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

2016 Annual Report
Final Submission
03/31/2016

Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Stacy Thompson
3.	Phone number of person preparing report:	510-723-6626
4.	E-mail of person preparing report:	slthompson@chabotcollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.chabotcollege.edu/academics/catalog/Catalog2014-16.pdf page 11
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.chabotcollege.edu/about/index.asp
6.	Total unduplicated headcount enrollment:	Fall 2015: 14,161 Fall 2014: 13,323 Fall 2013: 13,512
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	13,459
8.	Headcount enrollment in pre-collegiate credit courses (which do	2,327

	not count toward degree requirements) for fall 2015:	
9.	Number of courses offered via distance education:	Fall 2015: 168 Fall 2014: 167 Fall 2013: 173
10.	Number of programs which may be completed via distance education:	9
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 4,032 Fall 2014: 3,872 Fall 2013: 3,860
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	68%
14b.	Successful student course completion rate for the fall 2015 semester:	67%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	982

	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	829
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	153

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	791
16b.	Number of students who received a degree in the 2014-2015 academic year:	681
16c.	Number of students who received a certificate in the 2014-2015 academic year:	110
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	997
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	930
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Business Transfer; IGETC (California State University); IGETC (University of California); California State University General Education Breadth; Automotive Service Consulting
19a.	Number of career-technical education (CTE) certificates and degrees:	72
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	2
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0

20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:		

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Dental Hygiene	12.40	state	85 %	100 %
Dental Hygiene	12.40	national	85 %	100 %
Nursing	12.30	state	85 %	100 %

21. 2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting	05.02	76 %	69 %
Administration of Justice	21.05	76 %	83 %
Applied Photography	10.12	76 %	50 %
Architecture and Architecture Technology	02.01	76 %	56 %
Automotive Technology	09.48	76 %	78 %
Business and Commerce	05.01	76 %	63 %
Business Management	05.06	76 %	58 %
Child Development/Early Care and Education	13.05	76 %	64 %
Commercial Art	10.13	76 %	100 %
Commercial Music	10.05	76 %	40 %
Computer Software Development	07.07	76 %	50 %
Construction Crafts Technology	09.52	76 %	100 %
Dental Occupations	12.40	85 %	94 %
Digital Media	06.14	76 %	60 %
Electronics and Electric Technology	09.34	76 %	71 %
Emergency Medical Services	12.50	76 %	75 %
Fire Technology	21.33	76 %	77 %
General Work Experience	49.32	76 %	0 %
Graphic Art and Design	10.30	76 %	100 %
Human Services	21.04	76 %	100 %
Computer Information Systems	07.02	76 %	50 %
Interior Design and Merchandising	13.02	76 %	50 %

	Journalism	06.02	76 %	0 %
	Manufacturing and Industrial Technology	09.56	76 %	80 %
	Marketing and Distribution	05.09	76 %	0 %
	Mass Communications	06.10	76 %	67 %
	Medical Assisting	12.08	76 %	62 %
	Office Technology/Office Computer Applications	05.14	76 %	50 %
	Physical Education	08.35	76 %	100 %
	Radio and Television	06.04	76 %	80 %
	Real Estate	05.11	76 %	56 %
	Registered Nuring	12.30	85 %	87 %

22.	Please list any other institution set standards at your college: 	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
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None			

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words). The College has consistently developed effective and innovative practices related to student achievement that are in response to analyzing program performance. Most notable are those programs that led to the development of statewide innovations that increase student success and student learning. Daraja and Puente both began at the college and are now models for not only other community colleges but also for high schools and 4-year institutions. These programs were based on institution set standard and review of the data regarding student success for particular affinity groups. Students who particpate in these programs have a higher success rate that studnet who do not. The Basic Skills Accelerated English and Math program is another programmatic innovation based on student achievement that began at the college that focuses on practices that have a strong evidence base for improving outcomes and completion of transfer-level English and math requirements. The data shows that students who participate in the acceleration program complete college level courses at more than twice the rate of students who do not participate. The results are so formidable that the program has won several awards and has been funded and expanded statewide known as the California Acceleration Program (CAP).

