

ACCREDITATION

A SUMMARY OVERVIEW IN PREPARATION FOR THE OCTOBER 2015 SITE VISIT

Dr. Jannett Jackson

Dr. Barry Russell

Dr. Susan Sperling

Dr. Celia Esposito-Noy

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Summary of Presentation

- Chancellor will review the four standards and provide an update on our progress
- College Presidents will provide an overview of their self-evaluations
- Vice Chancellor will review Standard IV- Leadership & Governance
 - Review the Functions and Task Maps
 - Provide a brief review of the narrative evaluation in each section
 - Explain the types of plans identified in some sections
 - Share logistics for October 6th team visit with Board members

Four Standards

- Standard I: Institutional Mission & Effectiveness
- Standard II: Student Learning Programs and Services
- Standard III: Resources
- Standard IV: Leadership & Governance
 - There are multiple sections within each standard
- Standards include an evaluation and, in some cases, Action Plans and/or Continuous Improvement Plans
- Action Plans require steps be taken to fully meet standard
- Continuous Improvement Plans are steps that may be taken to improve

Standard I: Institutional Mission & Effectiveness



- **Standard IA: Mission**

The commitment to the mission is demonstrated throughout the College's structure and is especially prevalent in College planning as is evidenced by the College's program reviews, which directly address the College Mission, student learning outcomes, Integrated Planning Committee, and overall planning, allocation, and assessment processes. (page 69)

- **Standard IB: Improving Institutional Effectiveness**

Since the previous site visit in 2009, Las Positas College has implemented a clear, transparent, and accountable planning and budget cycle. This planning and budget cycle is comprised of four processes: program review, institutional planning, resource allocation, and budget development. Assessment of planning and budget occur throughout the cycle to ensure the effectiveness of the activities and processes. (page 81)

No Action Plans

Standard II: Student Learning Programs and Services



- **Standard IIA: Instructional Programs**

Las Positas College meets the standard as evidenced by the regular and rigorous processes that maintain the alignment of instruction in all courses and across all modes of delivery to the College mission. The integration of student learning outcome activity to program review processes ensures that student learning is considered in all decision making related to the improvement of instruction and instructional programs. The regular evaluation of individual faculty maintains the quality of instruction and creates opportunities for improvement. (page 94)

Standard II: Student Learning Programs and Services



- Standard IIA: Instructional Programs

- Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

- Action Plan: Refine, simplify, and integrate the College's curriculum and SLO processes to more regularly assess the correlation between measurable objectives and course-level SLOs with the goal of ensuring consistency, particularly in courses developed since 2007. Continue to provide regular staff development opportunities focused on the assessment of SLOs, in prioritizing the engagement of part-time faculty. (page 108)

Standard II: Student Learning Programs and Services



- Standard IIA: Instructional Programs

- Standard II.A.6:

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

- Action Plan: Staff development should be provided to all faculty providing clearer and more consistent guidelines for including measurable objectives/student learning outcomes on course syllabi. (page 136)

Standard II: Student Learning Programs and Services



- Standard IIA: Instructional Programs

- Standard II.A.6.c:

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

- Action Plan: The College should provide clear and accurate information consistently across its website. (page 143)

Standard II: Student Learning Programs and Services



- **Standard IIB: Student Support Services**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services. (page 150)

No Action Plans

Standard II: Student Learning Programs and Services



- **Standard IIC: Library and Learning Support Services**

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered.

The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services. (page 181)

No Action Plans

Standard III: Resources



- **Standard IIIA: Human Resources**

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage diversity. Human resource planning is integrated with institutional planning. (page 203)

Standard IIIA: Human Resources



- Standard III.A.1.c
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.
- **Action Plan:** A collectively bargained, consistent resolution more directly linking student learning outcomes to the evaluation process should be reached. (page 212)

Standard III: Resources



- **Standard IIIB: Physical Resources**

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.
(page 228)

Standard III: Resources



- Standard IIIB: Physical Resources
 - Standard III.B.2.b
Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.
 - **Action Plan:** Upon its completion, use the new educational master plan with other institutional documents, such as the mission statement, for further integrating physical resource with institutional planning. Develop processes for institutional assessment that include the regular gathering and analysis of information on physical resource use, and integrate findings to the College's planning activities. (page 244)

Standard III: Resources



- **Standard IIIC: Technology Resources**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning. (page 245)

No Action Plans

Standard III: Resources



- **Standard IIID: Fiscal Resources**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning. (page 265)

No Action Plans

Standard IVA: Decision-Making Process



- Standard IVA: Decision-Making Process

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. (page 297)

No Action Plans

Standard IVB: Board and Administrative Organization



- Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges. (page 308)

Standard IV: Leadership and Governance



- **Standard IV.B.3.a**
The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
- **Action Plan:** The District functional map needs to be fully evaluated. Better communication is needed between the District and colleges regarding the functions of each as evidenced by the survey data. The College Educational Master plan and the District Strategic Plan need to be finalized and utilized in District planning. (page 332)

