



C H A B O T - L A S P O S I T A S

| *Community College District*

Institutional Self Evaluation Report Chabot College

PRESENTED BY

Jamal A. Cooks, Ph.D.

Interim Vice President of Academic Services/Accreditation Liaison Officer (ALO)

ACKNOWLEDGMENTS





ACKNOWLEDGMENTS

- President Susan Sperling, Ph.D.
- Chabot Accreditation Leadership Team (CALTeam)
- Chabot Accreditation Steering Committee
- Chabot Faculty Senate
- Chabot Classified Senate
- Student Senate of Chabot College
- Chabot Shared Governance Committees
- Chabot Senior Administrators, Deans, and Program Directors
- Chabot Institutional Research Office



Chabot Accreditation Leadership Team (CALTeam)

- Jamal Cooks, Ph.D., *Interim Vice President, Academic Services/ALO*
- Heather Clements, *Faculty, Co-Chair*
- John Chan, J.D., *Evidence Coordinator*
- Cynthia Gordon da Cruz, Ed.D., *Coordinator, Institutional Research*
- Deonne Kunkel Wu, Ph.D., *Editor*
- Pedro Reynoso, *Faculty Lead*
- Audrey Trotter, Ph.D., *External Consultant*
- Sara Henry, Ph.D., *Heartful Editor*
- Stacy Thompson, Ed.D., *Vice President, Academic Services/ALO*
(Through August 2021)
- Samantha Kessler, Ed.D., *Director of Institutional Effectiveness*
(Through July 2021)

Chabot College 2022 ISER Accreditation Steering Committee



Standard I Mission, Academic Quality and Institutional Effectiveness, and Integrity	Standard II Student Learning Programs and Support Services	Standard III Resources	Standard IV Leadership and Governance
<p>Standard I: Co-Leads (SCL) Jennifer Lange (F) Bobby Nakamoto, Ed..D. (A)</p> <p>Standard Team Members: I.A Mission Bobby Nakamoto, Ed.D. (ACL) Jennifer Lange (FCL) and Writer Trish Shannon, Ph.D. (F) Terri Anderson Ed.D. (A) Ghazaal Hamid (S) Martin Medeiros (F)</p> <p>Standard Team Members: I.B Assuring Academic Quality and Institutional Effectiveness Bobby Nakamoto, Ed.D. (ACL) and Writer Jennifer Lange (FCL) Trish Shannon, Ph.D. (F) Terri Anderson, Ed.D. (A) and Writer Ghazaal Hamid (S) Martin Medeiros (F)</p> <p>Standard Team Members: I.C Institutional Integrity Arnold Paguio (ACL) Julie Coan (FCL) Megan Parker (CCL) Lannibeth Calvillo (C) Paulette Lino (A) Mark Anderson (F) Manny Kang (F) and Writer Mark Anderson (F) Writer</p>	<p>Standard II: Co-Leads (SCL) Jamal Cooks, Ph.D. (A) Abigail Patton (A)</p> <p>Standard Team Members: II.A Instructional Programs Kristin Lima, Ed.D. (ACL) Safiyah Forbes, Ph.D. (ACL) Aaron Deetz (FCL) and Writer Cheree Manicki (CCL) Lael Adediji (A) Ming Ho (F) and Writer Kim Morrison (F) Dara Greene (F) Na Liu, Ph.D. (C) Susan Williams (C) Clara McLean, Ph.D. (F) and Writer</p> <p>Standard Team Members: II.B Library and Learning Support Services Jamal Cooks, Ph.D. (ACL) Abby Patton (ACL) Pedro Reynoso (FCL) and Writer Rachael Tupper-Eoff (C) and Writer Gabe Chaparro (A) Jane Wolford (F) Roland Belcher (C) Patrick Mwamba (C) Salimah “Mrs. Mak” Shabazz (S)</p> <p>Standard Team Members: II.C Student Support Services Debbie Trigg (ACL) Jeanne Wilson, Ed.D. (ACL) Shannon Stanley (FCL) and Writer Kathy Medina (A) Paulette Lino (A) Frances Fon (F) and Writer Patricia Molina (F) Yvette Nahinu (C) Sean Day (C) Theresa Pedrosa (S)</p>	<p>Standard III: Co-Leads (SCL) Kevin Kramer (A)</p> <p>Standard Team Members III.A Human Resources Matt Kritscher, Ed.D. (ACL) and Writer Sadie Ashraf (FCL) K Metcalf (CCL) Mona Abdoun (F) Scott Hildreth (F) Wyman Fong (A) Jennifer Druley (A) and Writer Theresa Pedrosa (S)</p> <p>Standard Team Members III.B Physical Resources Kevin Kramer (ACL) and Writer Mark Stephens (FCL) Christine Herrera (CCL) Christina Read (A) Bob Buell (F) Rick Hassler (C) and Writer Ellie Hirstien (C)</p> <p>Standard Team Members III.C Technology Resources Nathaniel Rice (ACL) Mumtaz Ismail (FCL) Morgan Butler (CCL) and Writer Sara Woods (A) Christy Davis (C) Manny Kang (F) Thomas Dowrie (C)</p> <p>Standard III Team Members Standard III.D Financial Resources Dale Wagoner(ACL) Heather Hernandez (CCL) Writer Mimi Munoz (A) Billy De Los Santos (C) Angela Castellanos (C)</p>	<p>Standard IV: Co-Leads (SCL) Yvonne Wu Craig (A) Noell Adams (C)</p> <p>Standard Team Members IV.A Decision-Making Roles and Processes Yvonne Wu Craig (ACL) and Writer Miguel Colon (FCL and Writer) Noell Adams (CCL) and Writer Andrew Pierson, Ph.D. (F) Katrin Field (C) Virginia Criswell (C) Student (S)</p> <p>Standard Team Members IV.B Chief Executive Officer Susan Sperling, Ph.D. Samantha Kessler, Ed.D.</p> <p>Standard Team Members: IV.C Governing Board District Coordination</p> <p>Standard Team Members IV.D Multi-College Districts or Systems District Coordination</p> <p>QFE Lead and Writer Pedro Reynoso</p>



