EVALUATION REPORT

CHABOT COLLEGE

25555 Hesperian Boulevard

Hayward, CA 94545

A confidential report prepared for

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Chabot College from October 19-22, 2009

Mr. Robert Dees

Chair

Chabot College

Comprehensive Evaluation Visit Team Roster

Monday, October 19-Thursday, October 22, 2009

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Chabot-Las Positas Community College District

DATES OF VISIT: October 19-22, 2009

TEAM CHAIR: Robert Dees

A ten-member accreditation team visited Chabot College from October 18-22, 2009, for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the college is meeting the Commission Standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

In preparation for the visit, team members attended an all-day training session on September 2, 2009, conducted by the ACCJC and studied Commission materials prepared for visiting teams. Team members read carefully the college's Self Study Report, including the recommendations from the 2003 visiting team, and assessed the evidence provided by the college.

Prior to the visit team members completed written evaluations of the Self Study Report and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent the afternoon discussing their views of the written materials provided by the college, reviewing evidence provided by the college and reviewed the Midterm Report completed by the college in March 2006 and other materials submitted to the commission since its last comprehensive visit.

During the visit, the team met with over thirty faculty, staff, administrators, members of the Board of Trustees, and students. The team chair met with members of the Board of Trustees, the president of the college and various administrators. The team also attended two open meetings to allow for comment from any member of the campus or local community.

The team felt that the Self Study Report was effectively organized and well written. College staff members were very accommodating to team members and available for interviews and follow-up conversations. The college was well prepared and ready for the team's visit.

Major Findings and Recommendations of the October 18-22, 2009, Visiting Team

As a result of its visit to Chabot College, the team made nine recommendations:

Team Recommendations

Recommendation 1

In order the meet the Commission's 2012 deadline, the team recommends that the college accelerate its efforts to identify measurable student learning outcomes for every course,

instructional program, and student support program and incorporate student learning outcomes assessments into course and program improvements. (Standards I.B, I.B.1, II.A.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.i, II.A.3, II.B.4, II.C.2)

Recommendation 2

In order to meet the standards, 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.2.b, II.A.2.e, II.A.2.f, II.B.1, II.B.3.c, II.B.4, II.C.2)

Recommendation 3

In order the 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)

Recommendation 4

In order to improve, the team recommends that the college develop and implement formal processes to more fully integrate institution-wide assessment of planning for campus technology needs into all levels of planning and allocation of resources. (Standards I.A.1, I.B, I.B.1, II.B.1, II.B.3, II.B.4, III.C, III.C.1, III.C.2)

Recommendation 5

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

Recommendation 6

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

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. (III.A.6, IV.B.3)

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. (III.D.1, III.D.3, IV.B.3)

Team Commendations for Chabot College

Commendation: The team commends the Student Services division for completing a full cycle of Service Area Outcomes, integrating Student Assessment Outcomes into program review and unit plans, and utilizing the planning and assessment process in continuous improvement efforts.

Commendation: The team found that the Office of Institutional Research has done an excellent job of creating and promoting a culture of evidence to guide the strategic planning process. The Office is highly responsive to faculty and staff requests for a variety of research and analysis related to program improvement.

Commendation: Employees, students, and visitors appreciate the well maintained facilities and the college's extra efforts to present a pleasant and welcoming physical environment. Attractive landscaping presents a professional image for the college and extends throughout the campus. The college is dedicated to increasing utility efficiency. All buildings are being constructed to LEED silver standards. Solar power is included in all projects and will result in additional saving in future utility expenses.

Commendation: The team commends the District Office of Human Resources for creating a user-friendly Web page of personnel forms, policies, and processes. This site represents a "best practice."

Commendation: Chabot College is leading the way in its approach to exploring basic skills and improving learning in pre-collegiate courses through faculty inquiry groups across the state. A student produced documentary called "Reading Between the Lives" has been widely distributed and acclaimed for its insight into the student perspective of learning preparation.

Certification of Continued Compliance with Eligibility Requirements

1. Authority

The visiting team confirmed that Chabot College is an institution of the California Community College System and is authorized to provide educational programs by the California Education Code. Chabot College is regulated by the California Community Colleges Board of Governors and the governing board of the Chabot-Las Positas Community College District and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).

2. Mission

The current mission statement was developed in spring 2004 to better align with the current Accreditation Standards. The mission statement (including the vision and value statements) was then approved by College Council in July 2004 and approved by the Board in August 2004. In fall 2008, the mission statement was reviewed by the Academic/Faculty Senate and the Board of Trustees and is published in the General Information section of the Chabot College Catalog, 2008-2010. The team affirms that the College meets this Eligibility Requirement

3. Governing Board

The Chabot-Las Positas Community College District, which consists of two colleges, is governed by a seven-member Board of 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 a business meeting. 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. The team affirms that the College meets this Eligibility Requirement

4. Chief Executive Officer

The Chief Executive Officer position at Chabot College was appointed by the Board of Trustees on January 2008. Her primary responsibility is to the institution. The team affirms that the College meets this Eligibility Requirement

5. Administrative Capacity

Chabot College has sufficient positions to support its mission and purpose. During the 2008-2009 Academic Year, several administrative positions were filled on an interim basis (VP of Academic Services, VP of Administrative Services, Dean of Social Sciences, Dean of Science and Mathematics, and Director of Student Life). All of these positions were filled by permanent employees by July 2009. Appropriate administrative preparation and experience are addressed as part of the employment process. The team affirms that the College meets this Eligibility Requirement

6. Operational Status

Students at Chabot College are enrolled in a variety of courses and programs leading to associate degrees and certificates. Approximately 14,200 students currently pursue degree

and other educational objectives. The team affirms that the College meets this Eligibility Requirement

7. Degrees
A substantial portion of Chabot College's programs, approximately 55 percent, lead to either an associate in arts or associate in science degree. In Fall 2008, approximately forty-one percent of the college's students were enrolled in these degree programs, and twenty-four percent were transfer majors; six percent were certificate majors, and another nine percent were unclassified majors.. The team affirms that the College meets this Eligibility Requirement.

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. The team affirms that the College meets this Eligibility Requirement.

9. Academic Credit
Chabot College awards academic credit in accordance with the California Education Code and consistent with national standards. The team affirms that the College meets this Eligibility Requirement.

10. Student Learning and Achievement
In 2004, Chabot College defined its college-wide Learning Goals, which are published at http://www.chabotCollege.edu/academics/Goals/Learning Goals.pdf. The college chose to work on course level learning outcomes for the next few years and has completed course level learning outcomes for the vast majority of courses. Starting in spring 2009, the college began working on defining program-level learning outcomes, including assessment methods to demonstrate that students who complete Chabot College programs achieve the stated outcomes. The team affirms that the College meets this Eligibility Requirement.

11. General Education
Chabot College incorporates into its degree programs 19 units (Associate in Science) to 25 units (Associate in Arts) of general education courses in 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. Graduation requirements include competency in English composition, communications and analytical thinking, and mathematics. The general education component is consistent with statewide standards. The team affirms that the College meets this Eligibility Requirement.

12. Academic Freedom
Article 26 of the Chabot-Las Positas Faculty Association Agreement and the Chabot-Las Positas Community College District Board Policy 4320 contain statements regarding academic freedom. Chabot College is committed to sustaining a culture that protects

intellectual freedom and independence. The team affirms that the College meets this Eligibility Requirement.

13. Faculty
Chabot College, as of fall 2008, is composed of 184 full-time contract faculty and 330 adjunct faculty. The degrees and length of college service for full-time faculty are listed in the College Catalog. Faculty responsibilities are published in the Faculty Contract, the Faculty Handbook, and the District Board Manual. The team affirms that the College meets this Eligibility Requirement.

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. The college's services and programs for students are consistent with student characteristics and the institutional mission. The team affirms that the College meets this Eligibility Requirement.

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. The team affirms that the College meets this Eligibility Requirement.

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: District Information Technology Services Department, College Computer Support, the Library, the Learning Connection tutorial centers (Peer Academic Tutoring Help (PATH), Math Lab, and Writing and Reading Across the Curriculum (WRAC) Center), computer labs (Library, Math Lab, WRAC Center, Student Services), the Distance Education Center, and the Television Studio. These resources support the college's mission and its educational program. The team affirms that the College meets this Eligibility Requirement.

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 level; all constituent groups have an opportunity to participate in budget development. The District currently maintains a Board of Trustees mandated contingency reserve of five percent of estimated income. Additional District reserves are maintained based on various considerations. The team affirms that the College meets this Eligibility Requirement.

18. Financial Accountability
An independent certified accounting firm conducts year-end audits of the Chabot-Las Positas Community College District. 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 Board of Trustees. The team affirms that the College meets this Eligibility Requirement.

19. Institutional Planning and Evaluation
Institutional planning at Chabot College is a collegial process involving all governance bodies: College Council; Academic, Classified and Student Senates and the Enrollment Management Committee. The primary responsibility for planning and budgeting has been given to the Institutional Planning and Budget Council, whose members come from the groups mentioned above, along with its subcommittee, and the College Budget Committee. The Institutional Planning and Budget Council has developed and implemented programs, processes and procedures to tie college and unit planning goals, including student learning outcomes, to both college-wide and individual unit activities. The team affirms that the College meets this Eligibility Requirement.

20. Public Information
Chabot College reviews and publishes the College Catalog annually, and Class Schedules are published each term. These publications provide comprehensive and accurate information regarding admission, rules and regulations, degrees, grievance procedures, costs and refunds, academic qualifications of its faculty and administrators. Much of this information is also available on the college's website. The team affirms that the College meets this Eligibility Requirement.

21. 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. The team affirms that the College meets this Eligibility Requirement.

