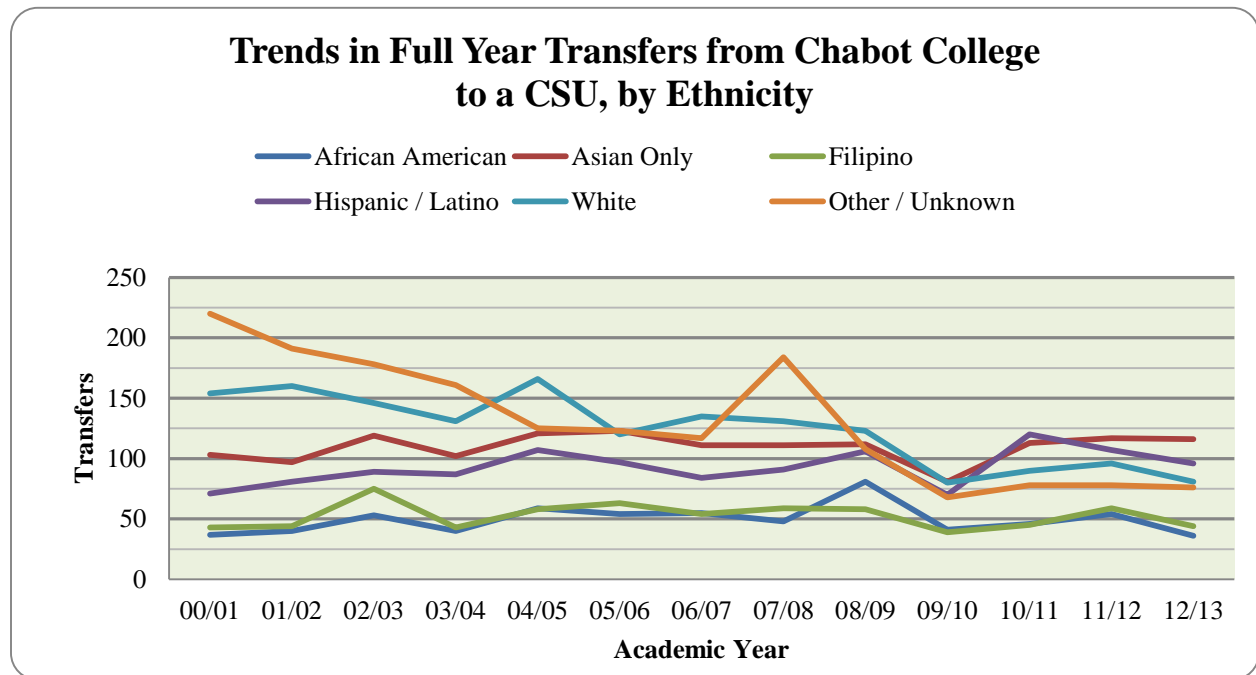
transfer numbers has come from CSU rather than UC. Transfers to CSU declined from over 600 students in the early 2000’s to less than 400 in 2009-10, but increased to 525 by 2013-14. The decline among CSU transfers came primarily from students who declined to identify their ethnicity or identified themselves as white.

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



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

Univ.	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
CSU	613	660	564	636	580	556	624	588	379	492	511	449	525
UC	132	120	140	149	153	135	140	123	139	148	129	129	144
Total	745	780	704	785	733	691	764	711	518	640	640	578	669



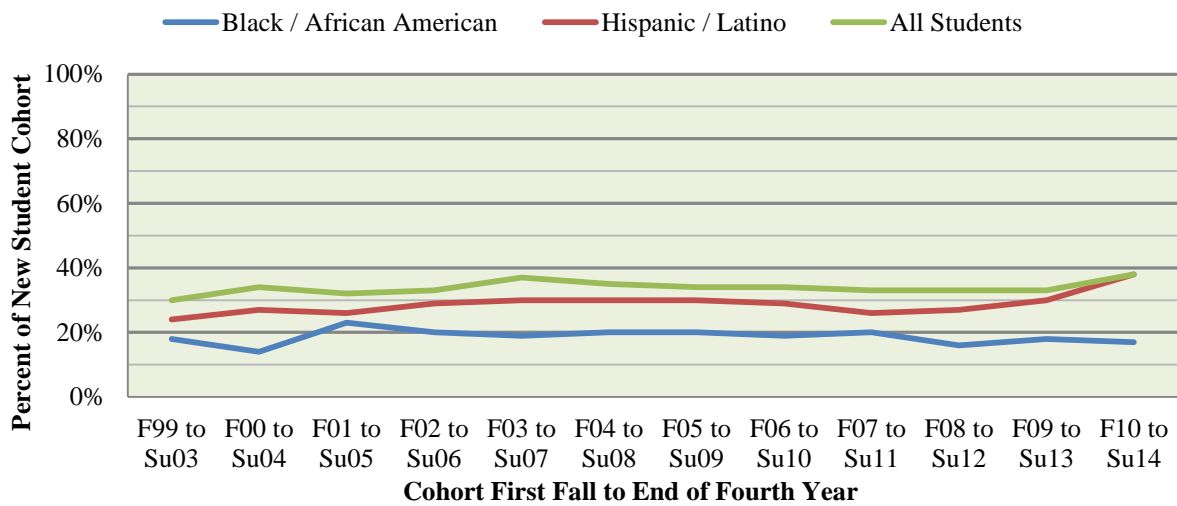
Note: The UC system no longer provides race/ethnicity transfer admissions data by community college.