Standard IV: Leadership and Governance



- **Standard IV.B.3.b**
The district/system provides effective services that support the colleges in their missions and functions.
- **Action Plan:** The District should propose a mechanism for regularly assessment of District services. (page 334)

Standard IV: Leadership and Governance



- Standard IV.B.3.g
The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.
- **Action Plan:** Develop a standard evaluation of District services that involves all community stakeholders.
(page 340)

Standard I: Institutional Effectiveness

HIGHLIGHTS:

I. Integrated Planning at Chabot College

- Mission Statement Updated (2013-2014):
- Strategic Plan (2012—2015; extended 2015-2016):
- Integrated planning process and outcomes:
 - Strategic Plan Goal measurement Team (qualitative and quantitative data for 10 distinct groups of incoming students; sample size 2000)
 - Integration of strategic plan goal into budget allocation:
 - Ex: New Student Success/Pathways/ Institutional Effectiveness Dean
 - Ex: FYE
 - Ex: Educational Master Plan

Standard I: Institutional Effectiveness **(continued)**

II. Shared Governance Processes (Review and Revision 2014-2015)

- Shared governance review and assessment workshops (2014-2015)
- Faculty Senate review and proposal (2015)
- Configuration of revision proposal, review, discussion, and recommendations from Chabot Senates (2015)
- Draft proposal to College Council (2015-2016)
- Work with Institutional Effectiveness Partnership Initiative (IEPI) Team on better alignment of strategic planning and budgeting in the late fall or spring

Standard II: Student Learning Programs and Services

HIGHLIGHTS:

I. Programs demonstrating collaboration between Academic and Student Services in response to Equity and Success Data.

The following programs exemplify successful integrated planning based upon Institutional Research data used in resource allocation to strengthen student success:

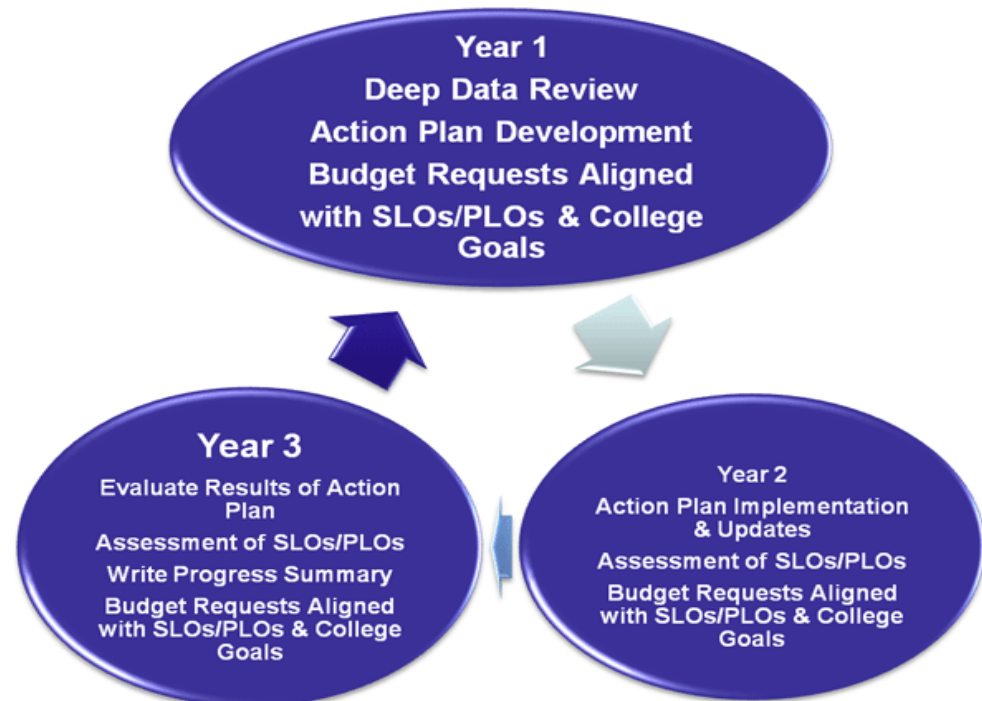
- FYE (signature program)
- Passion & Purpose
- Puente Project (signature program)
- Daraja Program (signature program)
- Striving Black Brothers and Sisters (signature program)
- PACE
- ASPIRE
- CalWorks
- EOPS
- DSRC
- Career Pathways

Standard II: Student Learning Programs and Services (continued)

II. Continual Assessment

“The institution identifies SLOs for courses, programs, certificates and degrees, assesses student achievement of those outcomes and uses assessment results to make improvements”

Ex: (p.122)



Standard II: Student Learning Programs and Services (continued)

III. Actionable Improvement Plan

College Plan 2: Student Learning Outcomes

1. The College commits to increase to 100 percent the number of programs with ongoing assessment of learning outcomes by June 2017. Complete PLO assessment and reflection, and use achievement of these outcomes as an additional basis for awarding degrees and certificates by June 2016.
2. The College commits to increasing course level assessments to 100 percent. The college commits to assessing institutional level assessments. The college commits to completing comprehensive learning outcomes assessment for all GE courses by June 2016.
3. The College commits to complete its comprehensive learning outcomes assessment for all GE courses by June 2016.
4. The College commits to achieving the ACCJC SLO rubric from Proficiency to Sustainable Continuous Quality Improvement. (p. 125)