RESPONSES TO PREVIOUS RECOMMENDATIONS

Recommendation 1

The team recommends that the district and College establish coordination, collaboration, and communication processes that will clarify administrative policies and procedures that pertain to overall College and district operations. The team recommends the district office and the College define roles and processes and written procedures for planning and budgeting, as well as for other common functions. Other common functions to assess for coordination of operations and service include, but are not limited to, human resources, information technology, instructional programs, economic development, and research. A useful collaborative model already exists for enrollment management. Similar collaboration may facilitate increased communication and information, as well as improve operational efficiencies and effectiveness, desired outcomes expressed by many employees.

Chabot College initially responded to this Recommendation in its Focused Midterm Report to the Commission in March 2006. The report was accepted by the Commission in June of 2006. At that time, the college reported that it had been "defining and refining processes and procedures" relative to the Recommendation.

In reviewing the college's self study and other evidence, including interviews with district and campus staff, the team found that the college understands the roles of the Board, district, and college. As noted in the college's self study, the Strategic Plan for the Chabot-Las Positas Community College District explains the role of the chancellor in relationship to the Board of Trustees, students, staff, and district residents in developing long-range goals for the District Office and colleges. The district has also created a Delineation of Functions Map showing the responsibilities of the district and college. Coordination, collaboration, and communication are promoted through the participation of district and college staff on various committees and in a variety of forums. The college and chancellor have also met jointly with outside consultants and conducted a Strategic Cost Management approach, with the main intention of improving communication and collaboration across the district.

In addition, the college has continued to respond to the recommendation by delineation of district roles and responsibilities in three Board Policies:

1. Board Policy 0005 establishes the Board's commitment to fulfilling its financial, legal, human resource, and operational obligations.

2. Board Policy 7007 clarifies the roles and responsibilities of the Chancellor and sets the general policy for the relationship of the colleges to the district.

3. Board Policy 2012 gives guidelines for the relationship of colleges to the district.

The team also found evidence that communication, planning, and coordination was ongoing and showed improvement among district and college staff. Examples of such communication and coordination include the following:

> The Business Office now more closely adheres to Board Policy #2012 authorizing the district to give general direction to the college. The district hired School Services of California to improve the Business Services Division and has also developed a budget development calendar to ensure input from the district colleges and to further define responsibilities.

The district has employed the services of a program manager to oversee facilities planning and the Measure B Bond program. Procedures and practices for the Human Resources Department have been reviewed and evaluated. A stake-holder group has been formed to identify issues and to clarify strategies and alternatives for the effective delivery of financial aide disbursements.

Individual recommendations from committees have been implemented by Information Technology Services to improve collaborative efforts between the three site locations. In March 2003, the district purchased a standard course management system, Blackboard, to provide on-line course offerings. A "Web Center" Help Desk assists with technology problems and provides centralized solutions. All network infrastructure upgrades are coordinated directly with ITS staffs. In 2004, the District Technology Committee established procedures for the installation and use of wireless technology at the Chabot and Las Positas campuses.

The district has also implemented an initiative to minimize travel time and costs through video conferencing, and there has been significant progress on the part of the district and its campuses in developing new Web sites or enhancing existing sites to further improve communication and coordination district-wide.

To more fully support student services, the district and the college have implemented CCC Apply for student on-line applications. ITSA works closely with the enrollment Management Committee for course and section analysis. The district uses SunGard SCT Banner Enterprise system to support a variety of student services.

The district has made improvements to work collaboratively with the two colleges to coordinate activities. The Vice Chancellor for Educational Services and Planning was responsible for coordinating district-wide activities. This position was left vacant when the Vice-Chancellor was selected as the permanent Chancellor. For budgetary reasons, this replacement is now on hold. The Chancellor and his assistants now coordinate district-wide activities. The District Enrollment Management committee works effectively with faculty and administrators to maximize student access, success, and equity. The district and the college have also developed a collaborative partnership with Valley Care Health System to address the nationwide nursing shortage. In 2004, a district-wide task force was established to more clearly define roles and responsibilities of the District's Office of Economic Development.

Evaluation and discussions about how the district and colleges work together are monitored on a daily basis by the following offices: Human Resources, Business services, Maintenance and Operations, and Information Technology. Discussions and evaluations of success occur within the Chancellor's Council, campus senates, administrative associations, and the unions of the faculty and classified staff. The District Budget Study Group makes recommendations to the chancellor concerning district finances. Monthly forums provide support, clarification, and training to all managers, and the chancellor meets with the college presidents weekly to review issues and resolve problems as they arise. Although the district does not have a centralized Office of Institutional Research, each college has its own research office that it uses to evaluate the functions and effectiveness of its educational programs.

After reviewing such evidence as described above, the team found that the District and the college have effectively met the expectations of Recommendation 1.

Recommendation 2

The team recommends that the College re-establish an ongoing, cyclical, comprehensive program review process, as part of the Instructional (sic) Planning and Budget Council. The program review for instructional programs and student services needs to be tied to institutional planning allocation. Program review should be linked to the valuable information generated by the enrollment management process.

Since the last accreditation visit, the college has implemented a revised a six-year program review process that includes an annual unit plan providing updated information for planning and budgeting purposes. The program review form provides faculty and staff the opportunity to review and analyze program enrollment, curriculum, and projected needs and goals. The six-year program review cycle includes three years of program faculty establishing study areas and reporting their findings, followed by three years with no required reporting. At the time of the team's visit, most programs in instruction, student services, and administrative services had participated in the program review process.

A central element of the program review process is the college's use of a "Rock and Boulder" metaphor, a creative approach that asks faculty to address program problems or "fundamental issues" in small increments. Forms exist to tie program review to planning via the unit plans, and there is evidence that this is beginning to happen. The team found that programs are making use of the new program review process, although not always in consistent ways.. The ongoing success of the college's program review model is difficult to gauge at this time since the model is an improved version of previous approaches and is in its first cycle.

Unit Action Plans are the mechanism by which the Institutional Planning and Budget Council prioritizes resource allocation and makes budget decisions. The unit plan process is completed every year and combined with the information from the six-year program review process. The vice presidents report to the Institutional Planning and Budget Council annually on all programs. Feedback from the Council to programs regarding its review is accomplished by a general email to the program staff. While these processes are undoubtedly

useful, the team could not identify the relationship of program review, unit plans, and the rationale for allocation of resources.

The team found that major elements of Recommendation 2 are in place at the college, although it needs to be emphasized that these elements are not yet fully and effectively developed and implemented. It was apparent to the team that the college is struggling with how to productively combine the longer-term results of program review and its processes involving annual unit plans and budgeting. Successfully marrying annual, updated unit plans with the evaluation of programs through the six-year review process remains a challenge to which the college is responding but will undoubtedly need more time to achieve.

Overall, the team found that there is some work to be done to make this revised program review model an explicit, fully integrated part of the planning and budgeting process at Chabot College. The team found that the college has made substantial progress in responding to previous recommendations regarding program review and planning linked to budget and resource allocation; however, it is too early to say how these processes are carried out or to what extent they are effective and sustainable.

The team found that the college has substantially met this recommendation.

Recommendation 3

Similar to the previous team recommendation, the team recommends that the College complete its work related to planning and governance, including the completion of the Strategic Plan and the integration of planning and budget. The College needs to complete the task of linking the institutional and financial planning processes. The College is further encouraged to clarify and codify governance structures, roles, processes and responsibilities.

Chabot College has taken effective steps to address this recommendation. In February 2009 the college implemented its three-year (2009-12) Strategic Plan, which is driven by the college's mission. The Strategic Plan includes four broad goals, which are focused on promoting student access and success in an environment that encourages excellence in teaching in an environment that is safe and conducive to learning. Data driven program reviews form the basis for unit plans, which reflect actions and resources needed for program improvement. Unit plans are reviewed and prioritized by the deans and vice presidents and forwarded to the Institutional Planning and Budget Council and appropriate funding committees.

The Institutional Planning and Budget Council, which developed the Strategic Plan, reviews all unit plans to determine whether they address the Strategic Goals. This process also provides an opportunity to review the effectiveness of the Strategic Plan. Unit plan requests are then forwarded to the appropriate governance committees involved with the allocation of resources: Budget Committee, College Enrollment Management Committee, Staff Development Committee, and Grants Committee. Funding decisions from the committees are reviewed by the College Council and approved by the President.

The planning and budgeting processes are inclusive and becoming better understood as the college continues to inform, explain and clarify via email, hard-copied memos, unit discussions and retreats how program planning leads to and is integrated with financial planning at Chabot College. Nonetheless, team interviews with faculty and staff suggest that the college needs to continue strengthening its campus processes for dialogue and to increase participation by faculty and staff in all areas of governance, planning, and use of resources. The faculty and classified senates, as well as other campus group, can provide leadership and support in these efforts.

The team found that the college has met this recommendation.

Recommendation 4

The College develop a mission-centered, comprehensive educational master plan that balances student and community need with instructional program integrity, and that the College establish criteria for course offerings and schedule planning.

A comprehensive, mission-centered Educational Master Plan was developed and approved by the Governing Board in February 2006 (Board minutes, 2-06). The educational master plan includes Institutional Core Values and Framework (vision, mission statement, values statement, institutional goals and directions and, organization and organizational philosophy), College and Community Trends (student characteristics and projections, local population characteristics and projections, labor market characteristics and projections, economic impact of Chabot College and summary and implications) and Program Level Philosophies and Goals for academic services, student services, and institutional support services. The plan is a ten-year overall goal-setting document that does not include individual unit plans. Unit plans are updated annually and undergo revision every two years.

The college has established explicit criteria for course offerings. The Educational Master Plan lists several criteria, including developing the class schedule based on data analysis, offering more evening, on-line, short-term and late-start classes, increasing enrollment opportunities, and developing more outreach events at off-campus sites.