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

Ethnicity	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
African American	37	40	53	40	59	54	55	48	81	41	46	54	36
Asian American	103	97	119	102	121	123	111	111	112	81	113	117	116
Filipino	43	44	75	43	58	63	54	59	58	39	45	59	44
Hispanic / Latino	71	81	89	87	107	97	84	91	106	70	120	107	96
White	154	160	146	131	166	120	135	131	123	80	90	96	81
Other / Unknown	220	191	178	161	125	123	117	184	108	68	78	78	76

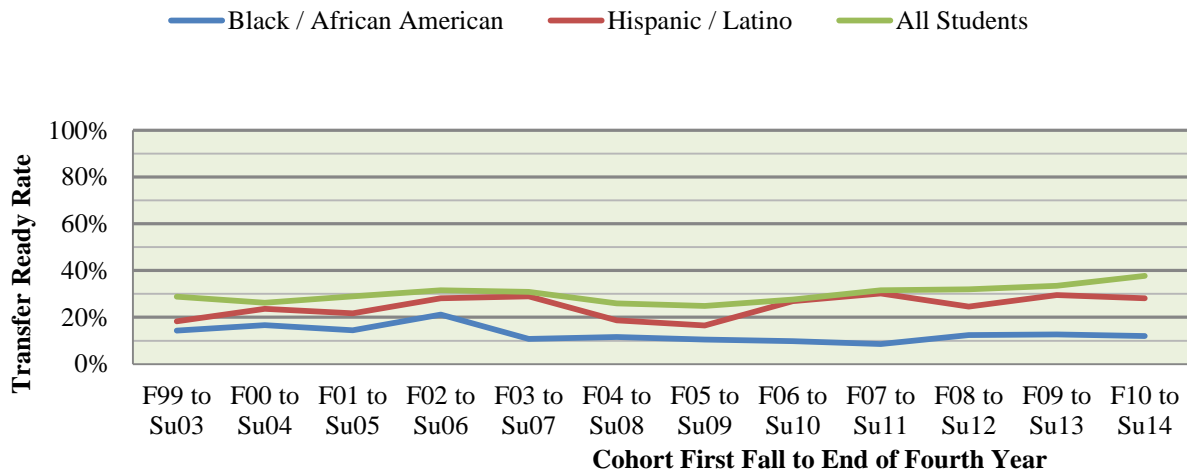
Of all new students, about 38 percent become “transfer-directed” within approximately four years, by earning 12 or more units and attempting a transfer-level English or math course. Typically, fewer Latino and African American students become Transfer Directed, but the percent of Latinos has risen in 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.

Percent Transfer Directed* After 4 Years New Student Fall Cohorts



* Transfer Directed students have earned 12 units and attempted College-level English OR Math.

Transfer Ready Rate Percent of Transfer Directed Students that are Transfer Ready* After 4 Years New Student Fall Cohorts



* Transfer Ready students have earned 60+ transferrable units and have passed College-level English AND Math.

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

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

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 CcChair

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 Vallely; *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,

2CLibrary, 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;

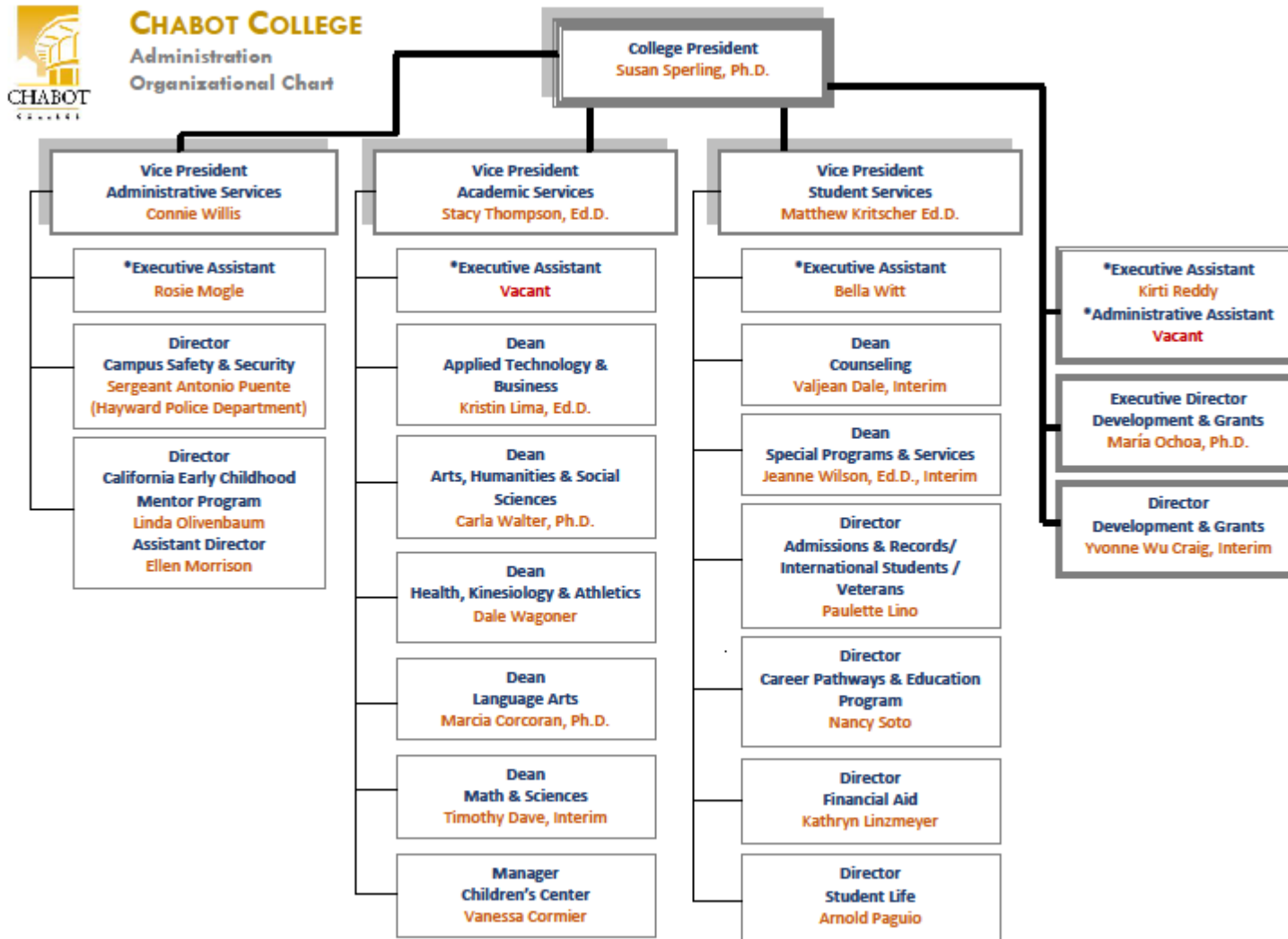
3A Human Resources, Cochairs: David Betts (Administrator), Donna Gibson and Jim Matthews (Faculty); Members: *Staff*: K Metcalf, Nancy Soto; *Administrators*: Wyman Fong, Vanessa Cormier; *Faculty*: Don Plondke, Mireille Giovanola, Adrain Huang, Doris Hanhan