Special Thanks!

- Na Liu, Ph.D., *Research Analyst, Institutional Research Office*
- Indra Liauw, Ph.D., *Research Analyst, Institutional Research Office*
- Cheree Manicki, *Executive Assistant, Vice President, Academic Services*
- Sienna Dalton, *Senior Administrative Assistant, Language Arts Division*
- Kirti Reddy, *Executive Assistant, Office of the President*
- Wing Kam, *Webmaster, Office of the President*

WHAT IS THE ISER?



Institutional Self-Evaluation Report (ISER)

“The self-evaluation process is an opportunity for deep, intentional reflection on current institutional conditions, achievements, and goals, and for thorough examination of the quality and effectiveness of programs, services, and institutional operations.” (ACCJC Guide)





OVERVIEW

- Introduction
- Standard I
- Standard II
- Standard III
- Standard IV
- Improvement Plans
- Learning from Institutional Self-Evaluation
- QFE
- Questions

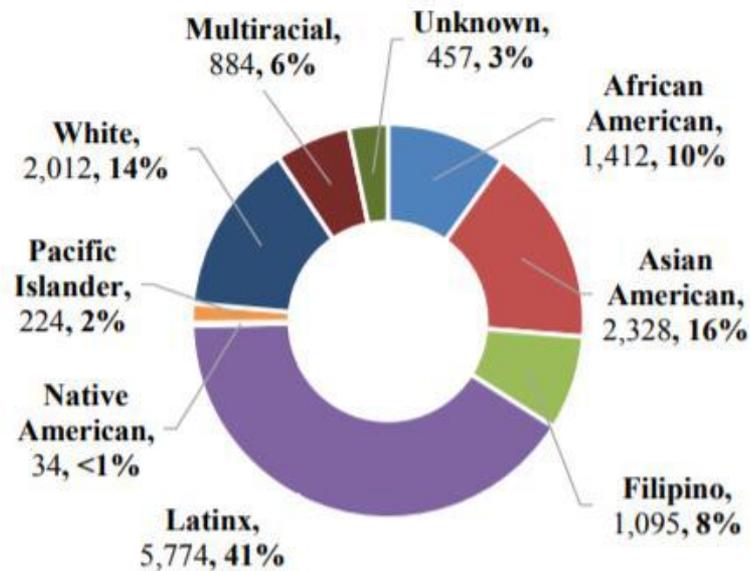
INTRODUCTION

- Chabot College is in the 60th year of a proud history of creating superb educational opportunities, support, and mentoring for generations of students who display persistence, endurance, and academic achievement.
- We value high standards of instruction, integrity of our community, inclusion of all, and innovation to improve the teaching and learning of all students.