Student Learning Outcomes and Assessment

#	Question	Answer
24.	**Courses**	
	a. Total number of college courses:	770
	b. Number of college courses with ongoing assessment of learning outcomes	678
	Auto-calculated field: percentage of total:	88.1
25.	**Courses**	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	166
	b. Number of college programs with ongoing assessment of learning outcomes	166
	Auto-calculated field: percentage of total:	100
26.	**Courses**	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	12
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	12
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.chabotcollege.edu/prbc/academicprogramreview.asp
28.	Number of courses identified as part of the general education (GE) program:	360
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	60%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes	360

	mapped to GE *program Student Learning Outcomes*:	
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).	

The College\'s Institutional Learning Outcomes (ILOs) are; 1.Global and Cultural Involvement 2. Civic Responsibility 3. Communication 4. Critical Thinking 5. Development of the Whole Person. The ILOs are closely connected to its strategic plan goal, "Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support." Upon review of the student success data the college developed a college-wide First Year Experience program in 2014-2015 in which students enter cohorts assembled around their career pathway choice. The result was a dramatic increase in overall student success: persistence 92% vs. 69% non FYE; overall student success 73% vs. 63%; African American students 73% vs. 63%; Hispanic students 77% vs. 59%. The SLOAC Committee is assessing ILO's on a cycle that started in 2014. Courses selected for assessment from all the AA/AS areas based on the following criteria: 1) course taught in the fall; 2) taught by a full time instructor. SLOAC reps identified courses that are mapped to the PLO and ILO being assessed to determine which courses would participate in the assessment. Assessment results are posted on the SLOAC website and discusses at campus meetings.

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

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words). The college has aligned the course level student learning outcomes (SLO), Program Outcomes (PLO) and Institutional Learning Outcomes (ILO) so that they are consistent with the our Strategic Plan goal. The college, through its Program Review and Planning Council (PRBC) and SLOAC has worked to integrate and align the college's efforts. The ILO's were created by the PRBC and SLOAC working together. The strategic plan is the result of a college wide discussion led by the President's office. The office of Institutional Research conducts annual surveys to analyze the implementation of this alignment that is used in the planning of curriculum and delivery of instruction. As a result there have been many innovations across the college including Math and English acceleration and multiple measures for placement. The creation of new courses such as Passion and Purpose and Introduction to STEM. Implementation and assessment results for these programs can be found in the program reviews of all programs.
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words). The Student Learning Outcome and Assessment Committee (SLOAC) & the Program Review and Budget Council (PRBC) are responsible for all communication to the college & external audiences. Assessment results are embedded and contextualized in program review and posted on the PRBC website for public viewing. They are also posted on the SLOAC webpage. Both committees post all minutes, agendas and relevant document on the college website. Students can view course SLO, PLO and Institutional assessments. We are in final stages of converting our database from ELUMEN to CurriUNET where assessment results will also be posted. SLOAC and the staff development committee work together to create opportunities to for discussion and reflection on the educational process and improving student learning.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words). Robust dialog and reporting of SLO assessment results takes place at the discipline, program and institutional levels. The results of these assessment discussions are then included in program reviews, which are submitted to the PRBC for additional review and

discussion. PRBC is comprised of faculty, classified and administrators college wide and provides a collegial supportive environment to share and discuss program success and shortcomings that are revealed by assessment results. Career and Technical Education (CTE) programs, such as Nursing and Auto Technology, also discuss course and program outcome results with their advisory groups annually. These conversations are documented and used to make decisions regarding improving student learning and program outcomes as it relates to resource allocations in the CTE programs that receive Perkins funding.

39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).
	As a result of course level SLO assessment for Business 1A Financial Accounting faculty members discovered 68% overall success in students learning journalizing, posting, and preparation of financial statements. To improve student success, the faculty created a uniform accounting cycle project. Tutors and learning assistants were trained on how to assist with the project. 2 weeks of online class time and 3 weeks in face-to-face and hybrid classes was devoted to the project. As a result, students are demonstrating better understanding of fundamental accounting before moving onto higher-level chapters. The most recent assessment revealed that students' understanding of journalizing, posting, and financial statements went up to 76%. Another example of the use of SLO assessments to improve in student learning is in World Languages and documented in the Course Level and Program Level Outcomes Closing the Loop documents Fall 15. Participation included 3 full-time and 9 part-time faculty in development of learning outcomes, rubrics, and discussions of results. Students met goals in all sections between 77% and 95%. Faculty recognized need to standardize the use of a rubric for all written compositions and oral presentations. Using a common rubric and similar themes at each level encouraged students' confidence in target language.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	none

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	none
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	none
43.	List all of the institutions instructional sites out of state and outside the United States:	none

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

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