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

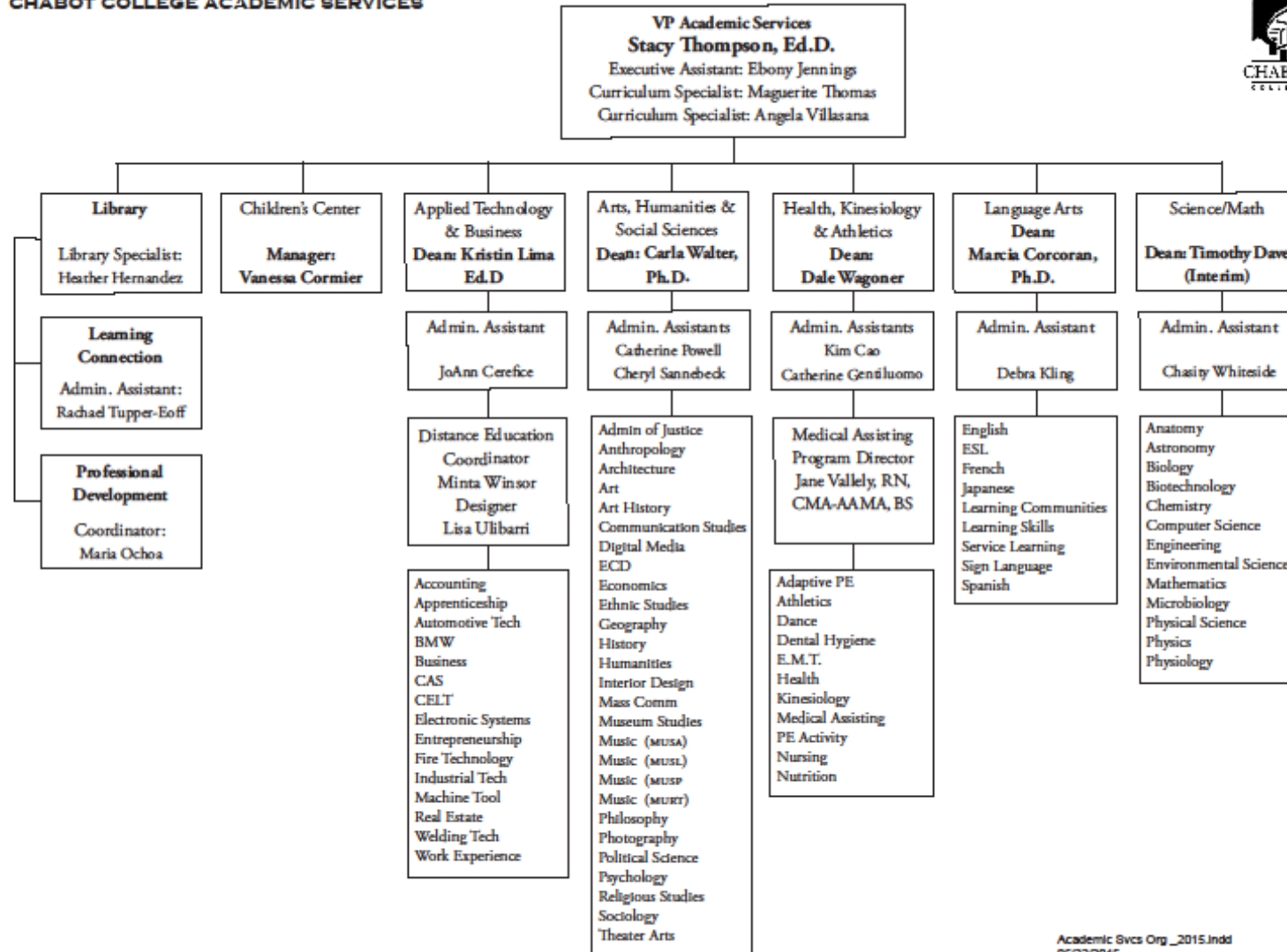
4A/4B Governance, Cochairs, Jason Ames (Faculty), Sara Parker (Faculty); Members: *Staff*: Debra Kling, Steve Stevenson; *Administrator*: Carla Walter; *Faculty*: Jerry Egusa, Kristin Land; *Students*: Nijel Quadri, Luis Flores.



