



Institutional Self-Evaluation Report

DECEMBER 2021





Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Chabot College
25555 Hesperian Blvd
Hayward, CA 94545

to

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

December 2021

Certification

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

From: Susan Sperling, Ph.D., President
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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

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Part A: Introduction

LAND ACKNOWLEDGMENT

We recognize that Chabot College is located on the ethnohistoric tribal territory of the Jalquin/Yrgin Chechenyo-speaking Ohlone tribal group, direct ancestors of the Muwekma Ohlone tribe, who were missionized into Missions Dolores, Santa Clara, and San Jose. The land on which Chabot College was established was and continues to be of significance to the Muwekma Ohlone tribe. Our campus extends to surrounding areas that held a tuppentak (a traditional roundhouse), which was located at a historic rancharia known as “the Springs” and was a place of celebration and religious ceremony for the Muwekma Ohlone tribe. Nearby are ancestral heritage “shellmounds” that served as their traditional cemetery sites and territorial markers. We recognize the importance of this land to the Ohlone People of this region and strive to be good stewards on behalf of the Muwekma Ohlone tribe, whose lands we occupy.

COLLEGE HISTORY

In 1961, Chabot College became the first college in the Chabot-Las Positas Community College District (CLPCCD) and has remained a fully accredited, public community college since its first accreditation in 1963. The College sits on 94 acres with over 20 buildings, including the opening of two new buildings since the last accreditation visit: a new library and biology building. Since its inception, the College has educated the extraordinarily diverse populations of Alameda County and beyond through a historic commitment to a culture of equity and excellence in academics.

As Chabot celebrates its 60th diamond anniversary year, the College continues as a dynamic, student-centered institution of higher education serving the educational, career, job skills, and personal development needs of the community. The College provides culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon the strengths and voices of its students, Chabot empowers students to achieve their goals and lead us toward an equitable and sustainable world.

As part of a multi-college district, Chabot College operates under the jurisdiction of the Chabot-Las Positas seven-member Board of Trustees who are responsible for all policy decisions. Board members are elected from trustee areas by registered voters of nine communities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol, and Union City. In addition, as a member of the California Community Colleges system, Chabot College is integrated within the governance structure of the California Community Colleges Chancellor’s Office (CCCCO).

The College offers associate degrees, certificates, and credentials designed to prepare students to succeed as they continue their education, enter the world of work, and engage in and support the civic and cultural life of the community. Roughly, three out of four students who begin or continue their postsecondary education at Chabot College are first-generation college goers. In Fall 2020, 41% of the college’s student population identified as Latino/a/x, 31% were residents of Hayward, and 28% were 19 years old or younger. In recent years, the Chabot student population has also become increasingly diverse, with Latino/a/x students emerging as the largest and fastest growing student group. In recognition of this trend, in 2008, Chabot College

applied for and was awarded designation as a Hispanic-Serving Institution (HSI) by the U.S. Department of Education.

Chabot College boasts a wide array of curricular offerings including, but not limited to, preparation for transfer to a four-year university, associate of arts and associate of science degrees, liberal arts (emphasis in math and science), business administration, biology (emphasis in allied health), administration of justice, and liberal arts (emphasis in arts and humanities). Top majors awarding certificates include business administration, accounting technician, bookkeeping, early childhood development, medical assisting, management, and automotive chassis technology.

Historically, Chabot has served as a groundbreaking leader for California's key equity programs in creating rigorous academic programs with high touch support services to facilitate the success of underrepresented and marginalized college students that continue to be offered statewide. In 1981, two Chabot College faculty, Felix Galaviz, a counselor, and Patricia McGrath, an English professor, founded the Puente Program. Through rigorous English language instruction, intensive academic counseling, and mentoring by members of the community, the Puente Program has proven to be highly effective in improving the academic outcomes of its students. In 1988, Chabot College became the birthplace of the Daraja Program with the help of Dr. Carolyn Greene and Dr. Ruth Self. The Daraja Program enrolls cohorts of students in first-year courses taught by faculty trained in offering culturally relevant curriculum and pedagogy focused on African American history, supported with dedicated academic counseling as well as peer and faculty mentorship. In 2016, the Daraja name was changed to Umoja to show unity and program alignment with colleges statewide.

Chabot College has 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, the integrity of our community, inclusion of all, and innovation to improve the teaching and learning of all students.

RECENT MAJOR ACCOMPLISHMENTS

The Black Excellence Collective 10x10

The Black Excellence Collective 10x10 enlisted more than 100 campus wide volunteers to support the success of approximately 1,500 Black students. The 1,500 students are divided into ten villages. Each village consists of a minimum of ten members who work as a team to connect and refer students to services and resources at Chabot. Each village team focuses on increasing impact in one of ten areas of focus identified by Black students, classified professionals, faculty, and administrators.

El Centro/Title V

El Centro is a resource center dedicated to Chicana/Latina and low-income student success. El Centro conducts a Summer Bridge program where students are offered preparation courses in mathematics and study skills, as well as workshops on financial aid, transfer information, and mental health services. El Centro houses the Dream Center, which serves as a hub for students with documentation to access immigration legal services and financial aid information.

Shared Governance Redesign

In 2017, Chabot participated in the Institutional Effectiveness Partnership Initiative (IEPI), which resulted in a redesign of the shared governance structure, improved communications, and collaborative decision making. The College made updates to individual committee charges and responsibilities and adopted a tri-chair committee leadership model. Each shared governance committee is led by an administrator, faculty, and classified chair. The structure and committees are assessed annually for continuous refinement and improvement.

Open Educational Resources and Zero Textbook Cost Degrees

Chabot College uses open educational resources (OERs) to reduce the cost of college for students by offering free to low-cost textbooks and various course materials. Zero textbook cost (ZTC) degrees are pathways to degrees that have a low or no textbook cost.

Online Learning Department Redesign

During the 2019–2020 academic year, Instructional Technology was restructured, and staff were hired to serve the increasing need for faculty training and to provide additional access and support to students traditionally underserved in distance education. This included the addition of an instructional technology coordinator and two instructional technology specialists. The focus of faculty training shifted to increased education in topics such as ADA compliance and universal design for learning techniques in instructional materials, methods for ensuring instructor-to-student and student-to-student interaction, and building equity in instruction to better serve the Chabot College student population.

Restorative Integrated Self-Education

The Restorative Integrated Self-Education (RISE) Program was created to support current and prospective formerly incarcerated and systems-impacted students of Chabot. Services provided for students in RISE include designated counseling, transfer preparation, and study hall cohorts. RISE also offers the Roots2Rise Men’s Support Group and the Women’s Empowerment Circle.

Instructional Technology/Student Loan Program

The Instructional Technology/Student Loan Program was established to provide students with access to laptops and hotspots as classes were moved entirely online due to the shelter-in-place (SIP) order in March 2020.

Fire Academy – Collaboration With Hayward

The City of Hayward and Chabot-Las Positas Community College District created a partnership agreement to develop a new regional center for firefighter, paramedic, rescue, and emergency response education and training. The new \$60 million Regional Fire Training Center will be constructed at the City of Hayward Executive Airport as a campus with classrooms, offices, a training tower, and other facilities for urban search and rescue, as well as other types of emergency response.

Sheriff’s Academy

The Chabot College Administration of Justice Department is in collaboration with the Alameda County Sheriff’s Office Regional Training Center. This partnership benefits recruits and Administration of Justice (ADMJ) students and supports continuous improvement in policing.

Chabot College Music Department

The Chabot College Music Department is considered by many to be one of the flagship community college music programs in the western United States. It is the only community college music program accredited by the National Association of Schools of Music (NASM) in California and is one of fewer than 50 community college music programs in the nation to receive this accreditation.

Educational Master Plan 2021–2026

Chabot completed the update of the Educational Master Plan in 2021. The process began with a college wide review and revision of the mission, vision, and values statements, followed by an extensive scan of internal and external data and institutional research. Five mission critical priorities accompanied by strategies and activities resulted and were established to guide a college wide focus on equity, access, pedagogy, success, and partnerships.

EXTERNAL ENVIRONMENT

Chabot College is located in Hayward, California, in the heart of the San Francisco Bay Area, 20 miles southeast of San Francisco and 29 miles north of Santa Clara, the center of Silicon Valley. The institution is located in an unusually high cost-of-living area. Despite the wealth of the surrounding area, residents of the Chabot service area (Hayward, San Leandro, San Lorenzo, Castro Valley, and Union City) have lower median incomes (Figure A-1), higher rates of poverty, and lower educational attainment than the service area of our sister college, Las Positas (Dublin, Pleasanton, and Livermore).

Figure A-1. Median Income for Service Area Cities, 2018

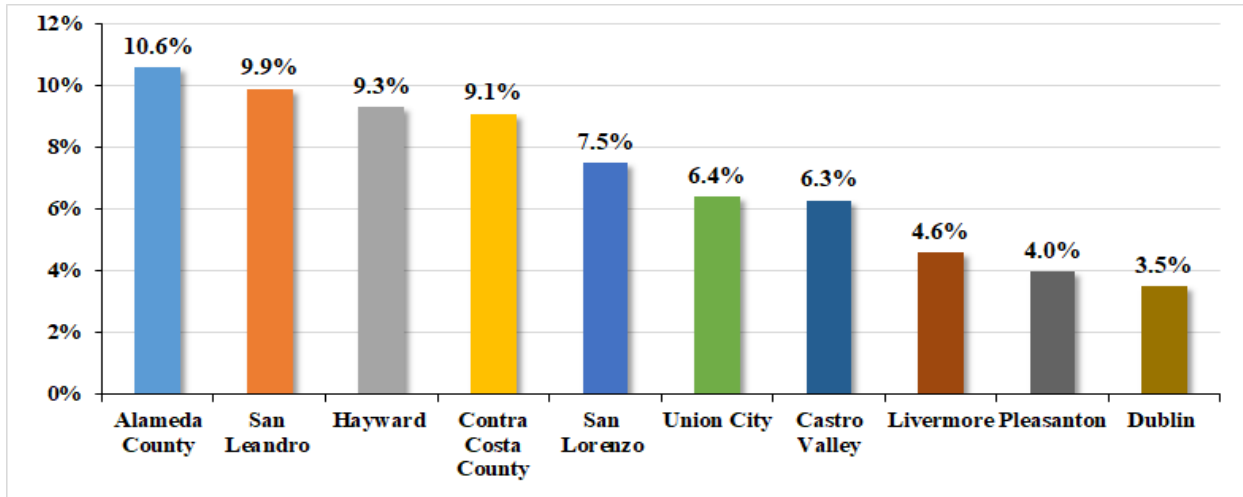
Service Area	City	Median Income
Chabot College Service Area	Hayward	\$ 80,093
	San Leandro	\$ 70,723
	San Lorenzo	\$ 94,578
	Castro Valley	\$ 101,816
	Union City	\$ 105,448
Las-Positas College Service Area	Dublin	\$ 144,564
	Pleasanton	\$ 148,852
	Livermore	\$ 116,942

Source: U.S. Census Bureau, 2014–2018 American Community Survey Five-Year Estimates

According to the 2018 U.S. federal poverty threshold, around one in ten Alameda County residents live below the poverty line. For the cities in Chabot’s service area, the percentage of individuals living below the poverty level ranges from 6.3% in Castro Valley to 9.9% in San Leandro (Figure A-2). Hayward, the largest feeder city for Chabot College, has 9.3% of people living below the poverty level. Additionally, it is important to note that the federal poverty

guidelines are not adjusted for cost of living; thus, because Chabot is located in such a high cost-of-living area, these percentages likely underestimate the true percentage of people living in poverty in the Chabot service area.

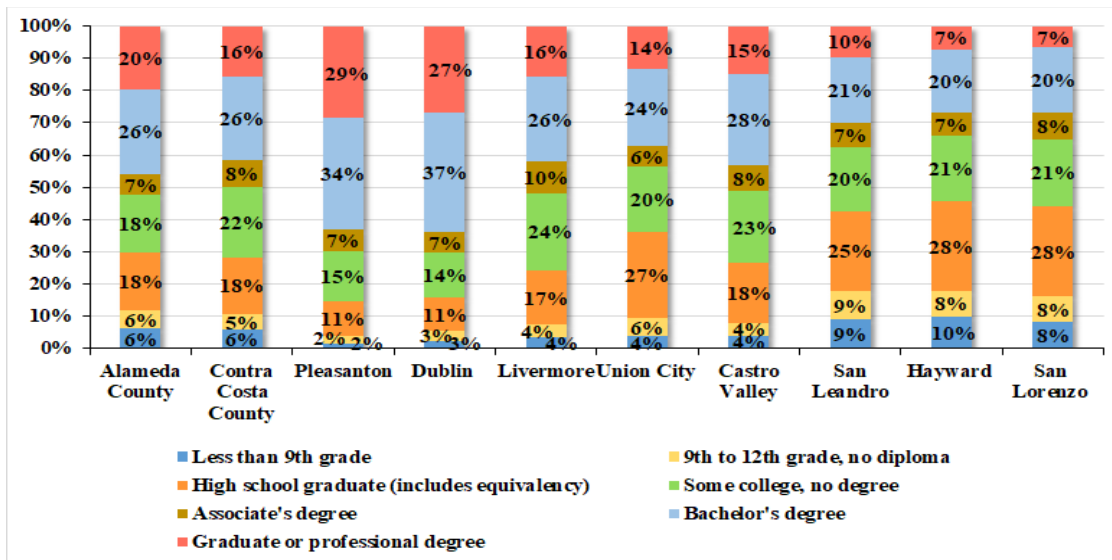
Figure A-2. County and Service Area Comparison – Percentage of People Living Below Poverty Threshold, 2018



Source: U.S. Census Bureau, 2014–2018 American Community Survey Five-Year Estimates

In Alameda County, the county in which the Chabot service area is located, 53% of residents have earned a postsecondary degree or credential (i.e., earned an associate, bachelor’s, or graduate or professional degree) (Figure A-3). However, in Chabot service area cities, with the exception of Castro Valley, less than 50% of residents have postsecondary degrees/credentials. In Hayward, the largest feeder city for Chabot College, only 34% of residents have postsecondary degrees/credentials.

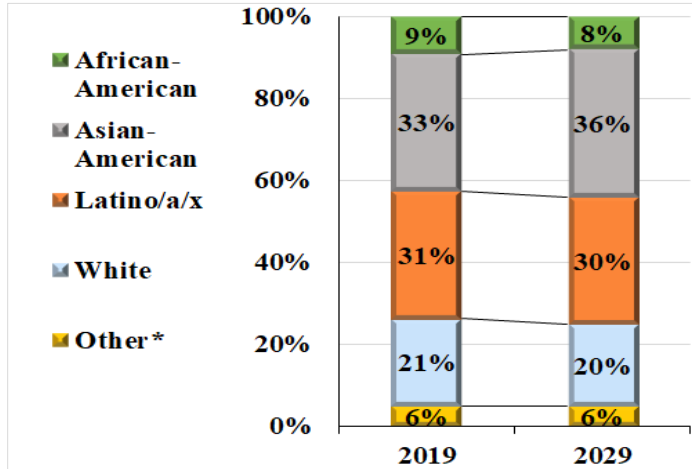
Figure A-3. Educational Attainment: Service Area by County and City, 2018



Source: U.S. Census Bureau, 2014–2018 American Community Survey Five-Year Estimates

With regard to the race and ethnicity of populations in the Chabot service area cities (Figure A-4), the Asian American population is projected to increase by 3%, going from 33% of the population in the baseline year of 2019 to a projection of 36% of the population in 2029. The percentage of the Chabot service area population made up by African Americans is projected to decrease by 1% (from 9% in 2019 to 8% in 2029). Similarly, the Latinx population is projected to decrease by 1% (from 31% to 30%), and the White population is projected to decrease by 1% (from 21% to 20%).

Figure A-4. Chabot Service-Area Cities: Race/Ethnicity 2019 vs. 2029 Projections



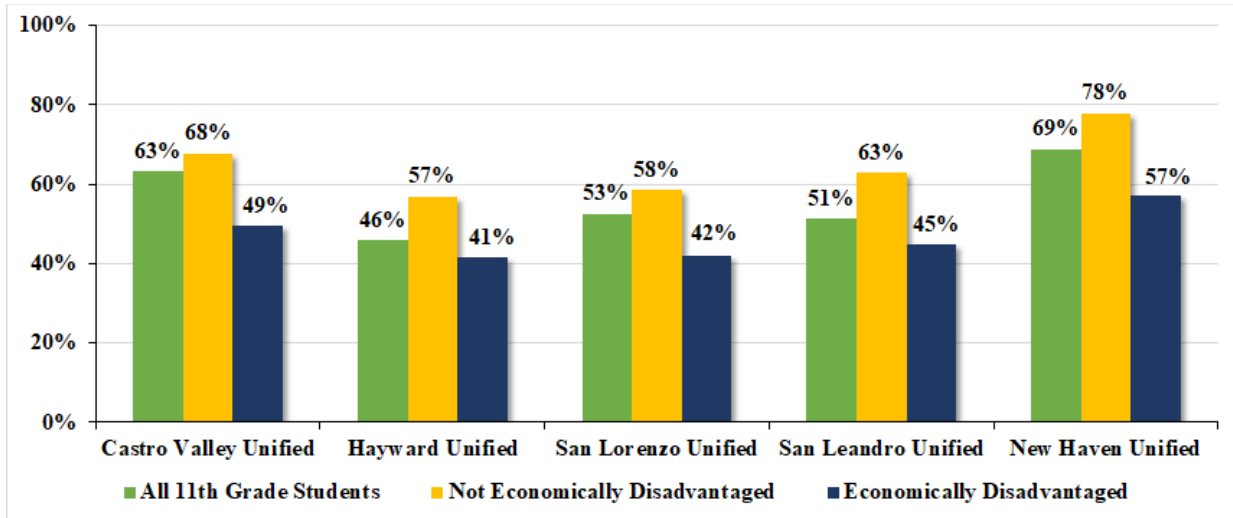
Other:* Includes American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and Two or More Races.
 Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Many of the students coming to Chabot from feeder districts do not have access to strong academic preparation. About 60% of new Chabot students come from Chabot service area high schools. One way to measure the academic preparedness of these high school students is by their performance on three state-mandated standardized tests: the Smarter Balanced Summative Assessment for English Language Arts, the Smarter Balanced Summative Assessment for Mathematics, and the California Science Test.

With regard to English language arts, Figure A-5 shows how all 11th-grade students in each of the five feeder districts for Chabot College performed on the 2018–2019 assessment. In four out of five of the Chabot College feeder high school districts, less than 50% of low-income students met or exceeded standards for English language arts (percentages of low-income students meeting standards were 41%, 42%, 45%, 49%, and 57%). This means it is highly likely many of our low-income students from feeder high schools may start Chabot underprepared to succeed in college-level English.

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Figure A-5. Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standards for Smarter Balanced English Language Arts Assessment by Economic Status

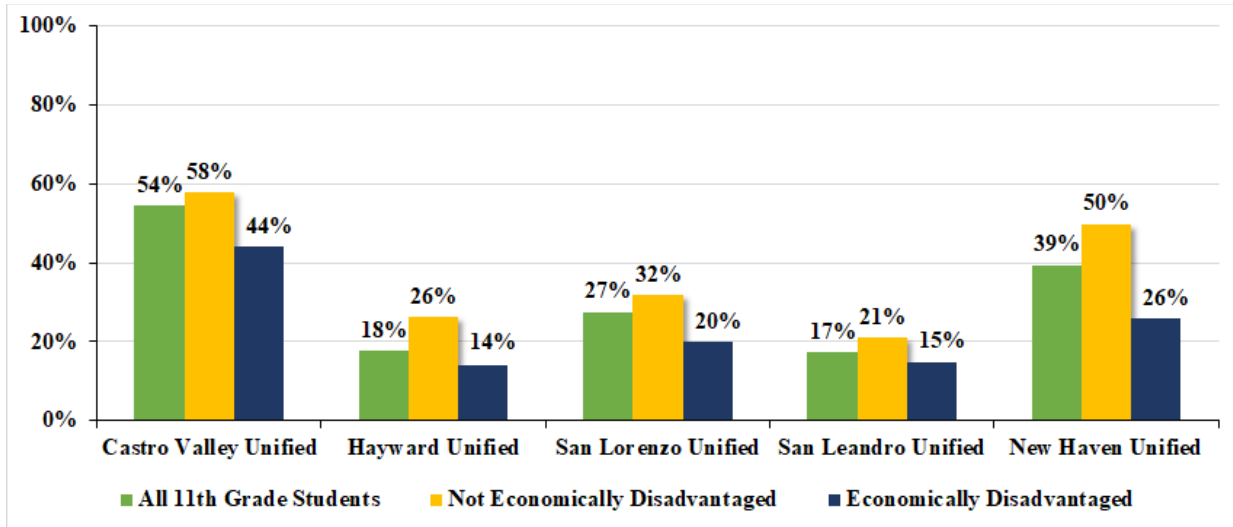


Source: 2018–2019 Test Results – California Assessment and Student Performance and Progress Reporting (California Dept of Education) <https://caaspp-elpac.cde.ca.gov/caaspp/>

In terms of mathematics, Figure A-6 shows how all 11th–grade students in each of the five feeder high school districts for Chabot College performed on the 2018–2019 mathematics assessment. Results for these assessments indicate entering students may need support services to succeed in higher education. In the *top* performing feeder high school, Castro Valley, only 44% of low-income students met or exceeded standards in mathematics. In the other four feeder high schools, percentages of students who met or exceeded the math standards ranged from 14% to 26%. This means the majority of low-income students from feeder high schools are at risk to enter Chabot underprepared to succeed in college-level math.

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Figure A-6. Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standards for Smarter Balanced Mathematics Assessment by Economic Status

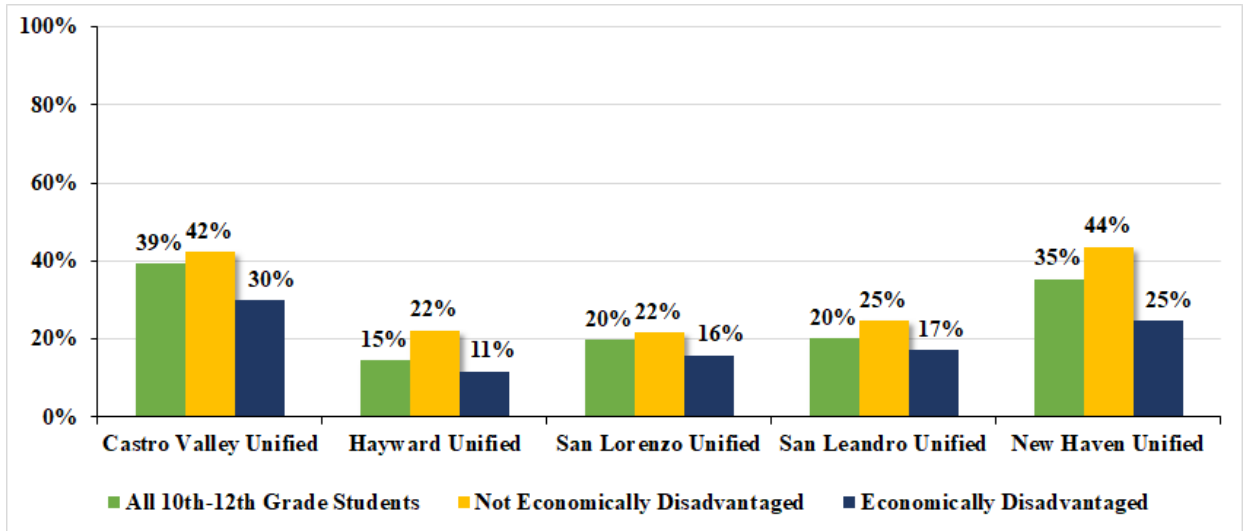


Source: 2018–2019 Test Results – California Assessment and Student Performance and Progress Reporting (California Department of Education). <https://caaspp-elpac.cde.ca.gov/caaspp/>

The performance of 10th- to 12th-grade students on the 2018–2019 California Science Test for each of the five feeder high school districts for Chabot College is shown in Figure A-7. Similar to the English and mathematics assessment, results illustrate the high likelihood that low-income Chabot students from feeder high schools will need support services to succeed in higher education. In the top performing feeder high school, Castro Valley, only 30% of low-income students met or exceeded standards in science. In the other four feeder high schools, the percentages of students who met or exceeded the science standards ranged from 11% to 25%. If students are underprepared when they enter Chabot, it is critical for Chabot to offer academic support, such as our Learning Connection tutoring services and STEM (Science, Technology, Engineering, and Mathematics) Center, special programs such as Umoja and Puente, and a myriad of student services to ensure all students can succeed.

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Figure A-7. Percentage of State, County, and Chabot Feeder District High School Students Meeting or Exceeding Standards for California Science Test by Economic Status



Source: 2018–2019 Test Results – California Assessment and Student Performance and Progress Reporting (California Department of Education). <https://caaspp-elpac.cde.ca.gov/caaspp/>

LABOR MARKET DATA

It is important to consider labor market data in the context of population growth. Over the next decade (from a baseline year of 2019 to the projected growth year of 2029), it is estimated that Chabot service areas will see population growth ranging from 4.3% to 9.3% (Figure A-8). By 2029, growth modeling suggests Union City may see the highest population growth (9.3%), followed by San Leandro (5.6%), San Lorenzo (4.9%), and then Hayward (4.3%).

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Figure A-8. Population for District Service Area by City, 2019–2029 Projections

City / Region	2019	2024	2029	Change 2019–2029	
				Number	Percentage
Castro Valley	60,975	62,745	63,584	2,609	4.3%
Hayward	193,541	199,969	202,775	9,234	4.8%
San Leandro	116,843	121,103	123,428	6,585	5.6%
San Lorenzo	29,815	30,827	31,265	1,450	4.9%
Union City	80,516	85,617	87,998	7,482	9.3%
Dublin	59,877	62,124	62,455	2,578	4.3%
Livermore	89,455	90,181	90,468	1,013	1.1%
Pleasanton	82,330	84,903	86,297	3,967	4.8%
CLPCCD Service Area	713,352	737,469	748,270	34,918	4.9%
Alameda County	1,684,401	1,736,272	1,756,640	72,239	4.3%

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

Unemployment rates in Chabot service area cities were steadily decreasing until the COVID-19 pandemic hit (Figure A-9). Hayward, Chabot’s largest feeder city, had unemployment of 14.9% in 2010, which slowly decreased to 3.2% by 2019. However, Hayward’s unemployment shot up to 10.4% in 2020 during the SIP order. Preliminary data for the month of March 2021 illustrate unemployment rates are improving as the economy begins to recover from COVID-19.

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Figure A-9. Unemployment Rates in Chabot Service Area Counties and Cities, 2010–2021

Location	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	March 2021*
Alameda County	10.9%	10.1%	8.7%	7.2%	5.8%	4.7%	4.3%	3.7%	3.1%	2.9%	8.8%	6.5%
Castro Valley	10.0%	9.2%	7.9%	6.6%	5.3%	4.3%	3.9%	3.3%	2.8%	2.7%	8.0%	5.9%
Hayward	14.9%	13.8%	12.0%	10.0%	8.1%	6.6%	4.7%	4.0%	3.3%	3.2%	10.4%	7.9%
San Leandro	11.7%	10.8%	9.3%	7.8%	6.3%	5.1%	4.4%	3.8%	3.2%	3.2%	10.8%	7.2%
San Lorenzo	11.4%	10.5%	9.1%	7.5%	6.1%	5.0%	4.5%	3.8%	3.2%	3.1%	8.9%	6.6%
Union City	9.9%	9.2%	7.9%	6.5%	5.3%	4.3%	4.3%	3.7%	3.1%	3.0%	8.7%	6.5%

Source: Employment Development Department, State of California:

<https://www.labormarketinfo.edd.ca.gov/data/labor-force-and-unemployment-for-cities-and-census-areas.html>

*Note: This column is monthly data (preliminary, as retrieved on 05/05/2021), and other columns are annual data.

In 2018, according to the U.S. Census Bureau, the top four employment sectors for Chabot’s service area were: (1) educational services and health care and social assistance (21%); (2) professional, scientific, and management, and administrative and waste management services (14%); (3) manufacturing (11%); and (4) retail trade (10%) (Figure A-10).

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Figure A-10. Employment in Service Area by Sector, 2018

Sector	Chabot College Cities	
	Number Employed	Percentage
Educational Services, and Health Care and Social Assistance	43,703	21%
Professional, Scientific, and Management, and Administrative and Waste Management Services	28,985	14%
Manufacturing	23,808	11%
Retail Trade	21,842	10%
Arts, Entertainment, and Recreation, and Accommodation and Food Services	19,047	9%
Finance and Insurance, and Real Estate and Rental and Leasing	12,371	6%
Construction	14,839	7%
Transportation and Warehousing, and Utilities	14,545	7%
Other Services, except Public Administration	10,569	5%
Information	5,145	2%
Public Administration	8,131	4%
Wholesale Trade	6,440	3%
Agriculture, Forestry, Fishing and Hunting, and Mining	760	0%
All Civilians Employed*	210,185	100%

Source: U.S. Census Bureau, 2014–2018 American Community Survey Five-Year Estimates

*Note: Data are of the civilian population 16 years or older.

Looking more broadly beyond the Chabot service area to the whole Bay Area, the Association of Bay Area Governments (ABAG) found the following three areas to be the top employment sectors: (1) professional and managerial services; (2) health and educational services; and (3) arts, recreation and other services (Figure A-11). These three areas were the top employment sectors in 2015, and ABAG projected they will remain the top sectors in 2030. Additionally, ABAG predicted the following three sectors will have the highest projected growth from 2015 to 2030: (1) health and educational services: 29% growth, (2) construction: 18% growth, and (3) professional and managerial services: 13% growth (Figure A-12). Contrastingly, the following four sectors are predicted to have the lowest projected growth (a decrease of 1% for all four) from 2015 to 2030: (1) financial and leasing, (2) manufacturing and wholesale, (3) information, and (4) agriculture and natural resources (Figure A-12).

Figure A-11. Bay Area Employment by Sector, 2015–2030

Sector	2015	2020	2025	2030
Professional and Managerial Services	892,265	920,790	962,260	1,005,650
Health and Educational Services	590,035	647,675	702,615	758,840
Arts, Recreation and Other Services	522,895	530,455	544,530	561,365
Government	469,690	482,970	491,245	490,830
Manufacturing and Wholesale	423,600	421,295	420,630	417,655
Retail	356,555	364,515	372,655	380,975
Construction	214,970	223,660	234,985	253,405
Financial and Leasing	246,565	253,580	248,760	243,165
Information	167,695	164,360	163,800	165,255
Transportation and Utilities	100,875	102,025	101,545	103,370
Agriculture and Natural Resources	24,990	24,865	24,740	24,620

Source: Association of Bay Area Governments (November 2018). Plan Bay Area Projections 2040.

<http://projections.planbayarea.org/>

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Figure A-12. Bay Area Employment by Sector, Percentage Growth Predictions, 2015–2030

Sector	2015	2020	2025	2030	Growth (2015–2030)
Health and Educational Services	590,035	647,675	702,615	758,840	29%
Construction	214,970	223,660	234,985	253,405	18%
Professional and Managerial Services	892,265	920,790	962,260	1,005,650	13%
Arts, Recreation, and Other Services	522,895	530,455	544,530	561,365	7%
Retail	356,555	364,515	372,655	380,975	7%
Government	469,690	482,970	491,245	490,830	5%
Transportation and Utilities	100,875	102,025	101,545	103,370	2%
Financial and Leasing	246,565	253,580	248,760	243,165	-1%
Manufacturing and Wholesale	423,600	421,295	420,630	417,655	-1%
Information	167,695	164,360	163,800	165,255	-1%
Agriculture and Natural Resources	24,990	24,865	24,740	24,620	-1%
Total Jobs	4,010,135	4,136,190	4,267,760	4,405,125	10%

Source: Association of Bay Area Governments (November 2018). Plan Bay Area Projections 2040.

Overall, Chabot College’s certificate and degree program offerings are closely linked to the sectors of high employment and/or projected job growth in the San Francisco Bay Region. Regardless of whether students are seeking jobs requiring some college (Figure A-13), associate degrees (Figure A-14), or are planning to transfer to four-year institutions to complete bachelor’s degrees (Figure A-15), Chabot has program offerings leading to jobs in sectors with strong opportunities for employment.

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Figure A-13. Certificate and Degree Programs at Chabot That Prepare Students for the Top Ten Occupations With the Highest Projected Job Openings Typically Requiring Some College for an Entry-Level Position in the San Francisco Bay Region, 2019–2029

Occupation	San Francisco Bay Region Jobs			Annual Replacement Jobs	Median Annual Earnings	Related Certificate and Degree Programs at Chabot
	2019	2029	Growth			
Computer User Support Specialists	31,525	39,034	7,509	2,924	\$72,738	Software Specialist (CA, AS), Information Technology (CA, AS), Computer Science
Medical Assistants	20,017	24,550	4,533	2,458	\$44,388	Medical Assisting (CA, AS)
Nursing Assistants	20,785	24,681	3,896	2,555	\$38,117	LVN-RN (Licensed Vocational Nurse-Registered Nurse), Nursing
Teacher Assistants	31,832	34,352	2,520	3,486	\$37,189	Many varying fields of study. Student Support Leadership: Emphasis in Tutoring (CA), Early Childhood Education, Early Childhood Intervention, Early Childhood Dev Associate Teacher (CA), Early Childhood Dev Basic Teacher (CA), Early Childhood Curriculum Specialist /Transitional Kindergarten (CA), Early Childhood Intervention Assistant (CA), Elementary Teacher Education
Heavy & Tractor-Trailer Truck Drivers	24,445	26,814	2,369	2,943	\$49,495	N/A
Hairdressers, Hairstylists, Cosmetologists	16,677	18,974	2,297	2,238	\$29,210	N/A
Licensed Practical & Licensed Vocational Nurses	12,100	14,355	2,255	1,008	\$62,878	LVN-RN (Licensed Vocational Nurse-Registered Nurse), Nursing
Health Technologists & Technicians, All Other	4,940	6,749	1,809	401	\$50,086	Medical Assisting (CA, AS)
Dental Assistants	12,412	14,092	1,680	1,490	\$48,132	Dental Radiation Safety (CA), Dental Hygiene
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	7,568	9,158	1,590	826	\$58,173	

Source: Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set) and Chabot Degree and Certificate Programs webpage retrieved from <https://www.chabotcollege.edu/academics/programs.php?ref=menu-m>

*Note: Programs listed are Associate Programs, unless otherwise noted.

CA: Certificate of Achievement. CP: Certificate of Proficiency

Figure A-14. Certificate and Degree Programs at Chabot That Prepare Students for the Top Ten Occupations With the Highest Projected Job Openings Typically Requiring an Associate Degree for an Entry-Level Position in the San Francisco Bay Region, 2019–2029

Occupation	San Francisco Bay Region Jobs			Annual Replacement Jobs	Median Annual Earnings	Related Certificate and Degree Programs at Chabot
	2019	2029	Growth			
Web Developers	10,737	13,604	2,867	936	\$90,220	Software Specialist (CA, AS), Information Technology (CA, AS), Computer Science
Preschool Teachers, Except Special Education	18,589	20,658	2,069	1,972	\$39,202	Early Childhood Education, Early Childhood Development, Early Childhood Dev Associate Teacher (CA), Early Childhood Dev Basic Teacher (CA), Early Childhood Intervention, Early Childhood Intervention Assistant (CA)
Computer Network Support Specialists	6,440	7,996	1,556	597	\$81,846	Information Technology, (CA, AS), Computer Science
Paralegals & Legal Assistants	8,324	9,319	995	936	\$69,245	Paralegal Studies (CA)
Dental Hygienists	6,464	7,376	912	465	\$112,356	Dental Radiation Safety (CA), Dental Hygiene
Radiologic Technologists	3,902	4,671	769	237	\$88,756	Biology (Emphasis in Allied Health)
Respiratory Therapists	3,290	3,784	494	188	\$87,864	Biology (Emphasis in Allied Health)
Veterinary Technologists & Technicians	2,335	2,819	484	210	\$44,093	N/A
Diagnostic Medical Sonographers	1,827	2,198	371	111	\$95,796	Biology (Emphasis in Allied Health)
Physical Therapist Assistants	666	1,037	371	106	\$66,559	Biology (Emphasis in Allied Health), Pathway to Sport Injury Care (CA)

Source: *Economic Modeling Specialist, Intl. (2020.1 Data Set) and Chabot Degree and Certificate Programs.*

<https://www.chabotcollege.edu/academics/programs.php?ref=menu-m>

*Note: Programs listed are Associate Programs, unless otherwise noted.

CA: Certificate of Achievement. CP: Certificate of Proficiency

Figure A-15. Certificate and Degree Programs at Chabot That Prepare Students for the Top Ten Occupations With the Highest Projected Job Openings Typically Requiring a Bachelor’s Degree for an Entry-Level Position in the San Francisco Bay Region, 2019–2029

Occupation	San Francisco Bay Region Jobs			Annual Replacement Jobs	Median Annual Earnings	Related Certificate and Degree Programs at Chabot
	2019	2029	Growth			
Software Developers, Applications	97,217	127,871	30,654	7,965	\$132,058	Software Specialist (CA, AS), Computer Science
Registered Nurses	65,434	75,770	10,336	3,756	\$127,279	LVN-RN (Licensed Vocational Nurse-Registered Nurse), Nursing
Market Research Analysts & Marketing Specialists	40,822	49,892	9,070	4,667	\$83,847	Business, Business Administration (CA, AS-T), Marketing (CA)
General & Operations Managers	66,459	74,816	8,357	6,194	\$133,156	Business, Business Administration (CA, AS-T), Marketing (CA), Project Management (CP), Retail Management (CA), Small Business Management (CA)
Computer Systems Analysts	29,137	35,752	6,615	2,362	\$116,520	Information Technology (CA, AS), Computer Science
Software Developers, Systems Software	46,334	52,607	6,273	3,501	\$140,014	Software Specialist (CA, AS), Information Technology (CA, AS), Computer Science
Computer & Information Systems Managers	32,599	38,586	5,987	2,805	\$184,302	Information Technology (CA, AS), Computer Science
Accountants & Auditors	48,445	54,060	5,615	4,802	\$83,380	Accounting, Accounting Technician (CA), Bookkeeping (CA)
Computer Occupations, All Other	34,013	39,500	5,487	2,707	\$116,399	Software Specialist (CA, AS), Information Technology (CA, AS), Computer Science
Management Analysts	39,090	44,523	5,433	3,959	\$103,040	Business, Business Administration (CA, AS-T), Accounting, Management (CA), Project Management (CP), Retail Management (CA), Small Business Management (CA)

Source: Economic Modeling Specialist, Intl. (2020.1 Data Set) and Chabot Degree and Certificate Programs.

<https://www.chabotcollege.edu/academics/programs.php?ref=menu-m>

*Note: Programs listed are Associate Programs, unless otherwise noted.

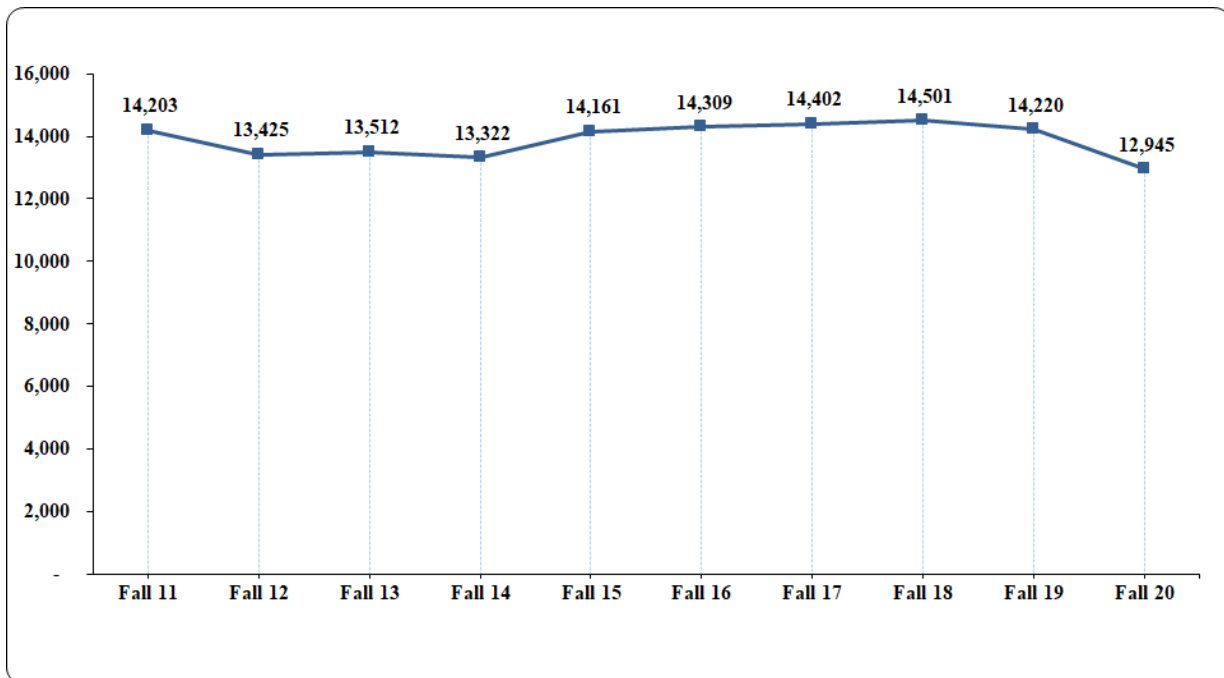
CA: Certificate of Achievement. CP: Certificate of Proficiency

STUDENT ENROLLMENT DATA

Over a ten-year period, from Fall 2011 to Fall 2020, the Chabot unduplicated headcount ebbed and flowed between 13,222 and 14,501 students, with the exception of Fall 2020. In Fall 2020, there was a drop in student headcount from 14,220 (Fall 2019) to 12,945 (Fall 2020). This decrease parallels drops in headcounts experienced statewide due to COVID-19 (Figure A-16).

Enrollments (i.e., the number of class seats for which students are enrolled; for example, a single student who enrolls in four distinct classes will count for four enrollments but only once in the headcount) were at a high of 39,466 in Fall 2011 and then moved up and down between 36,000 and 37,000 for the next eight years. In Fall 2020, enrollments dropped to a low of 32,398, again in parallel with the enrollment drops experienced in community colleges around the state in relation to the COVID-19 pandemic (Figure A-17).