The annual course scheduling process falls under the purview of the College Enrollment Management Committee (CEMC), which is discussed within the Independent Faculty Association contract agreement. This agreement outlines methods for assessing productivity and describes basic principles for productivity improvement including the following: 1) academic quality, 2) productivity achievement, 3) data input, 4) productive economic impact and, 5) impact on students.

The Agreement further defines the role of the college enrollment management committee and the process for establishing discipline performance productivity goals.

The College adopt a policy and implement a formal procedure for program introduction, reduction or elimination and that program review is re-implemented.

The team found that the college and district have effectively responded to this recommendation. The college revised its "Program Introduction Process" in 2006, and in that same year the district Board approved the current Program Revitalization/Discontinuance Process. This policy describes how programs recommended by the vice president of student services or vice president of academic services (as appropriate) are to be assessed for potential revitalization or discontinuance. In addition, the college has re-implemented program review and has a clear, although still new, process established. Unit plans are updated annually and revised every other year. Program review processes are separate within student services units and instructional units.

Through discussions about the meaning of the associate degree and the philosophy of general education, the College should reach a timely resolution about high unit requirements for general education and graduation. Additionally, the College should reach a resolution on general requirements for the associate degree, and the approval mechanisms for the American Cultures requirement.

The College Curriculum Committee and a District Taskforce developed guidelines for revising general education requirements. The Academic/Faculty Senate also adopted AA/AS Degree Philosophy Statements on April 5, 2007 (II.A.1.2).

Based on review of this recommendation's components and evidence provided during the team visit, the team found that the college has met the requirements of each part of Recommended 4.

Recommendation 5

The team recommends that the College and the district devise and implement a regular and timely evaluation for administrators.

The District and its two colleges have worked extensively to implement a regular and timely evaluation for administrators. The evaluation process is described in two district documents, the *Annual Performance Evaluation Process* and *Comprehensive Evaluation Process*. These processes constitute a two-tiered performance review that includes an annual evaluation for the first two years of an administrator's employment, followed by a comprehensive review in the third year and every third year thereafter.

The team reviewed evidence that showed administrative evaluations had been completed as scheduled within the past year, as well as a matrix outlining a multi-year schedule for all evaluations of campus administrators.

Prior to the development of the current administrator evaluation process, there was a perception among some staff that administrators were not being appropriately evaluated. The team found that with turnover, interim assignments and many new administrators having been hired or having been reassigned over the past couple of years, many were not evaluated or were moved to different schedules. The district and the college have taken steps to correct

this problem, but not all staff are aware of the results. The team suggests that the new process, with timelines, be disseminated to all administrators with an accompanying appropriate level of orientation to the evaluation sequence. Additionally, the team suggests that the college communicate the administrator evaluation process more widely to the campus community and that an assessment be completed of the evaluation process itself, including its effectiveness and timeliness of completion. (Standard III, A1.b, A3.b)

The team has concluded that the college has met this recommendation.

Recommendation 6

The team recommends that the College and the district complete in a timely manner the review of hiring practice for all categories of staff and assure that those practices are clearly and consistently communicated and used by all who participate in hiring. A hiring manual under development may address this.

The District's Office of Human Resources has established policies and procedures related to hiring practices of all personnel, including faculty, staff, and administrators. Hiring packets for perspective employees to complete have been developed and are on the District Office of Human Resources website. These forms can be completed on line and sent directly to the human resources office. Forms are accessible in both English and Spanish. The District Human Resources Office has provided specific training and orientation to hiring committees as well as held open forums to answer questions and provide additional information to staff. These efforts have been effective. The team suggests that the district and college continue to assess its current human resources processes to insure that practices are widely understood and consistent in their application. The specific development of a hiring manual is not necessary due to the availability of all appropriate forms and explanation of relevant policies and procedures located on the District website. (III A1.a; A3.a)

The college and district have met this recommendation.

Recommendation 7

The team recommends that the College and the district revisit the relevance of Board Policies 4006 and 4012, with a systematic rededication to the principles of equity and staff diversity inherent in those policies. This review should result in clear delineation of responsibility for all activities resulting from that review.

Board Policy 4006 indicates that there should be no discrimination against any person in employment processes. Board Policy 4012 prohibits discrimination against students and employees with physical or mental disabilities in accordance with the 1990 Americans with Disabilities Act. The college presented evidence that these policies are being followed. Evidence provided to the team by the District Office of Human Resources and documents located on the District web page indicate that the Chabot-Los Positas Community College District is an Equal Opportunity Employer. An accommodations request form, for example, is provided to any employee with a disability.

To insure that screening committees are functioning with an understanding of diversity, the District's Human Resources Office has provided training and orientation to hiring teams at the college. District policies and practices ensure that hiring committees include a diverse membership that brings a variety of perspectives to the assessment of applicant qualifications. The relevant hiring administrator also acts as the EEO Representative in order to assist the committee in its compliance with equal employment opportunity policies and practices. Faculty and staff generally agree that the college has limited occurrences of discrimination. Results from satisfaction surveys of campus staff indicate a general respect for ethnic differences.

The team did note that the district diversity statement is listed on the administrative and faculty hiring applications, but not on the classified hiring application form. It is recommended that the diversity statement also be made a part of the classified application. The team also suggests that hiring processes continue to be fully disseminated and that the district continue to provide orientation to hiring committees. Finally, the team also recommends that an ongoing process be developed to evaluate the hiring processes to insure compliance with Board policies, procedures, and good practice. (Standard III, A1.a, A3.a, A3.b, A4.a, A4.b, A4.c)

The team found that the district and college have made significant progress in addressing this recommendation and have met it fully.

Standard I
Institutional Mission and Effectiveness

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

General Observations

The current mission statement for Chabot College was implemented in 2004-2005 and approved by the District Board during that time. The statement was reviewed campus-wide and reaffirmed by the Faculty Senate and Institutional Planning and Budget Council in 2008.

The mission statement is part of the Vision, Mission, and Values Statement for the college. It appears in the catalog and Strategic Plan, as well as in other public documents and on the campus website. The statement reads as follows:

> Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a life-long journey, the college provides opportunities for the intellectual enrichment and physical well-being of all community members who can benefit.

IA Institutional Mission and Effectiveness

Findings and Evidence

Chabot College's mission statement is comprehensive and defines the institution's broad educational purpose, its intended student population, and its commitment to achieving student learning. The statement is derived from the college's Vision, Mission, and Values Statement, which further delineates the mission statement as including the college's primary values: Learning and Teaching, Community and Diversity, and Individual and Collective Responsibility. Within these headings are several even more specific value indicators.

The mission statement, vision, and values clearly indicate a focus on student learning. A primary focus is on the high percentage of students who place into pre-collegiate English or math courses, reflecting the college's attention to the needs of its student population. The college's response to this learning need has been to pursue several student support grants and to evaluate outcomes from grant funded projects, many of which are pilot programs. For example, the Office of Institutional Research has tracked success rates of learning community African American student cohorts in the Daraja program from fall 1994 to fall 2006. The model placed the student cohort group into an accelerated Basic Skills level

English course prior to enrolling in a collegiate level English course at the college. The same faculty member typically teaches both English course levels. The success rate in the collegiate level English course within two years for Daraja students is nearly twenty percent higher than non-Daraja African American students (Standard I.A.1).

The current mission statement was approved by the governing board in August 2004 and integrated into the Strategic Plan in 2009. It is published in the catalog, on the college and district website, and included in the college's Educational Master Plan and Strategic Plan (Standard I.A.2).

The mission statement, approved by the College Council in July 2004, was developed through a shared governance process and included participation by community members (IA.31). The Institutional Planning and Budget Council determined that a review would occur four years later, in 2008. In 2008 the Council agreed that the mission statement would remain without changes; the college's Academic Senate supported that decision. Although the college's self study states that the review process for the mission statement is to be conducted annually, the rationale for annual review is not provided, nor is the process by which it would be completed (Standard I.A.3).

The recently adopted Strategic Plan clearly outlines the planning process and how planning and decision-making is centrally linked to the mission, vision, and values of the college. A review of the Chabot College faculty and staff accreditation survey conducted in spring 2008 indicated that that less than half of full time faculty, adjunct faculty, and full time classified groups were familiar with the college's priority objectives, although a range of fifty-one to seventy-three percent of those surveyed indicated that they had "used the vision/mission statement in some aspect" of their work. The college followed up on these survey results with efforts that have since increased staff awareness and understanding of institutional priorities to more acceptable levels (Standard I.A.4).

The Educational Master Plan is a ten-year plan developed in 2005. Administrators, faculty, and staff participated in its development. Although the Plan is now four years old, it does not appear to be reviewed or updated on a regular basis. The Educational Master Plan includes a chart illustrating how planning is derived from the college's mission. It stipulates that "Planning for Change is the responsibility of the Institutional Planning and Budget Council." The form used to create the college's unit plans includes a section for an Action Plan that is directly linked to the college Strategic Plan. Because the Strategic Plan is derived from the mission statement, it can be deduced that the mission is central to institutional planning and decision-making. (Standard I.A.4)

The mission, vision, and values are also indicated in Part I of the unit plan documents for 2007-2009. The team noted that a statement about how the mission statement is to be utilized in the unit planning process might provide clarification. The team also noted that not all unit plans for 2007-2009 appeared to follow the same format. The college's self study states that Program review and unit planning are central to the decision-making process for allocation of resources; exactly how the college-level planning processes feed recommendations to the president and how final decisions are then communicated to the governance entities and the

college at large was not fully clear. Despite these weaknesses, the current, updated planning process appears to integrate unit planning and program review, although in varying degrees. (Standards I.A.3, I.A.6)

B. Improving Institutional Effectiveness.

The college appears to effectively utilize its campus-wide convocation as a vehicle for initiating ongoing dialogue to improve student learning and promote student success. This college-wide annual activity launches additional committee dialogue throughout the year that is centered on college initiatives promoting institutional evaluation, processes, and initiatives focused on student learning. A number of college committees with philosophies and charges that display a focus on student learning and institutional processes participate. The team found, however, that evaluation components and dialogue about how well campus processes are working is not significantly emphasized in this important event. (Standard I.B.1)