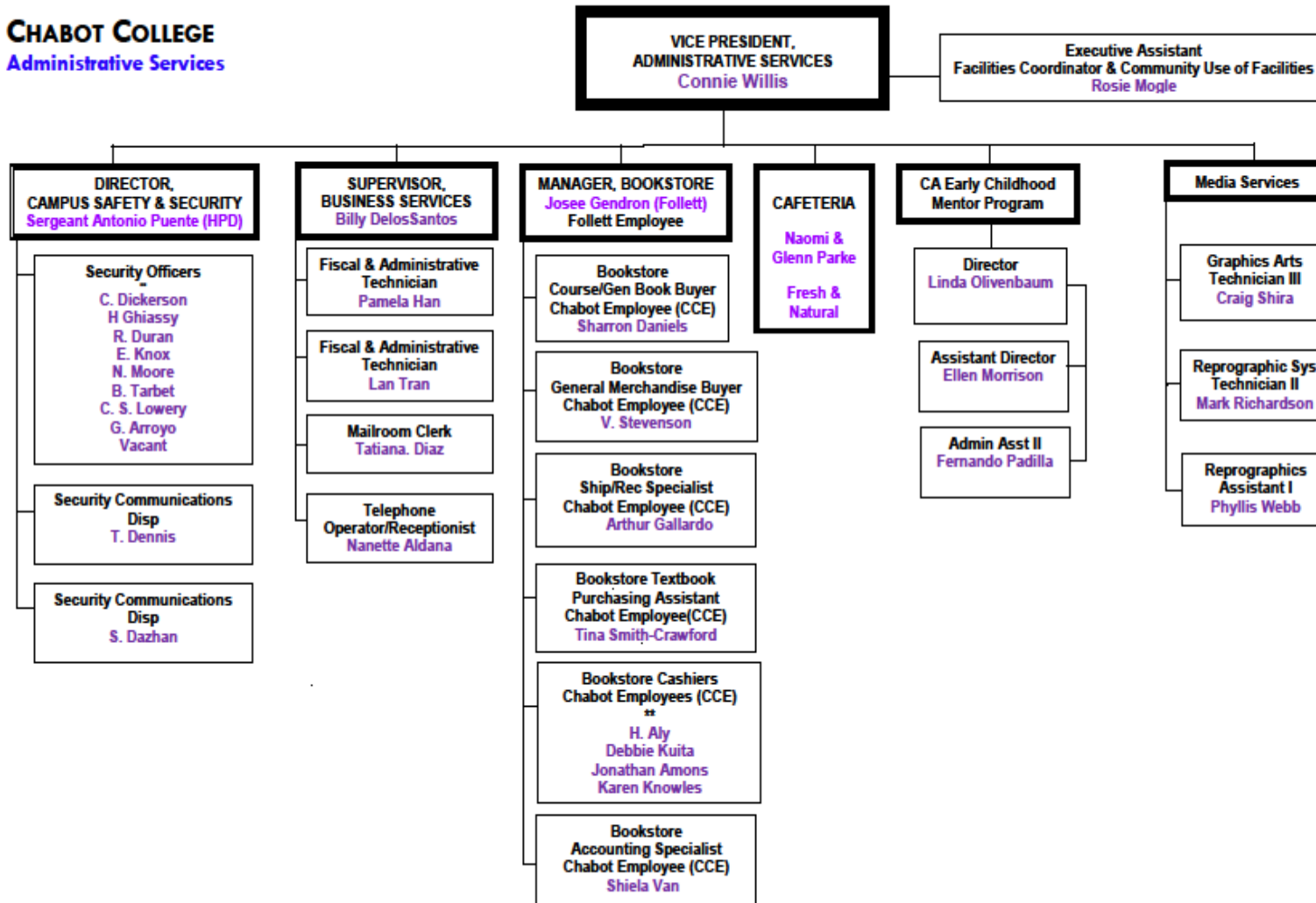
*Non-Administration Confidential

Revised 04/02/2015
President's Office/kr

CHABOT COLLEGE ACADEMIC SERVICES



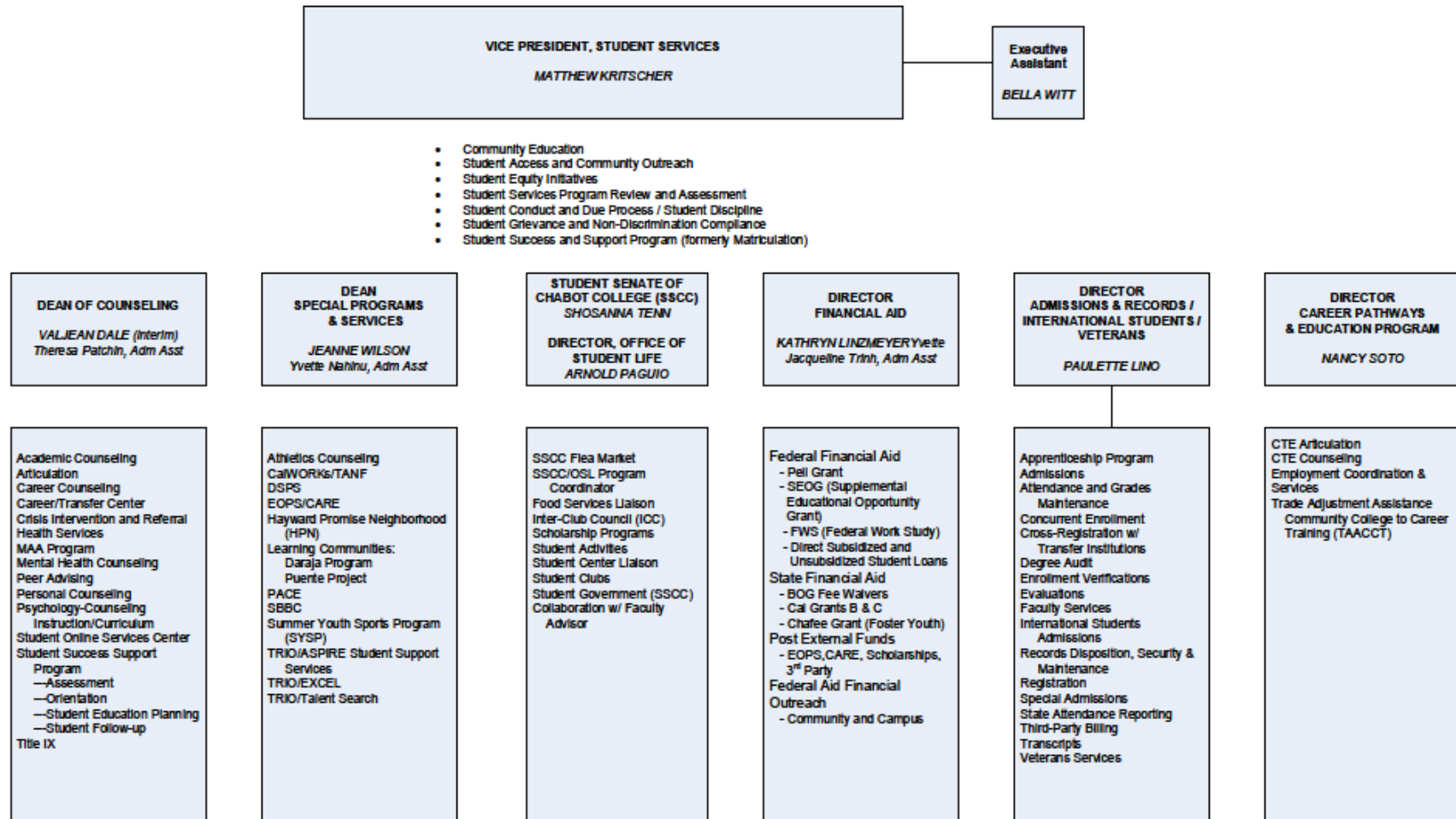
CHABOT COLLEGE
Administrative Services



Revised January, 2014

DRAFT

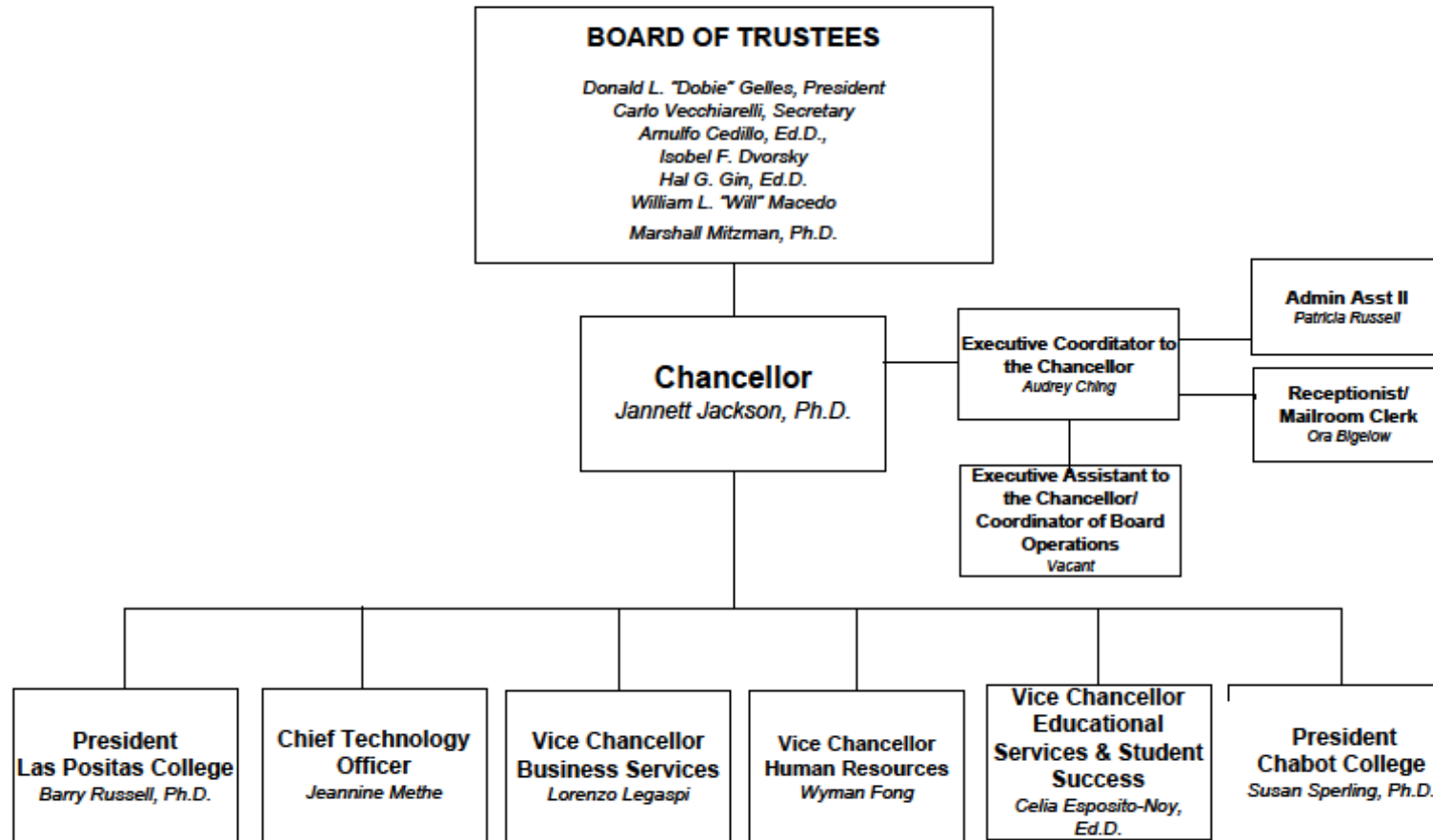
CHABOT COLLEGE STUDENT SERVICES ADMINISTRATIVE ORGANIZATION CHART





Chabot - Las Positas Community College District Organizational Chart 2014-2015

Figure 1



August 1, 2008

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.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S
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.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS			
		College	District
1.	The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a.	The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
b.	The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c.	The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2.	The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	SH	SH
a.	The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b.	The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	SH	SH
c.	High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	SH	SH

d.	The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	SH	SH
e.	The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	SH	SH
f.	The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	SH	SH
g.	If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h.	The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i.	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3.	The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a.	An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b.	A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c.	A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally	P	S
4.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A
--	-----	-----

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records	P	S

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
--	---	---

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	S	P
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement	P	S

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
---	---	---

Standard III: Resources

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.