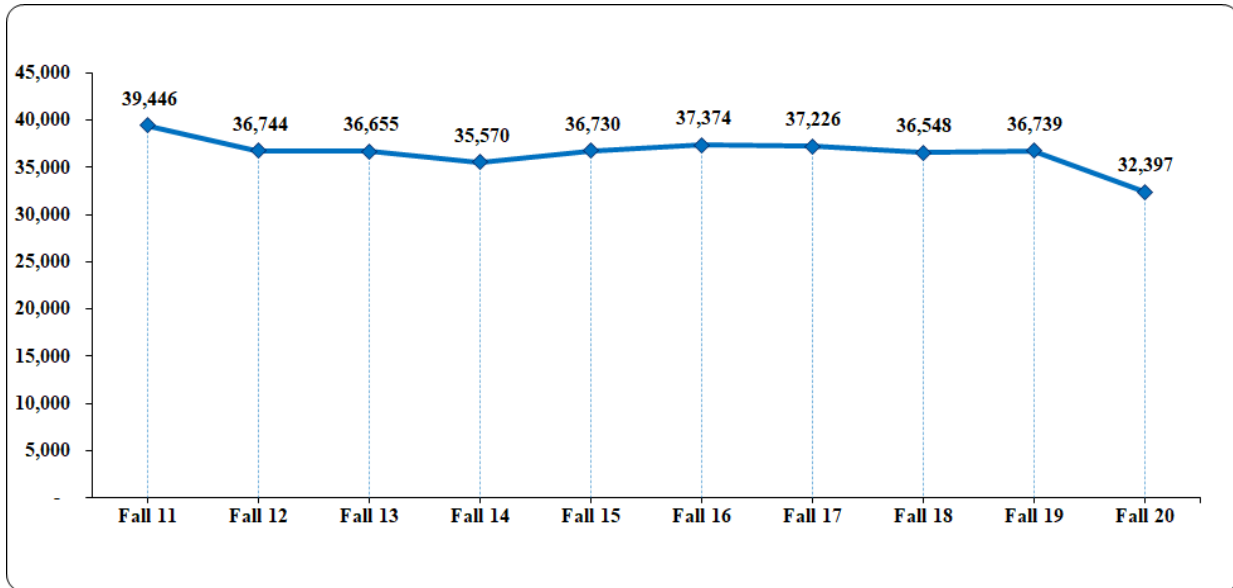
Figure A-16. Chabot Headcount, Fall 2011–Fall 2020



Source: Chabot-Las Positas Community College District Institutional Research Dataset

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Figure A-17. Chabot Total Number of Enrollments (Class Seats), Fall 2011–Fall 2020



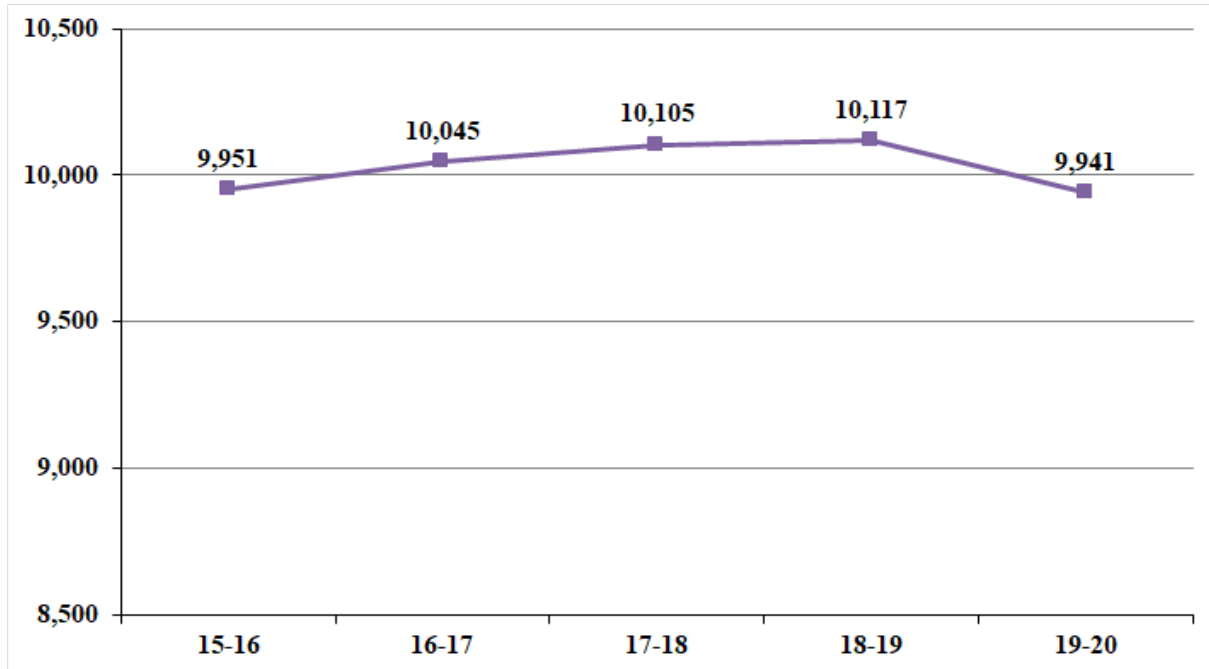
Source: Chabot-Las Positas Community College District Institutional Research Dataset

*Enrollments in Tutoring 200, a class code for recording use of tutoring services, were not counted.

Whereas *headcount* refers to the actual number of unduplicated students enrolled at a college and *enrollments* refer to the number of class seats for which students are enrolled, *full-time equivalent students* (FTES) is a metric that roughly converts the total number of units students are taking in a given timeframe (e.g., semester, academic year) into the equivalent number of full-time students that would be needed to generate this same number of units. Colleges are funded based on the FTES they generate (both historically and now with the newer Student Centered Funding Formula). Figure A-18 illustrates the credit and noncredit FTES generated at Chabot that is used for funding purposes. FTES is included in the academic year it was generated, regardless of whether it was *rolled back* (i.e., reported in the previous year to maximize funding). Chabot College’s FTES hovers around 10,000, ranging from 9,941 to 10,117 in each of the past five academic years.

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Figure A-18. Annually Generated FTES at Chabot Campus From 2015–2016 Through 2019–2020



Source: Chabot-Las Positas Community College District Argos Enrollment Management Committee (EMC) Tool: No Exclusion Report minus Montoya apprenticeships

*Note: Includes credit and noncredit FTES generated at Chabot campus in the academic years in which it was generated.

Beyond looking at headcounts, enrollments, and FTES, one way to measure equity in enrollment data is to look at *access/enrollment rates* (i.e., the percentage of students who apply to a community college and then go on to enroll in that same community college) disaggregated by race and ethnicity. From Fall 2016 to Fall 2020, enrollment rates for all racial/ethnic student groups included both increases and decreases; there was not one consistent overall trend (Figure A-19). For the following student groups, there were mild fluctuations in enrollment rates with *overall increases* from Fall 2016 to Fall 2020: Asian Americans (+2% from 34% in Fall 2016 to 36% in Fall 2020) and Filipinx (+1% from 43% to 44%). In contrast, the following two student groups had significant fluctuations in enrollment rates with significant *overall decreases*: (1) White students—who started at 36% in Fall 2016 and ended with 19% in Fall 2020—and (2) Native American/Alaska Native students—who started at 39% in Fall 2016, rose to 50% in Fall 2019, and ended at 22% in Fall 2020 (percentages should be interpreted with caution as they often fluctuate more with smaller group sizes). Latinx students, Pacific Islanders, and African American/Black students had mild fluctuations in enrollment rates with *mild overall decreases* from Fall 2016 to Fall 2020 (from 43% to 41% for Latinx, from 36% to 34% for Pacific Islanders, and from 35% to 33% for African American/Black students).

Figure A-19. Chabot Access/Enrollment Rates by Race/Ethnicity, Fall 2016–Fall 2020

Chabot College	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	35%	38%	37%	37%	33%
Asian American	34%	38%	40%	42%	36%
Filipinx	43%	46%	41%	43%	44%
Latinx	43%	47%	45%	44%	41%
Native American and Alaska Native*	39%	40%	27%	50%	22%
Pacific Islander	36%	29%	39%	38%	34%
White	36%	26%	33%	44%	19%
Multiracial	40%	42%	39%	40%	42%
Unknown	6%	9%	38%	36%	15%
Overall Enrollment Rate	37%	38%	40%	42%	33%

Source: Chabot-Las Positas Community College District Institutional Research Dataset

*For Native American/Alaska Native students, we would anticipate more fluctuation in enrollment rates due to the smaller group size of students who applied to Chabot (26 to 63 applicants yearly) over the five-year period.

Enrollments can also be disaggregated by course modality, such as online and face to face. From Fall 2016 to Fall 2019, there was a gradual increase in the percentage of enrollments in online courses for most racial/ethnic groups. For example, African American/Black students had 18% of their enrollments in online classes in Fall 2016, then increased to 20% (Fall 2017), 26% (Fall 2018), and finally to 28% (Fall 2019). Latinx students had 12% of their enrollments in online classes in Fall 2016, then 13% (Fall 2017), 17% (Fall 2018), and finally to 20% (Fall 2019). Across all racial and ethnic student groups, African American/Black and Pacific Islander students had the highest percentages of students in online classes in Fall 2016 through Fall 2019. For Fall 2020, it is important to look at enrollments in online versus face-to-face classes in the context of the SIP order. Due to SIP, in Fall 2020, there was a huge increase in online enrollments for all racial/ethnic groups, with an average of 88% of enrollments being in online courses.

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Figure A-20. Enrollments in Distance Education by Race/Ethnicity, Fall 2016–Fall 2020

Chabot College	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020*	
	Online (5,301)	Face-to-Face (30,620)	Online (5,896)	Face-to-Face (29,219)	Online (7,161)	Face-to-Face (27,478)	Online (8,200)	Face-to-Face (26,301)	Online (28,442)	Face-to-Face (2,420)
African American	18%	78%	20%	74%	26%	70%	28%	67%	91%	7%
Asian American	16%	81%	17%	78%	21%	75%	24%	71%	92%	3%
Filipinx	14%	83%	15%	81%	17%	79%	21%	74%	93%	2%
Latinx	12%	86%	13%	82%	17%	79%	20%	76%	88%	7%
Native American/Alaska Native*	15%	78%	16%	81%	22%	75%	12%	86%	73%	16%
Pacific Islander	17%	80%	20%	75%	26%	70%	28%	65%	92%	5%
White	16%	80%	19%	77%	22%	74%	25%	70%	78%	15%
Multiracial	16%	81%	18%	79%	23%	72%	27%	68%	89%	7%
Unknown	13%	84%	9%	88%	14%	82%	17%	80%	59%	32%
Overall Enrollments	14%	83%	16%	79%	20%	76%	23%	73%	88%	7%

Source: Chabot-Las Positas Community College District Institutional Research Dataset

*Note: Percentages do not add to 100% because enrollments in hybrid classes are not displayed.

*Note: The cohort size for Native American/Alaska Native is significantly smaller than the cohort sizes for other racial and ethnic groups. In general, one can expect metrics for larger group sizes to be more stable and metrics for smaller group sizes to fluctuate.

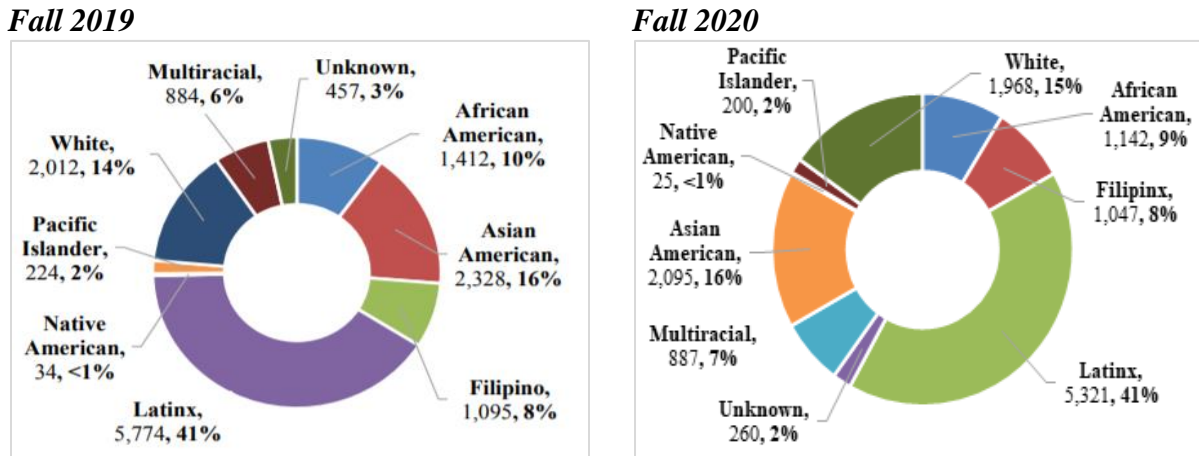
*Note: Fall 2020 is during SIP for COVID-19, thus far higher percentages of classes were held online.

STUDENT DEMOGRAPHIC AND SOCIOECONOMIC DATA

In Fall 2019, Chabot enrolled 14,220 students. In Fall 2020, during the COVID-19 SIP order, 12,945 students enrolled. Roughly 70% of students, in both Fall 2019 and Fall 2020, lived within the district service area. Four of the five top contributing cities (Hayward, San Leandro, Union City, and Castro Valley) are within the district, whereas Oakland (also consistently one of the five top contributing cities) is outside of the district. Chabot students are diverse in terms of characteristics such as race/ethnicity, gender, age, full-time/part-time attendance status, educational goals, socioeconomic status, Assembly Bill 540 (AB 540) status, and first-generation status ([IR-StudCharRpt_F2019-F20](#)).

Chabot is designated as an HSI, with Latinx students as the largest racial/ethnic group on campus. In addition to the Latinx student population, students from other racial/ethnic backgrounds are also well represented. In Fall 2020, the Chabot student population was comprised of Latinx (41%), Asian American (16%), White (15%), African American/Black (9%), Filipinx (8%), Multiracial (7%), Pacific Islander (2%), Native American/Alaska Native (<1%), and 2% of students of unknown race/ethnicity (Figure A-21).

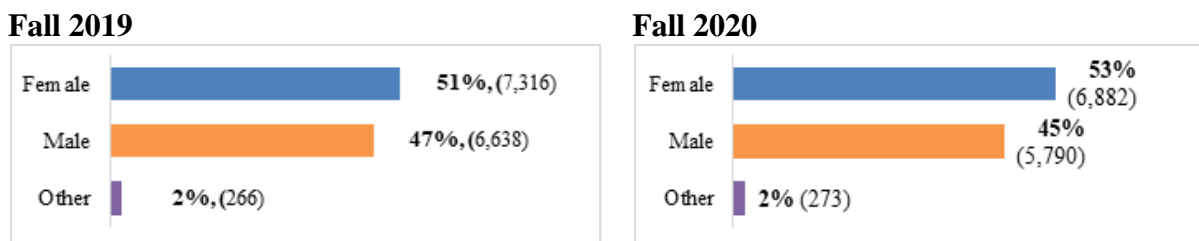
Figure A-21. Chabot Students' Race/Ethnicity in Fall 2019 and Fall 2020



Source: Chabot-Las Positas Institutional Research Database

Women comprise a majority of the student body (51% in Fall 2019 and 53% in Fall 2020), with men making up 47% of the student body in Fall 2019 and 45% in Fall 2020, and students of other genders at 2% in both fall semesters (Figure A-22). Students ages 19 or younger is the largest age group on campus (28% in both Fall 2019 and Fall 2020), followed by students ages 20–21 (17% in both Fall 2019 and Fall 2020) (Figure A-23). The next three age groups (22–24, 25–29, and 30–39) hover around 14% to 16% of the student body, with older students (ages 40–49 and 50 and above) at 6% or less. Students with disabilities make up 7% (Fall 2019) to 6% (Fall 2020) of the student body and are supported by the Chabot College Disabled Students Programs & Services. Additionally, Chabot has roughly 250 foster youth students (270 in Fall 2019 and 243 in Fall 2020) and over 300 Veterans (389 in Fall 2019 and 325 in Fall 2020), who are supported by our Guardian Scholars Program and Veteran’s Center, respectively.

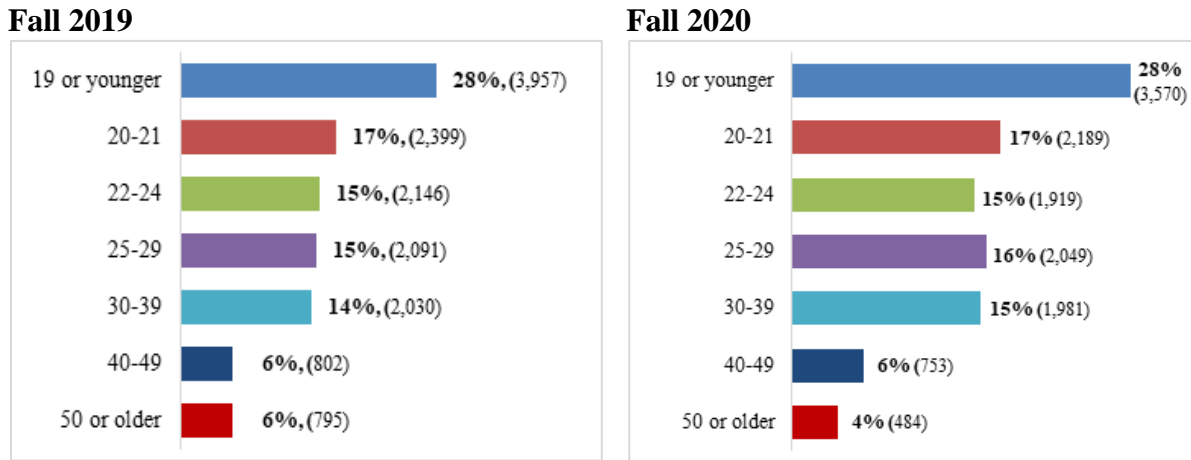
Figure A-22. Chabot Students' Gender in Fall 2019 and Fall 2020



Source: Chabot-Las Positas Institutional Research Dataset

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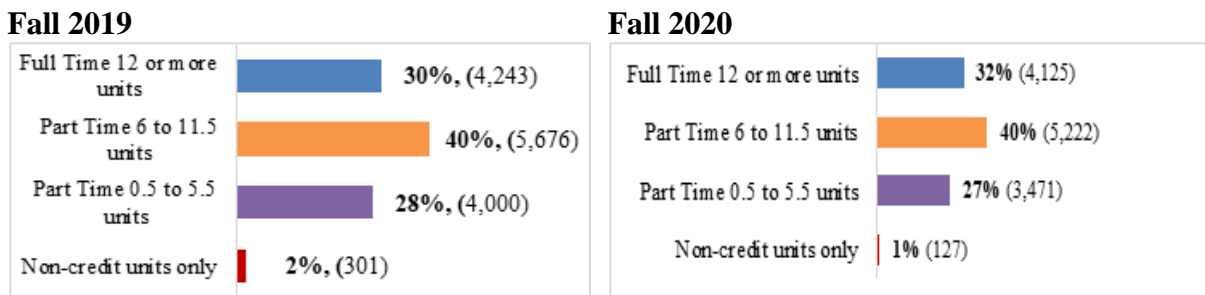
Figure A-23. Chabot Students' Age in Fall 2019 and Fall 2020



Source: Chabot-Las Positas Institutional Research Dataset

In terms of attendance status, just under one third of the Chabot student population have the fiscal resources to attend full time (30% in Fall 2019 and 32% in Fall 2020) (Figure A-24). The largest group of students (40% of students in both Fall 2019 and Fall 2020) take 6 to 11.5 units per semester.

Figure A-24. Attendance Status in Fall 2019 and Fall 2020



Source: Chabot-Las Positas Institutional Research Dataset

With regard to educational goals, most of our students come to Chabot with a goal of completing a degree and/or transferring, 62% in Fall 2019 and 63% in Fall 2020 (Figure A-25). Chabot also serves the employment sector with 16% (Fall 2019) to 17% (Fall 2020) of students attending Chabot for occupational certificates or job training.

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Figure A-25. Educational Goal in Fall 2019 and Fall 2020

Fall 2019

Transfer (with/without AA/AS)	7,645	54%
AA/AS Degree Only	1,098	8%
Occupational certificate or job training	2,313	16%
Personal development	1,025	7%
Undecided	1,639	12%
Other/Unknown	500	4%

Fall 2020

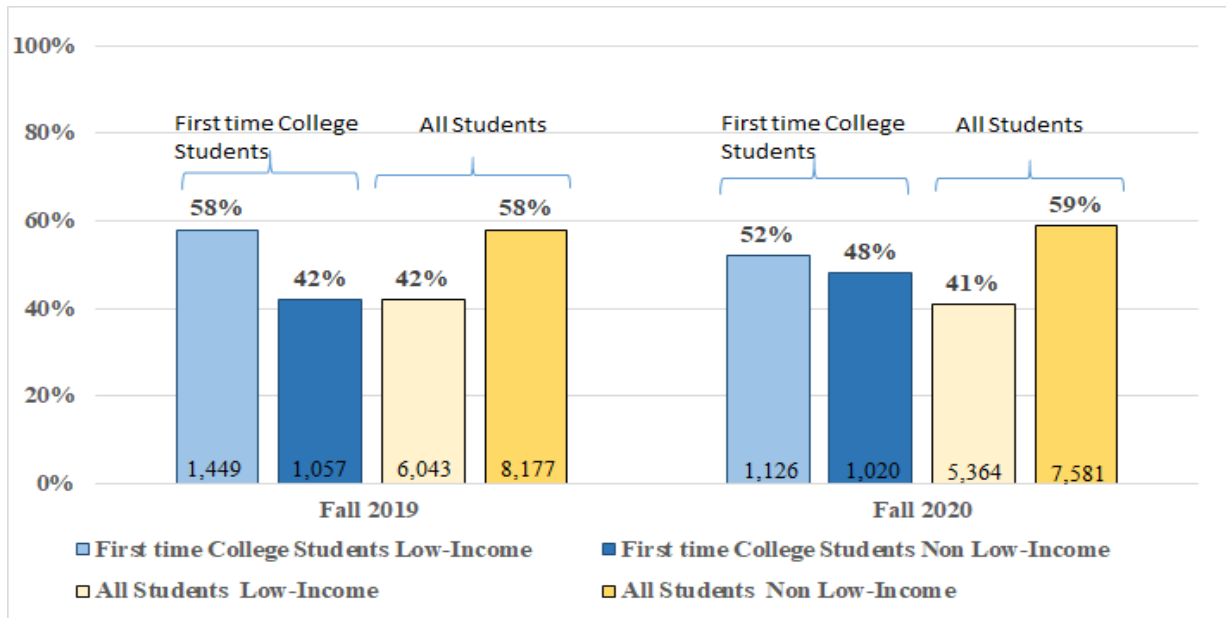
Transfer (with/without AA/AS)	7,064	55%
AA/AS Degree only	1,005	8%
Occupational certificate or job training	2,190	17%
Personal development	818	6%
Undecided	1,415	11%
Other / Unknown	453	3%

Source: Chabot-Las Positas Institutional Research Dataset

Most students attending Chabot must draw on their personal, familial, and community strengths, as well as use the support services offered at Chabot, to overcome financial, educational, and other structural obstacles as they work to complete their educational goals. For example, 42% (Fall 2019) to 41% (Fall 2020) of our students are *low income* (Figure A-26). Students are counted as *low income* if they receive a California Promise Grant or a Federal Pell Grant. First-time college students are even more predominantly low income, 58% (Fall 2019) to 52% (Fall 2020). Further, these percentages are highly likely to be a significant undercount of low-income students for several reasons. First, Chabot is located in an unusually high cost-of-living area. Because requirements for receiving Promise and Pell Grants do not adequately adjust for cost of living, this distorts their accuracy as indicators of low-income status. Students whose family incomes fall above the threshold to receive Promise and Pell Grants still often experience food and housing insecurity. Second, some low-income students have difficulty completing the financial aid process because they must submit copies of their parents’/guardians’ taxes to which they are not always able to gain access. Third, some undocumented students choose not to apply for Promise and Pell Grants out of fear their documentation status could be discovered.

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Figure A-26. Economic Status of Chabot First-Time and All Students, Fall 2019 and Fall 2020



Source: Chabot-Las Positas Institutional Research Dataset

One way to roughly capture students who may face challenges due to their documentation status is the count of AB 540 students. AB 540 exempts nonresident students (including undocumented students) who have attended high school in California for three or more years and who have graduated from a California high school from paying nonresident tuition. Chabot College routinely serves over 500 AB 540 students per year (Figure A-27).

Figure A-27. Number of AB 540 Students at Chabot, 2017–2018, 2018–2019, and 2019–2020

Chabot College	2017–2018	2018–2019	2019–2020
AB 540 Students	522	536	566

Source: Chabot Admissions and Records Office

The final challenge, faced by a significant proportion of students at Chabot, is being a *first-generation college student*. In the California Community College Student Success Metrics dashboard, first-generation status is defined as a student for whom no parent or guardian has earned more than a high school diploma and who has no college experience. By this definition, 45% (Fall 2019) and 43% (Fall 2020) of Chabot students would be considered first generation (Figure A-28). First generation is also commonly defined in federal grants and reports as a student for whom no parent or guardian has earned a bachelor’s degree; thus, students who have at least one parent/guardian with some college experience or even an associate degree would still be considered first generation. By this definition, 73% (Fall 2019) and 71% (Fall 2020) of Chabot students would be considered first generation (Figure A-28). Further, first-generation status varies by students’ racial and ethnic backgrounds. Defining first generation as neither parent/guardian having a bachelor’s degree, in Fall 2020, Latinx (86%), Pacific Islander (85%),

and Native American/Alaska Native (80%) students are most likely to be first generation, whereas White (56%) and Filipinx students (45%) are least likely to be first generation (Figure A-29).

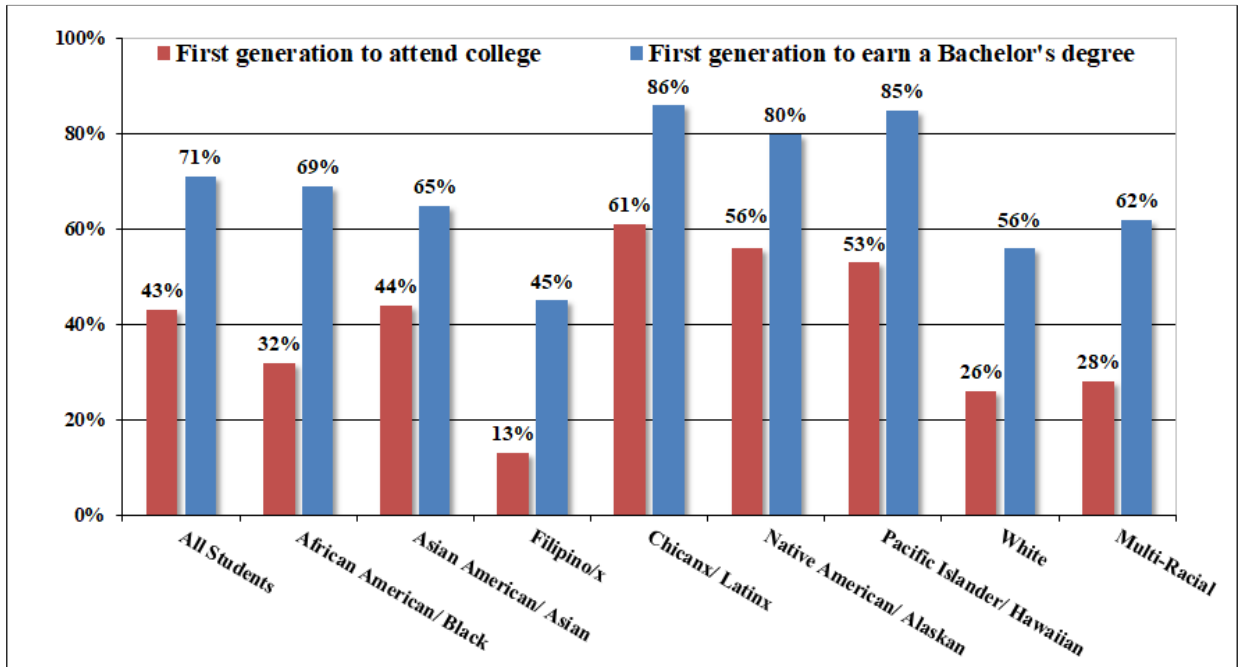
Figure A-28. Percentage of First-Generation College Students at Chabot, Fall 2019 and Fall 2020

First-Generation		Fall 2019		Fall 2020	
		Students	Percentage	Students	Percentage
Parents' Highest Ed Level	High school diploma or less	5,820	45%	5,175	43%
	Some college credit, no degree	2,309	18%	2,103	18%
	Associate degree	1,337	10%	1,229	10%
Cumulative Total "First Generation" (defined as less than baccalaureate degree)		9,466	73%	8,507	71%
Not First Generation		3,434	27%	3,435	29%
All Reported		12,900	100%	11,942	100%
Unknown		1,320		1,003	
Total		14,220		12,945	

Source: Chabot-Las Positas Community College District Institutional Research Dataset

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Figure A-29. Percentage of First-Generation College Students at Chabot by Race/Ethnicity, Fall 2020



Source: Chabot-Las Positas Community College District Institutional Research Dataset

*Due to small numbers of Native American students attending Chabot, the percentage of first generation Native American/Alaska Native students varies year over year.

Regardless of how first generation is defined, it is clear Chabot Colleges needs to ensure strong programs and services are in place to support first-generation and low-income students. Thus, Chabot College has multiple programs in place to support these students. For example, the Mathematics Engineering Science Achievement (MESA)/TRiO-STEM Program provides science, technology, engineering, and math (STEM) academic and student support to low-income, first-generation college students so they will excel academically and transfer to four-year institutions in calculus-based majors. Also, TRiO ASPIRE and EXCEL programs assist low-income students, first-generation college students, students with disabilities, and/or English language learners transfer to four-year institutions. These programs provide students with services such as focused course scheduling, counseling, study skills and career workshops, college tours, and assistance in the transfer process to assist them in achieving their goals.

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COLLEGE SITES

Chabot College operates a single campus at 25555 Hesperian Boulevard, Hayward, CA 94545. Chabot College offers courses at off-campus locations, including at local high schools for the purpose of dual enrollment. Chabot College also holds off-campus classes and hosts seminars and workshops for community members, employers, small businesses, faculty, staff, and students. Some off-campus locations include:

- Educational program at Santa Rita Jail
- Alameda County Sheriff Academy
- Campus Master Signage Program
- Fire Academy Facility (collaboration with the City of Hayward)

SPECIALIZED OR PROGRAMMATIC ACCREDITATION

National Institution for Automotive Service Excellence	AS Automotive Technology
National Association of Schools of Art & Design	AA Art (Ceramic, General, Painting, Sculpture); Art History; Interior Design; Photography) AA Theater Arts; Studio Arts AA Graphic Design/Digital Media; Painting and Drawing; Studio Foundations Certificate Interior Design (Residential); Kitchen and Bath Design
Commission on Dental Accreditation	AS Dental Hygiene
Commission on the Accreditation of Early Childhood Higher Education Programs	AA Early Childhood Development AS-T Early Childhood Education AA Early Childhood Intervention
Alameda County Emergency Medical Services Agency	Emergency Medical Services-EMT
Commission on Accreditation of Allied Health Education Programs	AS Medical Assisting
National Association of Music	AA Music AA Music Technology and Production
California Board of Registered Nurses	AA Nursing

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PART A. ACRONYM LIST

ABAG	Association of Bay Area Governments
AB 540	Assembly Bill 540
CA	Certificate of Achievement
CLPCCD	Chabot-Las Positas Community College District
CP	Certificate of Proficiency
EMC	Enrollment Management Committee
EMSI	Economic Modeling Specialist Intl.
FTES	Full-Time Equivalent Students
HSI	Hispanic-Serving Institution
LVN-RN	Licensed Vocational Nurse-Registered Nurse
MESA	Mathematics Engineering Science Achievement
TRiO-STEM	TRiO Science Technology Engineering and Mathematics
SIP	Shelter-in-Place
STEM	Science, Technology, Engineering, and Mathematics

PART A. EVIDENCE LIST

ISER Section	Ordinal Number	Evidence File Name	Evidence Document Name
Part A	1	IR-StudCharRpt F2019-F20	Institutional Research Student Characteristics Report Fall 2019–Fall 2020

Part B: Presentation of Institution-Set Standards and Student Achievement Data

INSTITUTION-SET STANDARDS

In accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, Chabot College sets two types of goals on student outcome metrics: (1) *institution-set standards*: minimum baseline values metrics should not drop below and (2) *stretch goals*: goals above the current level of performance we aspire to achieve. The Office of Institutional Research (OIR) develops goal suggestions based on the past five years of data and a standard deviation method of goal setting ([IR-ACCJC-Mthd 2019](#)). These suggested goals are then presented to the Planning and Resource Allocation Committee (PRAC), a shared governance committee with representation of faculty, classified professionals, and administrators from around the college, for feedback, modification, and approval. Yearly goals and report outs are posted on OIR’s website ([IR-ACCJC-Rpt-Goals 2020-21](#), [IR-ACCJC-Rpt-RptOut 2019-20](#)).

In addition to the goals required for accreditation, Chabot College disaggregates many metrics consistent with Chabot’s mission and commitment to equity, such as disaggregation by race and ethnicity, outcomes related to Assembly Bill 705 (AB 705), such as enrollments and success rates, and persistence.

SUCCESSFUL COURSE COMPLETION

The successful course completion rates at Chabot College have ranged from 71.12% to 72.59% for the past three academic years (2017–2018 to 2019–2020) (Figure B-1). Successful course completion rates are calculated based on the number of student completions with a grade of passing, C, or better, divided by the number of student enrollments. Chabot has exceeded institution-set standards in all three years and met stretch goals in two of the past three years.

Figure B-1. Successful Course Completion Rates and ACCJC Standards

Successful Course Completion Rates*	Institution- Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017–2018	69.37%	70.55%	71.12%	Yes	Yes
2018–2019	69.66%	71.86%	72.59%	Yes	Yes
2019–2020	69.97%	73.93%	71.23%	Yes	No

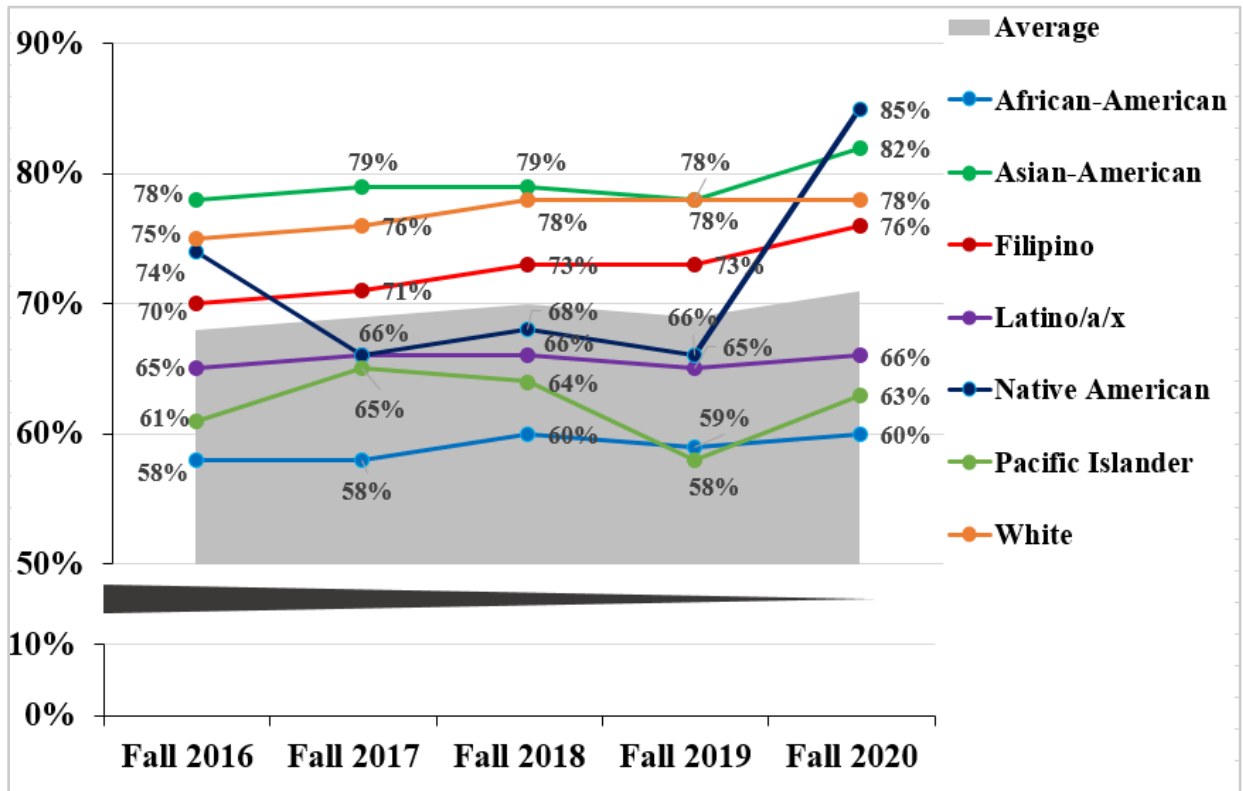
Source: Chabot-Las Positas Institutional Research Dataset

**Definition:* The successful course completion rate is calculated based on the number of student completions with a grade of passing, C, or better, divided by the number of student enrollments.

Consistent with Chabot’s mission and commitment to equity, course success rates are routinely disaggregated by race/ethnicity and presented and discussed in division meetings and shared governance committees. For example, discussion of the course success rates by race/ethnicity in Chabot’s Student Access Success and Equity Committee is one of the data points that supported the need for the development of the Black Excellence Collective and 10x10 Villages—two initiatives designed to support the success of African American/Black students on campus. As illustrated in Figure B-2, Asian American, Filipinx, and White students tend to have course success rates above the college average. Success rates for Native American/Alaska Native students tend to bounce around, above and below the college average. This is often to be expected for groups with smaller group sizes. Latinx students routinely have course success rates

just under the college average. African American/Black students and Pacific Islander students have course success rates consistently well below the college average. The college aims to improve Latinx course success rates through programs such as our current Title V/Hispanic-Serving Institution (HSI) grant, application to a five-year Title III/HSI STEM grant, and El Centro (a one-stop bilingual resource center for Chicana/Latina and low-income student success). Chabot focuses on improving African American/Black students' course success rates through initiatives like the Black Excellence Collective and 10x10 Village Initiative. Chabot is currently working toward supporting Pacific Islander student success through an application for a five-year Title III grant for Asian American Native American Pacific Islander-Serving Institutions (AANAPISI).

Figure B-2. Course Success Rates by Race/Ethnicity, Fall 2016–Fall 2020



Source: Chabot-Las Positas Community College District Institutional Research Dataset

*Note: The cohort size for Native Americans is significantly smaller than the cohort sizes for other racial and ethnic groups. In general, one can expect metrics for larger group sizes to be more stable and metrics for smaller group sizes to fluctuate.

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Course success rates vary not only by student racial and ethnic groups, but also by course modality (online or face-to-face) (Figure B-3). From Fall 2016 to Fall 2019, face-to-face courses have higher course success rates than online courses for most racial/ethnic groups (e.g., African American/Black, Filipinx, Latinx, Native American, Pacific Islander, and White). For Asian Americans, this trend does not hold; the course success rates are similar across modalities, with online course success rates being higher in three of the four falls from 2016 to 2019.

In Fall 2020, face-to-face courses had significantly higher success rates than online courses for all racial/ethnic groups—differing by 15% to 31%. However, these success rates must be looked at in the context of the shelter-in-place (SIP) order. Due to SIP, the majority of Chabot College courses were held online. There were not only fewer classes held face to face, but the *types* of face-to-face classes offered were far less varied. For example, apprenticeship classes (i.e., automotive, fire/life safety, electrical, roofing, sprinkler fitters, and telecommunication) and sections of one high-enrollment industrial technology class made up only 6% (1,567 of 26,301) of enrollments in face-to-face classes in Fall 2019. Thus, the success rates in these types of classes would not have had a large impact on the overall success rates for face-to-face enrollments. However, in Fall 2020, enrollments in apprenticeship classes (electrical, roofing, sprinkler fitters, and telecommunication) and the same high-enrollment industrial technology class made up 63% (1,464 of 2,312) of face-to-face enrollments. Because these classes tend to have higher course success rates *and* constituted the majority of face-to-face enrollments, it is not surprising that face-to-face enrollments had significantly higher success rates than online enrollments in Fall 2020. Chabot College is committed to moving back to higher percentages of face-to-face course offerings in diverse disciplines, once feasible, in light of health and safety requirements for COVID-19.

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Figure B-3. Success Rates in Distance Education by Race/Ethnicity, Fall 2016–Fall 2020

Chabot College	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020*	
Modality (Total)	Online (5,301)	Face-to-Face (30,620)	Online (5,896)	Face-to-Face (29,219)	Online (7,161)	Face-to-Face (27,478)	Online (8,200)	Face-to-Face (26,301)	Online (28,229)	Face-to-Face (2,312)
African American	49%	60%	51%	60%	54%	63%	55%	62%	58%	89%
Asian American	76%	78%	79%	78%	80%	79%	80%	77%	81%	96%
Filipinx	60%	72%	68%	72%	73%	74%	73%	74%	75%	93%
Latinx	58%	66%	59%	67%	60%	68%	62%	66%	63%	94%
Native American/ Alaska Native*	42%	80%	60%	66%	50%	73%	50%	68%	83%	100%
Pacific Islander	50%	64%	56%	67%	65%	65%	51%	61%	61%	85%
White	69%	76%	72%	78%	76%	79%	73%	80%	74%	98%
Multiracial	54%	68%	55%	68%	60%	73%	69%	70%	65%	93%
Unknown	72%	68%	82%	85%	62%	80%	58%	76%	68%	98%
Overall Success Rate	61%	69%	64%	70%	66%	72%	67%	70%	68%	95%

Source: Chabot-Las Positas Community College District Institutional Research Dataset

*Note: Enrollments in Hybrid classes were not included.

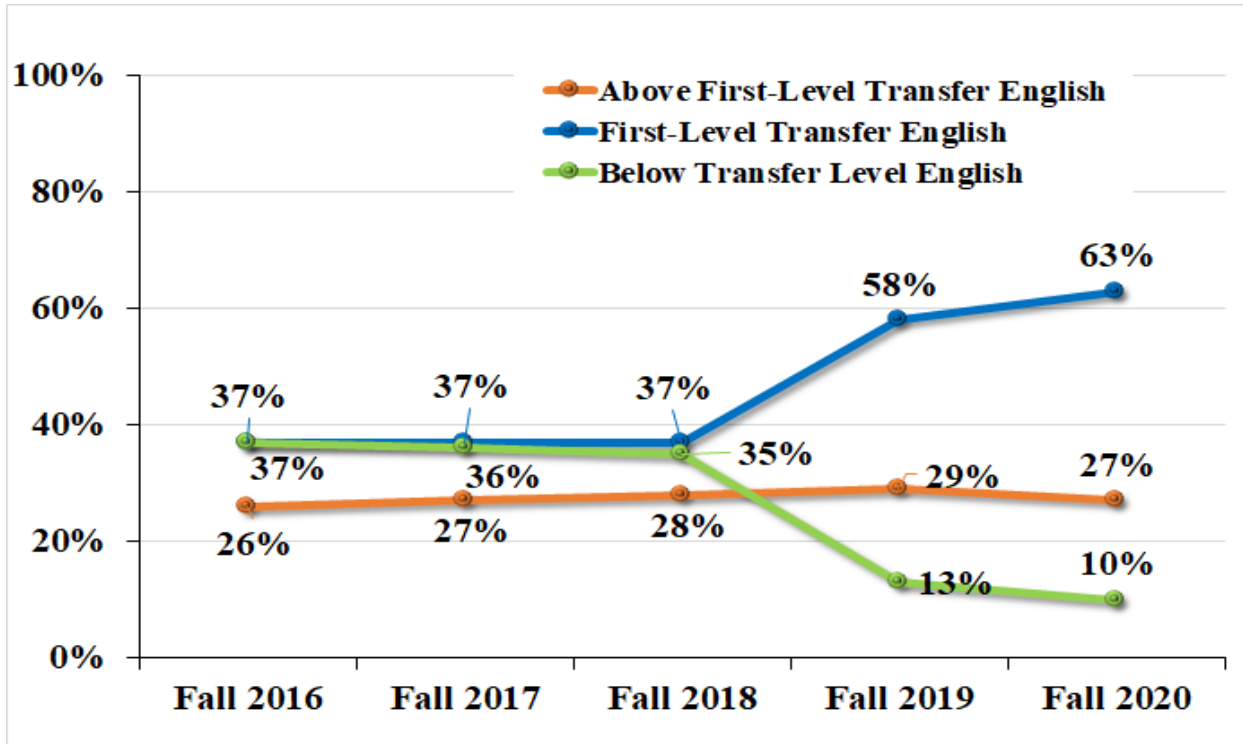
*Note: The cohort size for Native American/Alaska Native is significantly smaller than the cohort sizes for other racial and ethnic groups. In general, one can expect metrics for larger group sizes to be more stable and metrics for smaller group sizes to fluctuate.