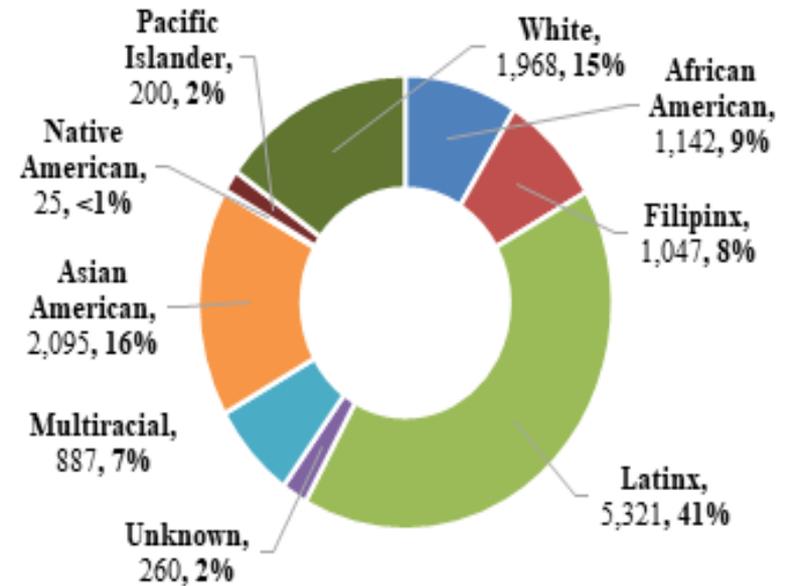


Chabot Students' Race/Ethnicity in Fall 2019 and Fall 2021

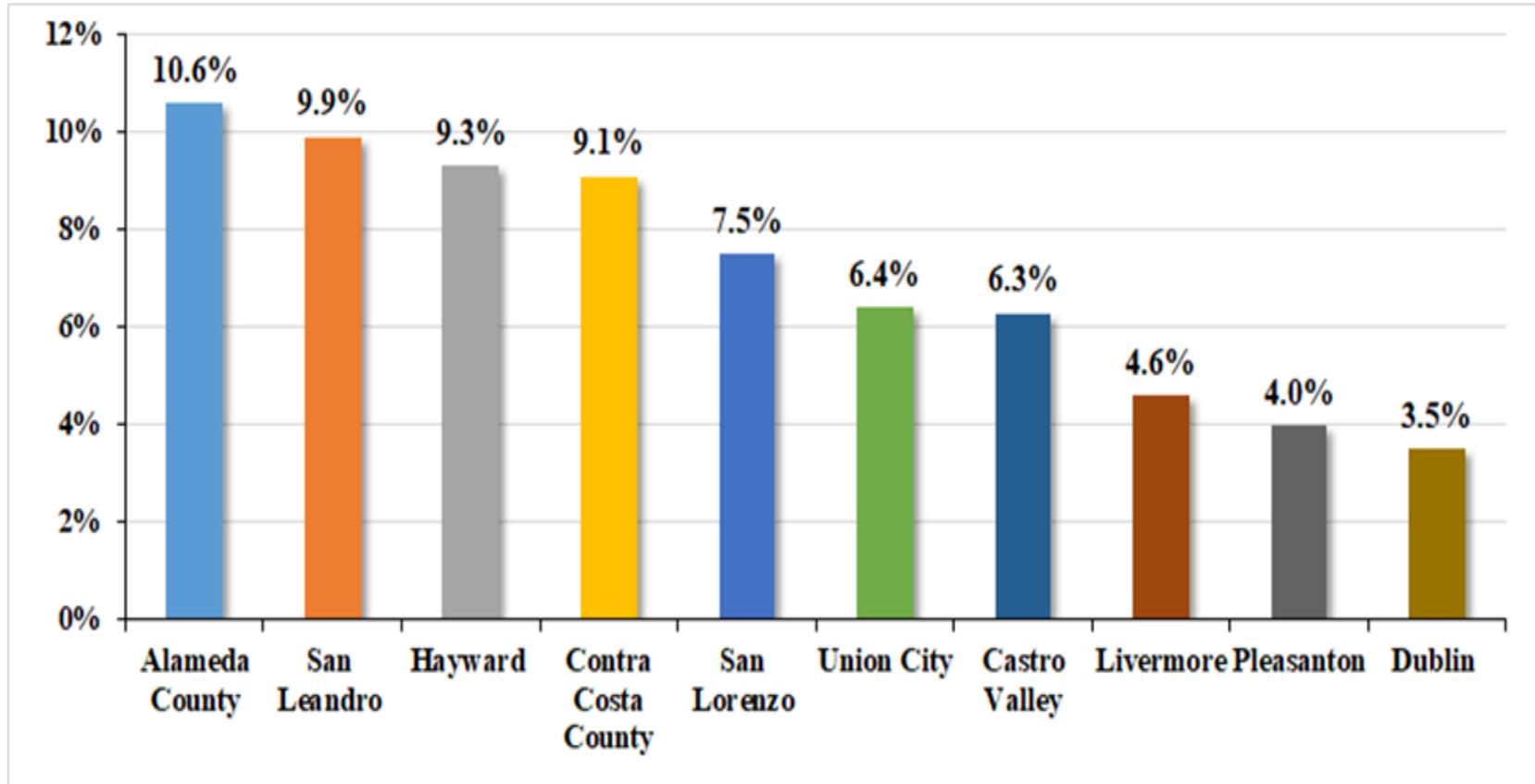
Fall 2019



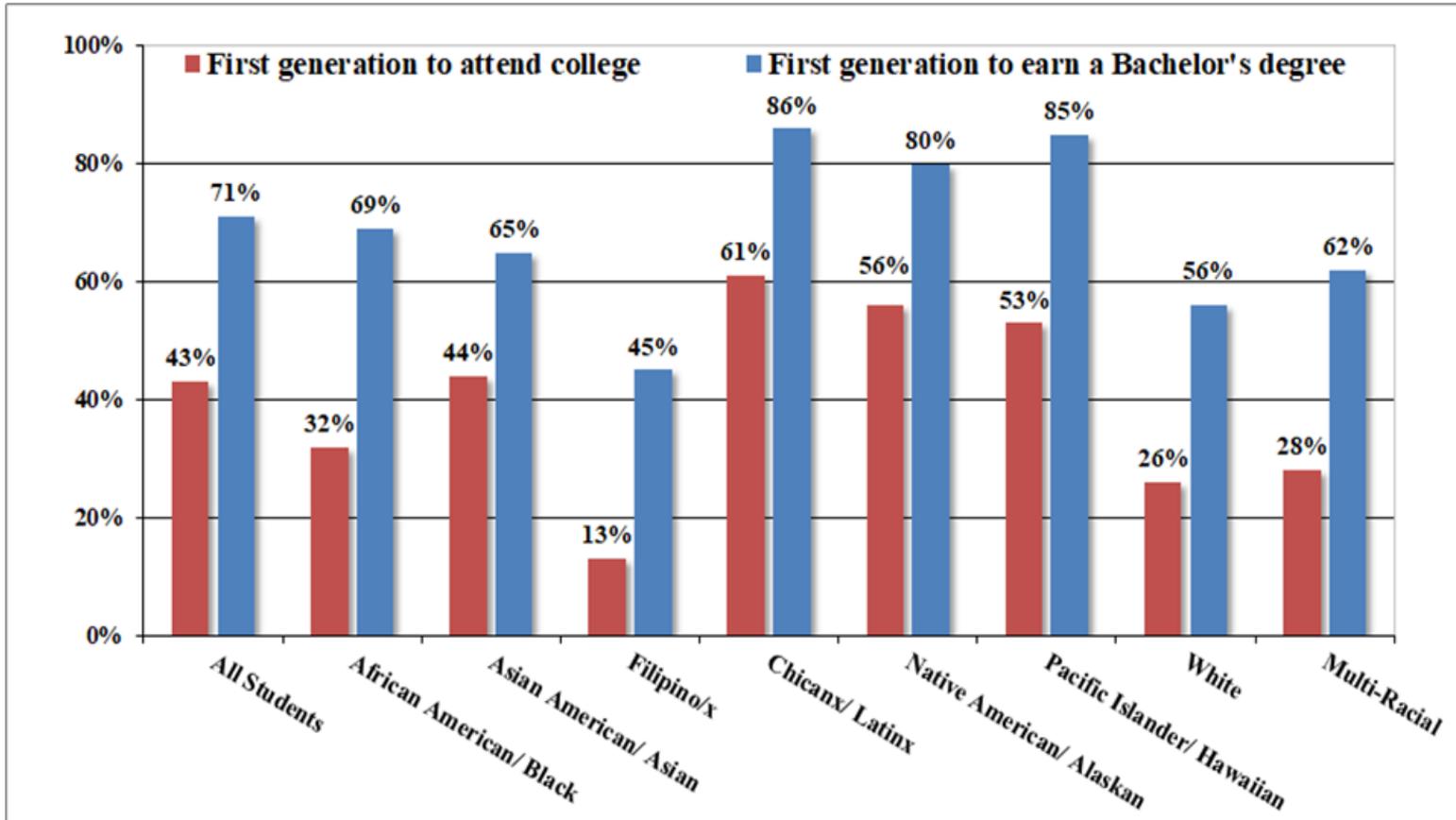
Fall 2021



County and Service Area Comparison - Percent of People Living Below Poverty Threshold, 2018



Percentage of First-Generation College Students at Chabot by Race/Ethnicity, Fall 2020



Institution Set Standards and Stretch Goals for ACCJC

- ACCJC requires all colleges to set two types of goals on student outcome metrics:
 - 1) institution-set standards: minimum baseline values that metrics should not drop below, and
 - 2) stretch goals: goals above the current level of performance that we aspire to achieve.
- Chabot's performance on ACCJC metrics are posted on the Chabot IR website.