		College	District
1.	The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
a.	Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
b.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c.	Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d.	The institution upholds a written code of professional ethics for all of its personnel.	SH	SH

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	SH	SH
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement	S	P

B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District
1. 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.	S	P
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.	S	P

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH

C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	S	P
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S

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.		
	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	SH	SH
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	S	P
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH

f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	S	P
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

Standard IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	SH	SH
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	SH	SH
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	SH	SH
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P

h.	The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i.	The governing board is informed about and involved in the accreditation process.	SH	SH
j.	The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2.	The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a.	The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b.	The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • 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

c.	The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d.	The district/system effectively controls its expenditures.	S	P
e.	The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f.	The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

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 CCCCCO 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 measureable 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

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.

	A	B	C	D	E
1		Chabot Las Positas Community College District	Chabot College	26-May-15	
2		Required Evidentiary Documents for Financial Review			
3		Supplemental Guidelines for Standard III.D for CALIFORNIA PUBLIC INSTITUTIONS			
4		ACCREDITATION Questions	Short Answer	Required Evidence	Link to Evidence
5	1	1. Has the college received any qualified or adverse opinions in audit reports in the last 3 years from district, state or federal programs	No	Audit Reports (Last Three years)	2013-14 audited financials: http://www.clpccd.org/business/documents/Financial_Statement_CLPCCD_FINAL.pdf 2012-13 audited financials: http://www.clpccd.org/Business/documents/REVISED-FINALAUDITREPORT.pdf 2011-12 audited financials: http://www.clpccd.org/business/documents/FINALDISTRICTFINANCIALAUDIT2011-12_004.pdf
6	2	2. Has the college implemented all audit recommendations? Have there been the same recommendations for more than one year? What is the auditor's response to the management actions taken?	Yes; Not in the last 3 years; Implemented	Management Response to auditor's findings and recommendations(Last 3 years); CCSF 311 (Last three year)	see #1 for last 3 years audited financial statements 2013-14 311 report: http://www.clpccd.org/business/documents/AnnualFinancialfor2013-14_000.pdf 2012-13 311 report: http://www.clpccd.org/business/documents/311Annual2012-13.pdf 2011-12 311 report: http://www.clpccd.org/business/documents/311Rpt-2011-12_000.pdf
7	3	3. What is the insitution's unrestricted fund balance and reserves of cash or cash equivalent?	\$10,983,356 at June 30, 2014	CCSF 311Q (Most recent) Fiscal Trend Analysis of 311 Data; Can be accessed online at CCCC website)	most recent 311Q: http://www.clpccd.org/Business/documents/311Q2014-15Q2FinancialRpt.pdf link to Fiscal Data Abstracts: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/FiscalDataAbstract.aspx
8	4	4. Does the College Mandate a minimum 5% unrestricted reserve of cash or cash equivalent?	Yes, the District requires a minimum prudent reserve of 5%	Audit Report	AP 6305 http://www.clpccd.org/board/documents/AP6305Reserves.pdf ; 311 reports in Question #3
9	5	5. Has the State Chancellor's Office had to intervene regarding fiscal stability or compliance?	No	Letter of agreement between the State Chancellor's Office and District, Chancellor's Office communication document, Fiscal Health Certificate	N/A

Chabot College Accreditation Report

Requirements/Policies

10	6	6. Does the college have long term debt financing?	Yes	Audit Report	audit reports in #1 above District has issued \$498,000,000 in general obligation bonds
11	7	7. Does the institution have an obligation for post retirement health benefits (OPEB), compensated absences and other employee related obligations? If it does, has it done the actuarial study and identified the liability? Is there a plan for funding them?	Yes, we have an obligation for OPEB, compensated absences, and Supplemental Employee Retirement Program The District has set aside \$4.3 million in a separate reserve for OPEB	Actuarial Study for post retirement health benefits, collective bargaining agreements, board policies, actuarial report, reserve reports. Institutional Plan for funding the liability.	audit reports in #1 above latest actuarial study: http://www.clpccd.org/business/documents/2013ActuarialReport.pdf SEIU collective bargaining agreement: http://www.clpccd.org/HR/documents/2012-14SEIUAgreement-Final10113_003.pdf Faculty Association collective bargaining agreement: http://www.clpccd.org/HR/documents/FAMasterWorkDocument11713WithoutAppendix-updated121714.pdf \$4.3 million reserve balance in self insurance reserve included in 2014-15 adopted budget book: http://www.clpccd.org/Business/documents/FINAL2014-15ADOPTIONBUDGETBOOK.pdf
12	8	8. Does the institution have limits on accrual of unused vacation time? Compensatory time? Is the institution enforcing it policy on limits?	Yes, we have limits on accrual of unused vacation time Yes, we have limits on accrual of comp time Yes, the District is enforcing the limits	Leave Accrual Policy in Contract Agreement and Labor Agreements, Board Policies, Human Resource Records	SEIU bargaining agreement in #7
		9. Is the fiscal entity self insured for health benefits, workers compensation, and and unemployment? How are the reserve levels set?	No, the District is not self insured for these purposes The District offers several medical plans, as well as dental and vision The District is a member of CCIG (California College Insurance Group) JPA for dental and vision The District is a member of PIPS (Protected Insurance Programs for	District Self Certification	health benefit information for classified, supervisors, administrators, confidentials: http://www.clpccd.org/HR/documents/RatesWorksheet2014-15FINALClisConfSupMgmExec_000.pdf for faculty: http://www.clpccd.org/HR/documents/2014OenoticetoFaculty.pdf for adjunct faculty: http://www.clpccd.org/HR/documents/AdjunctRatew-logo-2014-15midyear10-20-14.pdf JPA information is included in Note 12 to the 2013-14 audited financial statements: http://www.clpccd.org/Business/documents/Financial_Statement_CLPCCD_FINAL.pdf
14	10	10. 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?	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	Current Bargaining agreements; District Funding Plan; Executive Office agreements regarding buy-outs 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