*Note: In Fall 2020, 63% of the enrollments in classes that met face-to-face were in apprenticeship and work experience classes, which tend to have higher course success rates.

ENROLLMENT AND SUCCESS/THROUGHPUT IN TRANSFER-LEVEL ENGLISH AND MATH

Assembly Bill (AB 705) is a bill that guarantees access to transfer-level English and math for all students and requires community colleges to maximize the probability a student will enter and complete transfer-level coursework in English and math within one year. AB 705 is clearly associated with increased access to transfer-level English and math at Chabot. For example, prior to the implementation of AB 705 from Fall 2016–2018, the percentage of enrollments in first-level transfer English (out of the total enrollments in pre-transfer/basic skills English, first-level transfer English, and second-level transfer English) was steady at 37% (Figure B-4). In Fall 2019, the year AB 705 was implemented, the percentage of enrollments in transfer-level English jumped to 58% and increased even higher to 63% in Fall 2020. Similarly, prior to implementation of AB 705 from Fall 2016 to Fall 2018, the percentage of enrollments in first-level transfer math (out of the total enrollments in pre-transfer/basic skills math, degree-level math, first-level transfer math, and above transfer-level math) ranged from 31% to 35% (Figure B-5). In Fall 2019, the percentage of enrollments in transfer-level math jumped to 58% and increased even higher to 60% in Fall 2020.

Figure B-4. Distribution of Enrollments in English Sequence Courses, Fall 2016–Fall 2020



Source: Chabot-Las Positas Community College District Institutional Research Dataset

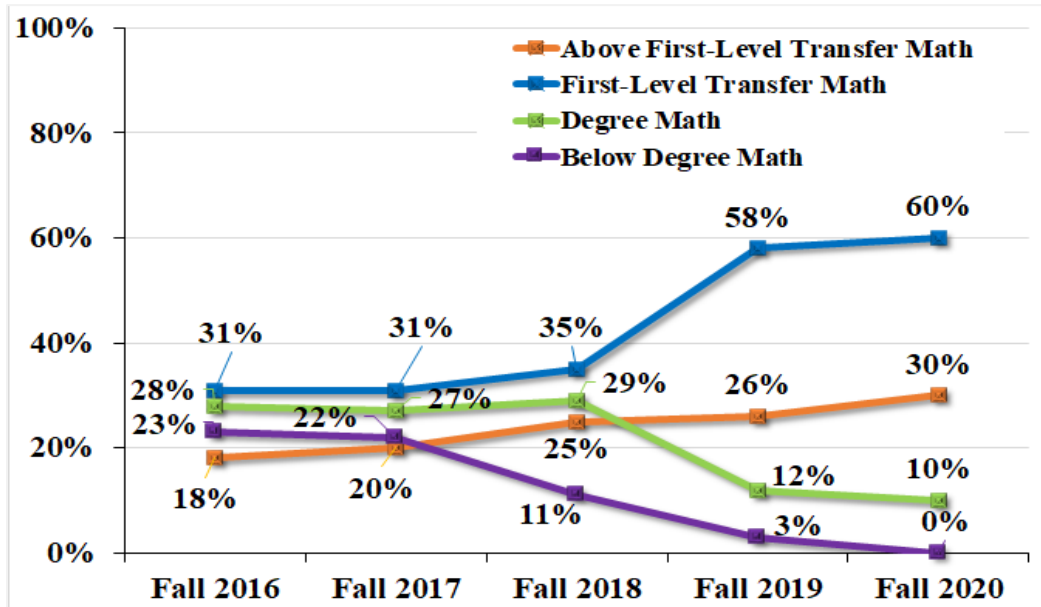
Note: Above First-Level Transfer English: ENGL 4/4A, 7/7A

First-Level Transfer English: ENGL 1/1A

Below Transfer Level English: ENGL 101A, 101B, 102

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Figure B-5. Distribution of Enrollments in Math Sequence Courses, Fall 2016–Fall 2020



Source: Chabot-Las Positas Community College District Institutional Research Dataset

Note: Above First-Level Transfer Math: MTH 1, 15, 16, 2, 20, 25, 3, 4, 6, 8

First-Level Transfer Math: MTH 31, 33, 36, 37, 43, 47, BUS 19, PSY 5

Degree Math: MTH 53, 53A, 53B, 55, 55A

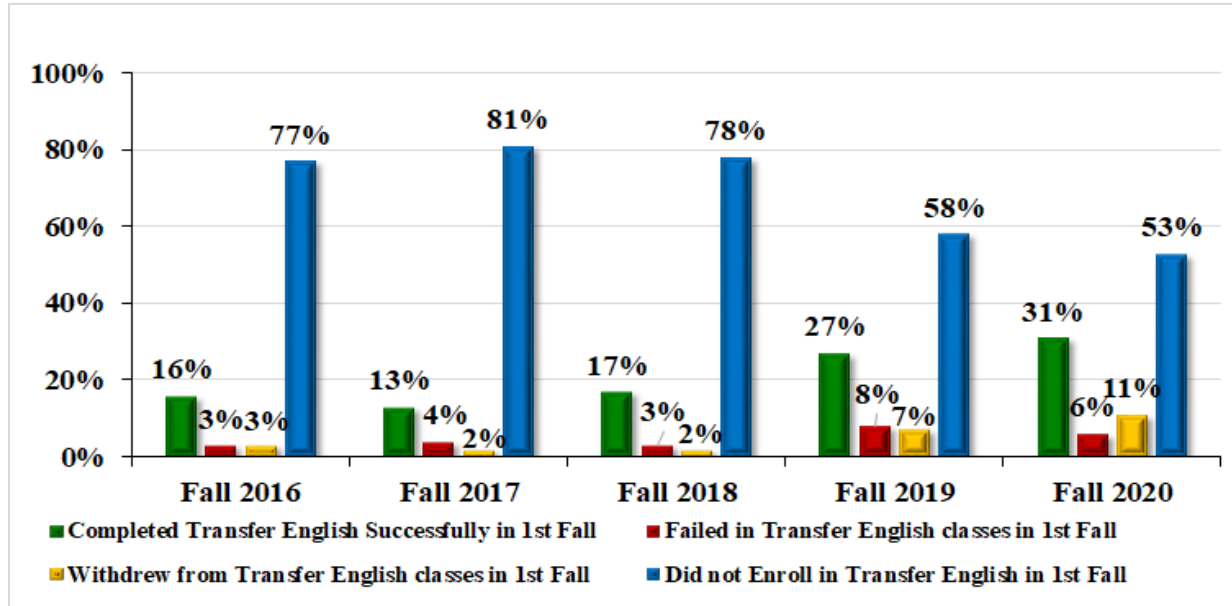
Below Degree Math: MTH 104, 103, 65, 65A, 65B

AB 705 mandates equitable access to transfer-level coursework; however, the eventual goal is not just access, but success. *Throughput* refers to the rate (percentage) or volume (number) of students from a specified group who successfully complete a course in a given time frame (e.g., the percentage of first-time college students who complete transfer-level English in one term).

AB 705 clearly had a positive impact on one-term throughput in transfer-level English at Chabot (Figure B-6). *One-term*, as opposed to *one-year* throughput is used so the very latest data from Fall 2020 can be included. Prior to AB 705, one-term throughput in transfer-level English ranged from 13% to 17%. In the first fall of AB 705 (Fall 2019), one-term throughput jumped to 27%, and, in Fall 2020, throughput continued to rise to 31%. But, on the flip side, the percentage of students who failed or withdrew from transfer-level English also increased. Prior to AB 705, only 5% to 6% of all first-time students withdrew or failed transfer-level English. In Fall 2019 and Fall 2020, 15% to 17% of all new students withdrew or failed transfer-level English.

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Figure B-6. Transfer English Throughput Rate by First-Time College Students, Fall 2016–Fall 2020



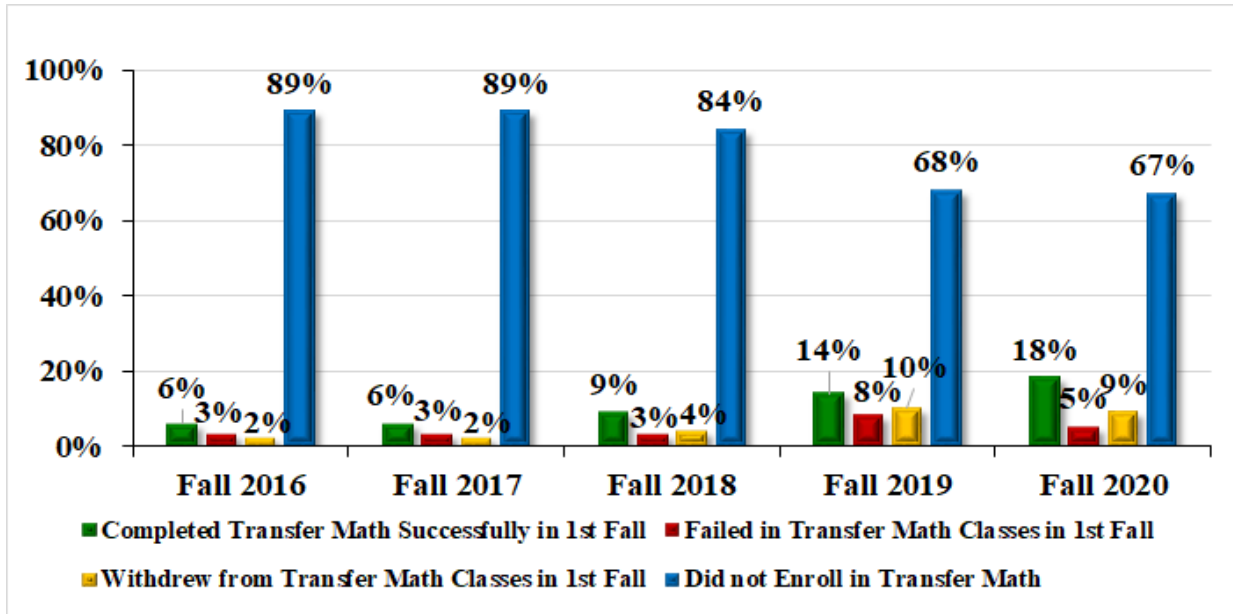
Source: Chabot-Las Positas Community College District Institutional Research Dataset

Note: Chabot students who enrolled in Transfer English Classes at Las Positas College are included. Transfer English Classes at Chabot College and Las Positas College are: ENGL/ENG: 1, 1A, IAEX, 4, 4A, 7, 7A

As with English, AB 705 clearly had a positive impact on one-term throughput in transfer-level math (Figure B-7). Prior to AB 705, one-term throughput for first-time college students in transfer-level math ranged from 6% to 9%. In the first fall of AB 705, one-term throughput jumped to 14%, and, in Fall 2020, throughput continued to rise to 18%. However, as with English, the percentage of students who failed or withdrew from transfer-level math also increased. Prior to AB 705, only 5% to 7% of all first-time students failed or withdrew from transfer-level math. In Fall 2019 and Fall 2020, 14% to 18% of all first-time students withdrew or failed transfer-level math. Despite the increased withdrawal and failure rates, the increased access to and throughput in transfer-level coursework in both English and math are promising. Chabot English and math faculty continue to study success rates and analyze and refine curricula post AB 705 to further improve student success. For more analysis of the impacts of AB 705, including success rates by race and ethnicity, please refer to the OIR handout “AB 705: A First Look” ([IR-AB705-FirstLook F2015-19](#)).

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Figure B-7. Transfer Math Throughput Rate by First-Time College Students, Fall 2016–Fall 2020



Source: Chabot-Las Positas Community College District Institutional Research Dataset

Note: Chabot students who enrolled in Transfer Math Classes in Las Positas College are included

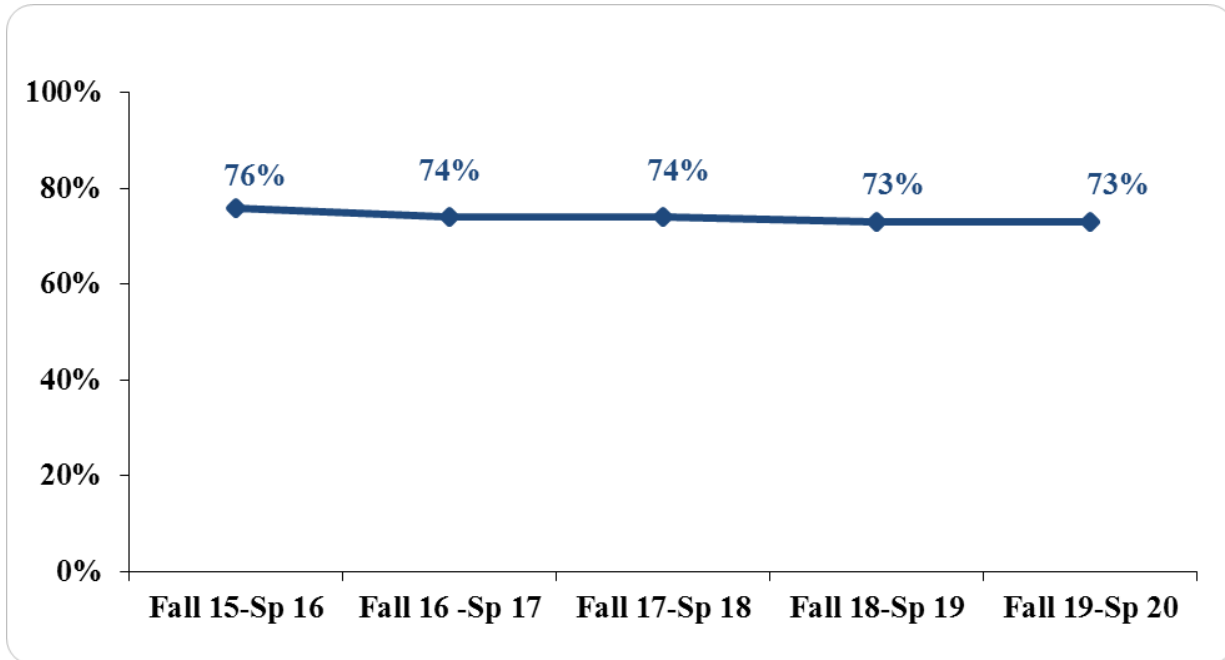
Transfer Math Classes in Chabot and Las Positas College are: MTH/MATH 1, 10, 15, 16, 2, 20, 25, 3, 30, 31, 33, 34, 35, 36, 37, 38, 39, 4, 40, 41, 42, 43, 44, 47, 5, 6, 7, 8; PSY 5, and BUS 19

PERSISTENCE

Persistence is defined as the rate of students who stay in college from term to term and can be measured for different time frames, such as fall to spring or fall to fall (according to the RP Group, an organization focused on research, planning, and professional development for California Community Colleges). On average, new students often persist at higher rates than non-new students (e.g., students who are continuing, returning after time away, or transfer students). This is because it generally takes new students longer to reach their educational goals. For non-new students, sometimes they do not persist because they graduate or transfer. Across a diverse range of educational goals, such as degree, transfer, certificate, and undecided, new students will need to persist at minimum from fall to spring to make progress toward their goals. Thus, for fall-to-spring persistence rates, new students with all educational goals are analyzed by OIR. For the past five years, new students at Chabot have persisted from fall to spring at 73% to 76% (Figure B-8).

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Figure B-8. Fall to Spring Persistence Rates of New Students, Fall 2015–Spring 2016 Through Fall 2019–Spring 2020

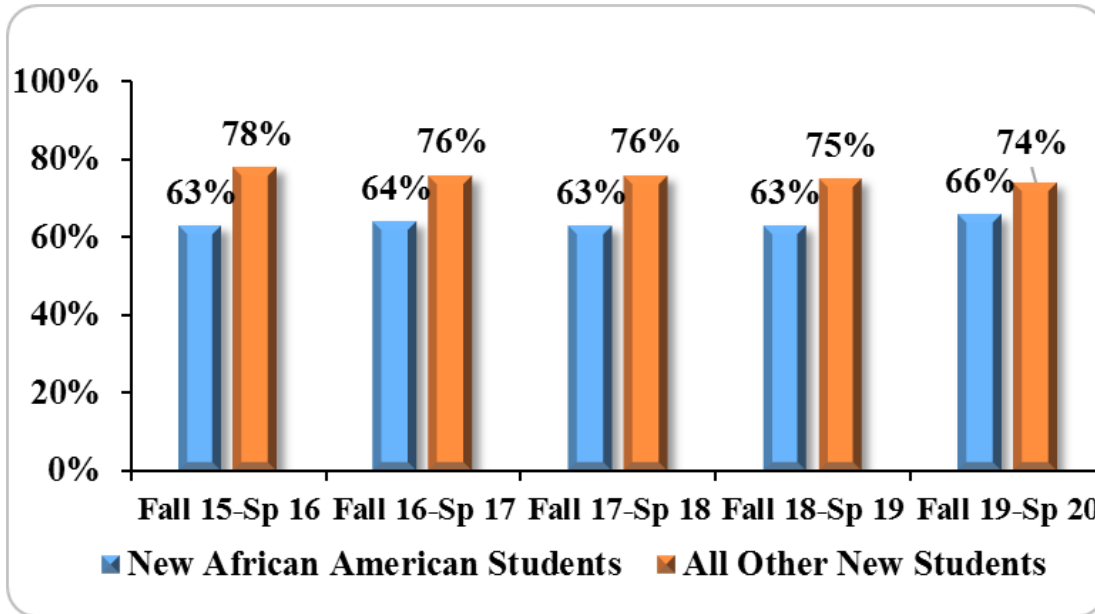


Source: Chabot-Las Positas Community College District Institutional Research Dataset

These persistence rates, however, often vary by students’ racial/ethnic backgrounds. For example, one of the data points that motivated Chabot’s current focus on supporting African American/Black student success with the Black Excellence Collective (BEC) and 10x10 Villages ([PresTaskForce-BEC-Webpage](#)) is the distinct gaps in persistence rates for African American/Black students compared to non-Black students (Figure B-9). From Fall 2015 to Spring 2020, 74% to 78% of new non-Black students persisted from fall to spring, whereas only 63% to 66% of new Black students persisted fall to spring. This means new Black students experienced a disproportionate impact of 8% to 15% in the fall to spring persistence rates for the past five falls. Improving persistence rates has become an important focus of one of the villages in the 10x10 Village initiative.

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Figure B-9. Fall to Spring Persistence of New African American/Black Students Compared to All Other New Students, Fall 2015–Spring 2016 Through Fall 2019–Spring 2020

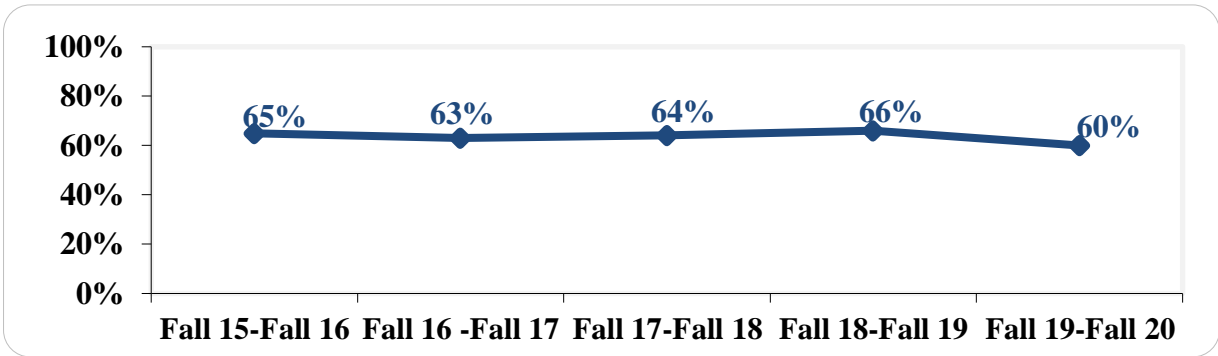


Source: Chabot-Las Positas Community College District Institutional Research Dataset

Persistence rates can also be looked at over longer time frames, such as fall-to-fall persistence. For fall-to-fall rates, OIR analyzes the persistence of new students with educational goals of transfer or degrees because it takes more than one year for the vast majority of students to receive a degree or transfer. Thus, it is important to retain students from fall to fall for them to realize their transfer/degree educational goals. For the past five years, new students at Chabot College with an educational goal of degree or transfer persisted from fall to fall at 60% to 66% (Figure B-10).

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Figure B-10. Fall-to-Fall Persistence Rates of New Students With Degree/Transfer Educational Goals, Fall 2015–Fall 2020

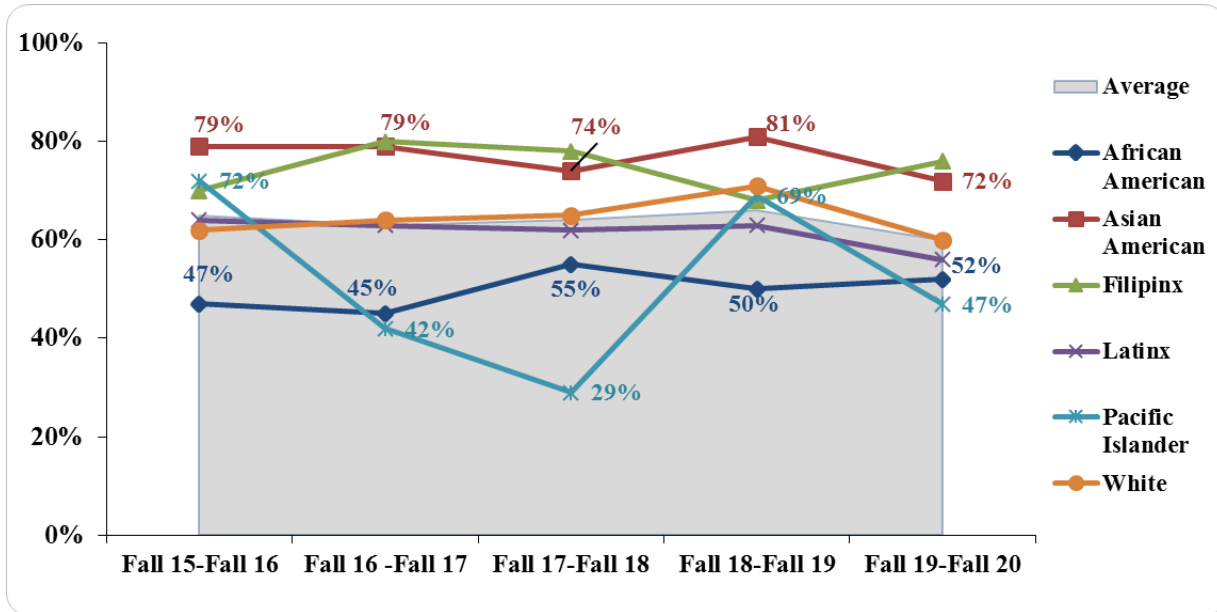


Source: Chabot-Las Positas Community College District Institutional Research Dataset

These fall-to-fall persistence rates for new students with degree and transfer goals vary by students' racial/ethnic backgrounds. Asian American and Filipinx students consistently have fall-to-fall persistence rates above the college average. White students and Latinx students largely fall just above and just below the college average, respectively. Pacific Islander students have very small groups sizes (28 to 39) over the five-year period and thus show large fluctuations in these persistence rates. Black/African American students have fall-to-fall persistence rates well below the college average.

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B-11. New Students With Degree/Transfer Educational Goals Disaggregated by Race/Ethnicity, Fall 2015–Fall 2020



Source: Chabot-Las Positas Community College District Institutional Research Dataset

Note: For Pacific Islander students we would anticipate more fluctuation in persistence rates due to the smaller group sizes (28 to 39) over the five-year period. Native American students were not included in the graph due to small cohort sizes (less than ten).

DEGREE AND CERTIFICATE COMPLETION

The number of degrees Chabot College awarded for the past three academic years (2017–2018 to 2019–2020) has ranged from 1,146 to 1,322 (Figure B-10). Chabot has exceeded institution-set standards in all three years and met stretch goals in two of the past three years.

Figure B-10. Number of Associate Degrees Awarded and ACCJC Standards

Number of Associate Degrees* Awarded	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017–2018	803	1,119	1,146	Yes	Yes
2018–2019	887	1,278	1,308	Yes	Yes
2019–2020	925	1,503	1,322	Yes	No

Source: Chabot-Las Positas Institutional Research Dataset

*Associate Degrees include Associate of Arts (AA), Associate of Science (AS), and Associate Degree for Transfer (ADT) degrees

Over the past ten years, Chabot College has been steadily increasing the number of degrees awarded (Figure B-11). The introduction of the Associate Degree for Transfer (ADT) in 2012–2013 appears to be correlated with the steady growth in associate degrees ([IR-DegrRpt AY2001-19](#)). Some of the most prolific programs for awarding degrees include (a) liberal arts with an emphasis in social and behavioral science, (b) liberal arts with an emphasis in math and science, (c) business administration, and (d) biology with an emphasis in allied health (Figure B-12). In the past five years, several programs have also greatly increased the number of degrees awarded each year, such as (a) psychology (AA-T), (b) business administration (AS-T), (c) liberal arts (emphasis in social/behavioral sciences) (AA), and (d) biology (emphasis in allied health) (AA) ([IR-DegrRpt AY2001-19](#)).

Figure B-11. Degrees Awarded From 2010–2011 Through 2019–2020

Degrees	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AA/AS	659	710	643	709	690	606	694	750	831	792
ADT	N/A	N/A	69	129	175	242	296	396	477	530
Total	659	710	712	838	865	848	990	1,146	1,308	1,322

Source: Chabot-Las Positas Institutional Research Dataset (data retrieved and updated as of 06/10/2021)

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Figure B-12. Top Ten Majors Awarding Degrees in the Past Ten Years

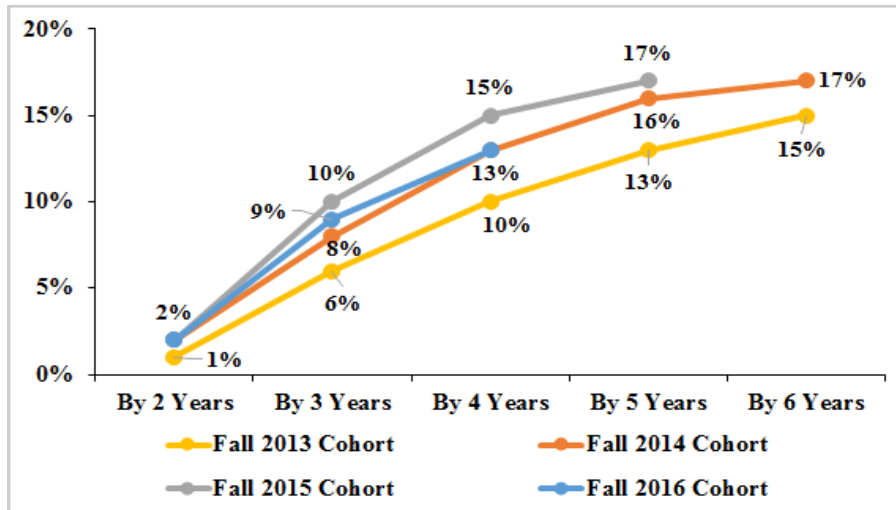
Major	Degree	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Liberal Arts: Emphasis in Social & Behavioral Sciences	AA	159	161	172	205	181	184	225	223	220	232	1,962
Liberal Arts: Emphasis in Math & Science	AA	70	68	63	79	93	75	106	130	150	105	939
Business Administration	AA	34	47	32	7	2	N/A	N/A	N/A	N/A	N/A	122
	ADT	N/A	N/A	54	77	91	86	99	130	129	142	808
	Total	34	47	86	84	93	86	99	130	129	142	930
Biology: Emphasis in Allied Health	AA	57	66	49	75	53	31	33	59	70	73	566
Administration of Justice	AA/AS	16	40	24	23	16	12	7	8	6	5	157
	ADT	N/A	N/A	N/A	10	18	38	39	48	51	43	248
	Total	16	40	24	33	34	50	46	56	57	48	405
Liberal Arts: Emphasis in Arts & Humanities	AA	27	47	38	41	43	35	35	42	39	48	395
Nursing	AA	44	50	42	42	46	30	28	32	29	31	374
Psychology	ADT	N/A	N/A	N/A	3	16	31	50	71	68	95	334
Sociology	ADT	N/A	N/A	4	15	14	33	37	44	61	64	272
Early Childhood Development	AA/AS	31	27	26	16	28	29	19	25	27	28	256

Source: Chabot-Las Positas Institutional Research Dataset (data were retrieved and updated as of 06/10/2021)

Chabot College’s four-year degree completion rates for first-time college students with a transfer and/or degree educational goal ranged from 10% to 15% for the Fall 2013 to Fall 2016 cohorts. The five-year degree completion rates for first-time college students with a transfer and/or degree educational goal ranged from 13% to 17% for these same cohorts (Figure B-13). Chabot College is aiming to decrease students’ time to degree completion through our Guided Pathways initiative.

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Figure B-13. Degree Completion Rates by First-Time College Students With Transfer/Degree Educational Goal



Source: Chabot-Las Positas Institutional Research Dataset

The number of certificates Chabot College awarded over the past three academic years (2017–2018 to 2019–2020) has ranged from 407 to 689 (Figure B-14). Over the years, Chabot has awarded both chancellor-approved certificates and district-approved certificates. Chancellor-approved certificates, which are also called “certificates of achievement” at Chabot, are reported to ACCJC and count toward funding under the new Student Centered Funding Formula when the “Hold Harmless” period ends. Chabot has exceeded institution-set standards in all three years and has met stretch goals in two of the past three years.

Figure B-14. Number of Certificates Awarded and ACCJC Standards

Number of Certificates* Awarded	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017–2018	266	384	407	Yes	Yes
2018–2019	272	476	689	Yes	Yes
2019–2020	311	882	648	Yes	No

Source: Chabot-Las Positas Institutional Research Dataset

*Only Chancellor-approved certificates were included

Over the past ten years, counting both chancellor-approved and district-approved certificates, the number of certificates awarded at Chabot has varied, ranging from a low of 298 (in 2011–2012) to a high of 840 (in 2018–2019) and then back down to 795 (in 2019–2020) (Figure B-15). Some of the most prolific programs for awarding chancellor-approved certificates include (1) General Education Breadth for California State Universities (CSU), (2) Intersegmental General Education Transfer Curriculum (IGETC) for the University of California (UC) system, (3) Business Administration, (4) Accounting Technician, (5) Bookkeeping, and (6) Early Childhood Development (ECD): Basic Teacher (Figure B-16). The ECD Associate Teacher certificate also accounts for an additional 885 district-approved (i.e., non-chancellor-approved) certificates within this same time period.

Figure B-15. Certificates Awarded From 2010–2011 Through 2019–2020

Certificates	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Chancellor-Approved Certificates	209	212	290	226	269	236	237	407	689	648
Non-Chancellor-Approved Certificates	163	86	94	109	173	78	176	138	151	147
Total	372	298	384	335	442	314	413	545	840	795

Source: Chabot-Las Positas Institutional Research Dataset (data retrieved and updated as of 06/10/2021)

Figure B-16. Top Ten Majors Awarding Certificates in 2010–2011 to 2019–2020 (Chancellor-Approved Certificates Only)

Major	Certificate	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
CSU General Education Breadth	CAA*	13	19	15	10	18	29	27	105	326	249	811
Intersegmental General Education Transfer Curriculum (IGETC)	CAA	2	2	2	1	7	4	10	81	175	147	431
Business Administration	CA**	15	17	34	21	29	10	19	31	34	41	251
Accounting Technician	CA	15	29	18	33	28	15	11	14	16	18	197
Bookkeeping	CA	11	27	20	30	27	16	16	15	12	15	189
Early Childhood Development (ECD)***: Basic Teacher	CA	22	15	23	12	24	16	16	14	16	20	178
	CAA	N/A	N/A	N/A	N/A	N/A	N/A	1	N/A	1	8	10
	Total	22	15	23	12	24	16	17	14	17	28	188
Medical Assisting	CA	17	18	14	10	2	19	26	N/A	1	N/A	107
	CAA	4	N/A	N/A	N/A	13	N/A	1	23	25	1	67
	Total	21	18	14	10	15	19	27	23	26	1	174
Management	CA	25	12	17	12	22	13	12	14	11	11	149
Automotive Chassis Technology	CA	9	5	34	9	11	16	11	12	7	9	123
Automotive Maintenance Tech	CA	N/A	N/A	27	6	6	12	10	6	3	4	74
	CAA	7	5	N/A	N/A	1	1	N/A	N/A	N/A	N/A	14
	Total	7	5	27	6	7	13	10	6	3	4	88

Source: Chabot-Las Positas Institutional Research Dataset (data retrieved and updated as of 06/10/2021)

*CAA: Certificate of Achievement (30 or more units). Chancellor-approved.

**CA: Certificate of Achievement (less than 30 units). Chancellor-approved.

***Early Childhood Development (ECD): Associate Teacher major accounts for an additional 885 (non-Chancellor-Approved) certificates from 2010–2011 to 2019–2020.

Chabot College also analyzes awards disaggregated by race and ethnicity to examine for possible disproportionate impact. Although overall degrees have increased in the past five academic years, Latinx degrees increased from 2015–2016 to 2018–2019, but then decreased in 2019–2020 (Figure B-17). The college aims to return to improving the number of Latinx degrees awarded, particularly in the area of STEM fields, through our application for a multiyear HSI STEM grant. Similarly, Pacific Islander students were awarded increasing numbers of degrees from 2015–2016 through 2017–2018 but then experienced decreases in the most recent two academic years. Chabot College aims to increase the number of Pacific Islander students receiving degrees through an application for a five-year Title III AANAPISI grant.

Figure B-17. Degrees by Race/Ethnicity, 2015–2016 to 2019–2020

Race/Ethnicity	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020
African American/Black	85	104	99	110	141
Asian American	157	171	251	247	311
Filipinx	63	108	109	129	121
Latinx	303	367	410	543	495
Multiracial	54	67	73	94	73
Native American/Alaska Native	1	3	5	1	1
Pacific Islander	12	14	32	21	17
White	163	150	160	153	158
Unknown	10	6	7	10	5
Total	848	990	1,146	1,308	1,322

Source: Chabot-Las Positas Institutional Research Dataset (data retrieved and updated as of 06/11/2021)

For certificates (counting both chancellor-approved and district-approved certificates), disaggregating by race/ethnicity illustrates the number of certificates awarded has more variations than degrees (Figure B-18). From 2015 to 2016, the number of certificates awarded dramatically increased for many racial/ethnic student groups (e.g., African American/Black, Asian American, Filipinx, Latinx, and White students). For Pacific Islander students, the results were less promising; once again, this is an area Chabot is planning to support through an application to a five-year Title III AANAPISI grant.

Figure B-18. Certificates by Race/Ethnicity, 2015–2016 to 2019–2020

Race/Ethnicity	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020
African American/Black	35	30	44	75	70
Asian American	52	86	137	188	194
Filipinx	18	29	31	70	58
Latinx	121	179	224	349	315
Multiracial	11	28	27	45	40
Native American/Alaska Native	5	0	4	1	1
Pacific Islander	3	3	16	16	6
White	68	52	60	90	103
Unknown	1	6	2	6	8
Total	314	413	545	840	795

Source: Chabot-Las Positas Institutional Research Dataset (data retrieved and updated as of 06/11/2021)

STUDENT TRANSFERS TO FOUR-YEAR INSTITUTIONS

Transfers from Chabot College to four-year institutions have held steady or increased in each of the past three academic years from 957 (2017–2018) to 1,092 (2019–2020) (Figure B-19). Chabot exceeded institution-set standards in all three years and met stretch goals in two of the past three years.

Figure B-19. Number of Transfers to Four-Year Institutions and ACCJC Standards

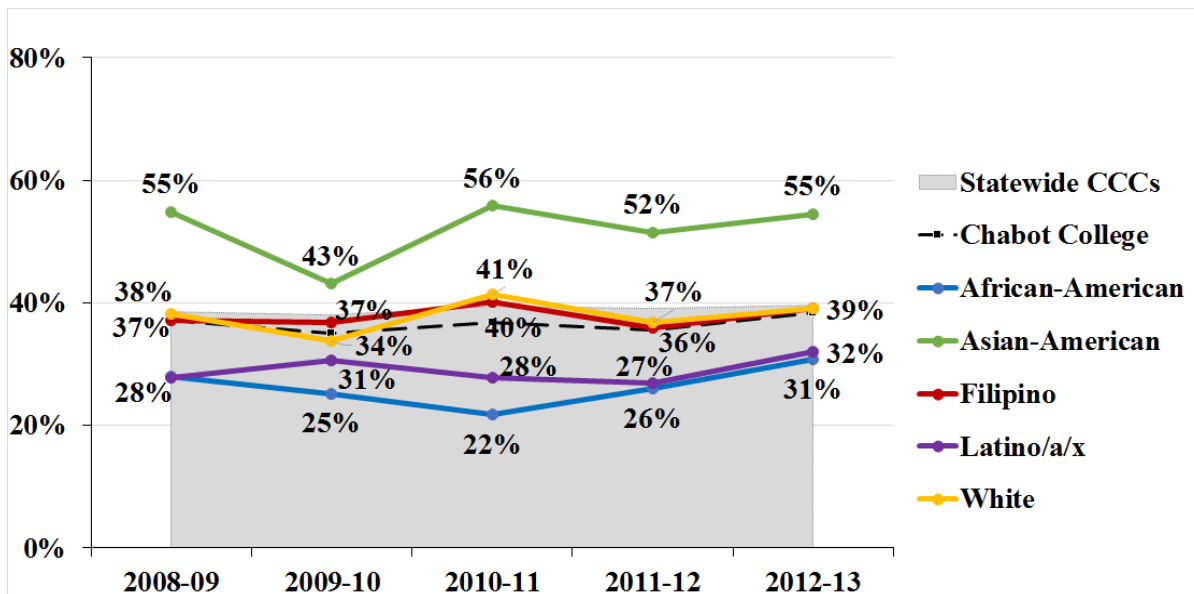
Transfers*	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017–2018	781	896	957	Yes	Yes
2018–2019	878	1,000	957	Yes	No
2019–2020	875	996	1,092	Yes	Yes

Source: University of California (UC) System Infocenter, California State Universities (CSU) Analytic Studies, and Chancellor’s Office Data Mart Data were retrieved and updated as of 03/25/2021.

* Transfers are to any four-year institutions, including a/an: UC, CSU, in-state private college (ISP), and out-of-state college (OOS)

The six-year transfer velocity rates for Chabot College students who showed behavioral intent to transfer ranged from 35% to 38% for the cohorts starting in 2008–2009 through 2012–2013. Disaggregating by race/ethnicity illustrates Asian Americans are consistently the most likely group to transfer with rates ranging from 43% to 56%, and African American students are the least likely group to transfer with rates ranging from 22% to 31% (Figure B-20).

Figure B-20. Transfer Velocity (Six-Year Rates) by Race/Ethnicity



Source: California Community Colleges Chancellor’s Office (CCCCO) Datamart: https://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Of Chabot students who transfer to four-year institutions, CSUs and UCs are the most popular transfer institutions: accounting for over 80% of all transfers ([IR-TrfTrends-UC-CSU 2005-19](#)). CSU East Bay in Hayward is consistently the number one transfer institution for Chabot students with 332 to 478 students transferring there annually in the past five years ([IR-TrfTrendsbyCampus 2005-19](#)). UC Berkeley is the top UC transfer university for Chabot students with 38 to 69 students transferring there annually for the past five years.

STUDENT JOB PLACEMENT RATES FOR CTE PROGRAM COMPLETERS

Through 2019–2020, the institution-set standard for job placement rates for all Career and Technical Education (CTE) programs followed the goals set by Perkins, which ranged from 72% to 74%. The vast majority of Chabot CTE programs met the institution-set standards for employment in the past three academic years ([IR-ACCJC-Rpt-RptOut 2019-20](#)). More specifically, 11 of 13 programs met or exceeded the institution-set standard in all three years. Of the remaining two programs, one exceeded institution-set standards in one of the past three years (Business Administration) and only fell short by 1% in the remaining two years (71% job placement rate). One program, Real Estate, fell below institution-set standards in two years with 54% and 65% job placement rates. Several programs under the following four-digit Taxonomy of Programs (TOP) codes managed an impressive 100% job placement rate in at least one of the past three years: construction crafts technology, dental occupations, fire technology, and nursing.

LICENSURE/CERTIFICATION EXAM SUCCESS RATES FOR CTE PROGRAMS

Chabot College has exceptional licensure examination pass rates, regularly exceeding institution-set standards. For the past three academic years (2017–2018 to 2019–2020), students achieved 100% pass rates in the three licensure/certificate exams required for majors in dental hygiene or nursing (Figure B-21).

Figure B-21. Licensure Examination Pass Rates Compared to ACCJC Standards

Program	Licensure Examination Pass Rates				
	Exam (National, State, Other)	Institution-Set Standard	2017–2018 Pass Rate	2018–2019 Pass Rate	2019–2020 Pass Rate
Dental Hygiene	State	85%	100%	100%	100%
Dental Hygiene	National	85%	100%	100%	100%
Nursing	State	85%	100%	100%	100%

Source: Chabot Dental Hygiene (<https://www.chabotcollege.edu/academics/health-kinesiology-athletics/dental-hygiene/>) and Chabot Nursing (<https://www.chabotcollege.edu/nursing/>)

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PART B. ACRONYM LIST

AA	Associate of Arts
AB 705	Assembly Bill 705
ACCJC	Accrediting Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AANAPISI	Asian American Native American Pacific Islander-Serving Institution
AS	Associate of Science
BEC	Black Excellence Collective
CA	Certificate of Achievement (less than 30 units)
CAA	Certificate of Achievement (30 or more units)
CCCCO	California Community Colleges Chancellor's Office
CSU	California State Universities
CTE	Career and Technical Education
ECD	Early Childhood Development
HSI	Hispanic-Serving Institution
IGETC	Intersegmental General Education Transfer Curriculum
ISP	In-State Private College
OIR	Office of Institutional Research
OOS	Out-of-State College
SIP	Shelter-In-Place
STEM	Science, Technology, Engineering, and Mathematics
TOP	Taxonomy of Programs
UC	University of California

PART B. EVIDENCE LIST

ISER Section	Ordinal Number	Evidence Document File Name	Evidence Document Name
Part B	1	IR-ACCJC-Mthd 2019	Institutional Research Accrediting Commission for Community and Junior Colleges Methodology (2019)
Part B	2	IR-ACCJC-Rpt-Goals 2020-21	Institutional Research Accrediting Commission for Community and Junior Colleges Report Goals (2020–2021)
Part B	3	IR-ACCJC-Rpt-RptOut 2019-20	Institutional Research Accrediting Commission for Community and Junior Colleges Report Report-Out (2019–2020)
Part B	4	IR-AB705-FirstLook F2015-19	Institutional Research Assembly Bill 705 A First Look (Fall 2015–Fall 2019)
Part B	5	PresTaskForce-BEC-Webpage	President Task Force Black Excellence Collective Webpage
Part B	6	IR-DegrRpt AY2001-19	Institutional Research Degree Report Academic Year (2001–2019)
Part B	7	IR-DegrRpt AY2001-19	Institutional Research Degree Report Academic Year (2001–2019)
Part B	8	IR-TrfTrends-UC-CSU 2005-19	Institutional Research Transfer Trends University of California and California State University (2005–2019)
Part B	9	IR-TrfTrendsbyCampus 2005-19	Institutional Research Transfer Trends by Campus (2005–2019)
Part B	10	IR-ACCJC-Rpt-RptOut 2019-20	Institutional Research Accrediting Commission for Community and Junior Colleges Report Report-Out (2019–2020)

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Part C: Organization of the Self-Evaluation Process

CHABOT COLLEGE 2022 INSTITUTIONAL SELF-EVALUATION REPORT TIMELINE

Chabot College began preparation of the 2022 Institutional Self-Evaluation Report (ISER) in Fall 2019 and Spring 2020 in partnership with the District Office of Educational Services and Student Success. The College began concentrated self-evaluation processes in accordance with Accrediting Commission for Community and Junior Colleges (ACCJC) policies and guidelines in Fall 2020. Below is a summary of the College timeline, milestones, and description of activities to complete institutional self-evaluation.