The self study reflects important dialogue efforts regarding Student Learning Outcomes (SLOs), program review, and improvement of student learning in Basic Skills. A section of the self study chronicles several activities attributed to dialogue centered on the development of SLOs. The fact that attendance at such activities is high only at the faculty-mandated flex activities and convocations, however, suggests that faculty are not highly engaged in the college's efforts in this regard. The self study acknowledges that improvement is necessary for better understanding by faculty and staff of the college's need to develop SLOs and of the institution's overall planning and budget processes. The team noted that despite the need to address faculty participation and understanding in these areas, the self study included no planning agenda to do so. (Standards I.B.1, I.B.2, I.B.4, I.B.6)

The college sets institutional goals within the Strategic Plan and includes strategies and objectives for accomplishing stated goals within the Plan. In addition, benchmark/progress indicators are listed for each goal. Some, although not all, objectives and benchmarks are stated in measurable terms with achievement target dates. Other objectives are stated more vaguely (e.g., " Increase persistence…"). The Strategic Plan contains a Cycle of Planning and Continuous Quality Improvement with an evaluation component. The Plan integrates college-wide program review and Unit Action Plans. There is insufficient understanding of the goals by the majority of institutional members. The college has indicated a planning agenda for this Standard to promote "awareness of the college-wide goals, the goal setting process, and how unit planning relates to the college-wide goals." (Standard I.B.2, I.B.4, I.B.6)

The team found that the college does not appear to have fully developed a dissemination plan for greater responsiveness to the goals stated in its Strategic Plan. It was unclear to the team whether or how linking of planning and resource allocation to institutional goals in the prioritization process actually occurs. To appropriately plan, assign resources, and measure success, the college will need to develop more clearly defined measurable outcomes with specific criteria linked to the institutional goals. (I.B.2, I.B.3, I.B.6, I.B.7)

Adequate assessment of achievement of institutional goals is currently not being systematically conducted by the college. The college has developed, as an initial and important step, a comprehensive Strategic Plan that ensures an ongoing focus on college goals, contains a data driven process, and includes a continuous cycle of evaluation. The evaluation process contains assessment of both quantitative and qualitative data. A feedback mechanism regarding budget allocations and the outcomes of such allocation was not evident to the team. (I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7)

The Institutional Planning and Budget Council is a governance entity through which college-wide representatives participate. Constituent representatives consist of faculty, faculty union representatives, administrators, classified staff, classified union representatives, and students. The IPBC is "charged with overseeing the strategic planning efforts of the college, including linking planning with budgetary decision-making through processes of review and policy/procedural recommendations. The College Budget Committee, Facilities Planning Committee, Institutional Research and Grants Development, and the College Technology Committee all report to IPBC." The institution provides broad-based planning opportunities for all constituencies through several participatory efforts, including unit planning, program review, and evaluation of assessment documents intended to inform budget planning. The team found that while the majority of these processes are in place and effective, the Institutional Planning Council has no ongoing mechanisms in place to evaluate the outcomes of its planning and allocation of resources. (Standards I.B.1, I.B.4, I.B.6)

The Office of Institutional Research is the central unit for collecting and disseminating data and student assessment results college-wide. The office conducts cohort tracking for four years to establish, review, and assess benchmark data which in addition to degree and certificate completion also include successful completion of college-level English and math. Institutional Research also provides a wide array of student assessment data, including multiple surveys and environmental scan information for the college. The office responds frequently to individual requests from programs for trend data. An example is the success rate of the Daraja program that shows an almost twenty percent higher success rate among Daraja participants than other student groups. While the report records important trend data, it does not indicate what factors account for the higher success rate of Daraja students. (Standards I.B.5)

Chabot College has undergone extensive development of a planning process based on a systematic approach. The Office of Institutional Research is the primary entity where research is collected, housed, and disseminated. The Institutional Planning and Budget Council is the governance entity to which information and recommendations are funneled. The evaluation process, governance roles, and budget/resource allocation components of institutional effectiveness need to be strengthened and seven planning agenda items are included in Standard IB. (Standards I.B.1, I.B.4, I.B.6).

There are multiple evaluation mechanisms in place at Chabot College. Satisfaction and feedback surveys are administered on a regular basis to students, college faculty, staff and administrators. The information collected is disseminated to various groups on campus including governance groups where review, discussion and recommendations are then

forwarded to the Institutional Planning and Budget Council. The process is inconsistent and development is underway to review each governance structure, charge, and role and to "strengthen links between strategic planning, budgeting priorities, enrollment management, program review, and faculty allocation." While evaluation processes are in place and appear to be utilized, they are not linked in a cohesive and systematic manner. During the visit several college members spoke openly about their evaluation of governance structures and ongoing attempts to link budget and planning more systematically. These self-evaluation and assessment issues are openly discussed throughout the college with what one faculty member described as a "healthy tension" that is a very deliberate ingredient in the college debate process. (I.B.2, I.B.3, I.B.6, I.B.7)

Conclusions

The requirements of Standard IA have been fully met. The college acknowledges that Standard IB is an ongoing area for improvement and has identified seven planning agenda items to guide its continued efforts toward improvement of institutional effectiveness. A recurring theme in several of the planning agenda items listed indicates that the college recognizes the need to address communication and perhaps training in order to fully realize the intent of this Standard.

Chabot College has also developed a clear and comprehensive Strategic Plan, as well as a functional organizational matrix. The matrix specifies responsibility between the district and the college and employs a governance structure component. The delineation of responsibilities inherently contains an accountability factor that provides a specific focus and communication structure as well. The Strategic Plan, program review process, and unit plan linkage to planning and budgeting is fairly new and has not been fully assessed. However, the planning agendas, when they occur, are well thought out and appropriate; the college now has a Strategic Plan from which to enter into refinement of additional aspects toward linking and communicating institutional effectiveness efforts. A clearly articulated written statement linking the college level planning processes needs to be developed to encourage college-wide participation and consistency in development of annual recommendations for decision-making. With 43 percent of the staff surveyed indicating that the resource allocation is not linked to planning, perhaps a more definitive feedback mechanism would enhance understanding, participation, and support of the planning processes. The college has begun work to link evaluation processes that ultimately lead to an effective allocation of resources. It appears to be at the beginning stages of this process. However, the Strategic Plan provides foundation from which to achieve such linkages.

The team found that the college meets this Standard.

Standard II
Student Learning Programs and Services

IIA. Instructional Programs

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

General Observations

Chabot College is in the process establishing an institutional framework for defining student learning outcomes. These outcomes are identified as: global and cultural involvement, civic responsibility, communication, critical thinking, and development of the whole person. Course and program level outcomes have not yet been identified for all courses and programs. (Standards IIA, IIA.1, II.A.3).

Since the last accreditation visit, a program review process has been developed at Chabot College. The program review process is coupled with an annual unit plan process to provide the college with information for planning and budgeting purposes. All programs in instruction, student services, and administrative services have participated in the program review process. (Standard IIA, IIA.1.a)

Findings and Evidence

The team found that Cabot College offers appropriate, high quality instructional courses and programs leading to degrees, certificates, employment or transfer consistent with its mission. Results of campus surveys indicated that approximately half of the faculty agree that the college continuously reviews its educational programs for consistency with the college mission and that institutional research is used in the planning, development, evaluation and revision of programs and services. Instructional program quality is indirectly measured by graduation and transfer rates, accreditation by external agencies, or employment rates for students who finish vocational programs or courses. The curriculum committee regularly reviews all courses in accordance with a five-year cycle. (Standard IIA, IIA.1.a, IIA.2, IIA.2.a, IIA.2.c)

The team did not find that the college systematically assesses its student learning outcomes in instructional programs. This may be partly due to the as yet limited extent to which it has developed and used its current program review process and identified student learning outcomes. The campus relies upon staff and student satisfaction surveys to gauge its effectiveness and to plan; however, such surveys provide the college with only limited assurance that its students are attaining expected specified levels of learning. (Standard II.A, II.A.1.a)

Chabot College has a newly-refined program review process for instructional, student and academic support, and administrative services units. Data are collected and assessed for improvements and are inked to budgeting, though there remains some degree of confusion about this linkage. In addition, there is some unevenness to the application of a consistent program review model; this is common when the model has been modified. To date, the college has not incorporated student learning outcomes and the assessment of those outcomes into the program review process. When student learning outcomes are complete and assessed, they will be part of program review.