Institution Set Standards and Stretch Goals for ACCJC: Course Success Rates

Successful Course Completion Rates*	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	69.37%	70.55%	71.12%	Yes	Yes
2018-19	69.66%	71.86%	72.59%	Yes	Yes
2019-20	69.97%	73.93%	71.23%	Yes	No



Institution Set Standards and Stretch Goals for ACCJC: Associate Degrees

Number of Associate Degrees* Awarded	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	803	1,119	1,146	Yes	Yes
2018-19	887	1,278	1,308	Yes	Yes
2019-20	925	1,503	1,322	Yes	No



Institution Set Standards and Stretch Goals for ACCJC: Number of Certificates Awarded

Number of Certificates* Awarded	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	266	384	407	Yes	Yes
2018-19	272	476	689	Yes	Yes
2019-20	311	882	648	Yes	No



Institution Set Standards and Stretch Goals for ACCJC: Transfers

Transfers*	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	781	896	957	Yes	Yes
2018-19	878	1,000	957	Yes	No
2019-20	875	996	1,092	Yes	Yes



Institution Set Standards and Stretch Goals for ACCJC: Licensure Examination Pass Rates

Program	Licensure Examination Pass Rates				
	Exam (National, State, Other)	Institution- Set Standard	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
Dental Hygiene	State	85%	100%	100%	100%
Dental Hygiene	National	85%	100%	100%	100%
Nursing	State	85%	100%	100%	100%



STANDARD I - MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

- The institution is committed to a mission that emphasizes student learning and student achievement.
- The institution demonstrates integrity in all policies, actions, and communication.
- The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.