Semester	Milestone	Description
Fall 2019: District and College Pre-Planning		
November	Contact with ACCJC liaison and Chabot-Las Positas Community College District (CLPCCD)	<ul style="list-style-type: none"> College vice presidents of academic services and vice chancellor of educational services and student success coordinate with ACCJC liaison
Spring 2020: District and College Pre-Planning		
March	Contact with ACCJC liaison	<ul style="list-style-type: none"> Planning call with ACCJC liaison to coordinate individual ISER workshops with Chabot College and Las Positas College
March	Senior Leadership Team Meeting	<ul style="list-style-type: none"> Vice chancellor of educational services and student success leads college Senior Leadership Team session with accreditation liaison officers (ALOs), Academic Senate presidents, and Classified Senate presidents
May	ACCJC liaison facilitates ISER workshops	<ul style="list-style-type: none"> Chabot ISER workshop for college faculty, administrators, classified staff, key stakeholders, and interested individuals to learn and ask clarifying questions
Fall 2020: College Planning and 2022 ISER Accreditation Steering Committee Launch		
September-October	ALO/ISER chair and ISER director of institutional effectiveness support development of ISER workplans	<ul style="list-style-type: none"> Finalize ISER task-oriented frameworks, workplan structures, templates, and timeline Create Chabot Accreditation Leadership Team (CALTeam), Accreditation Steering Committee, and Standard Team member job descriptions
October	Chabot College 2022 ISER Team Launch Meeting	<ul style="list-style-type: none"> Welcome volunteers and assign committee team members Distinguish differences in 2022 ISER and 2015 Self-Evaluation Report including formative and summative review processes
October (continued)	Chabot College 2022 ISER Official Accreditation Steering Committee Launch Meeting	<ul style="list-style-type: none"> Conduct ISER team training presenting planning frameworks, structures, templates, timeline, and job descriptions Introduce CALTeam Discuss ACCJC Guide and other accreditation resources Establish ISER internal communications and document sharing repository Initiate Standard evidence document collection process Establish weekly CALTeam meeting schedule and meetings with president Confirm biweekly Accreditation Steering Committee and Standard Team meeting schedules
October – November	CALTeam Outreach, Standards I through IV	<ul style="list-style-type: none"> Standards I, II, III, and IV teams collect evidence documents Evidence coordinator conducts training on ISER electronic evidence citation guidelines

Semester	Milestone	Description
	Evidence Document Collection	<ul style="list-style-type: none"> Disseminate institutional data, institutional effectiveness reports, and other related accreditation resources Launch 2022 ISER Team internal communications and document repository Update College Accreditation web page Introduce ISER writing style and formatting guidelines CALTeam members provide ISER updates via college governance processes, committee meetings, and Flex Day programs
November – December	Standards I, II, III, and IV first draft writing	<ul style="list-style-type: none"> CALTeam members, ISER editor, and evidence coordinator meet with Standard committees and ISER section respondents to assist, as needed Accreditation Steering Committee and CALTeam training on ACCJC writing style and Standard narrative writing guidelines Standard teams begin writing first drafts
December	Institutional Research	<ul style="list-style-type: none"> Status report on ISER institutional research and ISER sections
Spring 2021: Writing, Initial Editing, ISER Sections, and Institutional Research		
January	First drafts: Standards I, II, III, and IV and Spring 2022 Kick-Off Meeting	<ul style="list-style-type: none"> First Standard drafts due as ISER editor initiates first review of Standards Initial drafting of ISER sections begin Evidence coordinator continues training on evidence citation guidelines; ongoing updates on file names, hyperlink creation, and document lists
February	2021 Chabot College Employee Survey District wide Accreditation Coordinating Committee (DAC)	<ul style="list-style-type: none"> 2021 Employee Survey administered DAC meeting, February 17, 2021
March	Chabot College 2021 Employee Survey Results Align Educational Master Plan (EMP) to 2022 ISER 2022 ISER Standard Editing and Feedback	<ul style="list-style-type: none"> 2021 Employee Survey results Crosswalk EMP to ISER Standards ISER editor provides feedback and comments to Standard teams
April	DAC Committee	<ul style="list-style-type: none"> DAC meeting, April 29, 2021 Continue writing, editing, and identifying gaps to make changes, as needed
May	District response to Standard IV DAC Committee	<ul style="list-style-type: none"> Standard IV.C and IV.D due DAC meeting, May 7, 2021 Standard drafts submitted for ISER Editor to begin focused editing
Summer 2021: Focused Editing, Evidence Document Review, and Initial Draft ISER Completed		
June/July	First ISER Compilation, Standard Editing, and Final ISER Sections	<ul style="list-style-type: none"> CALTeam and ISER editor review first compiled ISER to identify gaps Editor continues focused editing of ISER Standards Evidence coordinator and CALTeam faculty co-lead collaborate with editor to finalize all evidence documents and confirm hyperlinks Institutional Research coordinator and staff finalize ISER sections Part A and Part B Finalize ISER Sections: Part C, Part D, Part E, and Part F Complete first initial draft 2022 ISER

Semester	Milestone	Description
Fall 2021: Dissemination of Initial Draft, Penultimate, and Final ISER to the College Community and Submission of the 2022 Chabot College ISER and Accompanying Materials to ACCJC		
August	Initial Draft of 2022 ISER Presentation and Dissemination DAC Committee	<ul style="list-style-type: none"> DAC meeting, August 12, 2021 Present Initial Draft 2022 ISER to campus community on College Day, August 17, 2021 Conduct Quality Focus Essay (QFE) Project activity at Fall 2021 College Day Disseminate Initial Draft 2022 ISER campus wide for review, comment, and feedback to CALTeam
September	Focused 2022 ISER Editing, Preparation of Required Submission	<ul style="list-style-type: none"> Ongoing focused editing of 2022 ISER Write QFE CALTeam initiates first reading of ISER by Academic, Classified Professional, and Student Senates ALO and evidence coordinator collaborate plan for ACCJC required materials that accompany ISER as outlined in the ACCJC Guide (pp. 27–28)
October	Chabot College submits Penultimate Draft of the 2022 ISER to the CLPCCD Board of Trustees (BOT)	<ul style="list-style-type: none"> Penultimate 2022 ISER draft/slide presentation submitted, October 28, 2021, for BOT Second reading by Academic, Classified Professional, and Student Senates Penultimate draft of 2022 ISER disseminated campus wide
November	CLPCCD BOT first reading of Chabot College Penultimate Draft of the 2022 ISER	<ul style="list-style-type: none"> BOT first reading November 16, 2021 Campus community submits final comments to CALTeam CALTeam and ISER editor make changes, as needed Final 2022 ISER submitted November 22, 2021, for action BOT agenda
December	Chabot La Positas Community College Board of Trustees ISER Approval, Certification Signatures, and Submission to ACCJC	<ul style="list-style-type: none"> BOT action December 14, 2021, to approve Chabot College 2022 ISER ALO obtains ISER certification page signatures and packages all required ACCJC submission materials 2022 ISER and required ACCJC materials due to ACCJC no later than December 23, 2021
Spring 2022: Formative Peer Team Virtual Meeting and Preparation for Fall Peer Review Team Visit		
January	Preparation for Formative Peer Team Review	<ul style="list-style-type: none"> CALTeam and campus prepares for any questions the team may have during the Formative Peer Team Review
February	Formative Peer Team Review Virtual Meeting	<ul style="list-style-type: none"> February 23, 2022: Peer Review Team conducts one-day virtual meeting (college does not participate) to develop a series of Core Inquiries CALTeam provides Peer Review Team additional evidence, if requested
March to September	College Prepares Fall 2022 Peer Review Team Focused On-Site Visit	<ul style="list-style-type: none"> Based on Core Inquiries, College prepares for Peer Review Team Focused On-Site Visit
Fall 2022: Summative Peer Review Team Focused On-Site Visit		
October	Summative Peer Review Team Focused On-Site Visit, October 10–14	<ul style="list-style-type: none"> Peer Review Team Conducts Summative Focused On-Site Visit (Week of October 10–14, 2022) Peer Review Team gathers additional information via interview, data requests, and meetings to discuss Core Inquiries
Spring 2023: ACCJC Commission Meeting for Actions on Institutions		
January	ACCJC Commission Actions on Institutions	<ul style="list-style-type: none"> ACCJC Commission Action to determine Chabot College Reaffirmation of Accreditation

ACCREDITATION STEERING COMMITTEE AND CHABOT ACCREDITATION LEADERSHIP TEAM (CALTEAM)



Chabot College 2022 Institutional Self-Evaluation Report (ISER) Accreditation Steering Committee

Chabot Accreditation Leadership Team (CALTeam)

Jamal Cooks, Ph.D., Accreditation Liaison Officer and Chair (as of September 2021)

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 (As of July 2021)

Jamal Cooks, Ph.D., Administrator Lead (July to August 2021)

Stacy Thompson, Ed.D., Accreditation Liaison Officer and Chair (Through August 2021)

Samantha Kessler, Ed.D., Director of Institutional Effectiveness (Through July 2021)

Audrey Trotter, Ph.D., External Consultant

Standard I Mission, Academic Quality and Institutional Effectiveness	Standard II Student Learning Programs and Support Services	Standard III Resources	Standard IV Leadership and Governance
Standard I Co-Leads (SCL) Jennifer Lange (F) Bobby Nakamoto, Ed.D. (A)	Standard II Co-Leads (SCL) Jamal Cooks, Ph.D. (A) Abigail Patton (A)	Standard III Co-Leads (SCL) Kevin Kramer (A)	Standard IV Co-Leads (SCL) Yvonne Wu Craig (A) Noell Adams (C)
Standard Team Members	Standard Team Members	Standard Team Members	Standard Team Members
A. Mission I.A 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)	II.A Instructional Programs Kristin Lima, Ed.D. (ACL) Safiyah Forbes, Ph.D. (ACL) Aaron Deetz (FCL) and Writer Cheree Manikin (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	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)	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)

Abbreviation Key:

Co-Leads: Standard Co-Lead (SCL) Faculty Co-Lead (FCL) Administrator Co-Lead (ACL) Classified Professional Co-Lead (CCL)
Team Members: Faculty (F) Administrator (A) Classified Professional (C) Student (S)



Chabot College
2022 Institutional Self-Evaluation Report (ISER)
Accreditation Steering Committee

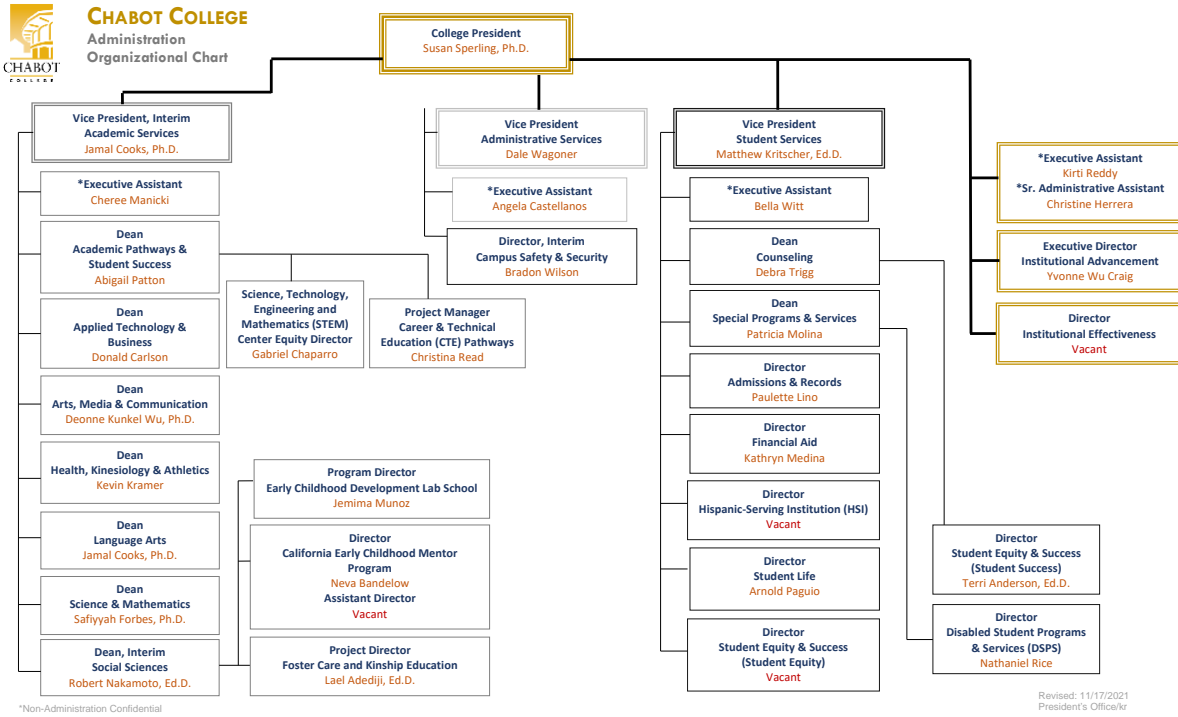
Standard I Mission, Academic Quality and Institutional Effectiveness	Standard II Student Learning Programs and Support Services	Standard III Resources	Standard IV Leadership and Governance
Standard Team Members	Standard Team Members	Standard Team Members	Standard Team Members
I.B Assuring Academic Quality and Institutional Effectiveness I.B Academic Quality 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)	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)	III.B Physical Resources Kevin Kramer (ACL) and Writer Mark Stephens (FCL) Christine Hererra (CCL) Christina Read (A) Bob Buell (F) Rick Hassler (C) and Writer Ellie Hirstien (C)	IV.B Chief Executive Officer Susan Sperling, Ph.D. Samantha Kessler, Ed.D.
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	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)	III.C Technology Resources Nathaniel Rice (ACL) Mumtaj Ismail (FCL) Morgan Butler (CCL) and Writer Sara Woods (A) Christy Davis (C) Manny Kang (F) Thomas Dowrie (C)	IV.C Governing Board District Coordination
		III.D Financial Resources Dale Wagoner (ACL) Heather Hernandez (CCL) Writer Mimi Munoz (A) Billy De Los Santos (C) Angela Castellanos (C)	IV.D Multi-College Districts or Systems District Coordination

Abbreviation Key:

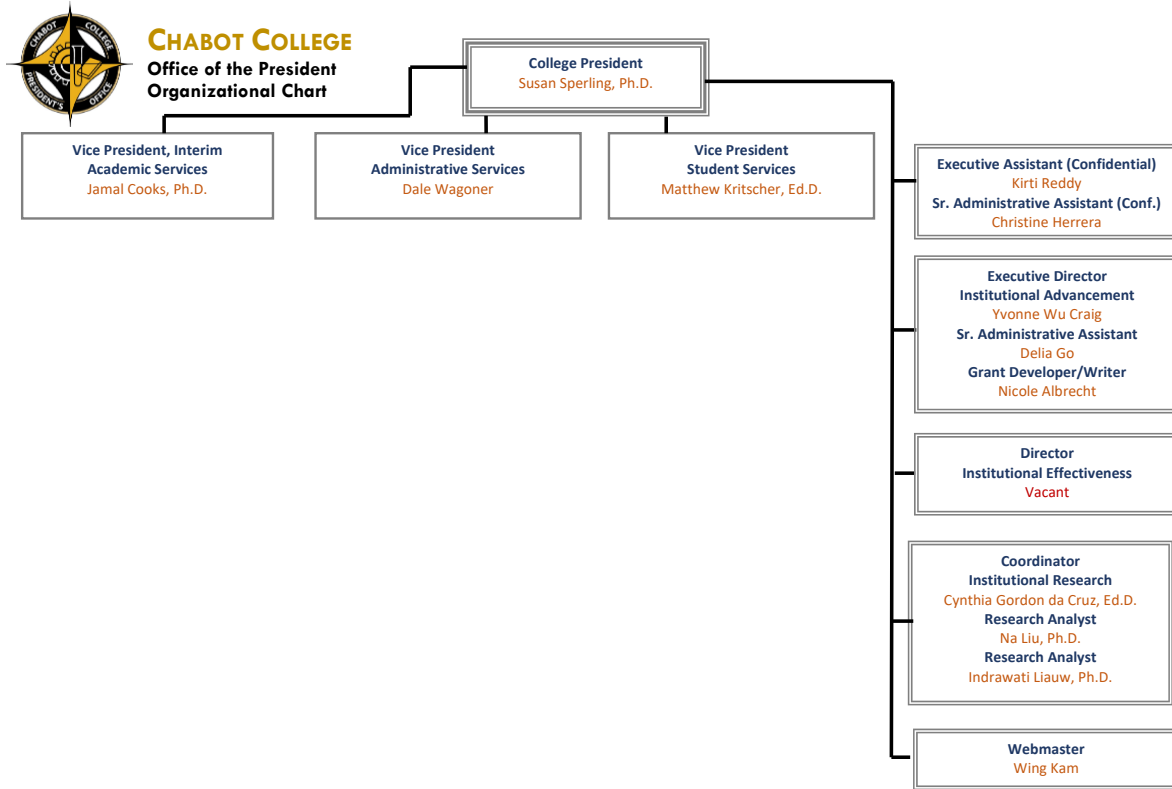
Co-Leads: Standard Co-Lead (SCL) Faculty Co-Lead (FCL) Administrator Co-Lead (ACL) Classified Professional Co-Lead (CCL)
 Team Members: Faculty (F) Administrator (A) Classified Professional (C) Student (S)

Part D: Organizational Information

CHABOT COLLEGE ADMINISTRATION



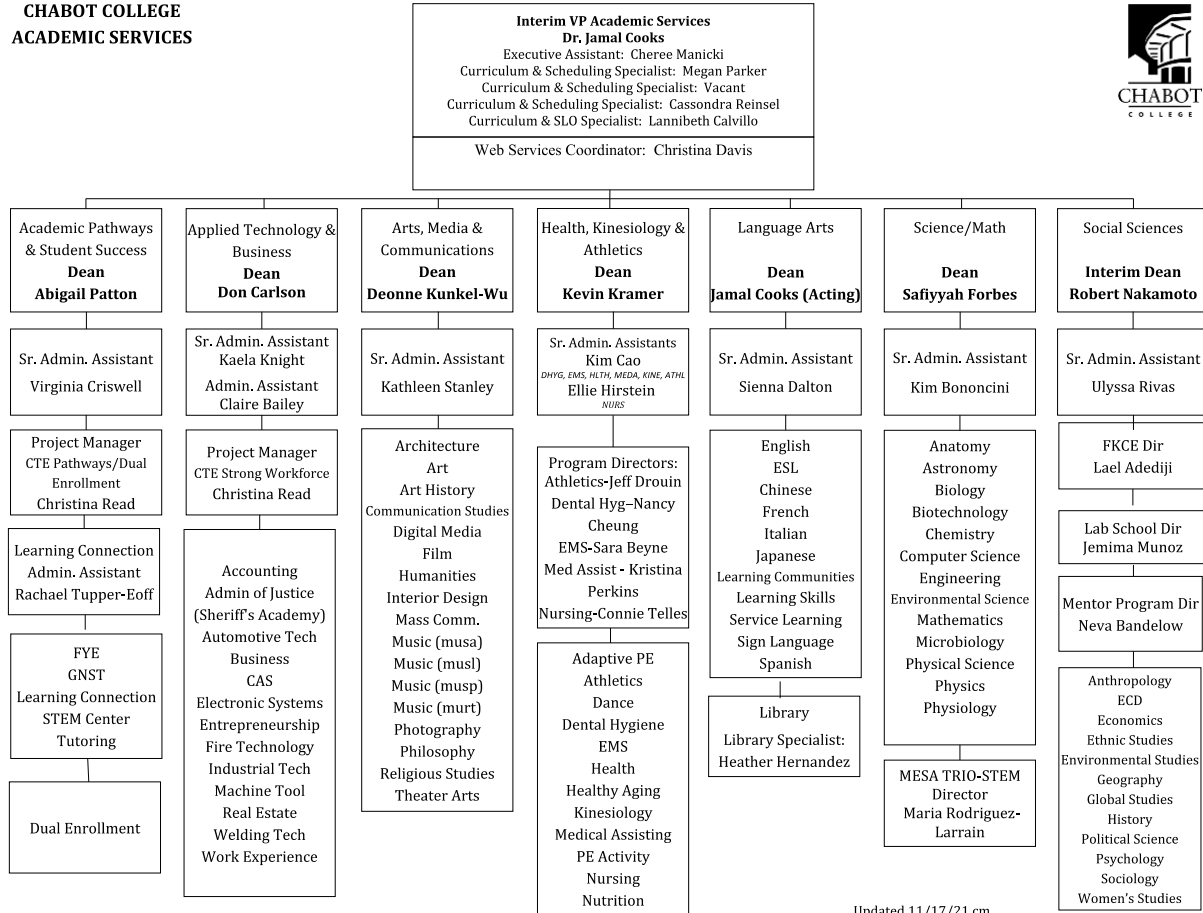
PRESIDENT'S OFFICE



Revised: 11/17/2021
President's Office/kr

ACADEMIC SERVICES

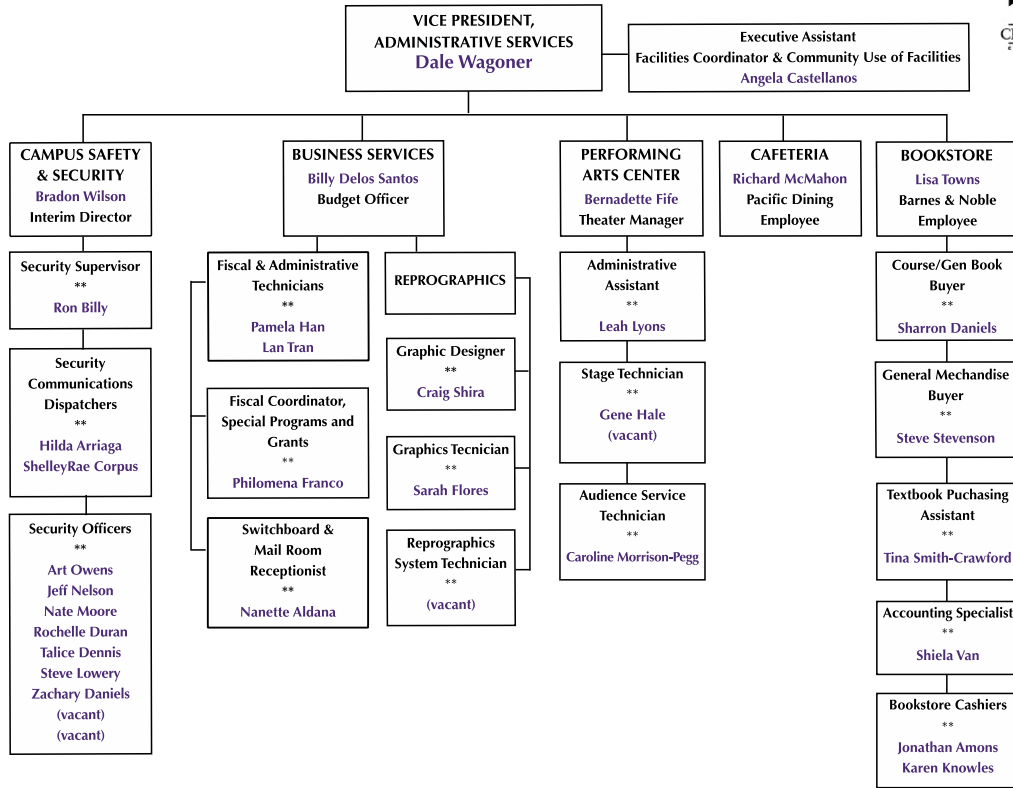
CHABOT COLLEGE
ACADEMIC SERVICES



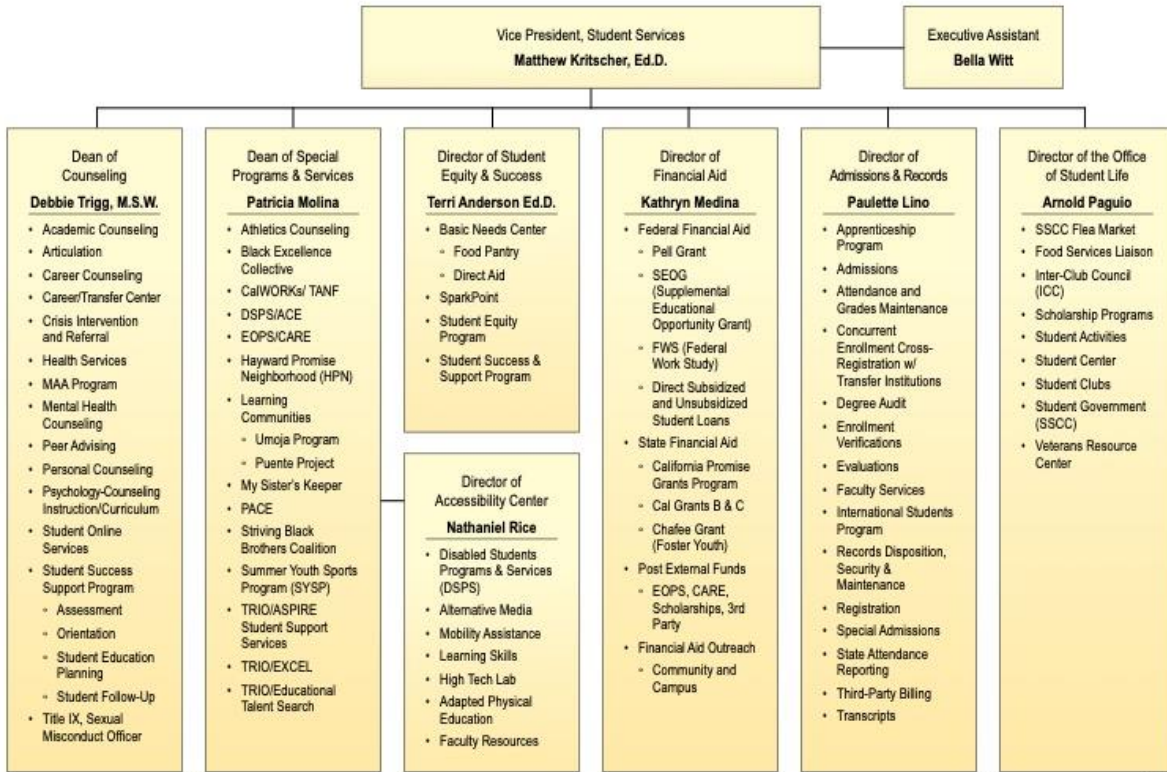
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ADMINISTRATIVE SERVICES

CHABOT COLLEGE ADMINISTRATIVE SERVICES



STUDENT SERVICES



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT WIDE FUNCTION MAP – SUMMARY

The CLPCCD District Wide Function Map delineates District and College responsibility in accordance with the ACCJC 2014 Standards. The Function Map lists lead responsibility to meet each of the 127 standard expectations using the following coded symbols:

- P = Primary responsibility indicates leadership and oversight of a given function, which may include design, development, implementation, and successful integration.
- S = Secondary responsibility indicates support of a given function, which may include feedback, input, and communication to assist with successful integration.
- SH = Shared responsibility indicates the District and the colleges are equally responsible for the leadership and oversight of a given function, which may include design, development, implementation, and facilitation of input, feedback, and communication for successful integration.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission			
	College	District	Ref #
1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S	1
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S	2
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S	3
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	SH	SH	4
B. Assuring Academic Quality and Institutional Effectiveness			
Academic Quality			
	College	District	Ref #
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S	5
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S	6
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S	7
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S	8
Institutional Effectiveness			
	College	District	Ref #
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S	9

6.	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S	10
7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH	11
8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S	12
9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S	13

C. Institutional Integrity				
		College	District	Ref #
1.	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	SH	SH	14
2.	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)	P	S	15
3.	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S	16
4.	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S	17
5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	S	18
6.	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S	19
7.	To assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	SH	SH	20
8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	S	21
9.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S	22

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	S	23
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A	24
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S	25
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S	26
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	P	S	27

Standard II: Student Learning Programs and Support Services

A. Instructional Programs			
	College	District	Ref #
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S	28
2. (Applicable to institutions with comprehensive reviews scheduled through Fall 2019.) Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019.) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.	P	S	29
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S	30

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S	31
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S	32
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S	33
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S	34
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	SH	SH	35
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S	36
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S	37
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S	38
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S	39
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S	40
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and	P	S	41

other applicable standards and preparation for external licensure and certification.			
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S	42
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S	43

B. Library and Learning Support Services			
	College	District	Ref #
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S	44
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S	45
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S	46
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	SH	SH	47

C. Student Support Services			
	College	District	Ref #
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S	48
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S	49
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S	50
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S	51
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S	52
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S	53
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S	54
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S	55

Standard III: Resources

A. Human Resources			
	College	District	Ref #
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH	56
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	SH	SH	57

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH	58
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P	59
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH	60
6. (No longer applicable effective January 2018, Standard III.A.6).			x
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S	61
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	SH	SH	62
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	S	63
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	S	64
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P	65
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH	66
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH	67
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S	68
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P	69

B. Physical Resources			
	College	District	Ref #
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P	70
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P	71
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S	72
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH	73

C. Technology Resources			
	College	District	Ref #
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH	74
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH	75
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S	76
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	SH	SH	77
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	S	P	78

D. Financial Resources Planning			
	College	District	Ref #
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH	79
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH	80
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH	81

Fiscal Responsibility and Stability			
	College	District	Ref #
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH	82
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH	83
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH	84
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P	85
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	S	P	86
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P	87
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundation, and institutional investments and assets.	S	P	88

Liabilities			
	College	District	Ref #
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	SH	SH	89
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P	90
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P	91
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P	92
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH	93

Contractual Agreements			
	College	District	Ref #
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	S	P	94

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes			
	College	District	Ref #
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH	95
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH	96
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH	97
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	SH	SH	98
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH	99
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH	100
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S	101
B. Chief Executive Officer			
	College	District	Ref #
1. The institutional Chief Executive Officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S	102
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S	103
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support students achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S	104
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards,	P	S	105

and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.			
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S	106
6. The CEO works and communicates effectively with the communities served by the institution.	P	S	107

C. Governing Board			
	College	District	Ref #
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P	108
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	S	P	109
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P	110
4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	S	P	111
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P	112
6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.	S	P	113
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	P	114
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P	115
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P	116
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	P	117
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	S	P	118

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	P	119
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	SH	SH	120

D. Multi-College Districts or Systems			
	College	District	Ref #
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P	121
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P	122
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P	123
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.	S	P	124
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P	125
6. Communication between colleges and district/system ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH	126
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P	127

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT TASK MAP SUMMARY OF FUNCTIONS

The CLPCCD Task Map, as provided by the District, contains the Summary of Functions for District and College functions, enumerated into three categories: (a) centralized functions where the district has primary responsibility, (b) decentralized functions where the colleges have primary responsibility, and (c) shared functions where both district and colleges have equal responsibility. The accreditation standard for each specific function is provided in parentheses.

1. THE FOLLOWING ARE “CENTRALIZED” CLPCCD DISTRICT FUNCTIONS (DISTRICT IS PRIMARY):

- A. HUMAN RESOURCES (III.A – Human Resources)
 - a. COLLECTIVE BARGAINING
 - b. WORKERS’ COMPENSATION, HEALTH AND WELFARE
- B. MAINTENANCE AND OPERATIONS (III.B – Physical Resources)
- C. INFORMATION TECHNOLOGY (III.C – Technology Resources)
 - a. TECHNOLOGY SERVICES AND APPLICATIONS – BANNER AND OTHER INTEGRATED THIRD PARTY SYSTEMS, APPLICATION DEVELOPMENT, DATABASE ADMINISTRATION
 - b. INFORMATION ACCESS AND REPORTING
 - c. INTERNET/EMAIL SERVICES
 - d. VIDEO CONFERENCING
 - e. TELECOMMUNICATIONS
 - f. NETWORK MANAGEMENT
 - g. HELP DESK SERVICES
 - h. TECHNOLOGY DEVELOPMENT AND PLANNING
 - i. SERVER MANAGEMENT
 - j. BACKUP AND RECOVERY
 - k. DESKTOP SUPPORT
 - l. CLASSROOM AND COMPUTER LAB SUPPORT
 - m. MEDIA SERVICES/AUDIO VISUAL
- D. BUSINESS SERVICES (III.D – Financial Resources)
 - a. ACCOUNTING
 - b. PAYROLL (COMPENSATION)
 - c. PURCHASING
- E. FINANCE (III.D – Financial Resources)
 - a. ECONOMIC ANALYSIS

- b. CASH FLOW ANALYSIS
 - F. RISK MANAGEMENT (III.D – Financial Resources)
 - a. GENERAL LIABILITY
- 2. **THE FOLLOWING ARE “DECENTRALIZED” CLPCCD COLLEGE FUNCTIONS FOR BOTH CHABOT AND LAS POSITAS COLLEGES (COLLEGE IS PRIMARY):**
 - A. ACADEMIC SERVICES (II.A – Instructional Programs)
 - B. ADMISSIONS, RECORDS, & REGISTRATION (II.C – Student Support Services)
 - C. ATHLETICS (II.A – Instructional Programs)
 - D. AUXILIARY SERVICES (II.C – Student Support Services)
 - a. BOOKSTORE
 - b. FOOD SERVICES
 - c. STUDENT GOVERNMENT
 - E. CATALOG/SCHEDULE DEVELOPMENT (II.A – Instructional Programs)
 - F. CHILD DEVELOPMENT SERVICES (II.A – Instructional Programs)
 - G. DSPTS – DISABLED STUDENTS PROGRAM AND SERVICES (II.C – Student Support Services)
 - H. EOPS – EXTENDED OPPORTUNITIES PROGRAM AND SERVICES (II.C – Student Support Services)
 - I. FINANCIAL AID (II.C – Student Support Services)
 - J. FOUNDATION (III, IV)
 - K. GRAPHIC DESIGN/DUPLICATING (II.C – Student Support Services)
 - L. INSTRUCTION (II.A – Instructional Programs)
 - a. CURRICULUM DEVELOPMENT
 - M. LIBRARY/LEARNING RESOURCES (II.B – Library and Learning Support Services)
 - a. LIBRARY
 - b. TUTORING
 - N. ONLINE INSTRUCTION/SERVICES (II.A – Instructional Programs)
 - O. PROGRAM DEVELOPMENT AND REVIEW (II.A – Instructional Programs)
 - a. PROGRAM DEVELOPMENT
 - b. PROGRAM REVIEW
 - P. RESEARCH (I.B – Assuring Academic Quality and Institutional Effectiveness)
 - Q. STUDENT LEARNING OUTCOMES (II.A – Instructional Programs)
 - R. STUDENT SERVICES (II.C – Student Support Services)

- S. TELEVISION STUDIO (II.A – Instructional Programs)
- T. VOCATIONAL PROGRAMS (II.A – Instructional Programs)
- U. VTEA (II.A – Instructional Programs)

3. THE FOLLOWING ARE “SHARED” CLPCCD FUNCTIONS BY DISTRICT AND BOTH COLLEGES (SHARED BY ALL):

- A. BUDGET DEVELOPMENT (III.D – Financial Resources)
- B. FACILITIES PLANNING AND CONSTRUCTION – COLLEGE COMMITTEES AND DISTRICT WIDE COMMITTEE (III.B – Physical Resources)
- C. GRANT DEVELOPMENT (III.D – Financial Resources)
 - a. Development and writing of the grant (Done at the Colleges)
 - b. Grant Fiscal Management and Audit Control (Done by District)
- D. HUMAN RESOURCES (III.A – Human Resources)
 - a. PRIORITIZING, ALLOCATION, AND PLACEMENT OF STAFF AT APPROPRIATE LOCATION
- E. INFORMATION TECHNOLOGY (III.C – Technology Resources)
 - a. WEBSITE SERVICES (WEBMASTER FOR EACH COLLEGE AND DISTRICT)
- F. MARKETING/PUBLIC AND GOVERNMENT RELATIONS (I.C – Institutional Integrity)
- G. PROFESSIONAL DEVELOPMENT/TRAINING
 - a. STAFF DEVELOPMENT (III.A – Human Resources)
 - b. INFORMATION TECHNOLOGY (III.C – Technology Resources)
- H. WORKFORCE/ECONOMIC DEVELOPMENT (II.A – Instructional Programs)

Part E. Certification of Continued Compliance With Eligibility Requirements

ELIGIBILITY REQUIREMENT 1: AUTHORITY

Chabot College is a two-year community college accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education ([Accred Webpage](#)). The College operates under the California Community Colleges Chancellor's Office (CCCCO) and is authorized by the State of California ([AboutChabot-Accred-Webpage](#)). The College is one of two community colleges in the Chabot-Las Positas Community College District (CLPCCD) service area.

ELIGIBILITY REQUIREMENT 2: OPERATIONAL STATUS

Chabot College is operational, having served a headcount of 14,220 (Fall 2019), 13,326 (Spring 2020), 12,945 (Fall 2020), and 12,516 (Spring 2021) students of diverse backgrounds and cultures, from all over the world ([IR-Hdct F2000-F2020 3-29-21 p1](#), [IR-FactSheet-Hdct F2020 4-1-21 p1 p3](#)). The institution is operational, with students actively pursuing its degree programs. Founded in 1961, Chabot College offers educational programs and experiences for students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Academic offerings include [degrees, transfer programs, and certificates](#) ([AboutChabot-Overview-Webpage](#)). Many Chabot College students have transferred to the California State University (CSU), the University of California (UC) systems, and historically Black colleges and universities.

ELIGIBILITY REQUIREMENT 3: DEGREES

Chabot College offers over 77 Associate of Arts and Associate of Science degrees, 40 Associate Degrees for Transfer, and 117 certificates ([IR-MajByDiv-F2016-20 6-30-21](#)). Degrees and majors offered by Chabot College are printed in the 2020–2022 catalog and 2021–2022 Addendum and posted online as well ([Acad-DegCertPrgms-Webpage](#)). Associate of Arts and Associate of Science degrees require a minimum of 60 semester units, including general education courses, which can typically be completed in two years by a full-time student. Degree requirements are published in the College Catalog ([Cnsl-Grad-AssocDegReq-Webpage](#)).

ELIGIBILITY REQUIREMENT 4: CHIEF EXECUTIVE OFFICER

Dr. Susan Sperling was appointed by the CLPCCD Board of Trustees in 2012 as the ninth President of Chabot College. The president is responsible to the CLPCCD chancellor and maintains the policies, procedures, rules, and regulations as set forth by the chancellor, the Board of Trustees, the California Education Code, the Board of Governors of the CCCCCO, and the laws of California and the United States. During her 30-year career at Chabot College, Dr. Sperling has served in a variety of capacities, including as faculty member, faculty leader, administrator, and community liaison and roles as district wide Faculty Association president and Chabot College's first grant developer under the College's Title III grant ([PresOff-Bio-Webpage](#)). The president serves as the chief executive officer for the College and is responsible for the development, implementation, and evaluation of all college programs

and services, as well as for the administration and operation of the College ([CLPCCD-HR-JobDescr-Mgmt-Pres](#)).

ELIGIBILITY REQUIREMENT 5: FINANCIAL ACCOUNTABILITY

The CLPCCD and its two colleges undergo an annual external financial audit of all funds, including auxiliary services, under the District's control. The audit is conducted by an independent, contracted certified public accountant, in accordance with the standards. The Board of Trustees reviews the annual district audit reports and makes them available to the public on the District's website ([CLPCCD-BizSvcs-DistAudit-Webpage](#)). Financial aid audit information showing Title IV compliance is included in the audit. In addition to the audit, compliance with federal requirements can be found in the College's Annual Fiscal Report to the Commission ([Accred-DocsForFinRev-Webpage](#)). Fiscal management is established according to Board Policy 6300 ([CLPCCD-BP6300-FiscMgmt](#)). CLPCCD annual audits demonstrate the integrity of appropriate and effective fiscal management practices.

PART E. ACRONYM LIST

ACCJC	Accrediting Commission for Community and Junior Colleges
CCCCO	California Community Colleges Chancellor's Office
CLPCCD	Chabot-Las Positas Community College District
CSU	California State University
UC	University of California

PART E. EVIDENCE LIST

ISER Section	Ordinal Number	Evidence File Name	Evidence Document Name
Part E	1	Accred-Webpage	Accreditation Webpage
Part E	2	AboutChabot-Accred-Webpage	About Chabot-Accreditation-Webpage
Part E	3	IR-Hdct F2000-F2020 3-29-21 p1	Institutional Research-Head Count – Fall 2000-Fall 2020-March 29, 2021-Page 1
Part E	4	IR-FactSheet-Hdct F2020 4-1-21 p1 p3	Institutional Research-Fact Sheet-Head Count-Fall 2020-April 1, 2021-Page 3
Part E	5	AboutChabot-Overview-Webpage	About Chabot-Overview-Webpage
Part E	6	R-MajByDiv-F2016-20 6-30-21	Majors of Students Grouped by Division-Fall 2016–Fall 2020
Part E	7	Acad-DegCertPrgms-Webpage	Academic-Degree and Certificate Programs-Webpage
Part E	8	Cnsl-Grad-AssocDegReq-Webpage	Counseling-Graduation-Associate Degree Requirements-Webpage
Part E	9	IR-FTES-By-Sem 9-1-21	Institutional Research-Full Time Equivalent Students By Semester-September 1, 2021
Part E	10	PresOff-Bio-Webpage	President’s Office-Biography-
Part E	11	CLPCCD-HR-JobDescr-Mgmt-Pres	CLPCCD-Human Resources-Job Description-Management-President
Part E	12	CLPCCD-BizSvcs-DistAudit-Webpage	CLPCCD-Business Services-District Audit-Webpage
Part E	13	Accred-DocsForFinRev-Webpage	Accreditation-Documents for Final Review-Webpage
Part E	14	CLPCCD-BP6300-FiscMgmt	CLPCCD-Board Policy 6300-Fiscal Mangement

Part F: Certification of Continued Institutional Compliance With Commission Policies

Chabot College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships With Non-Regionally Accredited Organizations; and Institutional Compliance With Title IV.

PUBLIC NOTIFICATION OF AN EVALUATION TEAM VISIT AND THIRD PARTY COMMENT

Regulation citation: 602.23(b).

Information on the 2022 Institutional Self-Evaluation Report (ISER), site visit, and visiting team is made available to the public through the accreditation website ([Accred-Website](#)). Instructions for submitting third-party comments to the Accrediting Commission for Community and Junior Colleges (ACCJC) online and in writing is available on the accreditation website ([Accred-3rdPtyCmnt-Webpage](#)). The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions on third-party comments.

STANDARDS AND PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)

Evidence of how the College sets institution-set standards, aligned to the mission, using institutional research data, is documented in [Standards I.A.3](#), [Standard I.B.3](#), and [Standard I.B.4](#). Part B of the ISER introduction describes how student achievement performance measures are defined for successful course completion rates, degrees and certificates awarded, transfers, job placement rates for program completers, and the licensure examination passage rates for program completers in fields where licensure is required. Results are regularly reported across the campus as described in [Standard I.B.3](#) and [Standard I.B.8](#). The College's Program Review, Planning and Resource Allocation, and Institutional Effectiveness processes—documented in [Standard I.B.4](#), [Standard I.B.5](#), and [Standard I.B.9](#)—integrate evaluation of student achievement within programs and link the results with planning, decision making, improvement processes, and resource allocation. The College complies with the Commission Policy on Standards and Performance with Respect to Student Achievement.