The college offers programs and services with sufficient breadth and depth to address the needs of its diverse student population. Because entry assessment scores show that over 80 percent of its students place into pre-collegiate English or math courses, the college has developed a number of courses and support programs specifically focused on these students' needs. These range from new courses such as Mandarin Chinese or Biotechnology programs, to offering of off-site courses for high schools or courses designed for seniors to support programs like EOPS, DSPS, Umoja, Puente, CARE, and others. The college is justifiably proud of the success rate demonstrated by students in these programs. The reasons for demonstrated success of students in the Daraja program should be determined more fully and results shared for incorporation into other campus programs. The team noted that the Strategic Plan includes increasing efforts to reach populations that are underrepresented in higher education. Effecting an increase in alternate modes of instruction, especially on-line instruction, is also a stated goal in the Strategic Plan. (Standard IA, II.A.1, II.A.1.a). II.A.1.b, II.A.2.d)

While the program review process is beginning to be implemented with some regularity in instruction and student support services, program reviews and unit plans are not yet fully effectively integrated into general planning processes. Dialogue about program review and planning is evident in certain areas, but is not yet part of a larger college-wide dialogue about institutional effectiveness. Also, while the college is still developing program and course level outcomes, the mechanism by which systematic evaluating, planning and improving might take place is not clear. (Standards II.A.2, II.A.2.e, and II.A.2.f)

Program outcomes for instruction were to be developed in spring 2009; however, the campus ceased working on program and course level SLO writing and assessment in mid-February of that year. This lack of progress was acknowledged in the first meeting of the SLOAC this fall. Assessments are being used within certain disciplines and improvement can in some case be identified as a result of outcomes assessments. Assessment of student learning outcomes for each college-wide goal, which would include instruction and student services, is one of the goals listed in the Strategic Plan. The team saw little evidence of overall progress toward this goal, despite its target date of 2009. (Standards II.A.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i)

Chabot is currently transitioning from objectives to outcomes at the course level. The process is at this point still incomplete, although grading practices appear to be consistent and in line with criteria listed in course outlines. (Standard II.A.2.h)

The college has defined its institutional outcomes and developed student learning outcomes for all courses. The majority of courses have only one outcome identified, which narrows interpretation of and responses to student achievement levels and limits the basis for comprehensive program review or unit plans. Accreditations Standards requiring the identification and assessment of student learning outcomes for programs and courses have been in place since 2002. The rate at which the college has responded to the requirements for student learning outcome suggests it will take an extraordinary amount of time before the college has appropriately addressed the Standards or adequately measured its students' learning success. (Standards II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.h, II.A.5)

The team found that college practices which have been established provide a central role for faculty to design, identify, approve, administer, deliver, and evaluate courses and programs using learning outcomes are not effectively realized. Syllabi provided to students do not generally include the expected learning outcomes for a course, and most faculty continue to list objectives rather than outcomes. Also of concern are that rates for faculty participation in staff and program development activities were reported to the team to be generally minimal. The team recognizes that the extent to which the college can require broader and increased participation by faculty may be limited by contractual, financial, or other constraints. Nonetheless, the campus will not achieve the goals of its strategic or educational master plans without the full understanding, support, and involvement of its faculty in the meaningful use of program review tied to student learning outcomes. (Standard II.A.2.a and II.A.2.b, IIA.2.f)

Information from the Committee on On-Line Learning shows that over a quarter of full-time faculty at the college teach on-line, and many have indicated they plan to do so in the future. Faculty who wish to teach on-line submit a proposal to their dean and the committee, as well as undergo training in Blackboard and on-line teaching strategies. Success rates for on-line students are on a par with those of students campus-wide. The team found that the college's on-line courses are being taught effectively and have good quality, although actual measurement of student learning outcomes in individual on-line courses or programs was not apparent. (Standards IIA, IIA.1.b, IIA.1.c, IIA.2, IIA.2.c, IIA.2.e)

The college has not developed any planning agenda for assessing courses and programs based on outcomes rather than course objectives. The Accrediting Commission for Community and Junior Colleges expects all campuses to be at the Proficiency level in their identification, assessment, and use of student learning outcomes by fall 2012. At this time, courses are systematically aligning with institutional outcomes and through course level assessment the college is initiating the dialogue of improvement. Program outcomes are not yet in place for degrees and certificates. (Standards IIA.1, IIA.1.c, IIA.2.e, IIA.2.f, IIA.2.i)

Several programs at the college use departmental or standardized examinations to assess student learning outcomes. Chemistry, Clinical Nutrition, Leadership, Medical-Surgical Nursing, and the Fire Technology Program use standardized examinations, for example. These tests are carefully designed by program faculty to measure specific outcomes required for certification of the students by external groups who provide them. The team found the

college to be in compliance with the Standards in its use of such examinations. (Standard II.A.2.b, II.A.2.c, II.A.2.e, II.A.2.f, II.A.2.g)

As the college reported in its Midterm Report to the ACCJC in March 2006, processes for program revitalization or discontinuance have been implemented. The team examined evidence of this and concludes that the college has satisfied the requirements of this Standard. (Standards II.A.2.e, II.A.6.b)

The team found ample evidence that the college presents itself clearly and accurately in its publications and its dealings with its students, staff, and members of the public. Information about policies and procedures, including degree and transfer requirements are accurate and informative. (Standards II.A.3.6, II.A.3.6.a, II.A.3.6.c, II.7.b)

The college has a clearly stated Code of Conduct and Due Process Policy for students that is published on the college website and in the catalog, as well as specifically endorsed in the Educational Master Plan. The team found clear evidence that academic freedom for faculty is well supported by the college and the district. It did not find evidence of a code of conduct for faculty, classified staff, or administrators, although these groups are subject to all district policies regarding unlawful or dishonest behavior, discrimination, or bias. Policies regarding academic honesty are well publicized, included in the catalog, the college website, and even part of most faculty syllabi. Chabot does not require conformity to any specific codes of conduct that seek to instill specific beliefs or world views. (Standards II.A.7, II.A.7.a, II.A.7.b, and II.A.7.c)

The team confirmed that Chabot College does not offer courses or programs in foreign locations to students other than U.S. Nationals. (Standard II.A.8)

Conclusions

As stated in the college's self study, "The college is about midway through the process of implementing the student learning outcome and assessment cycle." The ACCJC has informed colleges that it expects program review and planning to be at a "Sustainable Quality" level. Chabot College is now in the still early stages of implementing an ongoing six-year cycle for program review, integrating program review with annual unit plans, further developing student learning outcomes and assessment, and linking all of these to overall campus planning and budgeting processes. The team found that the college has made substantial progress in responding to previous recommendations regarding program review and planning linked to budget and resource allocation; however, it is too early to say how these processes are carried out or to what extent they are effective.

Through the evidence reviewed and interviews with staff, the team concluded that the program review model and resultant planning and budgeting it is linked to, are not yet completely integrated into the college's full, ongoing planning and budgeting processes, nor do all departments and programs have a clear or the same understanding of the processes involved in program review and planning. The college will need to review and evaluate its processes for integrating program review with planning, increase its efforts to establish

effective, ongoing student learning outcomes and assessment, as well as ensure the understanding of and full participation in these processes on the part of all constituents.

Recommendation 1

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

Recommendation 2

In order to meet the standards, 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.2.b, II.A.2.e, II.A.2.f, II.B.1, II.B.3.c, II.B.4, II.C.2)

B. Student Support Services

General Observations

In general, Student Services is providing major leadership for the college's understanding of student needs, as well as offering a variety of services in support of an enriched learning environment. Under the leadership of seasoned professionals and a very caring staff, the unit functions well and effectively.

Findings and Evidence

Each unit of Student Services has developed Student Learning Outcomes and Service Area Outcomes that are used to assess and improve effectiveness of services. The self-reflective process 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. (Standard II.B.1)

The Chabot matriculation program is outlined on the college website. After students apply, they are led to on-line orientation and further directed for a transition to college classes. The institution provides a catalog for its students with accurate and current information concerning all campus policies and procedures, including those for admission, degree requirements, academic honesty, grievances and complaints, and other information students or the public may need to know (Standards IIB.2, IIB.2a, IIB.2b, IIB.2c, and IIB.2d)

The catalog is produced through the Office of Instruction with support from an external contractor. It is a two-year catalog and is kept current through a printed addendum produced during the academic year when no full catalog is produced. (Standard II.B.2)

Chabot College has an abundance of programs, practices and services that support and enhance student understanding and appreciation of diversity. These various programs appear to develop from a key faculty or staff member's interest rather than from data collected from students or community surveys. Surveyed students indicated they understand and appreciate the promotion of diversity they enjoy at the college. The Student Equity and Success Coordinating Group plans to continue to work to involve all segments of the college community. (II.B.3.d)

One area demonstrating the use of data is the distance education program review. In fall 2006, the distance education program began a program review to determine the attributes of Chabot College distance education students. Responses to this research are still be implemented throughout the campus. (Standards II.B.3.a, II.B.3.b)

One of the strongest areas reviewed in this study was the counseling area. Through a strong, inclusive process, the counseling area designs, maintains, and evaluates its services to students. Improvements in services to students have been a direct outcome of the program review process. There is a wealth of programs available for students from diverse backgrounds. Some of the programs are funded through grants from state and federal sources, and they seem to be operating as independent programs throughout the campus. There should be a strong attempt to incorporate the strong, successful strategies of these various programs into one focused plan for students as a whole. (Standards II.B.3.c, II.B.3.d, IIB.3e)

The Banner system is currently being implemented at Chabot College. Through this system, computerized student records are kept in secure data storage devices, and safeguards are in place to make sure the key information like grade changes have validation processes to assure there is no tampering. (Standard II.B.3f)

The core services provided through the Student Services area are in the process of being moved from old offices to a new facility. In this process, attention was paid to providing better student support during the admissions, registrations, counseling, and financial aid process. This was mostly done with input from key users in the area as well as program review information. (Standard II.B.4)

Conclusions

It should be noted that throughout this section, there are a variety of planning agendas included in the self study. These agenda items are insightful and reflect a thoughtful concern for students' success at the college.

Through Chabot College's matriculation program, community outreach and recruitment, student retention and success initiatives, and student services are providing excellent leadership for a culture of improvement at the college. Chabot College also has identified the learning support needs of its on-line, off-campus and evening and weekend students, providing comprehensive support services and access to all students. There are many

planning agendas that identify areas to continue expanding to further meet student needs regardless of service location or delivery mode. The spring 2009 "Matriculation Passport" pilot program was a creative way to increase student participation in the full matriculation process. (Standard II.3.a)

Student support services staff clearly design and maintain vital programs and services, including a wide array of student events that support and enhance student understanding and appreciation of diversity. The college maintains a high level of integrity of this regard.

Chabot College meets the Standards in all areas of Standard II.B.

C. Library and Learning Support Services

General Observations

The Library and Learning Connection at Chabot College provides good access to resources that support student learning. Although the facilities are showing years of wear, the services provided and the expertise provided through research assistance, tutoring, and lab support are of high quality and bountiful.