STANDARD I - HIGHLIGHTS

- The Chabot College mission is widely available and informs decision making using both quantitative and qualitative data to meet the College's Mission.
- The assessment processes align budget and planning with the mission, vision, and values of the College.
- Chabot College's website, the College Catalog, the Class Schedule, and various employee handbooks publish accurate information in regard to accrediting status, outcomes data, and cost to attend.



STANDARD II - STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

- The institution offers instructional programs, library and learning support services, and student support services aligned with its mission.
- The institution assesses its educational quality and uses the results to improve educational quality and institutional effectiveness.
- The institution defines and incorporates into all of its degree programs a substantial component of GE designed to ensure breadth of knowledge and to promote intellectual inquiry.



STANDARD II - HIGHLIGHTS

- The Library and the Learning Connection (LC) assesses its educational quality makes results of its assessments and uses results to improve educational quality and institutional effectiveness.
- The Library and the LC provide a comprehensive collection of educational equipment, materials, and services, both in person and online, which support the College's educational programs, regardless of location or means of delivery.
- Chabot College provides services and resources that are sufficient in quantity, currency, depth, and variety to support educational programs and thus enable student learning and achievement.



STANDARD III - RESOURCES

- The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to meet institutional effectiveness.
- Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system.
- The district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).



STANDARD III - HIGHLIGHTS

- The District and College employs a sufficient number of well-qualified faculty, professional staff, and administrators who meet the minimum and desirable qualifications for their position in support of the College's mission.
- The College provides and maintains safe and sufficient physical resources in support of the College's mission to provide equitable educational opportunities to students and the community.
- The College works collaboratively to meet technology needs for students, faculty, and staff. Chabot's policies and procedures prioritize the long-range planning of technology resources aimed at fulfilling the College's mission.



STANDARD IV - LEADERSHIP AND GOVERNANCE

- The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success and sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.
- Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness.
- Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.



STANDARD IV - HIGHLIGHTS

- Through established policies, procedures, and practices, the College demonstrates its commitment to promoting student success and sustaining academic quality and fiscal stability.
- The Shared Governance Process clearly delineates and recognizes the roles committees and constituent groups have in the decision-making process.
- The College will continue implementing its IEPI Institutional Innovation and Effectiveness Plan.
- The President oversees the institutional structure, including the administrative team, and assures the implementation of statutes, regulations, and governing board policies.



IMPROVEMENT PLANS



IMPROVEMENT PLANS

- Currently, 47% of Program Learning Outcomes (PLOs) assessment data has been recorded.
- All PLOs will be assessed and entered into CurricUNET by Spring 2022.



LEARNING FROM INSTITUTIONAL SELF- EVALUATION



Learning from Institutional Self-Evaluation

- The College has effective policies, procedures, and practices in place to support institutional continuous quality improvement.
- Significance of continuing to accomplish the College plan and goals identified through our Institutional Effectiveness Partnership Initiative (IEPI) grants:
 - Ongoing refinement to our shared governance processes
 - Achievement of braided funding within the integrated planning and resource allocation processes
 - Implementing new processes and software systems to support resource allocation and budget planning.



WHAT IS THE QFE?



WHAT IS THE QFE?

“The Quality Focus Essay (QFE) is the component of the ISER which provides the opportunity for institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement.”

(ACCJC Guide)



QUALITY FOCUS ESSAY (QFE)

- **Project 1:** Building upon the Guided Pathways framework with an equity and technology lens
- **Activities:**
 - Implementing and embedding Student Success Teams in Learning and Career Pathways
 - Establishing a Guided Pathways Student Council
 - Integrating Learning and Career Pathways in Current Systems



QUALITY FOCUS ESSAY (QFE)

- **Project 2:** Further Development of the Black Excellence Collective 10x10 Village Project with a mental health and technology lens
- **Activities:**
 - Mental Health Outreach & Capacity Building
 - Integrating a Mental Wellness Mobile App
 - Student Engagement & Mental Health Services



QUESTIONS AND ANSWERS