CREDITS, PROGRAM LENGTH, AND TUITION

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e)(f); 668.2; 668.9

Credit-hour assignments and degree program lengths are within the range of good practice in higher education and comply with strict California regulation, C-ID, and transfer degree agreements that align with four-year institutions. The College uses the Carnegie unit to define the credit hour. The appropriate formula for credit hour is defined within the CurricUNET

management system, which the College uses for developing and maintaining curriculum. Thus, the College ensures accuracy and consistency in assigning credit hours.

The college website, catalog, and curriculum documents comply with units, hours, rigor, and adherence to higher education practice. Clock hour conversions adhere to U.S. Department of Education (USDE) formulas, policies, and procedures. Degrees and credits comply with the commission's policies, standards for institutions of higher education, and California Community Colleges Chancellor's Office (CCCCO) regulations. Tuition for all programs are the same with the exception of the baccalaureate degree, which clearly explain the additional costs of upper division work. The College complies with the commission credits, program length, and tuition.

TRANSFER POLICIES

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)

The College discloses Transfer of Credit policies to students and to the public through the website, catalog, and other college publications, including acceptance of incoming transfer units, Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP), and other testing options. Chabot College complies with the Commission's Transfer of Credit policy and provides multiple avenues to share this information with students. Evidence of Chabot College transfer policies are detailed in [Standard II.A.10](#).

DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38

Chabot College uses its Committee on Online Learning (COOL) and Curriculum Committee to make sure consistent guidelines are applied to courses taught electronically, and therefore considered as distance education (DE), and to ensure DE courses provide the same level of instruction with a focus on quality, accountability, and student outcomes as classes taught face to face. These guidelines include best practices for regular and effective teacher-to-student and student-to-student contact.

The charge of COOL is to support faculty, staff, administration, and students as fully online courses are developed and deployed with proven pedagogical techniques for student success incorporated into both fully online and hybrid courses. The committee's website details the process for course/instructor approval to teach a course in an online delivery mode ([COOL-Website](#)). The Curriculum Committee works in tandem with COOL to oversee DE regulations and policies and to recommend and oversee courses taught by distance learning.

The Chabot College Instructional Technology Department provides training on the use of Canvas, which is the college's current learning management system (LMS). Faculty and staff training includes the use of discussion features, creation of groups, and peer review features to assist faculty in creating interactive content within Canvas. Weekly workshops are offered, and Flex Day activities and one-on-one support options are available to faculty. These activities are published in weekly emails to faculty and are posted in Canvas in the Chabot Tools for Teaching Online Canvas Site accessible to all faculty and staff. Chabot has augmented the tools provided by the State Chancellor's Office to include Hypothesis, a social annotation tool for digital media, and Proctorio, an automated remote proctoring service employed to verify student identity as required by programs adhering to state standards during assessment. The Chabot 2020–2021

Annual Distance Education Report provides an overview of the Instructional Technology Department's recent developments including Steps Forward for Equity and Success, an update on the Improving Online Pathways Grant, Student Experiences With Online Learning, Support for Faculty and Students, data from COOL, and updates to Canvas ([AnnuDistEdRpt 2020-21](#)). Chabot's distance education courses are consistent with the Commission Policy on Distance Education and on Correspondence Education.

STUDENT COMPLAINTS

Regulation citations: 602.16(a)(1)(ix); 668.43.

Chabot College's home page has a link to our accreditation website that indicates the institution is accredited by the ACCJC, Western Association of Schools and Colleges (WASC), 10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The public is invited to submit comments about Chabot College to our accrediting body by completing a third party comment form on the [ACCJC website](#).

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. Student complaint files for the previous six years (since the last comprehensive evaluation) are available and demonstrate accurate implementation of complaint policies and procedures. Chabot College posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities ([Accred-SpecPrgm-Website](#)).

Information on student rights and responsibilities, including resolving violations, is available to students and the public through the College Catalog, the College Website, and the Schedule of Classes. Chabot College promotes a student-centered learning environment based on respect and integrity. The College provides accurate and clear information through the College Catalog, Schedule of Classes, the college website, and other college published sources. Under the direction of the vice president of academic services and the vice president of student services, all materials are reviewed for accuracy and clarity before publication.

INSTITUTIONAL DISCLOSURE AND ADVERTISING AND RECRUITMENT MATERIALS

Regulation citations: 602.16(a)(1)(vii), 668.6

Chabot College provides clear and accurate information to students and the public in all college publications and through the website. The College uses the college website, the College Catalog (printed and online), and the Schedule of Classes as primary outreach tools. These resources are focused primarily on course and education program information and student services along with regulatory and enrollment information related to educational programs.

TITLE IV COMPLIANCE

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Chabot College complies with the requirements of Title IV of the Higher Education Act.

The College provides evidence of compliance with USDE Title IV regulations, including findings from any audits ([CLPCCD-BizSrvs-Audits-Webpage](#), [CLPCCD-FinStmt-Audit-Title5 6-30-20 p55 p71](#)), which are reported by the District annually and through presentations made at meetings of the Chabot-Las Positas Community College District (CLPCCD) Board of Trustees regularly.

Chabot College follows the federal regulations that require first-time borrowers of direct loans to receive entrance counseling available at [studentaid.gov](#). At Chabot College, Title IV and State Student Eligibility Requirements and Policies are outlined on the College's Financial Aid website. The College and District follow standard practices with regard to financial responsibility requirements, program record keeping, and accountability.

The Chabot College Financial Aid Office, part of Student Services, is particularly committed to and effective at serving a very diverse population of students regardless of their economic background. The Financial Aid Office supports the College's mission and strategic plan of assisting students to reach their educational goal within a reasonable time by providing financial aid information and support. The department recognizes financial aid is vital to student access and retention and is a critical component of student learning and success. The office focuses on service to students, stewardship of funds, and working with departments and divisions on campus to coordinate and provide services and information to students.

The Financial Aid Office partners with the SparkPoint Center, comprised of college and community resources, to offer a financial literacy program to all current students. This resource teaches students how to pay bills and improve credit scores, increase income, build savings and assets, and reduce debt. Self-help videos, entrance and exit loan counseling, and other orientation information are available to students via online videos and an artificial intelligence (AI) chatbot. Training sessions are also conducted with other areas within the College so faculty and staff are aware of the federal and state resources and changes that may affect their student population.

The Student Financial Cohort Default Rates (CDR) for the past seven years are as follows ([FedStudAid-Chabot-CDR 10-20-21](#)):

- Three-year official (2018): 15.2%
- Three-year official (2017): 19.5%
- Three-year official (2016): 14.5%
- Three-year official (2015): 12.2%
- Three-year official (2014): 17.1%
- Three-year official (2013): 14.7%
- Three-year official (2012): 20.1%

The default rate is well within federal guidelines. The College has a plan to reduce the default rate should it approach or exceed federal guidelines. The Financial Aid Office currently participates in the CCCCO contract default prevention activities with Peterson and Associates.

PART F. ACRONYM LIST

ACCJC	Accrediting Commission for Community and Junior Colleges
AI	Artificial Intelligence
AP	Advanced Placement
CCCCO	California Community Colleges Chancellor's Office
CDR	Student Financial Cohort Default Rates
CLEP	College Level Examination Program
COOL	Committee on Online Learning
DE	Distance Education
IB	International Baccalaureate
ISER	Institutional Self-Evaluation Report
USDE	U.S. Department of Education

PART F. EVIDENCE LIST

ISER Section	Ordinal Number	Evidence File Name	Evidence Document Name
Part F	1	Accred-Website	Accreditation-Website
Part F	2	Accred-3rdPtyCmnt-Webpage	Accreditation-Third Party Comment-Webpage
Part F	3	COOL-Website	Committee On Online Learning-Website
Part F	4	AnnuDistEdRpt 2020-21	Annual Distance Education Report 2020-2021
Part F	5	Accred-SpecPrgm-Website	Accreditation- Specialized or Programmatic Accreditation for Specific Programs-Website
Part F	6	CLPCCD-BizSrvs-Audits-Webpage	CLPCCD-Business Services-Audits-Webpage
Part F	7	CLPCCD-FinStmnt-Audit-Title5_6-30-20_p55_p71	CLPCCD-Financial Statements-Audit-Title V- June, 30, 2021-Page 55-Page 71
Part F	8	FedStudAid-Chabot-CDR 10-20-21	Federal Student Aid-Chabot Constatnt Default Rate-October, 20, 2021

Part G: Institutional Analysis

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

The institution is committed to a mission that emphasizes student learning and student achievement. Using publicly accessible analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. 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.

I.A MISSION

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (Eligibility Requirement 6) **(Mission Scope)**

Evidence of Meeting the Standard

The Chabot College mission statement defines the College's purpose, its intended student population, and its commitment to achieving student learning. The current mission statement approved by the College in August 2020 ([PRAC-Recomm-Mission](#)) and adopted by the Board of Trustees on June 15, 2021 ([CLPCCD-BOT-MtgArchives-BrdPkt 6-15-21-MissionApprov-Webpage](#)) reads as follows:

Chabot College is a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community. We provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.

The mission statement, together with the College's vision statement and values, commits the College to meeting the various educational and personal goals and needs of Chabot's diverse student population, including attainment of associate degrees or certificates, transfer to a four-year university, job preparation and skills development, and personal development ([Mission-Website](#)). The mission, vision, and values dedicate the College to multimodal and relevant student learning experiences and student leadership in the community. Overall, the mission statement serves as the foundation for the College's commitment to fostering success through academic excellence, equity, and personal support.

Analysis and Evaluation

The College meets the standard. The mission statement defines the College's broad educational purposes, intended student population, and commitment to equitable student learning and achievement. The College uses data to determine how effectively it accomplishes its mission, as detailed further in [Standard II.A.2](#).

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. **(Mission Accomplishment)**

Evidence of Meeting the Standard

Chabot College uses data to determine whether it effectively accomplishes its mission and whether the mission guides institutional priorities in response to the educational needs of students. The mission guides data analysis, planning, and evaluation at all levels from the Educational Master Plan (EMP) to individual program and service areas as demonstrated in program review (PR). For example, in 2020, the College began updating the EMP. This update started with the review and revision of the mission, vision, and values, as well as a comprehensive scan of internal and external data. This data analysis, in conjunction with the College’s mission statement, informed the development of priorities, strategies, and activities ([2021EMP-Timeline](#)). Additionally, the EMP includes metrics to evaluate whether the College is meeting its mission as related to each of the mission critical priorities, strategies, and activities ([EMP-Smry 2021](#)).

The College additionally uses data to evaluate the accomplishment of the mission through monitoring its Vision for Success (VFS) goals. As directed by the California Community Colleges Chancellor’s Office (CCCCO), the College set VFS goals for several key measures to evaluate student success and achievement. These measures are in alignment with the College’s mission. For instance, after presentations of longitudinal data and feedback sessions in the Planning and Resource Allocation Committee (PRAC) and the Faculty and Classified Senates, Chabot developed VFS goals that aligned with the College’s inclusive and equity-focused mission ([Vision-for-Success Presentation 8-8-20 p1-2pp15-19](#)). Chabot’s VFS goals reflect completion, transfer, unit accumulation, and workforce metrics.

Vision for Success Goal Area	Metric
Completion (Associate Degree/Certificate)	Increase all students who attained the Vision Goal Completion Definition (earned any associate degree or state chancellor- recognized certificate)
Transfer	Increase all students who earned an associate degree for transfer (AD-T)
Unit Accumulation	Decrease average number of units accumulated by all associate degree earners
Workforce	Increase all students with a job closely related to their field of study
Equity	<p>Reduce equity gaps in any of the aforementioned VFS metrics in which disproportionate impact occurs.</p> <p>Reduce equity gaps in Vision Goal Completion for the two groups who experience disproportionate impact (foster youth and LGBT students).</p> <p>Reduce equity gaps in awarding of Associate Degrees for Transfer for the one group who experienced disproportionate impact (African American/Black students)</p>

These goals were incorporated into the 2021 EMP. Along with data gathered in the Environmental Scan, they informed the College’s mission critical priorities for the next five years through 2026. As an example of funded initiatives that align with the College’s mission and EMP, in 2020, the Black Excellence Collective 10x10 Villages mobilized more than 100 faculty and staff to increase the success and graduation rates of Black students college wide.

Analysis and Evaluation

Chabot College meets the standard. The College uses data to determine whether it is accomplishing its mission, and the mission directs priorities established for meeting students’ educational needs. The mission guides the development of the EMP, which uses data to inform

institutional priorities. The EMP additionally includes key metrics used to assess and evaluate the accomplishment of mission critical priorities.

I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision making, planning, and resource allocation and informs institutional goals for student learning and achievement. (**Alignment With and Guidance of Mission**)

Evidence of Meeting the Standard

The College’s programs and services align with its mission, as does its integrated planning, budgeting, and resource allocation process. As described in [Standard I.A.3](#), the mission informs planning at all levels. In regard to decisions about resource allocation, the College’s Integrated Planning, Budgeting, and Resource Allocation Process aligns with the College’s mission. Further, survey results show 69 percent of employees agree or strongly agree institutional planning and decision making are guided by the mission statement, and 68 percent of employees agree or strongly agree there is a clear link between planning in their own area and the College’s mission ([EmployeeSurvey 2021 p1](#)). The following section describes the planning and allocation process:

Educational Master Plan (EMP): Every five years, the College revises the EMP. The process begins with a review and revision of the mission, vision, and values to guide the plan’s priorities, goals, and objectives ([PRAC-Min-Mission-2-5-20](#), [PRAC-Min-MissionVision-5-6-20](#), [EMP-Mission FlexActivity](#)). The EMP sets five critical priorities in support of its mission:

- **Equity:** Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees.
- **Access:** Removing barriers, from application through enrollment, and expanding opportunities for a strong start at Chabot College.
- **Critical pedagogy and praxis:** Engaging in teaching and learning aimed at developing content knowledge, critical thinking, and skills development.
- **Academic and career success:** Providing holistic and integrated support to ensure students reach their educational and career goals.
- **Community and partnerships:** Cultivating strategic relationships that support the needs and goals of the college.



Source: Chabot College Educational Master Plan 2021–2026, p. 94

These priorities guide Program Review (PR) and Strategic Plan Goal (SPG) planning and resource allocation efforts:

Strategic Plan Goal (SPG): The SPG specifies shorter term operational objectives and strategies to achieve the priorities of the mission and EMP ([StratPlan_Spr2020-Spr22](#), [PRAC-Recommend-SPG](#)).

Program Review and Resource Allocation: As part of the PR process, areas examine data and consider how their programs and services can better support the College’s mission ([PrgmRev-Adm-N-Rec-SAO-Yr1](#), [PrgmRev-ClassSen-SPG-N-LO-Impact](#), [PrgmRev-Astro-N-Phys-Yr1](#), [PrgmRev-AJ-SPG-Alnmt-Yr1](#)). Survey results show 72 percent of Chabot employees have used the Chabot College mission statement in some aspect of their work ([EmployeeSurvey 2020 p1](#)). When complete, PAR responses are reviewed and aligned with allocation in support of the mission as follows:

- Individual unit submissions are reviewed and summarized by the unit manager, who prioritizes proposals based on their potential to impact the SPG and the Student Milestones Framework ([PgmRev-DeanSmry-APSS-Yr2](#)).
- The Program and Area Review Committee reviews submissions, analyzes trends, forwards resource requests to the appropriate committees, and drafts synthesis statements.

- Resource allocation recommendations for general and categorical funds that support the College’s mission and priorities are forwarded to the Planning and Resource Allocation Committee (PRAC) for integration ([PRAC-Min-MissionVision 5-6-20](#)).
- Synthesis statements derived from PR inform hiring of classified professionals, faculty, and administrators in support of the College’s mission and priorities ([PresMemo-N-Docs-FacPrioritization 2020-21](#), [ClassPrioritization 2020-21](#), [PresMemo-ClassHiring-2021](#), [PRACMin 02-17-2021](#)).

Institutional Learning Outcomes (ILOs): The College’s mission similarly informs its ILOs. For instance, in 2021, ILO descriptions were revised to reflect the knowledge, skills, and abilities demanded by an increasingly technological and multiethnic, interconnected community ([OAC-Recomm-ILOs](#)).

Evaluation

The College meets the standard. Chabot’s programs and services support its mission as reflected in the College’s EMP, SPG, and PAR process. The College’s Integrated Planning and Budget Resource Allocation Process aligns planning with allocation in support of the College’s mission to meet and serve students where they are as current and future leaders in the community.

- I.A.4** The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated, as necessary. (Eligibility Requirement 6) (**Mission Statement**)

Evidence of Meeting the Standard

The mission statement is published widely and regularly reviewed and updated. The College’s mission statement is published in numerous institutional documents, including the EMP, the College Catalog, the agenda and minutes of all shared governance committees, and the College’s website ([EMP-Mission 2015-20 p13-15](#), [SharedGov-Forms-N-Templates-Min, Catalog-Mission 2020-22 p14](#)). Survey results show 89 percent of Chabot employees indicated they are familiar with the Chabot College mission statement ([2021-EmployeeSurvey p1](#)). Further, this familiarity is true across employee categories, with 86 percent of classified professionals, 81 percent of part-time faculty, 94 percent of full-time faculty, and 96 percent of administrators indicating they are familiar with the mission ([sp21 EmployeeSurvey ResultsByPosition](#)).

As described previously, the review and revision of the mission statement is the first step in the College’s EMP process, which occurs every five years. Proposed revisions to the mission are reviewed by the Academic, Classified, and Student Senates prior to a final review by PRAC and recommendation to the College president ([PRAC-Min-MissionRec-05-20-20](#)). The current mission statement was approved by the Chabot-Las Positas Community College District (CLPCCD) Board of Trustees on June 15, 2021 ([CLPCCD-BOT-MtgArchives-BrdPkt 6-15-21-MissionApprov-Webpage](#)).

Analysis and Evaluation

The College meets the standard. The mission statement is Board approved, published widely in the College Catalog and on websites, and is reviewed and updated on a five-year basis.

Conclusions on Standard I.A. Mission

Chabot College is strongly committed to student learning and achievement and is responsive to the needs of its community and students as envisioned in its mission statement. Both quantitative and qualitative data are used to determine how effectively and equitably each program and service area is achieving its outcomes and how the institution is progressing toward meeting established mission critical priorities. The mission is widely available and informs decision making across the college. To ensure continued responsiveness to the needs of our community, the mission statement is reviewed every five years, corresponding to the creation of the new EMP, most recently in Fall 2020.

Improvement Plan

None

Standard I.A. Acronym List

AD-T	Associate Degree for Transfer
CCCCO	California Community Colleges Chancellor's Office
CLPCCD	Chabot-Las Positas College Community College District
CRAM	College Resource Allocation Model
EMP	Educational Master Plan
ILO	Institutional Learning Outcome
OAC	Outcome and Assessment Committee
OIR	Office of Institutional Research
PAR	Program and Area Review
PRAC	Planning and Resource Allocation Committee
SEA	Student Equity and Access
SP	Strategic Plan
SPG	Strategic Plan Goal
VFS	Vision for Success

Standard I.A. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
I.A.1	1	PRAC-Recomm-Mission	Mission Statement Recommendation
I.A.1	2	CLPCCD-BOT-MtgArchives-BrdPkt_6-15-21-MissionApprov-Webpage	Board Approval – Mission Statement June 15, 2021
I.A.1	3	Mission-Website	Mission, Vision, and Values Webpage
I.A.2	1	EMP-Timeline_2021	2021 EMP Timeline
I.A.2	2	EMP-Smry_2021	2021 EMP Summary
I.A.2	3	Vision-for-Success_Presentation_8-8-20_p1-2pp15-19	Vision for Success Goals Presentation (pp. 1–2, 15–19)
I.A.3	1	EmployeeSurvey_2021_p1	2021 Employee Survey (p. 221)
I.A.3	2	PRAC-Min-Mission-2-5-20	Mission Statement Review February 5, 2020
I.A.3	3	PRAC-Min-MissionVision_5-6-20	Mission Vision Review May 6, 2020
I.A.3	4	EMP-Mission_FlexActivity	Mission Flex Day Activity
I.A.3	5	StratPlan_Spr2020-Spr22	Strategic Plan & Objectives Review Spring 2020–2022
I.A.3	6	PRAC-Recomm-SPG	Recommended Strategic Plan Goals September 18, 2019
I.A.3	7	PrgmRev-Adm-N-Rec-SAO-Yr1	Admission and Records-Student Outcome and Assessment Review
I.A.3	8	PrgmRev-ClassSen-SPG-N-LO-Impact	Classified Senate-Student Performance Goals & Learning Outcomes Impact
I.A.3	9	PrgmRev-Astro-N-Phys-Yr1	Program Review-Astronomy & Physics Example
I.A.3	10	PrgmRev-AJ-SPG-Alnmt-Yr1	Program Review-Administrative Justice Student Performance Goal Alignment Example
I.A.3	11	EmployeeSurvey_2021_p1	2021 Employee Survey (p. 1)
I.A.3	12	PgmRev-DeanSum-APSS-Yr2	Program Review-Dean's Summary of Student Success
I.A.3	13	PRAC-Min-RsrcAlloc-5-6-20	Resource Allocation May 6, 2020
I.A.3	14	PresMemo-N-Docs-FacPrioritization_2020-21	2020–2021 Faculty Prioritization Memo
I.A.3	15	ClassPrioritization_2020-21	2020–2021 Classified Prioritization
I.A.3	16	PresMemo-ClassHiring_2021	President's Memo on Classified Hiring 2021
I.A.3	17	PRAC-Min_2-17-21	Program Review Synthesis Statements
I.A.3	18	OAC-Recomm-ILOs	Institutional Learning Outcomes
I.A.4	1	EMP-Mission_2015-20_p13-15	Education Master Plan-Achieving College Mission (pp. 13–15)
I.A.4	2	SharedGov-Forms-N-Templates-Min	Shared Governance Forms
I.A.4	3	Catalog-Mission_2020-22_p14	2020-2022 Catalog-Mission Statement (p. 14)
I.A.4	4	2021-EmployeeSurvey_p1	2021 Employee Survey (p. 1)
I.A.4	5	EmployeeSurvey-ResultsByPosition_Spr21	2021 Employee Survey Results by Position
I.A.4	6	PRAC-Min-MissionRecomm_5-20-20	Mission Recommendation to President May 20, 2020
I.A.4	7	CLPCCD-BOT-MtgArchives-BrdPkt_6-15-21-MissionApprov-Webpage	Board Approval – Mission Statement June 15, 2021

I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

I.B.1 The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (**Academic Quality: Institutional Dialogue**)

Evidence of Meeting the Standard

Chabot College engages in sustained, substantive, and collegial dialogue around student outcomes, equity, academic quality, and institutional effectiveness in its effort to continually improve student learning and achievement. Structured dialogue occurs in all-college committee meetings, discipline and division meetings, and college wide planning events and forums. Survey results show 77 to 79 percent of Chabot employees agree or strongly agree they discuss student outcomes and student equity. Further, this dialogue occurs across employee classifications: 64 to 96 percent of classified professionals, faculty, and administrators agree or strongly agree they discuss student outcomes, student equity, and continuous improvement of student learning ([IR-EmplSurv 2021 p1](#)).

In regard to improving and expanding college wide dialogue, the College participated in the Institutional Effectiveness Partnership Initiative (IEPI) in 2016–2017. As part of the process, the College successfully revised its shared governance structure to better support substantive dialogue around student success and learning. Committee charges, processes, and responsibilities were updated to reduce communication and planning silos, and the College adopted a tri-chair model of leadership with representatives from administration, faculty, and classified professional staff chairing communities. Most committees additionally include one or more student members to ensure student voice. This structure more effectively engages stakeholders in systematic dialogue and improvement ([SharedGov-Consult-Prct 4-26-17](#), [SharedGov-N-CollConsultNarr 2019](#)). Three examples of substantive, sustained dialogue in support of student achievement, equity, and institutional effectiveness are detailed below:

- *Student Equity*: The campus engages in sustained, substantive conversation around equity spearheaded by the Student Access Success and Equity (SASE) committee ([SASE-Cmte-Website](#)). After substantive dialogue, in 2017, the SASE committee recommended the college hire a director of student equity and success to support campus conversation and planning around equity ([Stud-Equity-Webpage](#)). Working with the Office of Institutional Research (OIR), SASE and the director of student equity and success identified disproportionately impacted (DI) student groups and developed campus wide equity plans ([SEA-EquityPlan 2019-22](#)). Collegial dialogue around equity plans occurred in multiple settings ([SASE-Retreat 9-6-19](#), [SASE-Recomm-BEC-BdgtPriority 9-18-19](#), [AcadSen-Agenda-Min 5-9-19](#)). In Fall 2020, in response to a letter of concern from African American/Black students, faculty, and classified professionals, President Susan Sperling established the Presidential Task Force on Black Student Excellence ([PRAC-Recomm-BEC 10-7-19](#)) to focus on strategic plan initiatives designed to close the equity gap for this DI group, which SASE identified as furthest from opportunity. Renamed the Black Excellence Collective 10x10 Taskforce (BEC) ([PresTaskForce-BEC-Webpage](#)), this group meets regularly in coordination with SASE and provides updates to the Board of Trustees (BOT) ([CLPCCD-BOT-Min 8-18-20 p13](#)).

- *Student Learning Outcomes Assessment:* The Office of Institutional Research (OIR), Office of Institutional Effectiveness (OIE), and Outcome and Assessment Committee (OAC) actively maintain open and continuous dialogue on student learning outcome and assessment cycles. The College uses quantitative and qualitative information on student learning to inform key processes. Engaging campus constituencies in college wide conversation on institutional learning outcomes (ILOs) occurs through college wide events ([FlexDay-Agenda 10-31-19](#)) and in OAC meetings ([OAC-Min 11-5-19](#)). Overall, 75 percent of Chabot employees engage in dialogue on continuous improvement of student learning and achievement ([IR-EmpI Surv 2021 p1](#)).
- *Institutional Effectiveness:* Collegial dialogue around institutional effectiveness was led by the IEPI Workgroup, comprised of administrators, faculty, and classified professionals. This sustained dialogue supported establishment of the OIE and a permanent director position to better support cross-campus conversation and collaboration ([IEPI-Webpage](#)). In 2020, cross-campus dialogue led to the creation of a new Institutional Innovation and Effective Plan with three focal areas: (1) continued refinement of shared governance committee processes of communication, (2) integrated planning and resource allocation, and (3) implementation of software solutions to enhance and streamline Program and Area Review (PAR) ([CCC-IEPI-InstInnov-N-Eff-Plan 9-29-20](#)). The director of institutional effectiveness supports bringing constituency groups together to implement Guided Pathways and to develop the Educational Master Plan (EMP) and Strategic Plan (SP) ([SharedGov-PlngRetreatNotes](#), [FlexDay-Agenda-ILO 10-31-19](#)).

Analysis and Evaluation

The College meets the standard. The College engages in sustained and substantive collegial dialogue on student outcomes and equity, institutional effectiveness, and continuous improvement of student learning and achievement through its committee structures, as supported by the OIE.

- I.B.2** The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (Eligibility Requirement 11)
(Academic Quality: Student Learning Outcomes)

Evidence of Meeting the Standard

Chabot College defines and assesses student learning outcomes (SLOs) for all instructional programs and student and learning support services. SLOs are defined for each program and included on the Course Outline of Record (COR) housed in CurricUNET ([CurricUNET-Website](#)). The Curriculum Committee updates CORs, including SLOs, on a five-year cycle. In addition, electronic spreadsheets by division track CORs and are updated continuously by the Curriculum Committee ([COR-Update-SocSci 12-16-20](#), [COR-Update-PsychCounseling 12-16-20](#)), and SLO assessment results and reports are summarized on the OAC webpage ([OAC-SLO-Rpt-Webpage](#)).

The College defines program learning outcomes (PLOs) for all instructional programs. The catalog lists instructional PLOs for each academic program ([Catalog-AnthPLO 2020-22 p111](#)). PLO assessment reports detailing when programs were last assessed are on the OAC webpage ([OAC-SLO-Rpt-Webpage](#)).

Similarly, the College has a policy for defining and assessing outcomes for student and learning support services and for reviewing progress in meeting these defined service area outcomes (SAOs) ([OA-SAO-Policy-Webpage](#)).

The PR process serves as a check and balance for the OAC by gathering program-level data on the status of SLO and PLO assessments ([PAR-Tmplt-Website](#)). Since the College's last accreditation cycle, a new system for documenting PR was developed to provide an innovative platform for aggregating assessments and resource requests and to support integrated planning and budgeting ([PAR-F2021-Subm-Website](#), [PAR-DivSmry-QualtricsDataRpt-ArtMediaComm 2021-22](#), [PAR-DivSmry-QualtricsDataRpt-CnsIng 2021-22](#)).

Analysis and Evaluation

The College partially meets the standard. The institution defines and assesses SLOs for all instructional programs and student and learning support services. Course-level SLOs are included on CORs and syllabi, and a system for recording assessment results is in place. At present, 98 percent of SLOs have been assessed within the five-year cycle with assessment results recorded in CurricUNET. The College will complete entry of SLO assessment data into CurricUNET by Fall 2021.

Program-level PLOs for all programs, certificates, and degrees are provided in the College Catalog and in approved program descriptions. Additionally, a system for recording assessment results into CurricUNET is in place. At present, 56 percent of PLOs have been assessed with assessment results recorded in CurricUNET. The College will complete entry of PLO assessment data into CurricUNET by Spring 2022.

I.B.3 The institution establishes institution-set standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (Eligibility Requirement 11)
(Academic Quality: Institution-Set Standards for Student Achievement)

Evidence of Meeting the Standard

Institution-set standards for student achievement are in alignment with the College's mission and regularly assessed for continuous improvement and published. In accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, Chabot College sets two types of goals on student outcome metrics: (1) institution-set standards: minimum baseline values metrics should not drop below, and (2) stretch goals: goals above the current level of performance we aspire to achieve. Outcome metrics used in the institution-set standards and goals include course success rates, degree and certificate completion, transfer, job placement rates, and licensure pass rates. The OIR develops institution-set standard and goal suggestions based on the past five years of data and a standard deviation method of goal setting ([IR-ACCJC-Standards-Goals 03-2019](#)). These suggested standards and goals are then presented annually to the Planning Resource and Allocation Committee (PRAC), so faculty, administrators, and classified professionals representing diverse campus wide constituency groups can discuss and modify to ensure alignment with the College's mission ([IR-PresnPRAC-ACCJC2020-21Goals](#)).

The OIR and PRAC work closely to assess how well Chabot achieves institution-set standards and stretch goals and publishes handouts available on OIR's website ([IR-ACCJC-Eff-Indic 2018-19](#), [IR-ACCJC-Eff-Indic 2019-20](#), [IR-ACCJC-Eff-Indic 2020-21](#)). The institution-

set standards, stretch goals, and annual assessment of each are also published in the ACCJC annual reports, which are available on the College's accreditation webpage ([ACCJC-AnnualRpts-Webpage](#)). Chabot has met or exceeded institution-set standards in almost every metric for the past three years (e.g., course success rates, transfers, degrees, certificates, and licensure examination pass rates).

Analysis and Evaluation

The College meets the standard. Institution-set standards, along with stretch goals, are aligned to the College's mission, assessed annually, and published on the OIR and accreditation webpages. Annually, the OIR presents student outcome data to the PRAC for college wide discussion and update. The OIR makes these data and accompanying presentations available on their webpage. Institution-set standards and stretch goals are also reported in the ACCJC annual reports, which are published on the College's accreditation webpage.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. (**Academic Quality: Supporting Student Learning and Achievement**)

Evidence of Meeting the Standard

Chabot College uses data and organizes its processes to support student learning and student achievement. Institutional processes such as PR, ILO assessment, and regular surveying of the student body provide consistent opportunities for programs and service areas across the College to consider success, equity, and outcomes data closely to improve student learning and achievement.

Program Review (PR): The institutional process of PR supports student learning and achievement by connecting assessment data to plan for improvement. Assessment data for PR is made available by the OIR. The OIR publishes dashboards on enrollment management data ([IR-Tableau-EMC-F2017-Spr20](#)) and success rates, with disaggregation by race/ethnicity and gender ([IR-Tableau-EnrlSucess-F2017-Spr20](#)); handouts on success rates in online, hybrid, and face-to-face classes ([IR-DE-SuccessRpt-F2019](#)); and numbers of degrees and certificates awarded by program ([IR-Success-Webpage](#)). Environmental scan data are also made available to the College, which include data on student learning and achievement, such as throughput in transfer-level English and math, course success rates disaggregated by race and ethnicity, and time to degree by starting cohorts ([EMP-EnvirScan 2020 p106 p115, EMP 2021-26 pp18-20 p23](#)). In PR, programs and services are prompted to use these data and analysis to determine priorities for improving student learning and achievement ([ProgRev-Anthro-Eg-Priorities 2018](#)).

Institutional Learning Outcomes (ILOs): ILOs were most recently updated to align the College's mission and SP in 2019–2020 through a collaborative process involving a Flex Day activity, literature review, and two campus wide surveys ([IR-Presn-ILO 11-17-2020 p1-5](#)). ILOs are assessed and discussed as a College on a rotating basis by the OIR, with results published on the IR webpage ([IR-ILO-Webpage](#), [IR-ILO-Asmt-CritThinkSrvy Spr2019](#)).

Assessment Data From Students' Perspectives: In regard to student voice, the OIR runs the biannual Student Satisfaction Survey. Questions on the survey assess students' experiences and satisfaction with instructional and student services, classroom pedagogy and engagement strategies, and self-assessment of ILOs ([IR-StudSatisfSurv-Rslts F2019](#)). The survey also assesses the challenges students face in progressing toward their educational goals. Results of

the Student Satisfaction Survey are published and shared widely with shared governance committees to support the development of institutional policies to address the issues raised ([IR-StudSatisfSurvey-Webpage](#)). Data were also gathered to support student learning and achievement during the onset of COVID-19 and the rapid switch to primarily online instruction ([IR-PresnStudSurv-OL_Spr20_pp1-4](#)). Portions of the survey on students' technological needs were shared with the Office of Academic Services who spearheaded a laptop and hotspot program ([IR-StudSurvTechRpt_Spr20](#)). Portions of the survey on students' enrollment plans were shared with the College Enrollment Management Committee to inform enrollment planning ([IR-StudSurv-Enrl-Pln-Rpt_F2020](#)).

At the institutional level, reports on student learning and achievement from PR, ILO assessment, and the Student Satisfaction Survey are funneled to the PRAC, which uses results to inform college wide strategic planning and resource allocation ([PRAC-SynStmt_F2020](#)).

Analysis and Evaluation

The College meets the standard. The College uses assessment data and organizes assessment, PR, and institutional research processes to support student learning and student achievement as demonstrated in its PR, ILO, and student survey process. Each of these data-driven processes advance the College's student learning and achievement goals.

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. (**Institutional Effectiveness: Program Review**)

Evidence of Meeting the Standard

Chabot College assesses the accomplishment of its mission through PR, which asks areas to evaluate their goals and objectives, including student learning outcomes (SLOs) and service area outcomes (SAOs). PR requires programs and services to analyze quantitative and qualitative data through a series of questions on the degree to which areas are accomplishing the College's mission and SPG. Through PR, academic and service areas summarize and reflect upon their progress toward meeting improvement goals, address any deficiencies, document challenges, and request resources. PR occurs on a three-year cycle:

Year 1: Comprehensive Planning Year

Year 2: Annual Update

Year 3: Annual Update

In a comprehensive year, programs and areas establish goals. In annual update years, programs and areas assess progress toward achieving their established goals ([PAR-AcadPrgm-Mth_F2021](#)).

SLOs are regularly assessed at least once every five years. SLO assessment data are entered in CurricUNET. SAOs are assessed at least once every five years. SAO data are entered in PR. Both SLO and SAO assessment data are used in PR to determine priorities for improving student learning and achievement. Please see [Standard I.A.3](#), [Standard I.B.2](#), and [Standard I.B.4](#) for greater detail and evidence.

As discussed previously, achievement data for PR are made available by the OIR, such as a dashboard on enrollment and success rates with disaggregation by race/ethnicity and gender ([IR-](#)

[Tableau-EnrlSucess-F2017-Spr20 \(I.B.4\)](#)). Programs can also disaggregate success and enrollment data by full- and part-time status in this same dashboard. Programs assess success by mode of delivery by evaluating success rates in online, hybrid, and face-to-face classes on OIR's website ([IR-DE-SuccessRpt-F2019](#)) and qualitative reflection questions in PR. Finally, each program assesses their completion success for degrees and certificates broken down by program type ([IR-DegrCertByMajor-Rpt 2010-2020](#)).

Programs can also disaggregate success and enrollment data by full- and part-time status in this same dashboard. Data on success rates in online, hybrid, and face-to-face courses, and by certificate and degree, are also made available in PR ([IR-DE-SuccessRpt-F2019](#)) to support qualitative reflection questions ([IR-DegrCertByMajor-Rpt 2010-2020](#)).

Analysis and Evaluation

The College meets the standard. The College assesses the accomplishment of its mission primarily through PR. Regardless of program type and modality, the PR process guides programs and service areas in the meaningful examination and reflection of quantitative and qualitative data in support of student learning and the College's mission.

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluate the efficacy of those strategies. (**Institutional Effectiveness: Equitable Outcomes and Achievement**)

Evidence of Meeting the Standard

The OIR provides disaggregated data on student achievement and outcomes by race, ethnicity, and gender. Data are used to develop strategies to address DI and to inform funding. For example, the Student Equity and Achievement (SEA) Plan ([SEA-EquityPlan 2019-22](#)) includes both progressive and stretch goals for closing access, persistence, and completion gaps for DI student groups. The SASE Committee evaluates the efficacy of SEA projects.

In addition to the required SEA Plan, the OIR routinely disaggregates outcomes data by race and ethnicity. For example, the OIR shares disaggregated data on (1) overall course success rates ([IR-SuccessByRaceEthn-Rpt F2016-20](#)), (2) success in precollegiate and transfer-level English and math ([IR-PresnAfrAmeriEngMath F18](#)), and (3) success rates in first-level transfer English and math by race and ethnicity ([IR-AB705-Rpt F2015-19](#)).

The College excels in responding to disaggregated data analysis as demonstrated by (1) initiating the BEC; (2) establishing a process for small projects to obtain funding to address specific equity gaps, conducted by SASE using SEA funds; (3) updating the mission and EMP to reflect a commitment to equity; (4) revising our hiring process to incorporate a commitment to equity; and (5) establishing an extensive professional development opportunities for all staff ([SASE Recomm-BEC 9-18-18](#), [SASE Goals Spr2018](#), [SASE-Min-EEO-Pres-Hiring 1-16-20](#), [SASE FundProgRpt-CCEPG 3-13-18](#)).

The College has consistently hired personnel, offered services, expanded resources available in the classroom, and supported professional development specifically around closing equity gaps. For instance, the BEC ([BEC-Taskforce Website](#)) is committed to closing equity gaps for Black students. Using funds allocated through the processes described previously, the task

force hired student mentors, built a collaborative village of volunteers and paid support, and worked to address structural barriers to Black achievement in ten distinct areas, such as safety and security, financial and mental health, and student support services. The College supports innovative approaches to provide culturally relevant, responsive, and sustaining instruction and services.

SEA projects and initiatives that address DI and equity gaps in student outcomes are evaluated by the SASE Committee ([SASE-Min-HSI 02-18-21](#)). The SASE Committee discusses project outcomes and makes recommendations for further development of the project or redirection of resources ([SASE-Recomm-PRAC 8-9-19](#)).

Analysis and Evaluation

The College meets the standard. Data provided by the OIR are used by College constituencies during the planning and resource allocation process. Additionally, at the committee level, the College identifies and applies resources toward closing equity gaps. When student outcome data suggest improvement trends, funding is reallocated to scale promising practices.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes, to assure their effectiveness in supporting academic quality and accomplishment of mission. (**Institutional Effectiveness: Evaluation of Policies and Procedures**)

Evidence of Meeting the Standard

The College regularly evaluates its policies, practices, and procedures to assure institutional effectiveness in providing quality education and accomplishment of mission. The College collects a wide variety of assessment data through the OIR, shared governance committees, and individual programs as previously detailed in [Standard I.A.3](#), [Standard I.B.4](#), and [Standard II.A.2](#). Data are used in formative and summative evaluations to examine critically and improve policies and practices across all areas of the institution. The recent revision of the College's shared governance policies and practices, revision of the resource allocation model, and Strategic Plan Goal are examples of a strong institutional commitment to regularly evaluating, revising, and improving College policies, procedures, and practices.

- The OIE conducts an annual survey of the chairs of the shared governance committees to identify areas for improvement ([SharedGov-Assmt-Recomm-Webpage](#)). In response to evaluation, a new Shared Governance and Collegial Consultation Process was instituted in Fall 2017 to establish a tri-chair structure and to clarify both committee charges and recommendation pathways ([SharedGov-CollConsultPracs 4-2017 p1 pp9-11](#)). Based on collected data, the evaluation of the shared governance process was updated again in Fall 2019. The annual three-cycle evaluation of shared governance processes follows discussion and voting on improvements by the senates and approval by the college president in fall. A campus wide assessment survey is administered in spring followed by the summer cycle for analysis and drafting of improvements for implementation ([SharedGov-CollConsultPracs-NarrUpdate-2019](#)).
- In Spring 2019, the PRAC developed a new College Resource Allocation Model (CRAM) that includes both a timeline and a process for the review and approval of resource requests. As a result, a base funding model for supplies and equipment was established ([CRAM-IntegPlanBdgtCal 6 2 21](#)).

- The new Chabot College Strategic Plan: Objectives and Strategies Spring 2020–Spring 2022 focuses on student success metrics, particularly the number of students who achieve their educational goal in a reasonable time and equitable outcomes among student groups. The Strategic Plan was created through a highly dialectical process including all three senates. All staff and students were given multiple opportunities to contribute to the overall goal and objectives ([PRAC-Strat-Plan-Spr2020-22](#)).

Moreover, since 2016, Chabot has participated in two Institutional Effectiveness Partnership Initiative (IEPI) grants. The first grant in 2016–2017 resulted in a revised shared governance structure, as discussed previously in [Standard I.B.1](#). The second grant in 2019–2020 supported the work of the College in continuing to improve key institutional processes. As part of this process, in September 2020, Chabot College approved an Institutional Innovation and Effectiveness Plan (IIEP) with three areas of focus:

1. Continued refinement of shared governance process via effective communication between committees and from committees to the campus.
2. Integrated planning and resource allocation with an emphasis on braiding funding as the way to operationalize that integration.
3. Support for creating and implementing new processes and software to support resource allocation and budget planning using data provided during PR ([IE-Plan 10-6-20](#)).

The IIEP’s three areas of focus include objectives, responsible persons, target dates for achievement, action steps, measures of progress, and provisions for status updates. In March 2021, a status update was provided to report on the progress made in the three focus areas ([IE-Plan-Update 3-2021](#)). Since the midterm report, the college has met many of the measures of progress for the three focus areas, including revising the allocation calendar and integrating Strong Work Force and Equity funding requests in PR. Action steps are ongoing but are currently slowed due to a vacancy in the director of IR/IE. The search to fill the director of IR/IE is already under way, and we anticipate continuing to move forward to meet individual focus area objectives.

Analysis and Evaluation

The College meets the standard. The College, through PR, its shared governance, planning, decision making, and resource allocation processes assesses its policies and procedures for their effectiveness and efficacy. Those assessment results are used to develop and implement plans for improvements.

The March 2021 status IIEP update, which ran in tandem with the 2022 institutional self-evaluation process, details the College’s robust efforts to improve and document its institutional outcomes continuously. The College lost its director of institutional effectiveness in Summer 2021, which caused a shift in the timing for some of the target dates for focus areas of improvement. New target dates will be implemented upon filling the vacant director of institutional effectiveness position in Fall 2021.