Findings and Evidence

The library and other learning support services have taken an innovative approach to coordinate student learning and faculty teaching and learning through the development of the Learning Connection, with the mission of ensuring success in achieving teaching and learning goals while at Chabot. The instruction and support that occurs in this area encourages the development of information competency skills. (Standards II.C.1, II.C.1.a, and II.C.1.b)

The Chabot College Library provides good access for faculty and students throughout the week with hours of operation on campus as well as a web presence that provide some kinds of library use virtually 24 hours a day. The Learning Connection services are offered on the Chabot College campus six days a week. During these hours of operation there is a sufficient level of security to protect the investments of the library holdings. The college shares its on-line catalog with Las Positas College and has a relationship with Cal-State University East Bay to provide greater access for students. (Standards II.C.1.e, II.C.1.c, II.C.1.d)

Despite these strengths, dialogue about student outcomes and assessment is not widespread in this area of the college, and evaluation of library services does not necessarily provide evidence that contributes to the achievement of student learning outcomes. Consequently, the college is not in the practice of using the results of evaluation for planning. In fact, there was no program review document on file for the Library, only a unit plan that was minimal in detail. The Learning Connection did have both program review and unit plans. Through the student survey, students and faculty generally agreed that the library orientation was useful, but only forty percent of the student body actually uses the library and library website for research information. While the unit plan is the basic tool for planning to address library

needs, without the use of outcomes assessment library goals, though linked to the college goals, may not be fully addressing the needs of the students. (Standard II.C.2)

Conclusions

With the Learning Connection, the library is taking a progressive role in providing resources to students, faculty, and staff to facilitate educational offerings at the college and to serve the mission of Chabot. However, while the unit review provides a tool for evaluating service and planning goals, without the assessment of learning outcomes through the program review, the link to improving services based on students' needs is missing, as evidenced by the student survey.

Recommendation 3

In order the 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. The team also recommends that Chabot College use the evaluation of services to provide evidence of how these services contribute to the achievement of student learning outcomes and serve as a basis for improvement of student success. (Standards I.A.1, I.B, I.B.1, II.B.1, II.B.3, II.B.4)

Standard III
Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A Human Resources

General Observations

Chabot College and the district have policies, procedures and processes that are designed to support the human resources needs of the college. Policies and procedures guide the processes for hiring and evaluating faculty, staff, and administrators; meeting staff development needs; promoting diversity, equity, ethical behavior, and integrity; and for understanding the need to guard against work place violence, discrimination, and sexual harassment. A recent development is the district's decision to offer an early retirement incentive to address the budget shortfall. The college and district are evaluating the impact of this action on the delivery of instructional and other services at Chabot College.

Findings and Evidence

Personnel policies and procedures developed by the district enable the college to plan, recruit, and hire qualified faculty, staff, and administrators at Chabot College. Staffing decisions at the college are linked with institutional planning. The college uses program review and unit plans to determine staffing needs. In addition, the college's Enrollment Management Committee uses enrollment data to determine the need for faculty staffing. The self study noted that most faculty and staff feel that the hiring process for all positions is seen to be fair and in line with the college's mission. (Standards III.A, III.A.1, III.A.1.a)

Faculty, staff, and administrator are evaluated on a regular basis at Chabot College. Nearly three-fourths of faculty and administrators surveyed felt that their evaluations were effective in assessing job performance, while barely half of classified staff felt that the evaluation procedures were effective. Some sixty-six percent of full-time faculty and sixty-nine percent of adjunct faculty felt that student evaluations were adequate in helping them assess teaching effectiveness. The team confirmed that the college has made significant progress in using student learning outcomes to evaluate the quality of teaching and learning. (Standards III.A.1.b, III.A.1.c)

Board policies 0010 and 7051 address the issues of ethical behavior and disclosure for conflicts of interest. The college does not have a written code of ethics and plans to develop and adopt a code of ethics for each employee group. (Standard III.A.1.d.)

Chabot College employs about 700 faculty and staff. Approximately 75 percent of the employees are faculty, while the remaining 25 percent are classified staff and administrators.

Program administrators determine sufficiency of classified and administrative staffing through their unit plans and program reviews. The college noted in its self study that a Classified Staff Classification Study could help to improve this assessment process. Funding for adjunct faculty for the college is determined by the District Enrollment Management Committee, the College Enrollment Management Committee, and the Deans' Council. Both the District College Enrollment Management Committees and District Human Resources Services Office are involved in addressing the state-mandated full-time faculty obligation. The district and the Faculty Association have agreed to work towards in a spirit of cooperation that will not negatively impact either college. (Standard III.A.2)

The District Human Resources Services Office has positively responded to concerns about HR policies and procedures. The department conducted open forums to seek input and to respond to concerns. The forums also provided an opportunity for human resources staff to inform administrators and staff about policies and procedures pertaining to recruitment, payroll, benefits, labor relations and other human resources issues such as fairness in recruitment and evaluation. Efforts to improve the operations and services of the human resources department resulted in 63 percent of survey respondents agreeing or strongly agreeing that that department's policies and procedures are clearly stated, an improvement of 20 percent over the previous survey.

The district maintains personnel files in a secure location in the District Human Resource Services Office. The self study noted that the policy and rules pertaining to the security and confidentiality of personnel records are found in the faculty and classified contracts. Employees have access to their personnel records upon presenting official identification during the district's normal working hours. (Standards III.A.3, III.A.3a, III.A.3b)

The district and college have policies and practices that promote fair and consistent treatment of faculty, staff and students. Staff and student survey results indicate that there is a high degree of respect for differences in race, gender, age, sexual orientation, physical disability, native language and religion at the college. It is the practice of the district to ensure that selection committees are diverse and trained to understand the need for diversity at the college. California law also requires all administrators and supervisors to receive workplace sexual harassment training every two years. (Standards III.A.4.a, III.A.4.b, and III.A.4.c)

Chabot College's Staff Development Committee has 14 members representing all areas of the campus. The self study noted that every employee has equal access to staff development opportunities and funds. The college supports activities that improve teaching, technical skills, and other activities related to educational and professional development. Faculty are encouraged to attend professional conferences related to their teaching area, and new faculty are encouraged to attend the New Faculty Training Program meetings offered by the college. Administrators and other staff also attend professional conferences and have opportunities to visit other colleges, businesses, and industries. Participants in the staff development program are asked to evaluate the value of the professional development activity by completing evaluation forms and reports for the college. The self study noted that the college believes more can be done in the area of staff development and that the college needs an institutional plan that will lead to faculty change. (Standards III.A.5.a, III.A.5.b)

Human resource planning is part of unit plans and program review, which incorporate the college's Strategic Plan. The process for filling faculty position is based on enrollment and other data and is more fully understood than the process for filling classified and administrative positions, which is based on program needs and how these additional positions support college plans and goals. Among surveyed staff, forty-five percent agreed that the college links staffing decisions with institutional planning. To improve the process for human resource planning, the college plans to develop a fully transparent, detailed process for assessing and filling staffing needs at the classified and administrative levels. (Standard III.A.6)

Conclusions

Chabot College meets this Standard. The college has started utilizing course student learning outcomes to better determine the success of its students. The college uses unit plans and program review to determine human resources needs for achieving the college's Strategic Plan goals and to provide professional development opportunities for faculty, staff, and administrators. The college currently subscribes to the Board's policy on ethical behavior and plans to develop a written Code of Ethics for each employee group. The college and district have an effective human resources program that promotes respect for diversity and fairness in recruiting, hiring, and evaluating of faculty, staff, and administrators.

III.B Physical Resources

General Observations:

The campus is clean, attractive, and well maintained. The original buildings of the Chabot Campus were constructed in the mid to late 1960's. The Facilities Master Plan, adopted by the District Board of Trustees in 2005, focused on the renovation of campus facilities that were identified as in need of updating, renovation, or replacement. While most of the college buildings had been adequately maintained, building surveys on the Chabot College campus identified many age-related deficiencies common to all the buildings. These included a need for seismic upgrades, roofing, weather-tight and energy- saving windows and doors, window coverings, flooring and ceiling tiles, modern heating, cooling, and ventilation. Also identified were needed upgrades to security and entry controls, lighting, electrical and communication systems with capacity to meet modern demands, accessibility, and technology availability. As a result, most buildings have had improvements made in recent years. Classrooms are being improved to modern design features and support current technology proven to enhance learning. New construction and remodeling is proceeding well and ahead of schedule. (Standard III.B.1.a, III.B.1b)

The implementation of the Chabot College Facilities Master Plan focuses on creating an institution that provides safe and sufficient physical resources that support the institution's mission statement. The Facilities Committee meets twice a month and reviews the projects that are in the planning process. The committee also is responsible for determining priorities. Faculty representatives and other faculty members can attend these meetings to provide input

and to obtain information about projects that may affect them and their students, giving them a direct link to the implementation of the phases of Master Plan projects. The college is in the process of revising the facilities plan as a result of declining funds. (Standard III.B.2)

Findings and Evidence

A uniform level of safety and security is maintained on the campus in a wide range of areas: regular safety inspections and training, traffic enforcement and parking lot patrol, disaster/ emergency planning, hazardous materials control and disposal, and construction safety. Campus security officers regularly patrol the entire campus. The campus is inspected annually by Keenan and Associates, who assess risks and make recommendations for changes. (Standard III.B.1.b)

The college plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. This process involves the Facilities Committee and IPBC with input from area deans through the unit plan process. It involves continual reviews of the Facilities Master Plan document's schedule of projects, the institution's Strategic Plan, and the Educational Master Plan. (Standard III.B.2)

Long-range plans support institutional improvement goals and are integrated into planning. The college assesses the use of resources and the results are used for improvement. The planning team works closely with the Facilities Committee, comprised of key faculty, staff, and administrators. (Standards III.B.2.a, III.B.2.b)

Results of the Faculty and Staff Survey indicate the faculty and staff believe that maintenance requests are handled with adequate results. The survey also indicates that the faculty and staff perceive a need for additional personnel in the Maintenance and Operations department. There is a need to revise the Facilities Plan in a climate of diminishing funds. (Standard IIIB.2.b)

Conclusion

The team found that Chabot College meets the requirements of Standard III.B.