Standard III: Resources

HIGHLIGHTS:

I. Examples of Resource Allocation through Shared Governance Processes/Strategic Planning

- Use of remaining Bond Measure allocation to college
- Updated/Revised Faculty allocation process
- New Classified prioritization process
- Renovation of Library and Learning Support Services, Building 100

Standard III: Resources

II. Technology

- Chabot new Webmaster/Designer

Standard IV: Leadership & Governance

HIGHLIGHTS:

I. The Chabot Approach

Chabot College approaches Shared Governance internally in two primary ways. First, governance is a collaborative effort to gain consensus and/or input from the four major institutions: the SSCC (formerly, the Associated Students of Chabot College, ASCC), the Academic/Faculty Senate, Classified Senate, and administration, including the President, Vice Presidents and Deans. Second, there are structures that collect and disperse information through major governance groups using open meetings, staff development activities, ad hoc, and formal and informal committees. Policy and recommendations are ideally passed to the Chabot College Council, composed of key administrators and the Presidents of all three senates. (p. 312)

Continuous Improvement Plans

- Evaluate Shared Governance committee structures and processes (Standard IV.A.A1; p. 313)
- Strengthen linkage between strategic planning and budget allocation (Standard IV.A.A1; p. 315)
- Complete all Student Learning Outcome and other assessment processes (Standard II.A2; p.125)

Progress – “Places We Shine”

- Institutional Research
 - Assessing student success of ten identified subgroups of all incoming students
 - Strategic planning based on outcomes data
- Enrollment Management
 - Pre Prop 30 schedule planning and summer sessions for 2015
- Academic Pathways
 - Three years increasing degree awards
 - Transfer Degrees
 - Student Service interventions

Standard IV A and IV B

- **Standard IV A** focuses on Decision-Making Roles and Processes
 - Chabot's IV A begins on pg. 309
 - Las Posita's IV A begins on pg. 297
- **Standard IV B** focuses on Board and Administrative Organization
 - Chabot's IV B begins on pg. 322
 - Las Posita's IV B begins on pg. 308

CLPCCD Functions and Task Map

- Summary of functions and tasks for College and District
- Identified primary, secondary, and shared functions
- Functions Map on pg. 40 of Chabot's self-evaluation
- Task Map on pg. 54 of Chabot's self-evaluation
- Clearly delineates who is responsible for what
- Developed in collaboration with Chabot, LPC, and District staff

Evaluation and Plans

- Evaluation
 - “College meets the Standard”
 - “College substantially meets the Standard”
- Action Plans or Actionable Improvement Plans
 - Require taking steps to meet the Standard
 - Indicates there is a deficiency in meeting the Standard
 - For mid-term report, must provide a response to self-identified issues
- Continuous Improvement Plans
 - While the college meets the Standard, the college is committed to improvement
 - May be included where “College substantially meets the Standard”

District Action Plans

- (CC) District Plan 1: Commits Planning and Budget Committee (PBC) to examine the Budget Allocation Model (BAM) prior to developing 2016-17 budget (Standard III D4; pg. 305)
- (CC) District Plan 2: Revise all Board Policies (BPs) (Standard IV B; pg. 324)
- (CC) District Plan 3: Assess District Services (Standard IV B3.b; pg. 343)
- (LPC) Develop process for regularly assessing District services (Standard IV.B.3.B; pg. 334)
- (LPC) Develop evaluation of District services (Standard IV.B.3.G; pg. 340)

Continuous Improvement Plans

- (LPC) Evaluate process for planning and budgeting by spring 2016 (Standard IV.A.2.A; pg. 302)
- (LPC) Academic Senate to evaluate subcommittees (Standard IV.A.2.B; pg. 303)
- (LPC) Recommends that Board fully incorporate ACCJC Standards in its self-evaluation process (Standard IV.B.1.I; pg. 320)
- (LPC) Integrate institutional planning priorities in budgeting and allocating processes (Standard IV.B.2.B; pg. 326)

Progress

- Progress made on revising All Board Policies (BP), exceptions due to changes at the state level, all have been completed. Need to post changes on the webpage.
- There is still work to be completed on some Administrative Procedures (AP).
- Several training sessions & significant events have occurred:
 - The Brown Act & the Better Governance Ordinance Video
 - Board Training, Study Sessions & Retreats (7/31/13, 3/4/14, 6/24/14, 3/3/15, 4/7/15)
 - Accreditation Training (10/14, 6/15, 9/15)
 - Approval of Integrated Planning & Budget Model (3/18/14)
 - Educational Master Plans/Strategic Planning Charrette (2/20/15)
- ACCT GISS Training & Action Agenda
 - District Mission Revised (7/15/15)
 - Ongoing SSSP Updates (Fall & Spring, 4 updates to date)
 - Equity Plan Approval (9/16/14)
- Excellence in Trusteeship Program (ETP) certification