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities, so the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (**Institutional Effectiveness: Communication of Results**)

Evidence of Meeting the Standard

Chabot College collects a wide variety of assessment data through the OIR; shared governance committees; and individual committees, programs, or areas. The College communicates the collected assessment data to appropriate constituencies in the form of reports, summaries, data tables and graphs, brief handouts, presentations, emails, newsletters, and the OIR website.

Office of Institutional Research (OIR): The OIR collects, summarizes, and provides substantial data from outside and inside sources for the College. All of its work is documented, and the vast majority is posted on the OIR website. For instance, the OIR compiles the data needed for the Environmental Scan ([IR-EnviornScan-Webpage](#)). Additionally, extensive student outcomes data are updated and monitored each semester to assess student learning and progress through the College ([IR-StudSuccOutcomes-Webpage](#)). Three specific examples are detailed below:

- Student Surveys: Since 1994, student surveys measuring student satisfaction with academic and student services, programs, and campus climate have been conducted biennially in a systematic sample of course sections. The stability of survey items allows changes in satisfaction, student learning, and student engagement to be monitored and compared year over year ([IR-StudStsfctnSurv OverallStsfctn F2009-19](#), [IR-StudStsfctnSurv EngmtLrng F2009-19](#)). The OIR also creates handouts on specific topics, such as campus climate, diversity, and equity, to inform policy decisions in support of our mission ([IR StudStsfctnSurv ClimDiversEquity F2009-19](#)).
- Employee Accreditation Survey: The year before the Accreditation Self-Study, the College collects survey data on accreditation-related topics and the mission in more detail ([IR-EmplAccredSurv Rslts Spr2021](#)).
- Presentations in Shared Governance Committees, Senates, and Townhalls: The coordinator of institutional research routinely communicates data to the campus through presentations in various shared governance committees, senates, and at town halls. For example, the coordinator presents updates on ACCJC institution-set standards at the PRAC ([IR-EmplAccredSurv Rslts Spr2021](#)), gathers input from the Academic and Classified Senates on Vision for Success goals ([IR-Presn-VisSuccGoals 2019](#)), and presents data to support equity in the President's townhalls ([IR-PresnTownhall 05-28-20](#)).

On-Campus Committees: College committees collect and publicize assessment data internally and externally as follows:

- The PRAC collects yearly evaluations on priority objectives ([CmteCharge PRAC 4-2017 p6](#)).
- The Curriculum Committee collects course/program proposal rationales and checklists ([CmteCharge-Curr 4-2017 p7](#)).
- The Committee on Online Learning collects online/hybrid course delivery proposals ([CmteCharge-COOL 4-2017 p7](#)).
- The Facilities and Infrastructure Technologies Committee collects progress reports on construction ([CmteCharge-FIT 4-2017 p4](#)).

College President and Board of Trustees: The Office of the President regularly reports institutional research findings to the public and updates the public on facilities renovation/construction. The webpage for the Office of the President provides links to

recommendations from the President’s Council, Town Halls, BEC updates, and other key college or district wide communication of importance ([PresTownHalls-Website](#)). Members of the BOT disseminate the assessment data they receive from the campus to their constituencies.

In sum, the results of assessment and evaluation activities are broadly communicated, with survey results from the OIR illustrating that data are comprehensible, useful, and support decision making in support of equity ([IR-UserSurv 2019-20](#), [IR-UserSurv 2020-21](#)).

In sum, campus survey results show assessment information is effectively communicated, with 58 percent of employees agreeing or strongly agreeing they use institutional research data in the planning and evaluation of their courses/program/unit ([IR-EmplAccredSurv-Results Sp21-p1](#)).

Analysis and Evaluation

The College meets the standard. A highly productive OIR regularly generates and disseminates student characteristics and outcomes data for a wide variety of audiences. Campus survey results show assessment information is communicated effectively. The College does an excellent job of gathering data, producing analyses, and communicating information to faculty, staff, students, and the public via email, websites, presentations, and newsletters.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (Eligibility Requirement 19) (**Institutional Effectiveness: Systematic Evaluation and Planning**)

Evidence of Meeting the Standard

Chabot College engages in continuous, broad based, systematic evaluation and planning. This occurs through the integration of PR, planning, and resource allocation, which supports the accomplishment of the mission and improvement of institutional effectiveness and academic quality. The Educational Master Plan, Facilities Master Plan, and Technology Plan outline long-range needs for educational programs, services, and resources. The SP and PR address short-range needs for programs, services, and resources.

Program Review (PR): As previously described in [Standard I.A.3](#) and [Standard I.B.4](#), PR is the primary vehicle for all instructional programs, service areas, and administrative units to document planning, evaluation, and needed resources. In the PR, departments and services establish goals, actions, or initiatives for improvement and request needed resources.

Programs use in-house data or the results of student satisfaction surveys ([IR- StudSatisfSurv OverallSatisf F09-19](#)) to identify areas of improvement. For example, Student Success Services evaluates the percentage of new and all students who have completed one to three core services ([IR-SSS-Rpt F2016-20](#)). Library faculty and staff evaluate their own services by participating in annual in-house surveys, which create a snapshot of service activity and needs. These evaluations effectively indicate which services should be maintained or enhanced.

The PAR and PRAC committees are charged with aggregating the information gathered through PR. This information is used by college committees to prioritize and recommend needed human, physical, technology, and fiscal resources. The PAR also reviews PR submissions for trends and makes broad recommendations, called synthesis statements, to be used by the PRAC and other committees, as described previously ([PAR-SynthStmnt-Sec1-2 2-17-21](#)). These statements provide holistic guidance that can be both short and long term. Administrative, Faculty, and Classified Prioritization Committees use PR results to develop recommendations for administrative, faculty, and classified professional hires, respectively ([Admin-Prioritization-Process](#), [Faculty-Prioritization-Process](#), [Classified-Prioritization-Process](#)). The Instructional and Services Technology Committee (IST) uses PR data to make technology recommendations ([IST-ProgramReview-Priorities](#)), and the Facilities and Infrastructure Technology (FIT) Committee makes recommendations on major building maintenance, renovation, or replacement ([FIT-LargeProjectRec](#)).

The effectiveness of key planning and resource allocation processes, in particular PR and the shared governance structure overall, is evaluated by the OIE annually. A campus wide survey is conducted, and results are shared on the Shared Governance webpage ([SharedGovAssmtSmry 2018](#), [SharedGov-AssmtSmry 2019](#), [SharedGov-AssmtSmry 2020](#)). Results are discussed with the OIE, Shared Governance committee chairs, and constituent group leaders to develop recommendations for improvements ([SharedGov-Rev-N-Recomm-For-Improv 2017-18](#), [SharedGov-Rev-N-Recomm-For-Improv 2018-19](#)). Improvements related to planning and resource allocation processes are incorporated into the Institutional Effectiveness Partnership Initiative (IEPI) work and the Innovation and Effectiveness (IE) Plan ([IEPI-Webpage](#), [CCC-IE-Plan 2020](#)). This work is taking place under the leadership of the OIE, along with several Shared Governance committees, like PAR and the PRAC.

Analysis and Evaluation

The institution engages in continuous, broad based, systematic evaluation and planning. The College uses its shared governance structure as a means to connect short- and long-range resource needs to planning. Various college committees use PR information to prioritize and recommend resources related to facilities, technology, and staffing. The processes are also evaluated by the OIE for continuous improvement.

Conclusions on Standard I.B. Assuring Academic Quality and Institutional Effectiveness

Chabot College has a deep commitment to a sustained, substantive, and collegial dialogue on student academic and services quality, continuous improvement, and institutional effectiveness. College processes are self-reflective and align budget and planning with the mission, vision, and values of the College and community. As designed, all associated processes include routine evaluation of data and process and have led to continuous improvement regardless of the challenges the state faces in providing an education for all members of the community. The College exceeds the standard.

Improvement Plan

Currently, 56 percent of PLO assessment data has been recorded. All PLOs will be assessed and entered into CurricUNET by Spring 2022.

Standard I.B. Acronym List

BEC	Black Excellence Collective
BOT	Board of Trustees
CLO	Course Learning Outcome
COR	Course Outline of Record
DI	Disproportionately Impacted
EMP	Educational Master Plan
IEPI	Institutional Effectiveness Partnership Initiative
ILO	Institutional Learning Outcome
OIE	Office of Institutional Effectiveness
OIR	Office of Institutional Research
PAR	Program and Area Review Committee
PR	Program and Area Review Process
PLO	Program Learning Outcome
PRAC	Planning and Resource Allocation Committee
SAO	Service Area Outcome
SASE	Student Access, Success, and Equity
SEA	Student Equity and Access
SLO	Student Learning Outcome
SP	Strategic Planning
SPG	Strategic Planning Goal

Standard I.B. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
I.B.1	1	IR-EmplSurv_2021_p1	2021 Employee Survey (p. 1)
I.B.1	2	SharedGov-Consult-Prccs_4-26-17	Shared Governance-Consultation Process April 26, 2017
I.B.1	3	SharedGov-N-CollConsultNarr_2019	Shared Governance-Collegial Consultation Narrative 2019
I.B.1	4	SASE-Cmte-Website	SASE Committee Website
I.B.1	5	Stud-Equity-Webpage	Student Equity Webpage
I.B.1	6	SEA-EquityPlan_2019-22	Student Equity and Achievement Plan 2019-2022
I.B.1	7	SASE-Retreat_9-6-19	SASE Retreat September 6, 2019
I.B.1	8	SASE-Recomm-BEC-BdgtPriority_9-18-19	SASE Recommendation for Black Excellence Collective September 18, 2019
I.B.1	9	AcadSen-Agenda-Min_5-9-19	Academic Senate Agenda and Minutes May 9, 2019
I.B.1	10	PRAC-Recomm-BEC_10-7-19	PRAC Recommendation for Black Excellence Collective October 7, 2019
I.B.1	11	PresTaskForce-BEC-Webpage	Presidential Taskforce Black Excellence Collective Webpage
I.B.1	12	CLPCCD-BOT-Min_8-18-20_p13	CLPCCD Board of Trustees Minutes August 18, 2020, p. 13
I.B.1	13	FlexDay-Agenda-ILO_10-31-19	Flex Day Agenda October 31, 2019
I.B.1	14	OAC-Min_11-5-19	Outcome and Assessment Committee Meeting Minutes November 5, 2019
I.B.1	15	IR-EmplSurv_2021_p1 (I.B.1)	2021 Employee Survey (p. 1)
I.B.1	16	IEPI-Webpage	Institutional Effectiveness Partnership Initiative Webpage
I.B.1	17	CCC-IEPI-InstInnov-N-Eff-Plan_9-29-20	California Community College Institutional Innovation and Effectiveness Plan September 29, 2020
I.B.1	18	SharedGov-PlngRetreatNotes	Shared Governance Planning Retreat Notes
I.B.1	19	FlexDay-Agenda-ILO_10-31-19	Flex Day-Agenda October 31, 2019
I.B.2	1	CurricUNET-Website	CurricUNET Website
I.B.2	2	COR-Update-SocSci_12-16-20	Course Outline of Record Update Example: Social Science December 16, 2020
I.B.2	3	COR-Update-PsychCounseling_12-16-20	Course Outline of Record Update Example: Psychology & Counseling December 16, 2020
I.B.2	4	OAC-SLO-Rpt-Webpage	Outcomes & Assessment Committee Student Learning Outcomes Report Webpage
I.B.2	5	Catalog-AnthPLO_2020-22_p111	PLOs in Catalog Example: Anthropology
I.B.2	6	OAC-SLO-Rpt-Webpage	Outcomes & Assessment Committee Student Learning Outcomes Report Webpage
I.B.2	7	OA-SAO-Policy-Webpage	Outcomes & Assessment Service Area Outcomes Policy Webpage
I.B.2	8	PAR-Tmplt-Website	Program Area Review-Template-Website
I.B.2	9	PAR-F2021-Subm-Website	Program Area Review-Fall 2021-Submission-Website
I.B.2	10	PAR-DivSmry-QualtricsDataRpt-ArtMediaComm_2021-22	Program Area Review-Division Summary-Qualtrics Data Report-Arts, Media, and Communications-2021-22
I.B.2	11	PAR-DivSmry-QualtricsDataRpt-CnsIng_2021-22	Program Area Review-Division Summary-Qualtrics Data Report-Counseling-2021-2022

I.B.3	1	IR-ACCJC-Standards-Goals_03-2019	Institutional Research Accrediting Commission for Community and Junior Colleges Institutional Set Standards and Stretch Goals, March 2019
I.B.3	2	IR-PresnPRAC-ACCJC-2020-21Goals	Institutional Research Presentation to Planning & Resource Allocation Committee Accrediting Commission for Community and Junior Colleges 2020-21 Goals
I.B.3	3	IR-ACCJC-Eff-Indic_2018-19	Institutional Research Accrediting Commission for Community and Junior Colleges Effectiveness Indicators 2018-2019
I.B.3	4	IR-ACCJC-Eff-Indic_2019-20	Institutional Research Accrediting Commission for Community and Junior Colleges Effectiveness Indicators 2019-2020
I.B.3	5	IR-ACCJC-Eff-Indic_2020-21	Institutional Research Accrediting Commission for Community and Junior Colleges Effectiveness Indicators 2020-2021
I.B.3	6	ACCJC-AnnuRpts-Webpage	Accreditation Webpage: ACCJC Annual Reports
I.B.4	1	IR-Tableau-EMC-F2017-Spr20	Institutional Research Tableau Dashboards for Enrollment Management Data Fall 2017 to Spring 2020
I.B.4	2	IR-Tableau-EnrlSuccess-F2017-Spr20	Institutional Research Tableau Dashboards for Course Enrollments and Success Rates Fall 2017 to Spring 2020
I.B.4	3	IR-DE-SuccessRpt-F2019	Institutional Research Distance Education Success Rates Report Fall 2019
I.B.4	4	IR-Success-Webpage	Institutional Research Success Webpage
I.B.4	5	EMP-EnvirScan_2020_p106_p115	Educational Master Plan Environmental Scan 2021-2026 (pp. 105, 115)
I.B.4	6	EMP_2021-26_pp18-20_p23	Educational Master Plan Environmental Scan 2021-2026 (pp. 18–20)
I.B.4	7	ProgRev-Anthro-Eg-Priorities_2018	Program Review: Examples of Priorities
I.B.4	8	IR-Presn-ILO_11-17-2020_p1-5	Institutional Research Presentation Institutional Learning Outcomes November 17, 2020 (pp. 1– 5)
I.B.4	9	IR-ILO-Webpage	Institutional Research Institutional Learning Outcomes Webpage
I.B.4	10	IR-ILO-Asmt-CritThinkSrvy_Spr2019	Institutional Research Institutional Learning Outcomes Assessment Critical Thinking Survey Spring 2019
I.B.4	11	IR-StudSatisfSurv-Rslts_F2019	Institutional Research Student Satisfaction Survey Results Fall 2019
I.B.4	12	IR-StudSatisfSurv-Webpage	Institutional Research Student Satisfaction Surveys Webpage
I.B.4	13	IR-PresnStudSurv-OL_Spr20_pp1-4	Institutional Research Presentation Student Survey Online Learning Spring 2020 (pp. 1–4)
I.B.4	14	IR-StudSurvTechRpt_Spr20	Institutional Research Student Survey Technological Needs Report Spring 2020
I.B.4	15	IR-StudSurv-Enrl-Pln-Rpt_F2020	Institutional Research Student Survey Fall 2020 Enrollment Plans Report Spring 2020
I.B.4	16	PRAC-SynStmnt_F2020	Planning Resource Allocation Committee Synthesis Statement Fall 2020
I.B.5	1	PAR-AcadPrgm-Mth_F2021	Program Area Review-Academic Programs-Math-Fall 2021

I.B.5	2	IR-Tableau-EnrlSuccess-F2017-Spr20 (I.B.4)	Institutional Research Tableau Dashboards for Course Enrollments and Success Rates Fall 2017 to Spring 2020
I.B.5	3	IR-DE-SuccessRpt-F2019 (I.B.4)	Institutional Research Distance Education Success Rates Report Fall 2019
I.B.5	4	IR-DegrCertByMajor-Rpt 2010-2020	Institutional Research Degree Certificate by Major Report 10-11 to 19-20
I.B.6	1	SEA-EquityPlan 2019-22	Student Access, Success and Equity Committee-Equity Plan 2019-2022
I.B.6	2	IR-SuccessByRaceEthn-Rpt_F2016-20	Institutional Research Success Rates by Race Ethnicity Report Fall 2016 to Fall 2020
I.B.6	3	IR-PresnAfrAmeriEngMath_F18	Institutional Research Presentation African American English and Math Fall 2018
I.B.6	4	IR-AB705-Rpt_F2015-19	Institutional Research AB 705 Report Fall 2015 to Fall 2019
I.B.6	5	SASE Recomm-BEC 9-18-18	Student Access, Success and Equity Committee Recommendation Black Excellence Collective September 18, 2018
I.B.6	6	SASE Goals Spr2018	Student Access, Success and Equity Committee Goals Spring 2018
I.B.6	7	SASE-Min-EEO-Pres-Hiring 1-16-20	Student Access, Success and Equity Committee Minutes Equal Opportunity Presentation Hiring January 16, 2020
I.B.6	8	SASE FundProgRpt-CCEPG 3-13-18	Student Access, Success and Equity Committee Funding Progress Report Chabot Collaborative for Equity & Professional Growth March 13, 2018
I.B.6	9	BEC-Taskforce Website	Black Excellence Collective Taskforce Webpage
I.B.6	10	SASE-Min-HSI 02-18-21	Student Access, Success and Equity Committee Minutes Hispanic-Serving Institution February 18, 2021 (pp. 8–10)
I.B.6	11	SASE-Recomm-PRAC 8-9-19	Student Access, Success and Equity Committee Recommendation to Planning & Resource Allocation Committee September 18, 2021
I.B.7	1	SharedGov-Assmt-Recomm-Webpage	Shared Governance Assessment Recommendations Webpage
I.B.7	2	SharedGov-CollConsultPracs 4-2017 p1_pp9-11	Shared Governance Collegial Consultation Process April 2017 (pp. 1, 9–11)
I.B.7	3	SharedGov-CollConsultPracs-NarrUpdate-2019	Shared Governance Collegial Consultation Process Narrative Update 2019
I.B.7	4	CRAM-IntegPlanBdgtCal 6 2 21	College Resource Allocation Model and Integrated Planning Budget Calendar-June 2, 2021
I.B.7	5	PRAC-Strat-Plan-Spr2020-22	Planning & Resource Allocation Committee Strategic Plan Spring 2020-2022
I.B.7	6	IE-Plan 10-6-20	Institutional Effectiveness Plan-October 10, 2020
I.B.7	7	IE-Plan-Update 3-2021	Institutional Effectiveness Plan-Update-March, 2021
I.B.8	1	IR-EnviornScan-Webpage	Institutional Research Environmental Scan Webpage
I.B.8	2	IR-StudSuccOutcomes-Webpage	Institutional Research Student Success Outcomes Webpage
I.B.8	3	IR-StudStsfctnSurv OverallStsfctn F2009-19	Institutional Research Student Satisfaction Survey Overall Satisfaction Fall 2009 to Fall 2019

I.B.8	4	IR- StudStsfctnSurv_EngmtLrng_F20 09-19	Institutional Research Student Satisfaction Survey Engagement in Learning Fall 2009 to Fall 2019
I.B.8	5	IR_StudStsfctnSurv_ClimDivers Equity_F2009-19	Institutional Research Student Satisfaction Survey Campus Climate, Diversity & Equity Fall 2009 to Fall 2019
I.B.8	6	IR- EmplAccredSurv_Rslds_Spr2021	Institutional Research Employee Accreditation Survey Results Spring 2021
I.B.8	7	IR- EmplAccredSurv_Rslds_Spr2021	Institutional Research Employee Accreditation Survey Results Spring 2021
I.B.8	8	IR-Presn-VisSuccGoals_2019	Institutional Research Presentation Vision for Success Goals 2019
I.B.8	9	IR-PresnTownhall_05-28-20	Institutional Research Presentation
I.B.8	10	CmteCharge_PRAC_4-2017_p6	Committee Charge Planning & Resource Allocation Committee April 2017 (p. 6)
I.B.8	11	CmteCharge-Curr_4-2017_p7	Committee Charge Curriculum Committee April, 2017 (p. 7)
I.B.8	12	CmteCharge-COOL_4-2017_p7	Committee Charge Committee on Online Learning April 2017 (p. 7)
I.B.8	13	CmteCharge-FIT_4-2017_p4	Committee Charge Facilities & Infrastructure Technology April 2017 (p. 7)
I.B.8	14	PresTownHalls-Website	President's Town Halls-Website
I.B.8	15	IR-UserSurv_2019-20	Institutional Research User Survey 2019–2020
I.B.8	16	IR-UserSurv_2020-21	Institutional Research User Survey 2020–2021
I.B.8	17	IR-EmplAccredSurv_Sp21-p1	Institutional Research Employee Accreditation Survey Spring 2021 (p. 1)
I.B.9	1	IR- StudSatisfSurv_OverallSatisf_F0 9-19	Institutional Research Student Satisfaction Survey Overall Satisfaction Fall 2009 to Fall 2019
I.B.9	2	IR-SSS-Rpt_F2016-20	Institutional Research Student Success Services Completion Fall 2016 to Fall 2020
I.B.9	3	PAR-SynthStmnt-Sec1-2_2-17-21	High-Level Synthesis for Committee Resource Prioritization
I.B.9	4	Admin-Prioritization-Process	Administrative Prioritization Process
I.B.9	5	Faculty-Prioritization-Process	Faculty Prioritization Process
I.B.9	6	Classified-Prioritization-Process	Classified Prioritization Process
I.B.9	7	IST-ProgramReview-Priorities	Instructional and Services Technology Program Review Prioritization
I.B.9	8	FIT-LargeProjectRec	Facilities and Infrastructure Technology (FIT) Large Project Recommendation
I.B.9	9	SharedGovAssmtSmry_2018	2018 Shared Governance Assessment Summary
I.B.9	10	SharedGov-AssmtSmry_2019	2019 Shared Governance Assessment Summary
I.B.9	11	SharedGov-AssmtSmry_2020	2020 Shared Governance Assessment Summary
I.B.9	12	SharedGov-Rev-N-Recomm-For- Improv_2017-18	Shared Governance Recommendations for Improvement 17–18
I.B.9	13	SharedGov-Rev-N-Recomm-For- Improv_2018-19	Shared Governance Recommendations for Improvement 18–19
I.B.9	14	IEPI-Webpage	Institutional Effectiveness Partnership Initiative (IEPI) Webpage
I.B.9	15	CCC-IE-Plan_2020	2020 Innovation and Effectiveness (IE) Plan

I.C. INSTITUTIONAL INTEGRITY

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (Eligibility Requirement 20)
(Accuracy of Public Information)

Evidence of Meeting the Standard

The information Chabot College provides to students and the public concerning its mission, learning outcomes, educational programs, student support services, and accreditation status is clear and accurate and demonstrates integrity. The information is made available to students and the public predominantly through the College's website and catalog.

The College's "About" drop down menu on the home page prominently displays a link for an overview of the College, which connects to Chabot's mission, vision, and values ([Chabot-About-Webpage](#)). The mission statement, along with the vision and values, are also displayed in the Chabot Catalog ([Catalog-Mission 20-22 p13](#)).

As evidence of our accountability toward the community and commitment to student learning, information on learning outcomes is available to students, prospective students, personnel, and the community in multiple formats including on course syllabi, course outlines of record, in the College Catalog, on academic program webpages, on the Outcome and Assessment Committee webpage, and on the Curriculum Committee webpage via CurricUNET ([Curricunet-PrgmDescr-Acct](#)).

Educational degree and certificate programs are easy to find under the "Academics" drop down menu on the Chabot College homepage ([Chabot-Acad-DegrCert-WebPage](#)). The catalog is available online and in print and is mailed yearly to all households in the community. Individual websites for academic programs and student services are similarly up to date and provide relevant, accurate information that supports students in equitably meeting their educational and career goals ([ES Program Webpage](#), [ES-CrseDescr-SLOs Webpage](#)). The Employee Accreditation Survey indicates Chabot provides accurate information. In response to the statement, "The information that Chabot College presents to the public about my program/discipline/area is current and accurate," 68 percent of classified professionals, 73 percent of part-time faculty, 56 percent of full-time faculty, and 74 percent of administrators agreed or strongly agreed. Since the administration of the survey, the Catalog has been undated to include newly approved programs and courses, further supporting accurate communication ([Catalog-Add 2021-22 p59](#)).

Service area outcomes are routinely assessed, and the public can access this information through program review (PR) ([PrgmRev-ServAreaOutcomes-App](#), [PAR-F2021-Subm-Website](#), [PAR-StudServAreas-AdmRec F2021](#)). Service area outcomes are published by program and area on their websites ([IR-ServiceAreaOutcome-Webpage](#)), and the campus is in the process of implementing a plan to display all service area outcomes centrally.

The Chabot College's "About" drop down menu on the home page prominently displays a link for "Accreditation" that includes accreditation status, annual reports, and communications)

([Chabot-About-Webpage](#)). The Accreditation website also includes up-to-date information on all of the College’s accreditors for specific programs ([Accred-SpecPrgms-Webpage](#)). Additionally, specific programs, such as Nursing, which is accredited by the California Board of Registered Nursing, display this information in program materials, such as their brochures ([RN-PrgmBrochure](#)). Accreditation information is also included in the College Catalog ([Catalog-AccredStatus 20-22 p12](#)).

Analysis and Evaluation

The College meets the standard. Chabot College provides clear, accurate information related to its mission statement, learning outcomes, educational programs, student support services, and accreditation status both in print and online via its catalog and website.

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (Eligibility Requirement 20) **(Institutional Catalog)**

Evidence of Meeting the Standard

The Chabot College Catalog, available both in print and online, includes precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” The chart below identifies sections of the Catalog for each requirement:

Address and contact information published on the website (Chabot-Adr-Webpage)
Values are also published on the Chabot College website (Catalog-Mission 20-22 p13)
Course, Program, and Degree Offerings – Courses of Instruction (Catalog-DegCertInfo 20-22 p16-17)
Program Learning Outcomes (Catalog_PLO 20-22 p118)
Academic Calendar (Catalog-Cal 2020-22 p9)
Academic Freedom Statement (Catalog-AcadFr 2020-22 p1)
Available Student Financial Aid (Catalog-FinAid 2020-22 p48)
Available Learning Resources – Student Support Programs (Catalog-StuSuptPrgms 2020-22 p68)
Names and Degrees of Administrators and Faculty – Administration / Faculty (Catalog-AdminList 20-22 pp364-365) and Names of Governing Board Members (Catalog-BOT 20-22 p4)
The student admission requirement is included in the college catalog: Admissions (Catalog-Admi 2020-22 p42-44)
Student Tuition, Fees, and Other Financial Obligations (Catalog-Fees 20-22 p16)
Degrees, Certificates, Graduation and Transfer – Degrees and Certificates, Chart of Degrees (Catalog-DegCharts 20-22 pp18-27), Transfer to University (Catalog-TransferInfo 20-22 pp27-36)
Major Policies and Procedures Affecting Students (Catalog-Adm 2020-22 pp42-44)
Academic Regulations, including Academic Honesty (Catalog-AcadRegs 20-22 pp78-83)
Nondiscrimination (Catalog-NondiscrimPley 20-22 p3-p85)
Acceptance and Transfer of Credits (Catalog-TransferInfo 2020-22 pp27-36)
Transcripts (Catalog-Transcripts 2020-22 p16- p61)
Grievance and Complaint Procedures (Catalog-GrieveProc 2020-22 pp101-104)

Sexual Harassment ([Catalog-SexHarassProc 2020-22 pp86-94](#))

Refund of Fees ([Catalog-Fees 2020-22 p16](#))

Under the direction of Academic Services, a team from across the College regularly updates the catalog to assure information is accurate and readily accessible.

Analysis and Evaluation

The College meets the standard. As evidenced by the current College Catalog, Chabot College provides students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” The Catalog is regularly updated and available online and in print and is mailed to each household in the community.

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (Eligibility Requirement 19) (**Communication of Student Learning and Achievement**)

Evidence of Meeting the Standard

Chabot College uses assessments of student learning and evaluation to communicate matters of academic achievement to stakeholders.

Chabot College submits an annual report on required metrics, including course success rates, degree and certificate completions, and job placement rates, as part of the ACCJC annual report ([ACCJC-AnnuRpt 2019](#)). In relation to meeting institution-set standards and stretch goals, the College’s performance on the ACCJC metrics are also publicly posted on the Office of Institutional Research (OIR) website ([IR-ACCJC-Eff Indic 2018-19](#), [IR-ACCJC-Eff Indic 2019-20](#), [IR-ACCJC-Eff Indic 2020-21](#)). Chabot College also regularly reports and verifies data on enrollment, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid to the Integrated Postsecondary Education Data System (IPEDS) in collections conducted annually by the U.S. Department of Education’s National Center for Education Statistics.

Chabot’s OIR additionally provides access to success data using the platform Tableau, which offers an interactive interface that allows people to search for academic discipline data based on student demographics ([IR StudSuccWrksht](#)). The OIR website also displays considerable data on student outcomes, such as transfer rates, persistence, and degree achievement ([IR-StudSucc-Webpage](#)).

In addition to external reports and OIR success data, student learning outcomes (SLOs) at the course, program, and institutional level are assessed on a five-year cycle. Assessment results are available online and used to improve the quality of programs and courses. Faculty evaluate student success in their own classes based on the SLOs for their courses ([SLO-Assess](#)). Results of SLO assessments are publicly available on the Outcome and Assessment Committees (OAC) website ([SLO-Rpts Webpage](#)) and in CurricUNET. Each program reflects upon outcomes data as part of PR and these reviews, as well as college wide summaries, are available on the College’s website ([PrgmRev-Smry-AJ 2021](#)). To assess ILOs, OIR administers surveys to faculty and students, the results of which are available on the OIR website along with the results of graduation and transfer student surveys that address ILOs ([IR-ILO-StudFacu Sp19](#)).

Analysis and Evaluation

The College meets the standard. Chabot College engages in a continuous cycle of inquiry and improvement. The OIR analyzes and reports student success data, and faculty assess and report on SLOs. The College makes these data available to community stakeholders such as students and county residents on CurricUNET, in PR, in the platform Tableau, and on college websites, such as the OIR and PR websites. Finally, the college submits data to statewide governing bodies such as ACCJC, IPEDs, and the California Community Colleges Chancellor's Office to meet its accountability obligations and participate in collective research projects that support student success. The College is committed to collecting and publishing data in a way that allows Chabot to serve its students effectively and partner with other institutions.

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. (**Descriptions of Certificates and Degrees**)

Evidence of Meeting the Standard

Chabot College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The College Catalog publishes Chabot's offerings for degrees for each of its academic programs ([Catalog-AreasOfStudy 2020-22 pp105-362](#)). These listings include the general description of the degree as well as unit and course requirements for earning the degree and learning outcomes. Academic programs are also listed comprehensively on the College's website ([Deg-Cert-PrgmInfo-Webpage](#)) and on the website for each academic program, respectively. For example, on their academic program website, sciences and math publish "roadmaps" for each respective degree available in their program ([Deg-Crs-Roadmaps-Webpage](#), [DegPathwayInfo-BioEngr](#)). These website publications offer links to the program description as submitted and approved by Chabot College's Curriculum Committee, and published in CurricUNET, the College's curriculum platform. Each program description for degrees and certificates provides students with an explanation of the area of study, possible career options, course requirements, and program learning outcomes ([Curricunet-PrgmDescr-Acct](#)).

Promotional materials, both in print and in writing, provide students not only with a sense of what courses are required to earn a degree but also of the opportunities the degree provides upon completion and/or transfer. The Nursing Program's print brochure, for example, provides an overview of various degrees, prerequisites, course requirements, program timelines, and career opportunities ([RN-PrgmBrochure](#)). Likewise, the English Department website provides a student-friendly explanation of the opportunities that come with an English degree ([Eng-JobsForEngMajors-Website](#)).

The College continues to improve its communications to students and community. As part of Chabot College's Guided Pathways Initiative, each academic program is currently creating a user-friendly map for each of its degrees and certificates, using a template created primarily with student input ([GuidedPathways-StudGuide 3-11](#)).

Analysis and Evaluation

The College meets the standard. The College's website, catalog, and websites for academic programs all serve to inform students of the variety of fields of study available at Chabot, as well as the career options for these areas of study, and in the case of Career and Technical Education (CTE) programs, includes industry employment data. Many of these websites draw data from the

College's curriculum platform, which gives students access to complete information about each academic program.

- I.C.5** The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. **(Representations of Mission, Programs, and Services)**

Evidence of Meeting the Standard

Chabot College regularly reviews its policies, procedures, and documents to ensure they represent the College's mission, programs, and services. Policies, procedures, and publications under regular review include the following:

- The College Catalog is updated and published every two years and includes the College's mission, all its programs and services, and policies related to student conduct. In the intermittent year, an addendum is published with updates ([Sched-Catalog-Archive-Webpage](#)).
- College websites are kept up to date as changes in programs, services, and policies are made. Many of these updates for accuracy are automatic. For example, when new programs and courses are approved by the state and entered into Banner, program and department websites that draw information from the platform automatically update.
- Campus shared governance documents and committee processes are regularly assessed to ensure committees are aligned with mission and goals ([GovAssmt-Recomm Webpage](#)).
- The Educational Master Plan and District Planning are coordinated and regularly reviewed at the college and district level for alignment with the College's and District's missions. The yearlong process allows multiple stakeholders to participate in the review ([EMP-DSP-Cal-Timeline 2021](#)).
- The District Wide Strategic Plan is reviewed through a three-year cycle. This process allows for stakeholder input and feedback at multiple points in the process ([StratPlan-RevProc 2021-26](#)).
- District board policies are reviewed on a continuous cycle. Each year, one chapter of the Board Policy is rotated for review and revision over a seven-year period ([CLPCCD-BP-ReviewCycle](#)).
- The PRAC and PAR assess the effectiveness of the entire cycle of evaluation, integrated planning, resource allocation, and reevaluation ([SharedGovAssmtSmry 2018](#), [SharedGov-AssmtSmry 2019](#), [SharedGov-AssmtSmry 2020](#)).

Analysis and Evaluation

The College meets the standard. Chabot regularly reviews its policies, procedures, and publications to ensure they accurately represent college programs and services and align with the College's mission. The College has set policy determining how often and by whom policies, publications, processes, and strategic plans will be reviewed.

- I.C.6** The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. **(Cost of Education Information)**

Evidence of Meeting the Standard

Chabot College uses a number of platforms to accurately communicate tuition, fees, textbooks, college costs, and other expenses.

The College Catalog lists tuition fees per unit, as well as additional health services fees, parking fees, an optional fee for student activities, and application and transcript fees ([Catalog-Fees 20-22 p16](#)). These same fees are listed in the Chabot College Class Schedule, available to students in print, online as a PDF, and in Class-Web, the online platform for class registration ([ClassSched-Fees-ZTC-LTC Spr2021](#)). The Class Schedule also explains Chabot College's refund policy for tuition and fees.

In addition to the College Catalog, students can access the cost of textbooks and supplies through the Bookstore website by searching for their courses ([Bkstore-ViewTextbk-RsltsPg](#)). They can also access cost information for each course by searching for their course in the class schedule on Class-Web ([Bkstore-FindTextbk-Webpage](#)).

To further publicize the cost of courses for students, Chabot uses a logo for course listings in the Class Schedule. Courses with zero-cost textbooks are listed with a ZCT logo. Courses with a textbook cost of \$50 or less are listed with a low-cost textbook (LCT) logo ([ClassWeb-ZTC-LTC-Logos](#), [ClassWeb-ZTC-Logo](#)). The Course Catalog provides an explanation of these logos on page 15 ([ClassSched-Fees-ZTC-LTC Spr2021](#)).

Chabot College has an open educational resources (OER) work group that works to inform faculty on how to build classes using zero- or low-cost textbooks and how faculty can communicate this information to students ([OER-Website](#)). At a recent Flex Day, members of the OER work group offered workshops for faculty on how to limit textbook costs and publicize these low-cost options to students ([OER-Presn 11-3-2020](#)).

Analysis and Evaluation

The College meets the standard. Chabot communicates the cost of attending college with transparency to students, publishing all fees in the Catalog and online Course Schedule, noting variations in per-unit tuition based on residency and non-residency. In addition, the Bookstore website and Course Schedule are linked so students can view courses by cost of textbooks and make class registration decisions based on this information.

- I.C.7** To assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (Eligibility Requirement 13)
(Academic Freedom and Responsibility Policies)

Evidence of Meeting the Standard

To promote an atmosphere of learning, intellectual freedom, curiosity, and exchange, Chabot College board- and college-level policies ensure academic freedom and responsibility. The Chabot-Las Positas Community College District (CLPCCD) Board of Trustees addresses academic freedom in Board Policy 4030, which is published on the District's website. The policy articulates the commitment of the CLPCCD Board of Trustees to the protection of academic freedom, defined as the "open search for truth and its free exposition." The language of this

policy refers to academic freedom in the context of faculty, students, and administrators ([CLPCCD-BP4030-AcadFr 2020](#)). This Board Policy is published for students, faculty, and administrators on the second page of the Course Catalog ([Catalog-AcadFr 20-22 p.1](#)). The faculty contract enumerates these faculty rights to Freedom of Expression and Academic Freedom and details the responsibilities accompanying these rights ([CLPCCD-FA-Cntrct-AcadFr 19-22](#)). Finally, faculty members attest to having academic freedom in the employee accreditation survey, with 92 percent of part-time and 85 percent of full-time faculty members agreeing or strongly agreeing academic freedom is upheld at Chabot ([IR-EmplAccredSurvey Sp21-p3](#)).

Analysis and Evaluation

The College meets the standard. Board policy, the faculty contract, and the College Catalog include language around academic freedom and responsibility. Institutional and academic integrity depends upon an open exchange of ideas among all members of the college community. The publication of the Academic Freedom Policy on the second page of the College Catalog communicates the importance of this principle to all community members, and faculty members agree academic freedom is upheld at Chabot.

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. (**Academic Integrity Policies and Procedures**)

Evidence of Meeting the Standard

Chabot College establishes and publishes clear policies regarding honesty, responsibility, and academic integrity. These policies apply to all faculty and students and are published in both the College Catalog and the website, as well as on faculty syllabi.

The CLPCCD provides guidance for honesty, responsibility, and academic integrity in its Board Policy 5500, which outlines the Student Code of Conduct ([CLPCCD-BP5500-StudConduct](#)). The Code of Conduct is also published on the Chabot College website and on the District's website. Since each particular violation of this code of academic honesty occurs in its own particular context, the College also publishes guidelines on its website for addressing any violations of the policy ([GuideAdrStudConduct-Webpage](#)) and addresses frequently asked questions about applying these policies ([StudConduct-Guiding-Princ](#)). Chabot College also articulates due process procedures to which students are entitled when there is suspicion of academic dishonesty ([Catalog-StudRgts 2020-22 pp95-101](#)). These policies apply to all learning environments, both in person and distant. For instance, the Board Policy articulates students' responsibilities in terms of academic honesty and authentication in online learning environments ([CLPCCD-AP4105-DistEd](#)).

To ensure students understand the College's definition of academic honesty and how it pertains to their coursework, faculty are required to include course policies on academic honesty in syllabi ([CLPCCD-FA-Syl-Req 2019-22 pp38-39](#)).

Analysis and Evaluation

The College meets the standard. Academic honesty is crucial to the College's mission. The College publishes its policies so students, professional staff, faculty, and administrators can

operate from a common definition of academic honesty and implement these policies in an equitable way that fosters student learning.

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. (**Faculty Objectivity**)

Evidence of Meeting the Standard

Chabot College creates an academic environment wherein faculty strive to distinguish between personal conviction and professionally accepted views in the discipline, presenting data and information fairly and objectively. Chabot College's "Academic Senate Professional Ethics Statement" adopts as policy the American Association of University Professors' (AAUP) 1966 Statement on Professional Ethics and the 1940 Statement of Principles and Interpretive Comments as printed in the 1984 edition of the AAUP Policy Documents and Reports. This policy on academic freedom and faculty obligations establishes guidelines for faculty to distinguish between personal conviction and professionally accepted views in a discipline. The policy requires faculty to "demonstrate a commitment to academic freedom as an essential and integral part of the classroom experience" and to "exercise critical self-discipline and judgment in using, extending, and transmitting knowledge" ([AcadSen-Prof-Ethics](#)).

The fairness, objectivity, and intellectual honesty of faculty are supported by regular evaluations during which time students, peer faculty, and deans have the opportunity to evaluate and comment on the instructor. Faculty are expected to present data and information fairly and objectively. Regularly scheduled faculty evaluations, including observations of faculty in the classroom and/or online, ensure high standards of fairness and objectivity ([CLPCCD-HR-Obsn-Of-Inst-Form-F2F-Class](#)).

Analysis and Evaluation

The College meets the standard. The Academic Senate's Code of Professional Ethics provides faculty with direction on distinguishing between personal conviction and professionally accepted views in a discipline. Faculty evaluation procedures are designed to identify areas of improvement, and additional training is offered when needed.

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks. (**Codes of Conduct**)

Chabot College is a California Community College governed by the Board of Governors of the California Community Colleges and the CLPCCD Board of Trustees. As such, the College does not require staff, faculty, administrators, or students to conform to specific codes of conduct or beliefs beyond codes of conduct required by accreditation.

Analysis and Evaluation

This standard does not apply to Chabot College.

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location. (**Foreign Location Operations**)

Evidence of Meeting the Standard

Chabot College has no operations in foreign locations.

Analysis and Evaluation

This standard does not apply to Chabot College.

- I.C.12** The institution agrees to comply with eligibility requirements, accreditation standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (Eligibility Requirement 21) **(Compliance With the Commission)**

Evidence of Meeting the Standard

Chabot College meets the eligibility requirements of and is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges ([Catalog-AccredStatus 20-22 p12](#)). A number of Chabot College programs are also accredited by external professional associations:

National Institution for Automotive Service Excellence	AS Automotive Technology
National Association of Schools of Art & Design	AA Art (Ceramic, General, Painting, Sculpture); Art History; Interior Design; Photography) AA Theater Arts; Studio Arts AA Graphic Design/Digital Media; Painting and Drawing; Studio Foundations Certificate Interior Design (Residential); Kitchen and Bath Design
Commission on Dental Accreditation	AS Dental Hygiene
Commission on the Accreditation of Early Childhood Higher Education Programs	AA Early Childhood Development AS-T Early Childhood Education AA Early Childhood Intervention
Alameda County Emergency Medical Services Agency	Emergency Medical Services-EMT
Commission on Accreditation of Allied Health Education Programs	AS Medical Assisting
National Association of Music	AA Music AA Music Technology and Production
California Board of Registered Nurses	AA Nursing

Chabot College is authorized to operate as a degree-granting postsecondary educational institution by the State of California, the CLPCCD Board of Trustees, and the Board of Governors of the California Community Colleges ([Catalog-BOT 20-22 p4](#)). The Chabot College website fully explains the College's accreditation process with links to relevant documents, such as accreditation reports and our reaffirmation by ACCJC in 2016 ([Catalog-AccredStatus 20-22 p12](#)).

Chabot College complies with the federal regulations and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising,

Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance With Title IV ([Catalog-AccredStatus 20-20 p12](#)).

Analysis and Evaluation

Chabot College meets the standards of eligibility requirements of the ACCJC Western Association of Schools and Colleges. The above evidence shows Chabot College meets accreditation standards, commission policies, guidelines, and requirements of the ACCJC.

- I.C.13** The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (Eligibility Requirement 21) (**External Agency Relationships**)

Evidence of Meeting the Standard

Chabot College advocates and demonstrates honesty and integrity in its relationships with external agencies.