III.C Technological Resources

General Observations:

The Team confirmed that the college has the technological resources to support student learning. Faculty and staff indicated that requests for support services to maintain their computers are handled in a timely manner. The District has a five-year Information Technology Master Plan for all technology installations and upgrades performed with Measure B Bond monies. These improvements will provide the colleges and the District with a high-bandwidth, state-of-the-art network to support current and future connectivity needs.

Findings and Evidence

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the college. Faculty and staff surveys, student satisfaction surveys indicate an appreciation of the available technological resources. Although faculty and staff feel they receive adequate technology, limited resources and staff, and the resulting lack of access to the "latest" emerging technologies places limits on training possibilities. Media services lacks the staffing and funds to offer training that could make the experience more accessible and effective. Actual policies and procedures for managing technology infrastructure represent generally accepted best practices with one exception: The college has not yet begun to store backup data at an offsite location. Faculty and staff agree that the software and network configurations in the computer labs provide adequate access to support their courses. Hardware and software are kept sufficiently current to meet teaching needs, although sometimes they are not quickly replaced. Staff expressed concern that when the bond money is exhausted, that future technology funding will be impacted. (Standards III.C, .III.C.1.a, III.C.1.b, and III.C.1.c)

The inclusion of the new Technology Plan and the technology committee itself into planning at the unit level and in budgetary talks was until recently mostly on an informal basis. At the Institutional Technology department level, however, the Technology Plan is seen as the guide to campus technology needs. The campus technology committee is currently engaged in formulating a process that will give faculty and staff a voice in technology-related decisions that affect the entire college, while ensuring at the same time that both Chabot Institutional Technology Committee have a role in reviewing faculty and staff members' technology requests. (Standard III.C.2)

The technology committee has identified several areas for improvement. The new Technology Plan seemed underutilized in the development of the college and in unit plans. A need was seen to publicize the Technology Plan so that more faculty and staff members can refer to it as they develop their unit plans, and this was begun in March 2009. Also, there is a need to formalize the current informal process by which the budget committee consults the technology committee for input on technology-related funding requests. There should be a process for gathering student, staff, and faculty members' input on institutional technology issues beyond the specific technology requests included in unit plans. These issues are under review in the technology committee, which can then relay its recommendations to the appropriate person or body. (Standard III.C.2)

Conclusion

The team found that the technology planning and prioritization process can be improved. There is still no formal process by which college-wide technology needs are assessed and evaluated. Additionally, the way that the individual technology programs coordinate at the institutional level is a work in progress. When changes that affect the entire institution are proposed, those discussions can be isolated in one small group or another. The Technology Committee is one place where "big picture" discussions sometimes occur, but there is no policy that requires all major technology decisions to flow through this committee. The

College Council, the Committee on On-line Learning, and the Institutional Budget and Planning Council are alternative forums in which technology planning can and sometimes does occur. (Standard III.C.1)

College-wide technology planning generally originates at District ITS or Chabot College ITS. Technology planning for individual units originates in faculty and staff unit plan requests going through division deans to the Budget Committee. These are too often unrelated processes. Faculty and staff often create technology plans for their units based on past budgets and existing technologies without realizing what technologies not yet present might be useful. Sometimes faculty are not aware of what is possible or do not request these investments in their unit plans when significant costs for acquisition and support are involved. (Standards III.C.1.c, III.C.1.d)

Recommendation 4

In order to improve, the team recommends that the college develop and implement formal processes to more fully integrate institutional assessment of planning for campus technology needs into all levels of planning and allocation of resources. (Standards I.A.1, I.B, I.B.1, II.B.1, II.B.3, II.B.4, III.C, III.C.1, III.C.2)

IIID: Financial Resources

General Observations

Chabot College's financial resources come from the State of California, District Measure B Bond funds, grants, and private contributions to the college's foundation. The college has established processes involving shared governance to determine the use of these resources. Financial planning begins at the unit or program level where information from program reviews is used to develop a two-year unit plan. The plan includes information about the program's accomplishments over the past two years, goals and expectations for the next two years, and requests for additional resources to meet stated goals. Information from unit plans is used to develop the college's Strategic, Technology, Facilities, and Educational Master Plans and to establish college priorities.

Findings and Evidence

Chabot College relies on information from program review and unit plans to drive its institutional planning process. The planning process considers the college's vision, mission and values, and is designed to inform everyone about planning at the Unit, division, and institutional levels of the college. Unit plans are routed to appropriate committees to ensure that resources are used in the best possible way to benefit the entire college. The Enrollment Management Committee allocates funds for faculty positions, administration allocates funds for classified and administrative positions, the Staff Development Committee allocates funds for staff development activities, the Basic Skills Committee allocates funds for basic skill programs, and the Budget Committee allocates other monies the college receives. (Standards I.B.3, III.D, III.D.1)

The self study noted that only about a fourth of the faculty and staff surveyed understood the roles of the Institutional Planning and Budget Council, Faculty Prioritization Committee, Budget Committee, and Enrollment Management Committee in planning and budgeting, and how planning and resource allocation processes are linked. The survey also showed that only one third felt that the planning of educational services, student services, staffing, and the use of physical and financial resources is sufficiently integrated. The members of the Institutional Planning and Budget Council are currently reviewing how the college can improve its planning and resource allocation processes and make the processes more easily understood. (Standards I.B.6, III.D.1.a, III.D.1.d)

The district is aware of its uncertain financial situation and has kept some of its staff positions at the campuses and at the district vacant. At the time the self study was written, the college indicated that it had sufficient financial resources to meet the current needs of its instructional and instructional support programs while maintaining a five percent reserve. Following information that the State was not funding all of the district's full time equivalent students, the financial strategy of the district and college has recently changed to one of cost cutting. The district has offered a retirement incentive to encourage employees to retire at the end of December 2009. The college and district are currently analyzing the impact of this early retirement plan. This measure will help to maintain sufficient cash flow and reserves for stability until the financial crisis is resolved. (Standard III.D.2.c.)

The district has long-term financial plans to cover its $498 million general obligation bond debt payment through property taxes. The district also has financial plans to cover other long-term liabilities such as retirement benefits and collective bargaining agreements. (Standard III.D.1.c)

The district and college use the Banner on-line accounting and financial system. The system has the necessary expenditure controls, records all financial transactions, and provides managers and administrators access to timely financial information. Audits of the District's finances were positive, with internal controls and financial statements free of material misstatements. The college's financial aid national student loan default rate was at10.8 for FY 2007. (Standards III.D.2, III.D.2.a)

Formal budget documents are linked on the district business website, and access to college and unit-level financial information are provided by the Institutional Budget and Planning Council and the college Budget Committee. However, less than half of the faculty and staff surveyed felt that there was adequate communication and opportunity to participate in the budget development process. To address these budget concerns the college has created planning agendas to have the Institutional Budget and Planning Committee disseminate budget information to the campus and to have a formalized college policy of regular budget status announcements posted on the intranet and e-mail. (Standard III.D.2.b)

Chabot College and the district utilize the Banner Financial system to ensure effective oversight of finances in the management of financial aid, grants, and external funded programs, bookstore and foundation operations. The district also has processes and procedures to maintain control over investments and district assets. Board policies dictate that contracts with external entities for purchasing agreements, rental or use of facilities are legal and limit the liability of the college. (Standards III.D.2.d, III.D.2.e, III.D.2.g)

Chabot College relies on the Enrollment Management Committee, the College Budget Committee/ Institutional Planning and Budget Council, and the administration to determine whether financial resources have been used effectively. The College Enrollment Management Committee evaluates the productivity of faculty, administrators evaluate the effectiveness of classified staff, and the College Budget Committee/Institutional Planning and Budget Council evaluate the use of one-time funding allocations base on unit plans and program review. (Standard III.D.3)

Conclusions

Chabot College meets this Standard. Financial Planning is based on program planning, which is driven by the mission of the college. The district and the college have adjusted to the unstable economic situation of the state and nation by keeping positions vacant, calling for faculty and staff to retire early, and by maintaining a funding reserve. Although the district and college have processes for governance in the planning and allocation of financial resources, the district and college should encourage wider participation by informing faculty and staff of the processes through workshops and other means of communications as noted in the planning agendas.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

General Observations

The college has established an environment that encourages dialogue. Nineteen governance committees meet regularly and involve faculty, staff, and students. Each group has a website that includes agendas and meeting minutes. There is a Shared Governance and Collegial Consultation process. The process is accessible through the website. The President is committed to shared decision making and has the task of advocacy at the district for major issues.