Chabot College Accreditation Report

Requirements/Policies

15	11	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?	Yes Yes	Copy of the Agreement; Copy of the Foundation audited financial statements (3 years); Required Continuing Disclosure submittal	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
16	12	12. Does the college have policies and procedures regarding purchasing? Are they being followed?	Yes Yes	Self Certification; Policies	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: http://www.clpccd.org/board/documents/BP6330PurchasingRev.3-22-13_000.pdf http://www.clpccd.org/board/documents/BP6340ContractsRev.3-22-13_000.pdf
17	13	13. Will additional buildings be opened in the next 2-3 years? Is there a plan to fund staff, utilities and operating expenses associated with additional facilities coming online within the next 2-3 years?	Yes Yes	Copy of most current Facility Master Plan; Funding Plan; Educational Master Plan; Total Cost of Ownership Plan; Staffing/Human Resources	facilities master plan: http://www.clpccd.org/bond/Chabot/documents/2012_Chabot_Las_Positas_Facilities_MP_Report-Final.pdf http://measureb.clpccd.ca.us/district/bond/Chabot/documents/Appendix_Final_July_17_12_rev.pdf educational master plan: in process... http://www.clpccd.org/board/documents/MiG-EdMasterandStrategicPlansCLPCCD_BoTMeeting_11.18.14_FINALtoDistrict_Rev.pdf http://www.clpccd.org/education/documents/CLPCCC_Feb20Charette_2-19-15Final.pdf
18	14	14. Is there evidence that planning integrates fiscal and other resources?	Yes IPBM	Internal Documents	http://www.clpccd.org/board/CLPCCDIPBMFINAL.php PBC website: http://www.clpccd.org/business/PlanningandBudgetCommittee.php

Chabot College Accreditation Report

Requirements/Policies

19	15	15. Is there evidence that the institution monitors student financial aid obligations such as student default loan rates and compliance with federal regulations?	You need to get this information from the college financial aid office	Annual Financial Report, Financial Aid Compliance reports	federal financial aid included in the Schedule of Federal Expenditures in the audited financial reports, see #1
----	----	---	--	---	---

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.I, II.A.I, II.A.I, II.A.I.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.e.f, II.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:

Division	CLOs Completed	CLOs Not Completed	Percent
Math & Science	69	0	100%
DSPS	16	0	100%
Library	2	0	100%
Language Arts	62	9	87.32%
Applied Tech & Business	124	29	81.05%
Arts, Humn, & Soc Sci	227	55	80.50%
Counseling	17	16	51.52%
Health, PE, & Athl	88	121	42.11%
TOTAL	605	230	72.46%

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.

Division	Programs	Programs w/ PLOs Written	Discussed and Documented
Arts Humn & Soc Sci	53	53 – 100.0%	53 – 100.0%
Applied Tech & Bus	64	56 – 87.5%	47 – 73.4%
Counseling	9	9 – 100.0%	9 – 100.0%
Health PE & Athletics	19	19 – 100.0%	10 – 52.6%
Language Arts	7	7 – 100.0%	7 – 100.0%
Library	1	1 – 100.0%	1 – 100.0%
Science & Math	13	13 – 100.0%	13 – 100.0%
Chabot	166	158 – 95.2%	140 – 84.3%

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.1.a, II.A.1.c, II.A.2.a, II.A.1.c, II.A.2.a, 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.I, I.B, I.B.I, 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.I, I.B.2, I.B.3, IV.A.I, 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.I.d, IV.B.I.e, IV.B.i.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-1. Facilities Master Plan,

http://www.clpccd.org/bond/Chabot/documents/2012_Chabot_Las_Positas_Facilities_MP_Report-Final.pdf

Evidence RS-2. California Community Colleges System Strategic Plan, 2013 Update,

http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/2013StrategicPlan_062013.pdf

Evidence RS-3. Not used

Evidence RS-4. San Francisco Chronicle, "Asian population swells in Bay Area, State, Nation" March 22, 2012, <http://www.sfgate.com/bayarea/article/Asian-population-swells-in-Bay-Area-state-nation-3425777.php>

Evidence RS-5. Population Reference Bureau, "U.S. Baby Boomers Likely to Delay Retirement," September, 2014, www.prb.org/Publications/Articles/2014/us-babyboomers-retirement.aspx

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-8. Job projections for Chabot CTE degree and certificate programs

www.chabotcollege.edu/IR/Local%20Population%20&%20Ed%20Stats/OccupationsHighestProjectedOpenings_RelatedChabotPrograms_2014-2020.pdf

Evidence RS-9. Chabot College Student Characteristics Fall 2014,

http://www.chabotcollege.edu/IR/StudentCharacteristics/Chabot_StCh_Fa14-Sp15_Final.pdf

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

http://www.chabotcollege.edu/IR/StudentSatisfaction/StuSurvF13_FamIncomeEducation.pdf

Evidence RS-11. Percentage of Students Applying and Awarded Financial Aid 2000-2013,

http://www.chabotcollege.edu/IR/StudentCharacteristics/FinAidApplyAwardedNotAwarded_F00toF13.pdf