As described in [Standard C.12](#), Chabot is accredited by the ACCJC Western Association of Schools and Colleges and complies with ACCJC standards ([Chabot-AccredStatus-Webpage](#)). The accreditation status is published in the College Catalog ([Catalog-AccredStatus 20-20 p12](#)) for the public and the students. A number of Chabot College programs are accredited by additional external professional associations as detailed under [Section I.C.12](#).

Chabot College maintains relationships of integrity with external agencies such as grant funders and the California Community Colleges Chancellor's Office (CCCCO). For example, the College meets reporting requirements from the CCCCCO, such as developing and submitting a Student Equity and Access Plan ([IR-SEAPlan-19-22](#)) and submitting data for Assembly Bill 1805 ([IR-AB1805Subm-Su21](#)). With regard to grants, such as the Hispanic-Serving Institution (HSI) grant, Chabot provides regular reports to the funding agency ([HSI-AnnuRpt-20](#)).

Analysis and Evaluation

Chabot College supports honesty and integrity in all its relationships with external agencies as demonstrated by reaffirmations of accrediting status and compliance with state, grant, and categorical reporting requirements.

- I.C.14** The institution ensures its commitments to high quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. (**Commitment to Education, Learning, and Student Achievement**)

Evidence of Meeting the Standard

When making institutional decisions, Chabot College prioritizes high quality education, student achievement, and student learning above other objectives, such as generating financial returns for investors. To maintain integrity in its commitments to student learning, Chabot College creates, updates, and refers back to its mission statement ([MissionStmnt](#)), Educational Master Plan (EMP), and Strategic Plan Goal.

Chabot College's EMP guides its budget, hiring, instructional, and infrastructural planning ([EMP 15-20](#)). Five of the nine goals in the EMP explicitly cite student success and basic skill support for students; the other four prioritize facilities, budget planning, and professional development priorities that in turn support student success at the College. The EMP is created in conjunction with the College's Strategic Plan, which guides and informs yearly plans and activities ([PRAC-StratPlan-2020-02-19](#)).

The formation of the Chabot College Black Excellence Collective (BEC) is an example of the institution's focus on education and students over other objectives. In alignment with the EMP and the Strategic Plan, the BEC mobilized more than 100 faculty and staff to work in conjunction with students to increase the success and graduation rates of Black students college wide ([BEC-10x10-Taskforce](#)).

At the program level, PR requires each area and program to address the Strategic Plan and key equity initiative, such as BEC goals, in their self-assessment when they submit resource requests each year ([PAR 2020-21](#)). Additionally, the Planning and Resource Allocation Committee (PRAC) aligns budget and planning with the College's mission, which prioritizes student success ([PRAC-Charge-Webpage](#), [Catalog-Mission 20-22 p13](#)). The PRAC additionally works hand in hand with the EMP workgroup to ensure budget planning and resource allocation is executed with student needs and student success at the forefront ([PAR 2020-21](#)).

Priorities outside of education are secondary to the processes described above. For example, the college's TV station provides Public Education Government broadcasting services to the cities of Hayward and Fremont by contract. To ensure professional staff in the station use college resources in the form of staff hours and equipment to prioritize support for the College, they compile a yearly report on TV station usage, projects supported, and equipment purchased. Similarly, the Performing Arts Center allows outside users to rent facilities; however, priority usage is given to internal programs in keeping the Civic Center Act, even if the College's use reduces the revenue the center generates ([PerformingArtsComplex-Pol-Proc](#)).

Analysis and Evaluation

The College meets the standard. Chabot College prioritizes student success in all of its decisions over other objectives such as revenue generation. Whether planning and implementing a budget, creating new degree and certificate programs, or building programs that provide students with academic, financial, and holistic support, the Chabot College community continually refers back to its Strategic Plan and EMP for direction on prioritizing students. The formation of the BEC in the summer of 2020 demonstrates Chabot College planning processes are responsive to student voice, as student concerns largely helped to shape the priorities of this institution wide planning document.

Conclusions on Standard I.C. Institutional Integrity

To meet its mission and to serve the “educational, career, job skill, and personal development needs of our community,” Chabot College works to be transparent in its decision-making processes, its articulation of policies, its data on student success, and its commitment to academic honesty. Chabot College’s website, the College Catalog, the Class Schedule, and various employee handbooks publish accurate information in regard to accrediting status, outcomes data, codes of conduct, and cost to attend. The College exemplifies integrity in its purpose, policies, processes, and outcomes.

Improvement Plan

None

Standard I.C. Acronym List

AB	Assembly Bill
ACCJC	Accrediting Commission for Community and Junior Colleges
AS	Academic Senate
BEC	Black Excellence Collective
CCCCO	California Community Colleges Chancellor's Office
CLPCCD	Chabot-Las Positas Community College District
CTE	Career and Technical Education
FA	Faculty Association
EMP	Educational Master Plan
HSI	Hispanic-Serving Institution
ILO	Institutional Learning Outcomes
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
LCT	Low-Cost Textbook
OAC	Outcome and Assessment Committee
OER	Open Educational Resources
PR	Program Review
PRAC	Planning and Resource Allocation Committee
PAR	Program and Area Review
SLO	Student Learning Outcomes
ZCT	Zero-Cost Textbook

Standard I.C. Evidence List

Standard	Ordinal Number	Evidence File Name	Evidence Document Name
I.C.1	1	Chabot-About-Webpage	Chabot College About Webpage
I.C.1	2	Catalog-Mission 20-22 p13	Catalog – Mission Statement
I.C.1	3	CurricUNET-PrgmDescr-Acct	CurricUNET – Program Description
I.C.1	4	Chabot-Acad-DegrCert-WebPage	Chabot Academics Degrees and Certificates Webpage
I.C.1	5	ES Program Webpage	Ethnic Studies Program Webpage
I.C.1	6	ES-CrseDescr-SLOs Webpage	Ethnic Studies Courses and Student Learning Outcomes – Webpage
I.C.1	7	Catalog-Add 2021-22 p59	Catalog Addendum 2021-22 Curriculum Changes (p. 59)
I.C.1	8	PrgmRev-ServAreaOutcomes-App	Program Review Service Area Outcomes App
I.C.1	9	PAR-F2021-Subm-Website	Fall 2021 PAR Submissions
I.C.1	10	PAR-StudServAreas-AdmRec F2021	Fall 2021 Comprehensive Program and Area Review (PAR): Student Services Areas
I.C.1	11	IR-ServiceAreaOutcome-Webpage	Institutional Research Service Area Outcomes Webpage
I.C.1	12	Chabot-About-Webpage	Chabot College About Webpage
I.C.1	13	Accred-SpecPrgms-Webpage	Accreditation for Special programs Webpage
I.C.1	14	RN-PrgmBrochure	Registered Nursing Program Brochure
I.C.1	15	Catalog-AccredStatus 20-22 p12	Catalog – Accreditation Status
I.C.2	1	Chabot-Adr-Webpage	College Address Webpage
I.C.2	2	Catalog-Mission 20-22 p13	Mission Vision and Values Webpage
I.C.2	3	Catalog-DegCertInfo 20-22 p16-17	Catalog – Degree and Certificate Information
I.C.2	4	Catalog PLO 20-22 p118	Catalog – Program PLO
I.C.2	5	Catalog-Cal 2020-22 p9	Catalog – Academic Calendar
I.C.2	6	Catalog-AcadFr 2020-22 p1	Catalog – Academic Freedom
I.C.2	7	Catalog-FinAid 2020-22 p48	Catalog – Financial Aid
I.C.2	8	Catalog-StuSuptPrgms 2020-22 p68	Catalog – Student Support Programs
I.C.2	9	Catalog-AdminList 20-22 pp364-365	Catalog – Administrator List
I.C.2	10	Catalog-BOT 2020-22 p4	Catalog – Board Members
I.C.2	11	Catalog-Adm 2020-22 pp42-44	Catalog – Admission Policies
I.C.2	12	Catalog-Fees 20-22 p16	Catalog – Fees
I.C.2	13	Catalog-DegCharts 2020-22 pp18-27	Catalog – Degree Charts
I.C.2	14	Catalog-TransferInfo 20-22 pp27-36	Catalog – Transcripts
I.C.2	15	Catalog-Adm 20-22 pp42-44	Catalog – Admission Policies
I.C.2	16	Catalog-AcadRegs 20-22 pp78-83	Catalog – Academic Regulations
I.C.2	17	Catalog-NondiscriminPcly 20-22 p3-p85	Catalog – Non-Discrimination Policy
I.C.2	18	Catalog-TransferInfo 2020-22 pp27-36	Catalog – Transcripts
I.C.2	19	Catalog-Transcripts 2020-22 p16 p61	Catalog – Transcripts
I.C.2	20	Catalog-GrieveProc 2020-22 pp101-104	Catalog – Grievance Policy
I.C.2	21	Catalog-SexHarassProc 2020-22 pp86-94	Catalog – Sexual Harassment Procedure
I.C.2	22	Catalog-Fees 2020-22 p16	Catalog – Fees
I.C.3	1	ACCJC-AnnuRpt 2019	Accreditation Committee for Community and Junior Colleges – Annual Report

I.C.3	2	IR-ACCJC-Eff Indic 2018-19	Institutional Research Accrediting Commission for Community and Junior Colleges Effectiveness Indicators 2018–2019
I.C.3	3	IR-ACCJC-Eff Indic 2019-20	Institutional Research Accrediting Commission for Community and Junior Colleges Effectiveness Indicators 2019–2020
I.C.3	4	IR-ACCJC-Eff Indic 2020-21	Institutional Research Accrediting Commission for Community and Junior Colleges Effectiveness Indicators 2020–2021
I.C.3	5	IR-StudSuccWrksht	Institutional Research – Student Success Worksheet
I.C.3	6	IR-StudSucc-Webpage	Institutional Research Student Success & Outcomes Webpage
I.C.3	7	SLO-Assess	Student Learning Outcomes Assessment
I.C.3	8	SLO-Rpts-Webpage	Student Learning Outcomes Reports
I.C.3	9	PrgmRev-Smry-AJ 2021	Program Area Review Summary 2021
I.C.3	10	IR-ILO-StudFacu Sp19	Institutional Research Institutional Learning Outcomes Students and Faculty Spring 2019
I.C.4	1	Catalog-AreasOfStudy 2020-22 pp105-362	Catalog – Areas of Study
I.C.4	2	Deg-Cert-PrgmInfo-Webpage	Degree and Certificate Program Information Webpage
I.C.4	3	Deg-Crs-Roadmaps-Webpage	Degree and Course Roadmaps
I.C.4	4	DegreePathwayInfo-BioEngr	Degree Pathway Information
I.C.4	5	CurricUNET-PrgmDescr-Acct	CurricUNET – Program Description
I.C.4	6	RN-PrgmBrochure	Nursing Program Brochure Website
I.C.4	7	Eng-JobsForEngMajors-Website	English Major Degrees Website
I.C.4	8	GuidedPathways-StudGuide 3-11	Guided Pathways Program MAP
I.C.5	1	Sched-Catalog-Archive-Webpage	Catalog – Published Class Schedules
I.C.5	2	GovAssmt-Recomm Webpage	Governance Assessment Webpage
I.C.5	3	EMP-DSP-Cal-Timeline 2021	Education Master Plan-District-Wide Strategic Plan – Planning Timeline
I.C.5	4	StratPlan-RevProc 2021-26	District Strategic Plan Process
I.C.5	5	CLPCCD-BP-ReviewCycle	Board Policy Review Cycle
I.C.5	6	SharedGovAssmtSmry 2018	Shared Governance Assessment Summary 2018
I.C.5	7	SharedGov-AssmtSmry 2019	Shared Governance Assessment Summary 2019
I.C.5	8	SharedGov-AssmtSmry 2020	Shared Governance Assessment Summary 2020
I.C.6	1	Catalog-Fees 2020-22 p16	Catalog – Fees
I.C.6	2	ClassSched-Fees-ZTC-LTC Spr2021	Class Schedule – Fees and Zero-Textbook-Cost/Low-Textbook-Cost
I.C.6	3	Bkstore-ViewTextbk-RsltsPg	Bookstore – View Textbook
I.C.6	4	Bkstore-FindTextbk-Webpage	Bookstore – Find Textbook
I.C.6	5	ClassWeb-ZTC-LTC-Logos	Class Web – Zero-Textbook-Cost/Low-Textbook-Cost
I.C.6	6	ClassWeb-ZTC-Logo	Class Web – Zero-Textbook-Cost
I.C.6	7	ClassSched-Fees-ZTC-LTC Spr2021	Class Schedule – Fees and Zero-Textbook-Cost/Low-Textbook-Cost
I.C.6	8	OER-Website	Open Educational Resources Website
I.C.6	9	OER-Presn 11-3-2020	Open Educational Resources Presentation
I.C.7	1	CLPCCD-BP4030-AcadFr 2020	Board Policy 4030 – Academic Freedom Policy

I.C.7	2	Catalog-AcadFr 20-22 p.1	Catalog – Academic Freedom
I.C.7	3	CLPCCD-FA-Cntrct-AcadFr 19-22	Faculty Association Contract – Academic Freedom 2019-22
I.C.7	4	IR-EmplAccredSurvey Sp2021-p3	Institutional Research Employee Accreditation Survey Spring 2021 (p. 3)
I.C.8	1	CLPCCD-BP5500-StudentConduct	Board Policy 5500-Student Conduct Policy
I.C.8	2	GuideAdrStudConduct-Webpage	Guide to Addressing Student Conduct Webpage
I.C.8	3	StudConduct-Guiding-Princ	Student Conduct Guiding Principles
I.C.8	4	Catalog-StudentRgts 2020-22 pp95-101	Catalog – Student Rights
I.C.8	5	CLPCCD-AP4105-DistEd	Administrative Procedure 4105 – Distance Education
I.C.8	6	CLPCCD-FA-Syl-Req 2019-22 pp38-39	Faculty Association Contract – Syllabus Requirements
I.C.9	1	AcadSen-Prof-Ethics	Academic Senate Professional Ethics Statement
I.C.9	2	CLPCCD-HR-Obsn-Of-Inst-Form-F2F-Class	Observation of Instruction Form Face to Face Class
I.C.12	1	Catalog-AccredStatus 20-22 p12	Catalog – Accreditation Status
I.C.12	2	DHYG-Accred-Webpage	Dental Hygiene Accreditation Webpage
I.C.12	3	RN-PrgmBrochure	Registered Nursing Program Brochure
I.C.12	4	Catalog-BOT 20-22 p4	Catalog Board Members 2020–2022 (p. 4)
I.C.12	5	Catalog-AccredStatus 20-22 p12	Catalog – Accreditation Status
I.C.12	6	Catalog-AccredStatus 20-22 p12	Catalog – Accreditation Status
I.C.13	1	Chabot-AccredStatus-Webpage	Accreditation Status – Webpage
I.C.13	2	Catalog-AccredStatus 20-20 p12	Catalog – Accreditation Status
I.C.13	3	DHYG-Accred-Webpage	Dental Hygiene Accreditation Webpage
I.C.13	4	RN-PrgmBrochure	Registered Nursing Program Brochure
I.C.13	5	IR-SEAPlan-19-22	Institutional Research Student Equity and Achievement Plan 2019–2022
I.C.13	6	IR-AB1805Subm-Su21	Institutional Research Assembly Bill No. 1805 Submission Summer 201
I.C.13	7	HSI-AnnuRpt-20	Hispanic-Serving Institutional Annual Submission Report 2020
I.C.14	1	Catalog-Mission 20-22 p13	Mission Statement
I.C.14	2	EMP 15-20	2015–2020 Ed Master Plan
I.C.14	3	PRAC-StratPlan-2020-02-19	Planning and Resource Allocation Committee Strategic Plan 2020-02-19
I.C.14	4	BEC-10x10-Taskforce	Black Excellence Collective 10x10 Taskforce
I.C.14	5	PAR 2020-21	Program Area Review 2020-2021
I.C.14	6	PRAC-Charge-Webpage	Planning and Resource Allocation Committee-Charge
I.C.14	7	Catalog-Mission 20-22 p13	Mission Statement
I.C.14	8	PAR 2020-21	Program Area Review 2020–2021
I.C.14	9	PerformingArtsComplex-Pol-Proc	Performing Arts Complex-Policies and Procedures

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's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, 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. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. INSTRUCTIONAL PROGRAMS

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (Eligibility Requirements 9 and 11) (**Appropriateness of Instructional Programs**)

Evidence of Meeting the Standard

All Chabot College instructional programs are appropriate to higher education and consistent with the institution's vision, mission, and values statements (VMVS). This includes in-person, hybrid, and online courses as well as credit and noncredit courses. Coursework at Chabot College culminates in students attaining learning outcomes, certificates, degrees, transfer, and employment.

Chabot College's wide selection of degree, certificate, transfer, and career education (CE) offerings are consistent with the institutional VMVS ([Welcome-VMVS-Webpage](#)). A complete list of degree and certificate programs at Chabot College are listed in the College Catalog and on the website ([DegCertPrgm-Webpage](#), [Catalog 2020-22](#)). Regardless of location or delivery mode, instructional programs support students in achieving their educational goals. For instance, online and hybrid course options increase access and completion, and concurrent enrollment courses allow students to receive both high school and college-level credit ([CncrEnrl-Webpage](#)). A number of review processes ensure all programs and courses are consistent with the VMVS and culminate in student achievement.

First, the faculty-driven curriculum review and approval process ensures all course offerings are appropriate for an institution of higher education and are in keeping with state and local standards for CE and transfer pathways. Faculty submit curriculum in areas of recognized expertise ([CurrDev-Proc-Webpage](#)) per state minimum qualifications and educational code standards. All curricula are reviewed by area faculty, the division dean, the articulation officer, and a technical review committee prior to Curriculum Committee vote in accordance with the California Community Colleges Program and Course Approval Handbook 7th Edition ([Curr-Website/](#)). Once approved by the Curriculum Committee, courses and programs are approved by the Chabot College Academic Senate, voted on and approved by the Chabot-Las Positas

Community College District (CLPCCD) Board of Trustees, and submitted to the California Community Colleges Chancellor's Office (CCCCO) State Curriculum Inventory for approval.

Second, learning outcomes mapping and assessment ensure students attain learning outcomes. Student learning outcomes (SLOs) listed on the Course Outline of Record (COR) are assessed and reviewed on a five-year cycle ([OA-SLO-Policy-Webpage](#)). Each SLO is mapped to a minimum of one institutional learning outcome (ILO). ILOs reflect the College's VMVS and encompass the knowledge, skills, and habits of mind students gain throughout the entirety of their experience attending Chabot College ([OA-ILO-Webpage](#)). Program-level outcomes measure the knowledge, skills, abilities, and attitudes students have at the completion of a certificate, degree, or transfer program ([Catalog-DegCert-POs 2015-17](#)).

Third, the program review (PR) process aligns programs with the College's VMVS and supports continuous program and service improvement. Reviews are the foundation for area, discipline, division, and college planning and budgeting. The Chabot College PR process is based on a three-year cycle that begins with a comprehensive review of student success and access data in Year One ([PrgmRev-Basics-Website](#)).

Finally, Chabot College maintains transfer articulation agreements with California State University (CSU), University of California (UC), Association of Independent California Colleges and Universities (AICCU), Historically Black Colleges and Universities (HBCU), and private universities ([TransferArticulation-Website](#)). Chabot College is in the process of implementing Guided Pathways to meet the needs of students. Guided Pathways is a student-centered approach to college services, counseling, and program design that empowers all students to realize their educational goals by providing clear navigation to degrees, certificates, transfers, careers, and personal growth ([GuidedPathways-Website](#)).

Analysis and Evaluation

Chabot College meets the standard. Through a clear curriculum process, all courses and programs are offered at levels of quality and rigor appropriate for higher education and are aligned with the VMVS. Regular assessment and evaluation of courses and programs takes place through the curriculum review process, SLO assessment cycle, and PR. Results of the processes are used to improve educational quality and institutional effectiveness and provide additional opportunities for students to achieve their educational and life goals

- II.A.2** Faculty, including full-time, part-time, and adjunct faculty, regularly engage in ensuring the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. (**Contents and Methods of Instruction**)

Evidence of Meeting the Standard

At Chabot College, full- and part-time faculty ensure course content and methods of instruction meet generally accepted academic and professional standards and expectations through a rigorous curriculum and PR that includes student success data analysis.

Curriculum Committee: In regard to ensuring content meets high standards, faculty update CORs and modify and submit new courses, programs, and degrees on a regular schedule ([Curr-QuinquennialRev-Webpage](#)). Course outlines include both content and methods of instruction. The process is informed by curricular area faculty, dialogue with students, and industry standards. The Curriculum Committee provides training opportunities to part- and full-time faculty. Downloadable content is available for all faculty members online with curriculum and SLO tutorials, as well as one-on-one meetings with curriculum leadership ([CurrCmte-Charge-Webpage](#)).

Program Review (PR): Faculty annually conduct systematic and inclusive PR based on data to improve instructional courses and programs. The Program and Area Review (PAR) Committee ([PAR-Cmte-Webpage](#)) leads and manages the college wide PR process. The Office of Institutional Research (OIR) provides student success data to areas for their review, such as enrollment data and success rates for the overall student body and demographic data by ethnicity, gender, part-/full-time instruction, and in-person/hybrid/online instruction. In addition to data, PAR provides guiding questions in PR to inform data analysis and planning ([IR-PARData-Webpage](#)). Data are available by course, academic program, and college wide. The PAR synthesizes results from PR to identify college wide themes and needs to inform planning. The three-year cycle ensures all areas and programs regularly review course curriculum, SLOs, and program learning outcomes (PLOs) ([EMP-IPB-N-PAR](#)).

In regard to learning outcomes, full- and part-time faculty conduct SLO assessment every five years to ensure program currency, improve teaching and learning strategies, and promote student success. SLO assessment plans are developed by PR areas and supported by the Outcome and Assessment Committee (OAC). Under the direction of Academic Senate, the OAC determines the SLO Policy ([OA-SLO-Plcy-Webpage](#)), provides faculty resources for writing SLOs ([OA-SLO-Def-Eg-Webpage](#)), and houses data that track SLO assessment reports ([OAC-SLO-Rpt-Website](#)). SLO assessment reports are used to determine student performance and trends for demonstrating the required knowledge and skills upon completion of the course. Data from the SLO assessment process inform PR planning and improvement for each three-year PR cycle.

Analysis and Evaluation

Chabot College meets the standard. The standards and procedures developed by the Curriculum Committee ensure course content and methods of instruction meet generally accepted academic and professional standards and expectations. The annual PAR process allows faculty to exercise collective ownership over the design and improvement of the learning experience.

- II.A.3** The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline. (**Student Learning Outcomes Assessment**)

Evidence of Meeting the Standard

Chabot College regularly assesses learning outcomes for all courses, programs, and degrees as detailed in [Standard II.A.2](#) and [Standard II.A.1](#). Learning outcomes for programs, certificates, and degrees are listed in the College Catalog ([Catalog-PLO-Eg 2020-22 p248-p287](#)) and CORs, and syllabi include learning outcomes. The OAC website documents procedures for writing and

assessing learning outcomes ([Outcome-Assessment-Website](#)). Active courses are assessed at least once every five years ([OA-SLO-Plcy-Webpage](#)) with results documented in CurricUNET ([CurricUNET-SLO-Rprt 1-7-21](#)). A detailed summary of the assessment cycle, support resources, and up-to-date reports on when courses and programs were last assessed can be found on the OAC website ([OAC-Website](#)).

The OIR assesses ILOs, which are also listed in the College Catalog ([Catalog-ILO p13](#)). Assessments include student surveys and direct faculty assessment ([IR-ILO-Comm-Rprt 5-18-18](#)). Additionally, in PR, each area is asked to review its student and PLO data and priorities for improving student learning ([PrgmRev-Math 2018-19](#)).

Learning outcomes for courses are listed in CurricUNET on approved, current CORs ([CurricUNET-SLO-COR-Webpage](#)). They are reviewed at least once every five years per board policy ([CLPCCD-AP4020-Prgm-Curr-Dev](#)). All new courses, programs, certificates, and degrees must have SLOs and PLOs listed in their proposal as part of the CurricUNET submission process for Curriculum Committee approval ([CurricUNET-SLO-Reqd-Webpage](#)).

Students in every class section receive a syllabus that includes SLOs for the course. Instructors are required to include learning outcomes on the course syllabi ([CLPCCD-FA-Cntrct-Sec-9B 2022 p38](#)) they provide to students and are reminded to do so every semester ([EmailReminder-SyllabusDue 8-11-2](#)).

Analysis and Evaluation

The College meets the standard. Chabot has a process in place to ensure learning outcomes are identified and assessed for courses, programs, certificates, and degrees. All certificates and degrees have PLOs, and outcomes are included on CORs and in the course syllabi provided to students. Policies are in place to assess institutional, program, and course-level learning outcomes on a five-year cycle. The cycle completion rate can be improved for PLOs as discussed under [Standard I.B](#).

II.A.4 If the institution offers pre-collegiate-level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. (**Precollegiate Level Curriculum**)

Evidence of Meeting the Standard

Although most courses offered at Chabot College are college level, the course schedule includes pre-collegiate-level curriculum in math, English, English as a Second Language (ESL), and learning skills. These courses directly support students in mastering content needed for success in college-level courses. Precollegiate courses include non-degree-applicable basic skills courses as well as courses in a sequence that lead to transfer-level courses but do not transfer themselves.

The College Catalog distinguishes pre-collegiate-level courses from collegiate. It identifies the numbering system for baccalaureate, basic skills, and noncredit courses ([Catalog-Crse No Sys 2020-22 p106](#)) and explains limitations on basic skills courses ([Catalog BasicSkills Crse Lim-2020-22 p59](#)). For instance, it describes the Learning Skills Program supporting students with learning disabilities ([Catalog-LNSK-Prgm-2020-22 p70](#)). In various sources (e.g., the printed Schedule of Classes, the College's website, the College Catalog), the progression of courses connecting precollegiate and collegiate curriculum are

published for English, math, and ESL ([Catalog Engl ICS-2020-22 p52](#), [ClassSched-Math-Crse-Prgm-Chart 2019](#), [ESL Prgm-Webpage](#)).

The College further supports students in learning the knowledge and skills necessary to advance and succeed in college-level curriculum.

- The College Catalog indicates each course's prerequisite(s), corequisite(s), and strongly recommended preparation courses ([Catalog MathCrse 2020-22 p291](#)).
- Precollegiate courses are aligned with collegiate courses during the curriculum development process. In the COR, prerequisite skills of a course are met by the measurable objectives of the prerequisite course. For example, CORs for a transferable College Algebra course ([Curricunet-COR-MTH31](#)) and its nontransferable prerequisite Intermediate Algebra course ([Curricunet-COR-MTH55](#)) align as do the CORs for first transfer-level English course ([Curricunet-COR-ENGL1](#)) and the ESL sequence ([Curricunet-COR-ESL15A](#), [Curricunet-COR-ESL15B](#)).
- To support students in acquiring the knowledge and skills needed for college-level courses, the LC provides a number of resources and services ([LC-Webpage](#)), including tutoring; the Science, Technology, Engineering, and Mathematics (STEM) Center; the Writing and Reading Across the Curriculum Center (WRAC); the ESL Language Center; the Communications Studies Lab; and supplemental instruction, which are detailed in [Standard II.B.1](#). Similarly, the Chabot Library facilitates access to resources and services to support student learning and achievement as outlined in [Standard II.B.2](#).

Analysis and Evaluation

The College meets the standard. The College clearly differentiates pre-collegiate-level curriculum from college-level curriculum in the College Catalog, on CORs, and in the Schedule of Classes. The sequencing and alignment of courses along with support services allow students to advance to and succeed in college-level curriculum.

- II.A.5** The institution's degrees and programs follow practices common to U.S. higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures minimum degree requirements are 60 semester credits or equivalent at the associate level and 120 credits or equivalent at the baccalaureate level. (Eligibility Requirement 12)
(Academic Degrees and Programs)

Evidence of Meeting the Standard

Chabot College degrees and programs follow practices common to U.S. higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

The Curriculum Committee approval process includes a thorough systematic review of all courses, programs, certificates, and degrees to ensure California Community College Curriculum standards and regulations around higher education are met in compliance with Title 5 and transfer expectations. The Chabot College Curriculum Committee ensures compliance with regulations and law regarding curriculum by following the Program and Course Approval Handbook and criteria for approval for local degrees, including the Associate in Art (AA) and Associate in Science (AS) degrees ([CCC-PCAH-TOC](#), [AA-GradReq-Flyer 2020-1](#), [AS-GradReq-Flyer 2020-1](#)). Based on guidelines established by the CCCCO and in accordance with

Title 5, all associate degrees meet the criteria for GE and graduation requirements in regard to program rigor, length, depth, and sequencing. For example, the College offers numerous associate degrees that fulfill transfer and/or articulation requirements set by the state and four-year institutions of higher learning. Associate degrees are conferred upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units of degree-applicable course work ([AA-AS-GE-GradReq](#)).

Additionally, the CLPCCD Board policies define the philosophy and criteria for all degrees and certificates awarded for GE and career and technical education (CTE) ([CLPCCD-BP4100-GradReq-Deg-Cert](#)). Courses designated to fulfill the GE and depth requirements are intended to represent more than an accumulation of units. They represent the College's successful efforts to lead students through patterns of learning experiences designed to develop certain capabilities and insights appropriate for higher education, such as the ability to think and communicate clearly ([CLPCCD-AP4025-Philo-Criteria-Assoc-GenEd](#)). Provisions for documenting the competence of students completing CTE programs are made according to established policy for degrees and certificates ([CLPCCD-AP4102-Career-TechEd](#)).

All AA and AS degrees awarded meet the GE requirement of 60 semester credits ([Catalog-AA-AS-60UnitsReq 2018-20 p16-17](#)).

Analysis and Evaluation

The College meets the standard. All degrees and programs follow practices and standards common to U.S. higher education. The Curriculum Committee, a subcommittee of the Chabot Academic Senate, adheres to regulations and guidelines established by Title 5 and the CCCCCO. CLPCCD Board Policy defines the philosophy and criteria for all certificate and degree programs for GE and CTE.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (Eligibility Requirement 9) (**Course Offerings**)

Evidence of Meeting the Standard

Chabot College schedules courses to balance offerings and create pathways for students to complete degree and certificate programs in a timely manner consistent with established expectations in higher education.

The College Enrollment Management Committee (CEMC): The CEMC meets twice per month and is comprised of the vice president of academic services, area deans, and faculty association representatives. The committee facilitates scheduling in keeping with the College's Strategic Plan Goal ([CEMC-Strat 10-2019](#)).

The CEMC regularly reviews student success and progress data provided by the OIR and enrollment management data, generated by the tools Argos and SWOXEN, to guide the discussion on what, when, and how to schedule classes ([CEMC-Argos-Data-Anlysis 2-1-21](#)). Minutes from the December 14, 2020 CEMC meeting show the continual balancing of productivity with the need to maintain pathways for students to complete majors and programs in a timely manner ([CEMC-Mtg-Min 12-14-20](#)).

At the division level, academic deans plan course schedules to facilitate timely student progression through required core course sequences. For example, the Chabot Science and Math Division coordinates schedules between different disciplines using a spreadsheet to ensure students who are “on schedule” for completion can take courses without timing conflicts between core classes ([Sci-Math-Sched-Template](#)). Below details three examples of Chabot’s successful efforts to support timely completion in keeping with expectations in higher education.

Online Completion: Chabot has been rising to the challenge of supporting student success and completion in its increasing numbers of online classes. For example, in Fall 2015, face-to-face classes had a success rate of 69 percent versus only 60 percent in online classes, a gap of nine percent. However, this gap has been decreasing, with only a three percent gap in success rates in Fall 2019 (70 percent in face-to-face vs. 67 percent online). Withdrawals tend to be higher in online classes. But again, the gap in withdrawal rates has been decreasing (from an eight percent gap in Fall 2015 to two percent in Fall 2019). Nevertheless, for African American students in particular, the gap in success rates in online versus face-to-face classes remains significant, though it too has decreased from nine percent in 2015 to seven percent in 2019 ([IR-SuccRate-CrseMod-Race F2016-F2020](#)).

Math and English Completion: To address AB705 legislation in 2018–2019, both English and math departments at Chabot eliminated conventional placement and adopted informed course selection for English and guided self-placement for math ([Assessment-Website](#)). Flowcharts and guidance are provided online and in person through the Assessment Center, the English and math departments, and by counselors to clarify the course sequences and help in English and math ([Engl-Crse-Select-Flowchart](#), [ClassSched-MthGuidedSelfPlmt 2019](#)).

The English Department now schedules more college-level sections and has reduced or eliminated its precollegiate offerings with the focus on timely completion.

Institutional research (IR) data from the first semester after the shift (Fall 2019) show a significant bump in student enrollment in and completion of College English in one semester ([IR-AB705-StudSuccess F2015-19](#)).

Guided Pathways: Finally, Chabot is in Year Three of a projected five-year development process for Guided Pathways ([LCP Def 10-2-19](#)), which will create coherent templates for students to reach their degree and transfer goals, reducing confusion in course selection and delay in degree and transfer achievement. This will help the College better coordinate scheduling, and course and program design, so they are student centered, easy to navigate, and completion oriented. Programs submitted pathway maps in Spring 2021 under six learning and career pathways ([Draft-ECE-Map](#), [Draft-AlliedHealth-Map](#), [LCP-Webpage](#)).

Across the board, Chabot College has seen a steady, marked reduction in student withdrawal rates, from a 25 percent withdrawal rate in 2000 to 16 percent in 2019. At the same time, success rates have steadily risen, from 63 percent in 2,000 to 69 percent in 2019. This suggests ongoing adjustments to scheduling, curriculum, and support are enabling more students to persist and succeed ([IR-StudSuccess-WithdrawRates-F2000-19](#)).

Transfer and completion rates further demonstrate the success of CEMC and the College in meeting this standard. Overall, the total number of degrees successfully completed at Chabot has increased dramatically, doubling from 2011 to 2020, from a total of 659 degrees earned in 2010–

2011 across disciplines to a total of 1,322 in 2019–2020 ([PrgmRev-DegAwarded 2010-20](#)). IR degree-awarded data break down the increase in degrees and trends in degrees in more detail ([IR-DegAwarded 2001-2-N-2019-20](#)). The College has been demonstrably facilitating improvements in student degree achievement.

A Fall 2019 student survey ([IR-Stud-Satisfaction-Surv F2019](#)) suggests that, overall, students are satisfied with “class availability,” with only 12 percent reporting “dissatisfied” or “very dissatisfied,” and 66 percent reporting “satisfied” or “very satisfied.” For “class timing,” only ten percent reported “dissatisfied” or “very dissatisfied,” and 72 percent reported “satisfied” or “very satisfied.”

Analysis and Evaluation

Chabot College meets the standard. Chabot actively strives to balance access, equity, and productivity concerns to create course schedules that meet student needs as evidenced in the ongoing, self-reflective process of the work of the CEMC, informed by Institutional Research, PR, and the input of deans and departments. Student surveys reflect overall high satisfaction with this balance.

II.A.7 The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. (**Delivery Modes, Teaching Methodologies, and Support Services**)

Evidence of Meeting the Standard

Chabot College has a long history of innovation around engaged, equity-focused pedagogy and learning support that reflects the diverse changing needs of students and the community. The Puente and Umoja learning communities, focusing on Latinx and African American authors and issues respectively, both originated at Chabot decades ago and have become national models with branches at community colleges all over California and beyond ([Puente-Website](#), [Umoja-Website](#)). Both provide academic preparation and support for educationally underserved students who aim to graduate and transfer to four-year colleges and universities, providing pathways through college English requirements linked to other core classes, as well as built-in counseling, mentoring, community connections, and tutorial support.

The effectiveness of these learning community-embedded delivery modes is consistently apparent in resulting IR data ([IR-PuenteRpt-F2018](#), [IR-Presn-AfriAmerStud-F2019](#)). For example, in Fall 2019, Chabot students as a whole, many of whom come from low-income families and the majority of whom are the first in their families to attend college, had a 61 percent success rate in their first semester of college-level English; for African American students, the success rate was lower, at 59 percent. However, Umoja students, the vast majority of whom identify as African American, succeeded in first semester English at a dramatically higher rate of 77 percent. In fact, Umoja students succeeded in all courses in the program at higher rates than Chabot students in general succeeded in their courses ([IR-Umoja-StudSuccess-F2019](#)).

In addition to Puente and Umoja, Chabot offers a range of other learning communities and cohort-model learning experiences to help students matriculate, succeed in their classes, develop supportive peer communities, and reach their goals. The Program for Adult College Education (PACE) is a longstanding learning community designed for working adults ([Pace-Website](#)).

Evening and online classes and preset, streamlined schedules ease the way for busy, working adults to reach their degree goals. Below are further examples of the work Chabot does to equitably support every student.

First Year Experience (FYE). FYE, a newer program for incoming students, creates cohorts based on shared interests and academic pathways, demystifying majors and helping students clarify goals and academic choices ([FYE-Website](#)). IR data indicate students participating in FYE show higher success and persistence rates than the general student population, including in English and math ([IR-FYE-StudSuccess_F2016-19](#)).

The Change It Now Learning Community: Change It Now began at Chabot in 2009, coupling academic instruction with experiential social justice activism, with students designing their own activist projects, including organizing the annual “Get Woke Stay Woke” conference, now in its fifth year, in collaboration with students from other local community colleges and high schools ([CIN-Website](#), [CIN-StayWokeConf-Webpage](#), [GetWokeStayWoke-Flyers_2020](#)).

Student Initiative Center (SIC): The SIC is another project focused on experiential and project-based learning modalities ([Stud-Initiative-Cntr-Webpage](#)). The SIC supports student-generated projects and provides training for faculty to incorporate project-based learning into their classes. For instance, the SIC supports “Tennyson Thrives,” a multi-year, grant-funded collaborative effort between community members, Hayward City staff, and the Chabot SIC, to create and implement a dynamic Vision Plan for the diverse, largely low-income neighborhoods along the Tennyson Corridor, where many of our students live. As part of this project, students take leadership for their own learning about community organizing, city government, and creating and exhibiting community art ([TennysonThrives-Webpage](#)). In addition, an article on the SIC project is published on the website of the International Community Management Association ([TennysonThrives-Article-Webpage](#)).

The Restorative Integrated Self Education (RISE) Program: RISE is a learning community initiated in 2017 that serves formerly incarcerated students, in partnership with the Alameda County Santa Rita Jail and the nonprofit social service provider, Open Gate ([RISE-Webpage](#)). Many in Chabot College’s service area are disproportionately impacted by mass incarceration and the school-to-prison pipeline. The RISE program is an intervention that reverses the trend of the “school-to-prison pipeline” to a “jail-to-college” pipeline. The program enrolls and supports low-risk inmates released on probation as they gain the skills to reenter society and their community through education and vocational training as well as counseling and peer support.

The Learning Connection (LC): The LC is a learning support hub that houses tutoring and other learning support in a wide range of academic subjects. Under the umbrella of the LC, students can get drop-in or regularly scheduled tutoring in business, world languages, and many other subjects; communications studies through the Communication Lab; reading and writing in any subject through the Writing and Reading Across the Curriculum (WRAC) Center; support for English language learners through the ESL Language Center; and help with math and science through the STEM Center ([CommLab-Website](#), [WRAC-Cntr-Website](#), [ESL-Lang-Cntr-Webpage](#), [STEM-Cntr-Website](#)).

Noncredit: Many departments offer noncredit course and certificate options to provide cost-free, flexible alternatives for courses that qualify ([Noncred-Instr-Website](#), [NoncredCert-Crse-](#)

[Webpage, NoncredCertPrgm-Website](#)). Minutes for the October 2020 Noncredit Committee meeting show a number of additional noncredit courses and certificates submitted for Curriculum Committee approval in Fall 2020 ([NoncreditCmte-Min 10-23-20](#)).

Analysis and Evaluation

Chabot College meets the standard. Chabot continually strives for a range of innovative learning modalities and experiences for its students, with an eye to intervening in systemic inequities that put many students at an academic and professional disadvantage. Chabot's dedication to bringing equity into the heart of its institutional culture and academic disciplines is evident in its learning supports and communities, and efforts to address basic and other unique and changing student needs.

II.A.8 The institution validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures processes are in place to reduce test bias and enhance reliability.
(Course and Program Examination)

Evidence of Meeting the Standard

Chabot College validates the effectiveness of department wide examinations including direct assessment of prior learning. As of Spring 2019, the College has been using high school transcripts, Self-Guided Math Placement ([ClassSched-Math-SelfPlace 2019](#)), and English Informed Course Selection ([EngCrse-SlctnFlowchart](#)) for student self-placement into English and math courses, eliminating college and department wide placement examinations in math and English. Department exams remain in ESL, nursing, and chemistry with additional policies for areas such as nursing.

Credit for Prior Learning: The CLPCCD updated its Credit for Prior Learning board policies and procedures in keeping with educational code in 2020 ([CLPCCD-BP4235-Credit-Prior-Learning](#), [CLPCCD-AP4235-Credit-Prior-Learning](#)). At present, the College Catalog lists the College's policy regarding the College Level Examination Program (CLEP), International Baccalaureate (IB), Advanced Placement (AP) exams, and the general education (GE) area satisfied and Chabot course equivalent for each AP exam ([Catalog-CLEP-IB 2020-22 pp36-40](#), [Catalog-Credit-Prior-Learning p.81](#)). The college Admissions and Records and General Counseling websites house the form to process requests for credit ([AdmRec-Forms-Webpage](#), [Cnsl-Forms-Webpage](#)).

English as a Second Language (ESL): The College uses two assessment processes in ESL and chemistry in keeping with a memo from the Chancellor's Office, which states, "Instruments are not intended for placement, but for measuring the completion of foundational competencies" ([AB705-FAQs 12-7-18](#)). The ESL faculty use a grammar test placement score, in conjunction with students' self-assessment in meetings with students, to suggest ESL-level placements ([ESL-CrseSeq 2021](#)). The ESL placement process and self-placement questionnaire were developed by ESL faculty in consultation with OIR over the past year and were implemented Fall 2021. In Fall 2021, ESL also initiated a consultation process with IR to assess the effectiveness of these placement procedures.

Chemistry: Students interested in taking Chemistry 1A (General Chemistry) have the option of taking the Chemistry Diagnostic to fulfill the chemistry prerequisite for this course ([ChemAssessment-Webpage](#)). Chabot College chemistry faculty use the scores suggested by the

exam's publisher along with the chemistry curriculum to establish the cutoff scores for student readiness for general chemistry. The Chemistry Department periodically reaches out to OIR to validate the effectiveness of the chemistry diagnostic test ([IR-SuccRates-Chem-31-1A_Spr2018](#), [IR-GradeDist-Chem-31-1A_F16-N-Spr17](#)). For example, in Fall 2021, chemistry faculty began a consultation process with IR to re-assess the effectiveness of these placement procedures.

Nursing: In accordance with state nursing program requirements, Chabot maintains a policy and process for challenging courses ([Nursing-Credit-By-Exam 3-12-19](#)). To receive credit, the student needs to “pass both the course examination and the appropriate benchmark assessment test” and complete the form provide by Admissions and Records ([Prereq-Challenge](#)).

Analysis and Evaluation

The College meets the standard. The College follows Credit for Prior Learning policies and procedures as outlined in board policies, has previously validated the effectiveness of its ESL and chemistry exams, and is in the process of re-evaluating the effectiveness of these exams in academic year 2021–2022.

II.A.9 The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions. (Eligibility Requirement 10) (**Award of Course Credit, Degrees, and Certificates**)

Evidence of Meeting the Standard

Course credit, degrees, and certificates awarded at Chabot College are based on students attaining course and PLOs that adhere to institutional policies and reflect standards of higher education. Additionally, the College follows federal standards for clock to credit our conversion when necessary.