Findings and Evidence

The college has developed the Chabot College Shared Governance and Collegial Consultation Process. The policy indicates how decisions are made and defines operating principles and the functions of each committee. (Standard IV.A.2)

The college and district have also developed a functional map that clearly defines roles in institutional governance. Additionally, the Shared Governance and Collegial Consultation Process also includes a discussion of the defined roles of faculty and administrators. Faculty on various governance committees provide input in institutional policies, planning, and budget. Each of the governance committees is co-chaired by faculty. Students, to the extent their academic schedules allow, participate actively in the governance committees. Student senators are assigned to each committee. Staff, faculty, and students who are members of shared governance committees disseminate information to their constituencies through minutes, one-on-one discussions, and through newsletters. (Standards IV.A.2, IV.A.2.a, IV.A.3)

The college, through discussions with the President and Vice-Presidents, relies on the Faculty Senate, curriculum committee, staff development, technology, the student learning outcomes and assessment cycle, program review, and the unit plans of the departments to guide discussions on student learning program and services. While the college has developed a broad-base mechanism for attaining recommendations about student learning, the use of the student learning outcomes at Chabot College is not yet been fully integrated into the majority of campus processes. (Standards IV.A.2, IV.A.2a, IV.A.3)

The team found that the college demonstrated good integrity in its relationship with external agencies and the public. The college responded forthrightly to the recommendations of the accrediting Commission for Community and Junior Colleges (ACCJC) and recommendations of the 2004 and 2006 progress and mid-term reports. Through its response to its certification and self study, the college has complied with ACCJC Standards. Through its awards and compliance with numerous grants, vocational licensing bodies, local and statewide governing groups, as well as in its current agreement to provide instruction at local high school sites, the college has worked effectively with external agencies and has demonstrated integrity in doing so. (Standards IV.A.4)

The college provided evidence to the visiting team of governance group meetings with meeting minutes, delineated the roles and responsibilities of the governance groups, and provided a discussion of the decision-making structures of the college. Nonetheless, the team found little or no evidence of formal evaluations of the college's governance structures and processes. The college has made extensive use of staff satisfaction surveys, several of which record staff perceptions of the college governance structure and its effectiveness. Such surveys have been useful to the college, but they fall short of formal measurement of specified goals for campus governance. The frequency with which groups meet, participation rates, and goals accomplished, for example, need to be formally assessed and the results shared campus-wide for review and discussion. Overall, the team found limited evidence that evaluation of the processes and use of evaluation results is used for general governance improvement and linkage to programs and student learning. The college has partially met Standard IV.A.5, and needs to further ensure the effectiveness of its governance activities. (Standard IV.A.5)

The Chabot-Las Positas Community College District is governed by an elected seven-member Board of Trustees. Trustees are elected by area. The Board gives final approval to the establishment of all district policies, as well as the hiring of all personnel, contractual agreements, and matters affecting the financial status the district or its colleges. Board policy designates the responsibility for selecting and evaluating the chancellor and the presidents to the Board. The governing board also reviewed and approved the submittal of the self study of Chabot and Las Positas Colleges in May 2009. (Standards IV.B.1, IV.B.1.i)

The Board of Trustees holds meetings, minimally once a month, and provides opportunity for the public and governance groups to make public comments. The Board adheres to the requirements of open meetings and reaches decisions in public session. The Board sets annual goals for the district which are then adopted by the district colleges. Student learning programs and services are monitored by the Board of Trustees through retreats, workshops and through reports made to the board as well as public presentations by representatives of the colleges. (Standards IV.B.1, VI.B1.a, IV.B.1.a)

The governing board also approves the district mission statement that provides for the direction and leadership to ensure that all students within the district will have an equal opportunity to pursue and achieve their educational goals. Board policy 0005 outlines the

responsibilities of the Board for legal and fiscal matters. Pursuant to state law, the Board established and monitors the Bond Oversight Committee as it relates to Measure B Bond construction. (Standard IV.B.1.c)

By-laws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures have been approved by the Governing Board. These policies (Board policy 7001-7007 and 7010-7020) and procedures are available electronically through the District's website. Additionally, college libraries have printed copies of Board policies as well as senior administrators on the campus. (Standard IV.B.1.d)

The governing board, at its annual retreat, reviews actions and priorities of the previous year and sets priorities for the following year. Board priorities are set on a two year period. The team saw evidence that the Board follows this process annually. The current two-year priorities (2009-2011) were established by the Board as a result of its June 2009 retreat. (Standard IV.B.1.e)

Trustees have participated in several Board-development workshops, and it was clear to the team that the Board strongly supports professional development and orientation for its members. In addition to various informal orientation processes that occur for new members, all trustees go through Community College League of California orientation and ethics training. Additionally, trustees are provided orientation with staff regarding budget, human resources, and college and district planning. (Standard IV.B.1.f)

The Board concluded its annual self-evaluation process during the last retreat (June 2009), pursuant to Board Policy 7052. The Board completes its own self evaluation annually and uses the evaluation as a means of identifying its own progress and areas of concern to all. The Board approved its most recent self-evaluation in July 2009 at the same time it reviewed, updated, and approved its Code of Ethics. (Standards IV.B.1.g, IV.B.1.h)

Board Policy 2012 provides that the Board grant full authority to the chancellor to oversee the operations of the district and its colleges and to execute Board policies. Board Policy 4125 outlines the evaluation process of the chancellor, with the chancellor having responsibility to evaluate the college presidents. Policy on the selection of college presidents is agreed upon between the chancellor and the Governing Board. (Standard IV.B.1.j)

The president of Chabot College provides overall administrative authority over the activities and operations of the institution, with the exception of maintenance and operation, which is directly overseen by the district. The president has just completed staffing the college's senior administration and provides directions regarding administrators' respective roles at the college. All of the college's administrators perform their duties based on performance responsibilities defined at the time of their hiring. The review of responsibilities and specific tasks performed by administrators are within the authority of the president. The functional map also outlines specific responsibilities as related to governance groups. (Standard IV.B.2.a, IV.B.3.b)

The president guides institutional improvement based on data, planning, and analysis. There has been a transition in mid-level and senior level positions over the past year and half, and the president has been particularly involved in rebuilding the college's administrative team in

order to carry out the Strategic Plan and other important campus efforts. The turn-over of administrative positions at the campus appears to result from normal causes such as retirements or other job opportunities. (Standard IV.B.2.b)

The president, through working with Board policies, state requirements, and related regulations, is providing leadership to campus administrators to insure compliance with laws and policies. The president also uses the college's governance processes to ensure implementation of pertinent laws and regulations. (Standard IV.B.2.c)

The president has a clear and solid understanding of college budget issues. With the hiring of a permanent Vice President of Administrative Services, the control of budget expenditures and addressing budget issues will be facilitated to a greater extent than it has been since the start of her tenure. The president has worked with the appropriate district and campus staff to plan for the effects of the district's recently announced early retirement program, as well as for any decline in the college's revenue sources. (IV.B.2.d)

The team found substantial evidence of the president's effective communication with the external community. This communication includes university and K-12 partners, leaders of nearby municipalities, and local civic, business, and neighborhood associations. Additionally, the president has developed agreements with other cities that will enhance partnerships with the college. (Standard IV.B.2.e)

The district, through Board Policy 2012, has clearly delineated the relationship between the college and the District. The functional map submitted with the college's self study clearly defines the responsibilities of the college and those of the district. The Chancellor regularly convenes a district council to discuss functions as well as the general operation of the district and its two colleges. One of the self study planning agendas for this Standard identifies the goal of more broadly disseminating information to faculty and staff about shared district and college responsibilities. (Standard IV.B.3.a)

The district uses a Board approved allocation model to fund the colleges. There are ongoing concerns related to adequate funding for each of the two district colleges, as well as the funding allocation model. Such concerns are continuously address by the district Budget Study Group, which is currently reviewing the allocation process based on several factors, including projecting revenue over an extended period of time. (Standard IV.B.3.c)

The district currently maintains a five percent reserve. The final budget for 2009-2010 was approved by the Board. Interviews and other evidence reviewed by the team suggest that further training is necessary for full utilization of the software used to record all district fiscal transactions. The team also noted that the decrease of workload measures may result in funding decreases to the district and campuses. These potential impact of these decreases, coupled with categorical funding cuts, need to be reviewed in order to plan effectively at the campus and district levels. (Standard IV.B.3.d)

The chancellor delegates full responsibility to the presidents to implement and administer policies at the colleges. The team reviewed evidence provided by the chancellor and the president of Chabot College showing the president is accountable for all that occurs at the

campus, including managing the budget. The accountability for these responsibilities is linked to the president's evaluation. (Standard IV.B.3.e)

The chancellor meets regularly with the two college presidents and chairs the Chancellor's Council, which includes the presidents, vice presidents, and representatives of governance groups. He also meets with the presidents individually on a regular basis. The chancellor, as the liaison between the Board and the colleges, maintains close communication with the Board of Trustees through submittal of reports and meetings within the parameters of open meeting requirements. Presidents, union and senate representatives also make reports at each of the Board meetings. These meetings are recorded and the minutes published and made available electronically.

There are several district-wide governance committees whose recommendations are funneled through the chancellor's office to the Board. There is extensive communication between the chancellor, presidents, and governance groups. The chancellor utilizes these meetings to share information and as a basis for communicating relevant issues directly to the Board. Minutes of all district-wide committee meetings are recorded and made available to all faculty and staff electronically on various district websites. (Standard IV.B.3.f)

The district annually conducts a formal review of the relationship between the colleges and the district in board retreats. As issues come to the forefront and after careful review and analysis by relevant constituencies or staff, the chancellor makes presentations to the Board to keep them informed and to receive guidance. The Board has on several occasions needed adjust district or college policies or processes to insure effectiveness. Examples include addressing the allocation process, helping to prioritize the use of Measure B funding, and supporting new programs and services or efforts to support low-enrolled programs. (Standard IV.B.3.g)

Conclusions

The team found only limited evidence of clearly defined goals and outcomes assessment of governance processes at the district or campus levels. (Standards IV.A.1, IV.A.2, IV.A.3, IV.B.3, IV.B.3.a, IV.B.3.b, IV.A.5)

The college's self study indicates that there is a "longstanding 'past practice'" but no formal policy regarding how new members of the Board are provided with orientation and training. The district Chancellor is responsible for the majority of any orientation and training that may occur for new members of the Board of Trustees, and trustees are encouraged, but not required, to attend development programs sponsored by the state or other organizations. There is evidence that Board members do voluntarily attend external development programs, but such attendance is not part of any formally adopted program for orientation and training. (Standards IV.B.1.f, IV.B.1.g, IV.B.1.h)

Recommendations

See Recommendations 1, 2, and 3

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. (III.A.6, IV.B.3)

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. (III.D.1, III.D.3, IV.B.3)