Evidence RS-12. Assessment Recommendations into English and Math Courses,

<http://www.chabotcollege.edu/IR/StudentCharacteristics/AssessmentRecsNewStudsFall14.pdf>

Evidence RS-13. English Basic Skills Courses Success Rates, Evidence RS-13

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

Evidence RS-15. Number of AA/AS Degrees Earned at Chabot College, by Ethnicity:

Academic Years 2000-01 to 2013-14,

www.chabotcollege.edu/IR/StudentSuccess/DegreesbyEthnicity2000-2014.pdf

Evidence RS-16. Number of Certificates Earned at Chabot College, by Ethnicity: Academic Years 2000-01 to 2013-14,
www.chabotcollege.edu/IR/StudentSuccess/CertificatesByEthnicity2000-14.pdf

Evidence RS-17. Survey of Spring 2013 Degree and Certificate Graduates,
www.chabotcollege.edu/IR/StudentSuccess/GradSurvSp13_Summary_Final.pdf

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-20. Programs and Interventions that Increase Success at Chabot,
<http://www.chabotcollege.edu/IR/success.asp>

Evidence RS-21. Student Survey Fall 2013 Results, Service Learning,
http://www.chabotcollege.edu/IR/StudentSatisfaction/StuSurvF11_LrngEngagmnt.pdf and
http://www.chabotcollege.edu/IR/StudentSatisfaction/StuSurvF13_LrngEngagmnt.pdf

Evidence RS-22. Definitions and Percentages of Student Educational Goal Groups at Chabot College,
<http://www.chabotcollege.edu/IR/StudentSuccess/ChabotEdGoalGroupsIntroForPRBCOct2013.pdf>

Evidence RS-23. Chabot Students: Diverse, First Generation, and Basic Skills,
www.chabotcollege.edu/IR/StudentCharacteristics/ChabotFacts-DiversityFirstGenAssessF13.pdf

Evidence RS-24. Student Survey Fall 2013 Results, Satisfaction,
http://www.chabotcollege.edu/IR/StudentSatisfaction/StuSurvF13_Satisfaction.pdf

Evidence RS-25. Student Survey Fall 2013 Results, Commitment to Learning,
<http://www.chabotcollege.edu/IR/StudentSatisfaction/StuSurvResults1995thru2013.pdf>

Evidence RS-26. Student Survey Fall 2013 Results, Learning Goals,
http://www.chabotcollege.edu/IR/StudentSatisfaction/StuSurvF13_CollwideLrngGoals.pdf

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

Evidence RS-28. Fall 2013 Student Survey Results,
www.chabotcollege.edu/IR/satisfactionsurveys.asp

Evidence RS-29. Accreditation Training Homepage,
<http://libraryguides.chabotcollege.edu/Accreditation>

Evidence RS-30. Accreditation Steering Committee Meeting Agendas & Minutes,
<http://www.chabotcollege.edu/accreditation/Accreditation2015.asp>

- Evidence RS-31. Mission, Vision, and Values Statement,
<http://www.chabotcollege.edu/about/VisionMissionValueStatements.asp>
- Evidence RS-32. Chabot College Catalog 2014-16,
<http://www.chabotcollege.edu/academics/catalog/Catalog%202014-16reduced.pdf>
- Evidence RS-33. Course Outlines of Record,
<http://www.chabotcollege.edu/academics/Outlines.asp>
- Evidence RS-34. BP 4025, Philosophy and Criteria for Associate Degree and General Education,
http://www.clpccd.org/board/documents/BP4025PhilosophyandCriteriaforAssociateDegreeandGERev.02-18-14_Adopted.pdf
- Evidence RS-35. BP 4030, Academic Freedom,
http://www.clpccd.org/board/documents/BP4030AcademicFreedomRev.02-18-14_Adopted.pdf
- Evidence RS-36. Chabot College Class Schedules website
<http://www.chabotcollege.edu/courses/>
- Evidence RS-37. Annual DE Report, <http://www.chabotcollege.edu/cool/resources/>
- Evidence RS-38. BOT New DE Policies Approved,
http://www.clpccd.org/board/documents/7.2_DEREPOR_T_CC.pdf
- Evidence RS-39, Student Loan Default Three Year Cohort Detail, Evidence RS-39
- Evidence RS-40. BP 4020, Program Curriculum and Course Development,
http://www.clpccd.org/board/documents/BP4020ProgramCurriculumandCourseDevelopmentRev.02-18-14_Adopted.pdf
- Evidence RS-41, BP 4100, Graduation Requirements for Degrees and Certificates,
http://www.clpccd.org/board/documents/BP4100GraduationRequirementsforDegreesandCertificatesRev.02-18-14_Adopted.pdf
- Evidence RS-42. SLOAC website <http://www.chabotcollege.edu/sloac/institutional.asp>
- Evidence RS-43. BP 2710, Board of Trustees Conflict of Interest,
<http://www.clpccd.org/board/documents/BP2710ConflictofInterestRev.4-16-13Adopted.pdf>
- Evidence RS-44. BP 2715, Board of Trustees Code of Ethics/Standards of Practice,
<http://www.clpccd.org/board/documents/BP2715CodeofEthics-StandardsofPracticeRev.4-16-13Adopted.pdf>
- Evidence RS-45. BP 5512, Student Conduct and Due Process
<http://www.clpccd.org/board/documents/5512Policy.pdf>
- Evidence RS-46. Required Evidentiary Documents for Financial Review, Evidence RS-46
- Evidence RS-47. Board Policy 2740, Board Education
<http://www.clpccd.org/board/documents/BP2740BoardEducationRev.4-16-13Adopted.pdf>

THIS PAGE INTENTIONALLY LEFT BLANK