Chabot adheres to all state and federal policies and educational codes as reflected in its administrative procedures ([CLPCCD-AP4020-Prgm-CurrDev](#), [CLPCCD-AP4230-Grade-AccdRec-Symbols](#)) and board policies ([CLPCCD-BP4020-Prgm-Curr-Crse-Dev](#), [CLPCCD-BP4100-GradReq-Deg-Cert](#), [CLPCCD-BP4230-Grade-AccdRec-Symbols](#)). The Curriculum Committee reviews and approves all courses, degrees, and certificates, as previously described.

To ensure all students are aware of the standards in earning credit, each active course includes SLOs, course objectives, and course content both in the COR and course syllabi ([Curricunet-CrseOutline-GEOS1](#)). Faculty follow the Curriculum Handbook ([CurrHdbk 2014-15](#)) to ensure all CORs include SLOs, methods of instruction, and evaluation, which the curriculum review process requires ([COR-Req-Elem_Spr2017_pp12-31](#), [COR-Curr-Ref_Spr2017](#)).

Furthermore, all programs and certificates have detailed and clear PLOs. Assessment results are documented in CurricUNET with support from the Outcome and Assessment Committee. As a further check in this system, programs are asked to validate in comprehensive PR whether they have completed all PLO assessments within the five-year cycle ([PrgmAreaRev-Basics-Webpage](#)). All PLOs are included in the College Catalog ([Catalog_PLO-Eg_2020-22](#)) to allow students to gain an understanding of what each program has to offer. As previously detailed,

Chabot College also assesses and evaluates SLOs on a five-year cycle, which allows discipline faculty to have in-depth discussions around learning outcomes (see [Standard I.B.2](#) for details).

Credit is awarded based on the specific standards outlined in the COR, including SLOs, objectives, and content. Students are awarded units for each course based on successfully accomplishing the SLOs and objectives. SLOs are assessed in each course using a variety of matrices, which may include oral or written assignments, lab reports, tests, quizzes, etc. A record of assessment results is kept in CurricUNET and linked to the OAC website ([OAC-Website](#)).

The College follows federal standards for clock-to-credit-hour conversions for all its late-start and fast-track courses. Area deans are responsible for converting regular census hours to clock hours when necessary. These calculations are then verified by Academic Services before being added to the schedule through Banner ([Student-Contact-Hour-Calc](#)).

Analysis and Evaluation

The College meets the standard. Chabot College's curriculum development process and the awarding of course credit, degrees, and certificates are in accordance with Title 5 of the California Education code, district board policies, and the College's Curriculum Handbook, which guides curriculum development and course standards.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (Eligibility Requirement 10) (**Transfer-of-Credit Policies**)

Evidence of Meeting the Standard

The College supports transfer by developing articulation agreements, establishing clear requirements for accepting transfer credit, and publishing transfer of credit policies.

Chabot College publishes clear transfer-of-credit policies that facilitates movement between educational institutions while upholding educational standards. The College follows board policies and administrative procedures with regard to transfer of credit toward college programs ([CLPCCD-BP-AP-4235-Credit-for-Prior-Learning](#)). Faculty are responsible for reviewing requests to transfer credit to ensure standards in content and learning outcomes are upheld. They determine which courses are eligible for transfer of credit ([CLPCCD-BP-AP-4235-Credit-for-Prior-Learning](#)). The Counseling Department's home page provides links for students, including instructions on how to get their transcript evaluated, how to obtain credit for AP examinations, and prerequisites ([Counseling-Svcs-Website](#)). The College Catalog also lists policies for course substitutions and waivers of program requirements ([Catalog-RegPlcy 2020-22 p58](#)) for a course from another institution.

Articulated courses with local high school, school, adult school, and regional occupational programs are posted online ([Articulated-Crse-HS-AdultSchool-ROP-Webpage](#)). The College Catalog lists the College's policy on CLEP, IB, and AP exams. The College Catalog additionally includes the GE area satisfied and Chabot course equivalent for each AP exam ([Catalog-CLEP-IB 2020-22 pp36-40](#)).

To help students continue their education beyond Chabot, the College develops articulation agreements appropriate to its mission. Chabot College lists articulation agreements with UC ([UC-Transfer-Crse-List 2020-21](#)) and CSU ([CSU-Transfer-Crse-List 2020-21](#)) on its Transfer Articulation webpage. It further directs students to ASSIST.org for articulation with specific departments/majors at UC and CSU and to the C-ID website for C-ID approved courses ([Transfer-Articulation-Webpage](#)). When new courses are proposed, the curriculum process includes identifying the need for articulation with CSU, UC, and C-ID ([New-Prgm-Cse-Checklist](#)).

Analysis and Evaluation

The College has comprehensive policies in place covering transcript evaluation; AP exam credit; and articulation with local high school, adult school, and regional occupational programs. Articulation agreements between CSU and UC are also in place and well publicized.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
(Program Student Learning Outcomes)

Evidence of Meeting the Standard

For all its programs and each GE area, Chabot includes appropriate SLOs. The table below shows how outcome areas such as communication and quantitative reasoning are covered by Chabot College’s ILOs ([OAC-ILO-Website](#)), which are published in the Chabot Catalog ([Catalog-ILO 2020-22 p13](#)) and by the related associate degree GE requirement ([AA-AS-GE-Criteria](#)).

Learning Outcome in Standard II.A.11	Chabot College’s ILO	Associate Degree GE Requirement
Communication Competency	Communication	Areas A1, A3
Information Competency	Information & Technological Literacy	Area A2
Quantitative Competency	Critical Thinking	Area H
Analytic Inquiry Skills	Critical Thinking	Area A skills applied to courses in other GE Areas
Ethical Reasoning	Civic & Global Engagement	Area A2
Ability to Engage Diverse Perspectives	Civic & Global Engagement	Area G

When a course proposal is submitted to the Curriculum Committee for approval in CurricUNET, it lists the SLOs for the course. SLOs are also mapped to the College’s ILOs at that point ([Curricunet-Crse-Prpsl-SLO](#)).

Similarly, degree/certificate proposals and the College Catalog also list PLOs that reflect analytic and reason skills. These are also mapped to the College’s ILOs ([Curricunet-Prgm-Prpsl-PLO](#)). The College regularly assesses PLOs and ILOs and reports trends for review ([ILO-Assmnts, OAC-Website](#)).

Analysis and Evaluation

Chabot College meets the standard. Learning outcomes that reflect analytic competencies at the course level are mapped to program and institutional outcomes, which, in turn, reflect the critical thinking skills listed in the standard. Associate degree GE requirements additionally cover the same outcome areas regularly assessed during PLO and ILO assessment policies.

- II.A.12** The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (Eligibility Requirement 12) (**General Education Requirements**)

Evidence of Meeting the Standard

Chabot College requires all of its degree programs to support a component of GE pursuant to the philosophy ([5CCR-Sec-55061](#)) and requirements ([5CCR-Sec-55063-MinReq-AssocDeg](#)) set forth in Title 5 of the California Code of Regulations and in board policies and administrative procedures, which include a GE philosophy ([CLPCCD-BP4025-Philo-Criteria-For-Assoc-Deg-GE](#), [CLPCCD-AP4025-Philo-Criteria-For-Assoc-Deg-GE](#)). The objectives of the Chabot GE program ([Catalog-GE-Obj](#)) and the GE requirements ([Catalog-GE-Req 2020-22 p23](#)) are clearly stated in the Chabot Catalog. Courses proposed to fulfill GE areas need to provide a statement of rationale for the Curriculum Committee's consideration ([Curr-Hdbk 2014-15 p11](#)). The Curriculum Committee, as a subcommittee of the Academic Senate, relies mainly on faculty expertise to set degree requirements and determine the appropriateness of each course for inclusion in the GE based on developed criteria ([AA-AS-GE-Criteria](#)).

GE areas cover the development of knowledge, practice, and interpretive approaches in the arts and humanities (Area C), the sciences (Area B), mathematics (math proficiency), and the social sciences (Area D) ([AA-AS-GE Criteria](#)). SLOs for GE courses are mapped to ILOs. For instance, the ILO civic and global engagement fosters a student's preparation for engaging in controversy with civility and for engaging in individual actions or collective community-based efforts for justice. The ILOs communication, critical thinking, and development of the whole person comprise foundational skills for lifelong learning and application of learning ([OA-ILO-Webpage](#)). The College regularly assesses ILOs and reports trends for review ([IR-ILO-Assmnt Spr2005-17 11-20-20](#)).

Analysis and Evaluation

Chabot College meets the standard. Degree requirements reflect GE philosophies and goals and cover learning outcomes enumerated in the standard per board policy. Faculty expertise drives the inclusion of courses in GE based on developed criteria.

- II.A.13** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area

of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study. **(Program-Specific Focused Study)**

Evidence of Meeting the Standard

As stated in the College Catalog, all Chabot College's degree programs include "a focus of study in some field of knowledge." Similarly, Certificates of Achievement develop "skills in a specific focus," and all Certificates of Proficiency target "a very specific series of courses in the academic, vocational and/or technical field" ([Catalog-Focus-Of-Study 2020-22 pp16-17](#)). The College Catalog lists required courses within the discipline and/or related disciplines for each degree and certificate ([Catalog-Major-Cert-Req 2020-22 pp107-362](#)).

The Chabot Curriculum Committee follows the Faculty Program Development process, which uses the Program and Course Approval Handbook (PCAH) from the CCCCCO to identify primary program goals and criteria ([Fac-Prgm-Dev](#)). Appropriate key theories and practices for a degree or certificate program are ensured through Criteria C: Curriculum Standards. The application and program narrative submitted by faculty must demonstrate "programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required" ([CCC-PCAH-Criteria-C](#)). The Curriculum Committee evaluates Criteria C to ensure courses cover key competencies, and SLOs and PLOs, when course and program proposals are submitted ([Curricunet-SLO-Req-Website](#)).

Analysis and Evaluation

Chabot College meets the standard. All programs include a focused study on one area of inquiry or discipline and include key theories and practices appropriate for each program, including learning outcomes and core competencies, all of which can be found in the College Catalog and on CurricUNET.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. **(Technical and Professional Competencies)**

Evidence of Meeting the Standard

Chabot College graduates who complete career-technical certificates and degrees demonstrate technical and professional competencies and meet employment standards and other applicable standards such as preparation for external licensure and certification. From the early stages of proposal, new CTE programs and courses follow the Program and Course Approval Handbook, which requires demonstration of a need for the program or course ([CurrHdbk- StmtRational 2014-5 p11](#)). These courses and programs go through the same process for approval as other programs/courses; however, they are also required to provide additional information on labor demand, along with recommendations from their advisory committees and approval meeting minutes from the regional consortia ([CurrHdbk-ReqInfo 2014-5 p34](#)).

For example, to exhibit program alignment with labor market need and core competencies, CTE programs such as fire technology host a Career Outlook section on their website ([FireTech-CareerOutlook-Website](#)). Students can view the projected job growth on the website and then drill down further by clicking on the link to the California Employment Development

Department. Alongside the Career Outlook, program websites also show specific career paths and positions for which students will be prepared through coursework at the College.

Chabot College prepares students for licensure and certification. For example, in the dental hygiene program, students are prepared for licensure through clinical competencies and patient experiences, as well as through mock board exams (both clinical and didactic). From 2016–2020, 100 percent of students who completed the two-year program passed the dental hygiene licensure exam ([DentalHygPassRates-Website](#)). For nursing students, Chabot College maintains strong connections and partnerships with leading community health care providers ([RN-Mail-Brochure-Partnerships](#)). Students are placed in clinical sites such as Eden Medical Center, St. Rose Hospital, and Kaiser Permanente.

To ensure graduate competency and preparation for licensure, programs engage in various efforts such as maintaining advisory boards and updating curriculum to industry standards. Advisory boards consist of faculty, local practitioners, community members, and alumni ([Catalog-CitizAdvsyBrd 2020-22 p12](#)). These boards provide advice on a range of topics, including the need for the program, program content, and performance standards. For instance, the dental hygiene program advisory board consists of program staff, faculty, practicing dentists, and leaders in the dental community ([DentalHygAdvisoryCmte-Webpage](#)). Similarly, the area director of a local machinist union sits on the advisory board for automotive technology ([AutoAdvisoryCmteMtg-IndReps F2020](#)), and their website hosts surveys for students, alumni, and employers ([AutoTechSurveys-Website](#)). Results are intended for program development and improvement. In addition, advisory boards discuss industry trends, faculty training, and areas of focus as evidenced by the automotive technology meetings ([AutoAdvisoryCmteMtg-Agenda F2020](#)).

Analysis and Evaluation

The College meets the standard. Chabot College ensures CTE graduates demonstrate technical and professional competencies that meet employment standards through licensure preparation, the curriculum development process, and advisory boards.

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so enrolled students may complete their education in a timely manner with a minimum of disruption. **(Program Discontinuance or Significant Change)**

Evidence of Meeting the Standard

When programs are eliminated or program requirements significantly change, Chabot College makes appropriate arrangements so enrolled students may complete their education in a timely manner with minimum disruption. The Chabot-Las Positas District Administrative Policy 4021, Program Revitalization/Discontinuance, guides Las Positas and Chabot's procedures for dismantling programs while ensuring enrolled students may complete their education in a timely manner with minimal disruption ([CLPCCD-AP4021-Prgm-Revi-Discont](#)). The process takes up to two years and requires consultation with the dean and vice president. AP 4021 outlines the various contact points that occur as well as the role of the vice president and ad hoc committee, including the process of analysis and plan of action, monitoring, and review. As part of the process, implications to students are discussed and courses of action recommended. All reasonable actions are to be taken to ensure students may complete their education in a timely manner. One such possible action is to allow course substitutions or waivers via the Request for

a Course Substitution or Waiver of a Program Requirement form ([CrseSub-Waiver-of-PrgmReq](#)) to ensure students are able to complete requirements. No programs have been eliminated at Chabot in its recent history.

Analysis and Evaluation

Chabot College meets the standard. As stated in Board Policy AP4021, the College has policies and procedures for ensuring students enrolled in eliminated or reduced programs can complete their education in a timely manner with minimal disruption.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. (**Instructional Program Evaluation**)

Evidence of Meeting the Standard

Chabot College regularly evaluates and improves the quality and currency of all instructional programs offered, including collegiate, precollegiate, career-technical, and community education courses and programs. The PAR Committee ([PAR-Cmte-Webpage](#)) manages the college wide PR process and systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. Additionally, the Curriculum Committee's review and approval process ensures all courses, programs, certificates, and degrees are reviewed during the approval process and undergo a curriculum review at least every five years. The OAC ([OA-Cmte-Webpage](#)) leads a continuous five-year assessment cycle of all active courses, regardless of delivery mode or location, delivering SLO assessment reports that inform teaching pedagogy and implementation of SLO strategies for the next five-year cycle.

Program Review: At Chabot College, all academic programs (all disciplines) and service areas complete an annual review. The purpose of the review is to summarize and reflect on progress toward improvement goals (academic or service), document challenges, and request resources, as detailed more extensively in [Standard II.A.2](#). Reviews are the foundation for area, discipline, division, and college planning and budgeting ([PrgmRev-Basics-Webpage](#)). PAR synthesizes results from the PR process into a college wide review of themes, needs, and ideas that inform college wide planning.

Curriculum and Learning Outcomes Assessment: The curriculum approval process requires that all SLOs listed on the COR are assessed and reviewed in a five-year cycle ([OA-SLO-Policy-Webpage](#)) along with PLOs that represent the knowledge, skills, abilities, and attitudes students have at the completion of a certificate, degree, or transfer program ([Catalog-DegCert-PLOs](#)). Similarly, ILOs that encompass the knowledge, skills, and habits of mind students gain throughout the entirety of their experience attending Chabot College are assessed on a five-year cycle ([OA-ILO-Webpage](#)). Data provided from SLO assessment inform teaching pedagogy and implementation of SLO strategies for the next five-year cycle, as detailed further in [Standard II.A.2](#).

Planning and Resource Allocation: The Planning and Resource Allocation Committee (PRAC) leads the integrated planning and resource allocation processes in support of high-quality programs and services. The PRAC manages the development of the Educational Master Plan and

Strategic Plan to achieve the College's mission ([PRAC-StratPln Spr2020-22](#)). The PRAC is also responsible for reviewing results from the PAR Committee to plan and allocate resources by developing allocation guidelines and recommendations that enable achievement of planning goals ([CRAM-BdgtCal 6-2-21](#)). The PRAC broadly and consistently communicates planning priorities to ensure the transparency of resource allocation decisions.

Analysis and Evaluation

Chabot College meets the standard. Chabot College uses the annual PR process to evaluate and improve the quality and currency of all instructional programs. The PRAC reviews the results from PR and develops guidelines and recommendations that systematically improve programs and courses to enhance learning outcomes and achievement for students. Similarly, the Curriculum Committee approves and periodically reviews all courses, programs, certificates, and degrees, regardless of delivery mode or location. With support from the Curriculum Committee, the OAC leads a five-year continuous cycle of assessment for SLOs in all active courses including collegiate, precollegiate, career-technical, and continuing education courses and programs.

Conclusions on Standard II.A. Instructional Programs

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes results of its assessments available to the public, and uses results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of GE to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Improvement Plan

None

Standard II.A. Acronym List

AA	Associate in Art
AP	Advanced Placement
AICCU	Association of Independent California Colleges and Universities
AS	Associate in Science
CE	Career Education
CEMC	College Enrollment Management Committee
CCCCO	California Community Colleges Chancellor's Office
CLEP	College Level Examination Program
CLPCCD	Chabot-Las Positas Community College District
COR	Course Outline of Record
CSU	California State University
CTE	Career and Technical Education
ESL	English as a Second Language
FYE	First Year Experience
GE	General Education
HBCU	Historically Black Colleges and Universities
IB	International Baccalaureate
ILO	Institutional Learning Outcome
IR	Institutional Research
OAC	Outcome and Assessment Committee
OIR	Office of Institutional Research
PACE	Program for Adult College Education
PAR	Program and Area Review Committee
PCAH	California Community Colleges Program and Course Approval Handbook
PLO	Program Learning Outcomes
PR	Program Review
RISE	Restorative Integrated Self Education
SIC	Student Initiative Center
SLO	Student Learning Outcome

STEM	Science, Technology, Engineering, and Mathematics
UC	University of California
VMVS	Vision, Mission, and Values Statements
WRAC	Writing and Reading Across the Curriculum

Standard II.A. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
II.A.1	1	Welcome-VMVS-Webpage	Vision, Mission, Value Statement
II.A.1	2	DegCertPrgm-Webpage	Degree and Certificate Programs
II.A.1	3	Catalog 2020-22	Chabot College Catalog-2020-2022
II.A.1	4	CncrEnrl-Webpage	Concurrent Enrollment Webpage
II.A.1	5	CurrDev-Proc-Webpage	Curriculum Development Process
II.A.1	6	Curr-Website	Curriculum Committee-Website
II.A.1	7	OA-SLO-Policy-Webpage	Outcomes Assessment-SLOs
II.A.1	8	OA-ILO-Webpage	Outcome and Assessment-Institutional Learning Outcomes Policy Webpage
II.A.1	9	Catalog-DegCert-PLOs 2015-17	Catalog: Degree and Certificate PLOs
II.A.1	10	PrgmRev-Basics-Website	Program and Area Review Basics
II.A.1	11	TransferArticulation-Website	Transfer and Articulation Webpage
II.A.1	12	GuidedPathways-Website	Guided Pathways Webpage
II.A.2	1	Curr-QuinquennialRev-Webpage	Curriculum-Quinquennial Review-Website
II.A.2	2	CurrCmte-Charge-Webpage	Curriculum Committee Charge
II.A.2	3	PAR-Cmte-Webpage	Program and Area Review Committee
II.A.2	4	IR-PAR-Data-Webpage	Institutional Research Program Area Review Data Webpage
II.A.2	5	EMP-IPB-N-PAR	Integrated Planning and Budgeting and Program Review
II.A.2	6	OA-SLO-Plcy-Webpage	Outcomes Assessment-SLOs
II.A.2	7	OA-SLO-Def-Eg-Webpage	Outcomes Assessment-SLOs
II.A.2	8	OAC-SLO-Rpt-Website	Outcome and Assessment Committee-SLO Report-Website
II.A.3	1	Catalog-PLO-Eg 2020-22 p248 p287	Catalog PLOs (pp. 248–287)
II.A.3	2	Outcome-Assessment-Website	Outcomes Assessment Website
II.A.3	3	OA-SLO-Plcy-Webpage	Outcomes Assessment-SLOs
II.A.3	4	OAC-Website	Outcomes Assessment Website
II.A.3	5	Catalog-ILO p13 2020-22	Catalog ILOs
II.A.3	6	IR-ILO-Comm-Rprt 5-18-18	ILO Communication Report 5-18-18
II.A.3	7	PrgmRev-Math 2018-19	Math Program Review 2018-2019
II.A.3	8	Curricunet-SLO-COR-Webpage	CurricUNET Course Outline with SLOs
II.A.3	9	CLPCCD-AP4020-Prgm-Curr-Dev	AP 4020 Program and Curriculum Development
II.A.3	10	Curricunet-SLO-Reqd-Webpage	CurricUNET SLO Requirements-Webpage
II.A.3	11	CLPCCD-FA-Cntrct-Sec-9B 2022 p38	FA Contract Section 2022 9B (p. 38)
II.A.3	12	EmailReminder-SyllabusDue 8-11-2	Email Reminder for Syllabus 8-11-21
II.A.4	1	Catalog-Crse No Sys 2020-22 p106	Catalog Course Number System (p. 106)
II.A.4	2	Catalog BasicSkills Crse Lim-2020-22 p59	Catalog Basic Skills Courses (p. 59)
II.A.4	3	Catalog-LNSK-Prgm-2020-22 p70	Catalog Learning Skills Program (p. 70)
II.A.4	4	Catalog Engl ICS-2020-22 p52	Catalog English ICS (p. 52)
II.A.4	5	ClassSched-Math-Crse-Prgm-Chart 2019	Class Schedule Math Courses 2019
II.A.4	6	ESL Prgm-Webpage	ESL Program
II.A.4	7	Catalog MathCrse 2020-22 p291	Catalog Math Course (p. 291)
II.A.4	8	Curricunet-COR-MTH31	CurricUNET Course Outline MTH 31
II.A.4	9	Curricunet-COR-MTH55	CurricUNET Course Outline MTH 55
II.A.4	10	Curricunet-COR-ENGL1	CurricUNET Course Outline Engl 1
II.A.4	11	Curricunet-COR-ESL15A	CurricUNET Course Outline ESL 15A
II.A.4	12	Curricunet-COR-ESL15B	CurricUNET Course Outline ESL 15B

II.A.4	13	LC-Webpage	Learning Connection Webpage
II.A.5	1	AA-GradReq-Flyer 2020-1	AA Graduation Requirements
II.A.5	2	AS-GradReq-Flyer 2020-1	AS Graduation Requirements
II.A.5	3	AA-AS-GE-GradReq	AA, AS, GE Graduation Requirements
II.A.5	4	CLPCCD-BP4100-GradReq-Deg-Cert	BP 4100 Graduation Requirements
II.A.5	5	CLPCCD-AP4025-Philo-Criteria-Assoc-GenEd	AP 4025 Philosophy and Criteria for Associate Degree and GE
II.A.5	6	CLPCCD-AP4102-Career-TechEd	AP 4102 Career and Technical Education
II.A.5	7	Catalog-AA-AS-60UnitsReq 2018-20_p16-17	Catalog AA-AS Unit Requirements (pp. 16–17)
II.A.6	1	CEMC-Strat 10-2019	CEMC Strategies 10-2019
II.A.6	2	CEMC-Argos-Data-Anlysn 2-1-21	CEMC Argos Report 2-1-21
II.A.6	3	CEMC-Mtg-Min 12-14-20	CEMC Minutes 12-14-20
II.A.6	4	Sci-Math-Sched-Template	Science and Math Scheduling Template
II.A.6	5	Assessment-Website	Assessment Website
II.A.6	6	Engl-Crse-Select-Flowchart	English Course Selection Flow Chart
II.A.6	7	ClassSched-MthGuidedSelfPlmt 2019	Class Schedule Math Self Placement 2019
II.A.6	8	PrgmRevRpt-Engl Yr2-Webpage	Program Review – English Year 2
II.A.6	9	PrgmRevRpt-Engl Yr4-Webpage	Program Review – English Year 4
II.A.6	10	IR-AB705-StudSuccess F2015-19	AB 705 Student Success
II.A.6	11	LCP Def 10-2-19	Learning and Career Pathway Definition
II.A.6	12	Draft-ECE-Map	Draft-Early Childhood Education-Navigation Map
II.A.6	13	Draft-AlliedHealth-Map	Draft-Allied Health-Navigation Map
II.A.6	14	IR-StudSuccess-WithdrawRates-F2000-19	Withdrawal Rates F2000–2019
II.A.6	15	PrgmRev-DegAwarded 2010-20	Program Review – Degrees Awarded
II.A.6	16	IR-DegAwarded 2001-2-N-2019-20	Degrees Awarded
II.A.6	17	IR-Stud-Statifaction-Surv F2019	Student Satisfaction Survey Fall 2019
II.A.7	1	Puente-Website	Puente Website
II.A.7	2	Umoja-Website	Umoja Website
II.A.7	3	IR-PuenteRpt-F2018	IR Puente Report Fall 2018
II.A.7	4	IR-Presn-AfriAmerStud-Fall 2019	IR Presentation African American Students Fall 2019
II.A.7	5	IR-Umoja-StudSuccess-F2019	Umoja Student Success Fall 2019
II.A.7	6	Pace-Website	PACE Website
II.A.7	7	FYE-Website	FYE Website
II.A.7	8	IR-FYE-StudSuccess F2016-19	FYE Student Success
II.A.7	9	CIN-Website	CIN Website
II.A.7	10	CIN-StayWokeConf-Webpage	CIN Stay Woke Conference Webpage
II.A.7	11	GetWokeStayWoke-Flyers 2020	Get Woke Stay Woke Flyers
II.A.7	12	Stud-Initiative-Cntr-Webpage	Student Initiative Center Website
II.A.7	13	TennysonThrives-Webpage	Tennyson Thrives Website
II.A.7	14	TennysonThrives-Article-Webpage	Tennyson Thrives Article
II.A.7	15	RISE-Webpage	RISE Website
II.A.7	16	CommLab-Website	Communications Lab Website
II.A.7	17	WRAC-Cntr-Website	WRAC Center Website
II.A.7	18	ESL-Lang-Cntr-Webpage	ESL Language Center
II.A.7	19	STEM-Cntr-Website	STEM Center Website
II.A.7	20	Noncred-Instr-Website	Noncredit Instruction
II.A.7	21	NoncredCert-Crse-Webpage	Noncredit Certificate Course
II.A.7	22	NoncredCertPrgm-Website	Noncredit Certificate Program
II.A.7	23	NoncreditCmte-Min 10-23-20	Noncredit Minutes 10-23-20
II.A.8	1	ClassSched-Math-SelfPlace 2019	Class Schedule Math Self Placement 2019

II.A.8	2	EngCrse-SlctnFlowchart	English Course Selection Flow Chart
II.A.8	3	CLPCCD-BP4235-Credit-Prior-Learning	BP4235-Credit for Prior Learning
II.A.8	4	CLPCCD-AP4235-Credit-Prior-Learning	AP4235-Credit for Prior Learning
II.A.8	5	Catalog-CLEP-IB 2020-22 pp36-40	
II.A.8	6	Catalog-Credit-Prior-Learning p.81	Catalog-Credit for Prior Learning (p. 81)
II.A.8	7	AdmRec-Forms-Webpage	Admissions and Records-Forms-Webpage
II.A.8	8	Cnsl-Forms-Webpage	Counseling-Forms-Webpage
II.A.8	9	AB705-FAQs 12-7-18	AB 705 FAQs
II.A.8	10	ESL-CrseSeq 2021	English as a Second Language-Course Sequence-2021
II.A.8	11	ChemAssmnt-Webpage	Chemistry Assessment Webpage
II.A.8	12	IR-SuccRates-Chem-31-1A_Spr2018	Institutional Research-Success Rates-Chemistry 31-Spring 2018
II.A.8	13	IR-GradeDist-Chem-31-1A_F16-N-Spr17	Grade Distribution Chem 31-1A F17-S17
II.A.8	14	Nursing-Credit-By-Exam 3-12-19	Nursing Credit by Exam Policy
II.A.8	15	Prereq-Challenge	Prerequisite Challenge Form
II.A.9	1	CLPCCD-AP4020-Prgm-CurrDev	AP 4020 Program and Curriculum Development
II.A.9	2	CLPCCD-AP4100-GradReq-Deg-Cert	AP 4100 Graduation Requirements
II.A.9	3	CLPCCD-AP4230-Grade-AccdRec-Symbols	AP 4230 Grading and Academic Record Symbols
II.A.9	4	CLPCCD-BP4020-Prgm-Curr-Crse-Dev	BP 4020 Program, Curriculum, Course Development
II.A.9	5	CLPCCD-BP4100-GradReq-Deg-Cert	BP 4100 Graduation Requirements
II.A.9	6	CLPCCD-BP4230-Grade-AccdRec-Symbols	BP 4230 Grading and Academic Records Symbols
II.A.9	7	Curricunet-CrseOutline-GEOS1	CurricUNET Course Outline GEOS 1
II.A.9	8	CurrHdbk 2014-15	Curriculum Handbook 2014-2015
II.A.9	9	COR-Req-Elem_Spr2017 pp12-31	COR Required Elements
II.A.9	10	COR-Curr-Ref_Spr2017	COR Curriculum Reference Guide
II.A.9	11	PrgmAreaRev-Basics-Webpage	Program and Area Review Basics
II.A.9	12	Catalog_PLO-Eg 2020-22	Catalog PLO
II.A.9	13	OAC-Website	OAC-Website
II.A.9	14	Student-Contact-Hour-Calc	Student Contact Hours
II.A.10	1	CLPCCD-BP-AP-4235-Credit-for-Prior-Learning	BP-AP 4235 Credit for Prior Learning
II.A.10	2	CLPCCD-BP-AP-4235-Credit-for-Prior-Learning	BP-AP 4235 Credit for Prior Learning
II.A.10	3	Counseling-Svcs-Website	Counseling Services Website
II.A.10	4	Catalog-RegPly 2020-22 p58	Catalog Registration Policies (p. 58)
II.A.10	5	Articulated-Crse-HS-AdultSchool-ROP-Webpage	Articulated Courses HS and Adult School ROP
II.A.10	6	Catalog-CLEP-IB 2020-22 pp36-40	Catalog CLEP and IB (pp. 36–40)
II.A.10	7	UC-Transfer-Crse-List 2020-21	UC Transfer Course List
II.A.10	8	CSU-Transfer-Crse-List 2020-21	CSU Transfer Course List 2020-21
II.A.10	9	Transfer-Articulation-Webpage	Transfer and Articulation Webpage
II.A.10	10	New-Prgm-Cse-Checklist	New Program Course Checklist
II.A.11	1	OAC-ILO-Website	Outcome and Assessment-ILO Policy Webpage
II.A.11	2	Catalog-ILO 2020-22 p13	Catalog ILOs
II.A.11	3	AA-AS-GE-Criteria	AA, AS, GE Criteria
II.A.11	4	Curricunet-Crse-Prpsl-SLO	CurricUNET Course Proposal SLOs
II.A.11	5	Curricunet-Prgm-Prpsl-PLO	CurricUNET Program Proposal PLOs
II.A.11	6	ILO-Assmnts	ILO Assessment

II.A.11	7	OAC-Website	OAC Website
II.A.12	1	5CCR-Sec-55061	CCR Section 55061
II.A.12	2	5CCR-Sec-55063-MinReq-AssocDeg	CCR Section 55063
II.A.12	3	CLPCCD-BP4025-Philo-Criteria-For- Assoc-Deg-GE	Chabot-Las Positas Community College District BP 4025 Board Policy
II.A.12	4	CLPCCD-AP4025-Philo-Criteria-For- Assoc-Deg-GE	Chabot-Las Positas Community College District AP 4025 Administrative Procedure
II.A.12	5	Catalog-GE-Obj	Catalog GE Objectives
II.A.12	6	Catalog-GE-Req 2020-22 p23	Catalog GE Requirements (p. 23)
II.A.12	7	Curr-Hdbk 2014-15 p11	Curriculum Handbook 2014–2015 (p. 11)
II.A.12	8	AA-AS-GE-Criteria	AA, AS, GE Criteria
II.A.12	9	AA-AS-GE-Criteria	AA, AS, GE Criteria
II.A.12	10	OA-ILO-Webpage	Institutional Learning Outcomes
II.A.12	11	IR-ILO-Assmnt Spr2005-17 11-20-20	ILO Assessment Spring 2019
II.A.13	1	Catalog-Focus-Of-Study 2020-22 pp16- 17	Catalog Focus of Study (pp. 16–17)
II.A.13	2	Catalog-Major-Cert-Req 2020-22 pp107- 362	Catalog Major Certificate Requirements (pp. 107–362)
II.A.13	3	Fac-Prgm-Dev	Faculty Program Development
II.A.13	4	CCC-PCAH-Criteria-C	Program and Course Approval Handbook Criteria C
II.A.13	5	Curricunet-SLO-Req-Website	CurricUNET SLO Requirements
II.A.14	1	CurrHdbk-StmtRational 2014-5 p11	Curriculum Handbook 2014–2015 (p. 11)
II.A.14	2	CurrHdbk-ReqInfo 2014-5 p34	Curriculum Handbook 2014–2015 (p. 34)
II.A.14	3	FireTech-CareerOutlook-Website	Fire Tech Career Outlook
II.A.14	4	DentalHygPassRates-Website	Dental Hygiene Pass Rates
II.A.14	5	RN-Mail-Brochure-Partnerships	Registered Nursing Program Brochure
II.A.14	6	Catalog-CitizAdvsyBrd 2020-22 p12	Catalog Citizens Advisory Board (p. 12)
II.A.14	7	DentalHygAdvisoryCmte-Webpage	Dental Hygiene Advisory Committee
II.A.14	8	AutoAdvisoryCmteMtg-IndReps F2020	Auto Advisory Meeting Industry Reps
II.A.14	9	AutoTechSurveys-Website	Auto Tech Surveys
II.A.14	10	AutoAdvisoryCmteMtg-Agenda F2020	Auto Advisory Meeting Fall 2020
II.A.15	1	CLPCCD-AP4021-Prgm-Revi-Discont	AP 4021 Program Discontinuance
II.A.15	2	CrseSub-Waiver-of-PrgmReq	Course Substitution Waiver of Program Requirement
II.A.16	1	PAR-Cmte-Webpage	Program and Area Review Committee
II.A.16	2	OA-Cmte-Webpage	Outcome and Assessment Committee
II.A.16	3	PrgmRev-Basics-Webpage	Program and Area Review Basics
II.A.16	4	OA-SLO-Policy-Webpage	Outcome Assessment-SLOs
II.A.16	5	Catalog-DegCert-PLOs	Catalog: Degree and Certificate PLOs
II.A.16	6	OA-ILO-Webpage	Outcome and Assessment-ILO Policy Webpage
II.A.16	7	PRAC-StratPln Spr2020-22	Strategic Plan
II.A.16	8	CRAM-BdgtCal 6-2-21	CRAM Model
II.A.IP	1	CLPCCD-BP4235-Credit-Prior-Learning	Board Policy-Credit for Prior Learning
II.A.IP	2	CLPCCD-AP4235-Credit-Prior-Learning	Administrative Policy-Credit for Prior Learning

II.B. LIBRARY AND LEARNING SUPPORT SERVICES

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (Eligibility Requirement 17) (**Library and Learning Support Services**)

Evidence of Meeting the Standard

Chabot College provides sufficient library and learning support services to sustain and grow the mission of the College to support student learning and achievement equitably regardless of location or mode of delivery.

Library

The Chabot College Library supports student learning and achievement by providing educational equipment, materials, and services to students, as well as faculty and staff responsible for facilitating student learning and support. Taken together, these services and resources are sufficient in quantity, currency, depth, and variety to support educational programs across the Chabot College curriculum, regardless of location or means of delivery.

As of June 30, 2019 ([CCC-Annu-Lib-DataSurvey 2019-20](#)), library resources include a print book collection of 57,083 volumes, as detailed in the table below:

Library Book Collection			
Collection	6/30/19	2019–2020	Total
Print Books (general collection)	57,083	+820	57,903
E-books (perpetually owned)	7,207	+1,026	8,233

The library collection also includes 67 print periodical subscriptions. In addition, periodicals are available online via the library's 71 subscription databases.

Circulation statistics ([Lib-Stats 2019-20](#)) provide annual usage data of the library's collection materials. The table below provides a summary of the library circulation statistics for the past three academic years

Library Circulation Statistics			
Collection	2019–2020	2018–2019	2017–2018
Print Books (General Collection)	1,158	1,906	2,206
Textbook Course Reserves	1,475	2,262	3,499
Technology Equipment	2,060	2,210	3,028

Laptops in particular are the most in-demand technology equipment; as a result, the laptop lending library has continued to grow over the last five years, from the initial five devices to the current 59 laptops ([Lib-LaptopInfo-Invent 2019](#)). Likewise, the collection of hotspot devices has increased from the first five in 2018 to 20 hotspots as of June 2020.

The library website ([Lib-Website](#)) serves as the main entry point to all technology equipment and materials—print and electronic. More specifically, Ex Libris Alma/Primo serves as the Library System Platform. As of December 2019, library bibliographic records are accessible via Ex Libris Alma/Primo ([Lib-Catalog-AlmaPrimo-Website](#)).

Students, faculty, and staff can access additional library resources and services through its extensive website, which is available at any time. Library online services include research assistance via the library's 24/7 Chat Reference service ([Lib-ChatRef-Webpage](#)). In 2019–2020, a total of 505 reference questions were answered virtually by librarians ([Lib-ChatRef-Stat](#)).

Other online resources include online tutorials (e.g., Introduction to Databases at Chabot College Library) ([Lib-IntroTutorials-Databases](#)). A complete list of tutorials is available on the Chabot College Library YouTube channel ([Lib Tutorial-YouTube](#)). These resources help address academic challenges and nonacademic needs as prioritized in the College's Educational Master Plan (EMP) ([EMP 2021-26](#)).

To support students and the campus, faculty may schedule a librarian-led, integrated instruction session using the Library Orientation Request Form available on the website. Chabot librarians also provide library instruction through credit-bearing courses, LIBS 1 and LIBS 2 ([Lib-Instr-LIBS1-Crse](#)) and ([Lib-Instr-LIBS2-Crse](#)), which oftentimes are theme based (e.g., hip-hop culture, media literacy). Moreover, SLOs for both courses squarely align with the College's EMP's critical priority of supporting teaching and learning aimed at developing content knowledge, critical thinking, and skills development ([EMP 2021-26](#)).

In addition, the Library also provides outreach services and programming; the former involves embedded librarianship activities with Chabot's learning communities (e.g., Change It Now!, Puente, and Umoja) ([Lib-Emb-CIN-LrnCmty-Webpage](#), [Lib-Emb-Puente-LrnCmty-Webpage](#), [Lib-Emb-Umoja-LrnCmty-Webpage](#)).

Finally, the Library also hosts literary and cultural programs (e.g., poetry readings, lecture series, and film screening) ([Lib-Outreach-FilmScrn](#)). These events are promoted through the Library's social media pages (e.g., Facebook, Instagram, Twitter) ([Lib SocialMedia-Webpage](#)). These programs support the College's EMP's critical priority of coordinating collaborative outreach efforts and orientation activities between academics and student services ([EMP 2021-26](#)).

The Learning Connection

The LC supports student learning and achievement by providing support services and educational equipment/materials to students. The LC is Chabot College's umbrella program for academic learning support. The services and resources available through the LC labs and centers have the quantity, currency, depth, and variety to support student learning and achievement:

- *Learning Connection (LC)*: The LC provides scheduled appointment peer tutoring in a variety of courses; drop-in peer tutoring in business, ESL, French and Spanish; supplemental instruction (SI) sessions for selected courses; conversation groups

(speaking/listening practice) for ESL, French, and Spanish; open access computers; study spaces; and material resources ([LC-Website](#)).

- *Writing and Reading Across the Curriculum (WRAC) Center*: The WRAC is housed within the Learning Connection Center. Services include drop-in tutoring for reading and writing with peer and faculty tutors, workshops, and material resources ([WRAC-Center-Website](#)).
- *Science Technology Engineering Math (STEM) Center*: Services include drop-in tutoring for STEM with peer and faculty tutors, SI in selected courses, open access computers, study spaces, workshops and speaker series, and material resources ([STEMCenter-Website](#)).
- *Communications Study Lab*: The Lab provides drop-in tutoring with peer tutors for speeches, presentations, and workshops ([CommStudiesLab-Website](#)).

Records show appointments for almost 30 different disciplines ([TutoringAppt F2019](#)). The chart below summarizes usage data ([Tutoring-Visits F2019](#)):

Learning Connection Service Utilization – Fall 2019			
Service/Visit Type	Visits	Contact Hours	Unique Students
Individual/Group Study	6,606	9014.01	1,167
Drop-in Tutoring	2,434	2,857.7	793
WRAC Drop-in Tutoring	1,035	1,123.15	599
Tutoring Appointments	1,354	1,517.34	313

The LC provides equitable access to learning support through a variety of delivery modes. For example, in addition to in-person tutoring, through the support of the California Community Colleges Chancellor’s Office (CCCCO), the LC provides online tutoring and learning support in all areas using ConferZoom and Pisces, in conjunction with TutorTrac. Students also have access to digital resources through the Chabot website, such as “Tips and Tools” on the WRAC Center webpage ([WRAC-OL-Rsrc-Wepage](#)).

To ensure quality, currency, and depth of services, peer tutors are recommended by their instructors ([LC-TutorApp-Webpage](#)) and receive extensive training through the program’s Program Orientation & Equity Training, TUTOR 1A-D courses, TUTOR 2A-D courses, SI leader training, and workshops ([TUTOR-Classes AY2020-21](#), [SI-LeaderTraining-Agenda F2020](#), [LC-Orien-Agenda F2019](#), [LC-Orien-PPT F2019](#), [TUTOR1-Wkshps-Spr2020](#), [TUTOR1-Wkshps-F2020](#)).

Information on LC services and resources is made available to students and faculty through several avenues:

- College Catalog ([Catalog-Tutoring 2020-22 p61](#))
- Schedule of Classes ([SchedOfClasses F2020 p26](#))
- Faculty emails from program coordinator ([LC-Faculty-Emails F2016AndSp21](#))
- Student emails through Admissions & Records ([LC-AdmRec-StudEmail 4-15-20](#))
- Campus flyers and social media ([LC-Digi-Flyers F2018](#), [LC-Social-Media F2020](#))

- New Employee Orientation ([Chabot-NewEmplOrien-Agenda 8-2019](#), [Chabot-NewEmplOrien-Agenda 8-2018](#))
- Flex Day presentations ([Flex-Day-Sess 9-7-18](#), [Flex-Day-Sess 9-5-17](#), [Flex-Day-Sess 9-6-16](#))
- Visits and tours: Faculty can request class tours of centers or have tutors visit their classes:
 - WRAC Center Open House ([WRAC-Open-House F2019](#))
 - Class Visit Request Form ([LC-ClassVisit-ReqForm](#))
- Canvas Student Resources Hub ([Canvas-Stud-Res-Hub-Tutoring F2020](#))

In addition to the resources and support services available to all students through the LC, other programs on campus provide tutoring or learning support to specific populations of students as described in area websites, including:

- Aspire TRiO
- Disabled Students Programs & Services (DSPS)
- EOPS/CARE
- Excel TriO
- Arts, Media, and Communication Media Labs
- Mathematics Engineering Science Achievement (MESA)

([Spec-Prog-Tutoring-Website Spr2021](#), [MESA-Website Spr2021](#), [ArtsMediaComm-MediaLabs-Webpage](#))

Analysis and Evaluation

The College meets the standard. Chabot College demonstrates commitment to student learning and achievement by providing high-quality library and learning support services to students with information on these services available in person, online, and in campus publications. The educational equipment, materials, and services offered by the Library and the LC, regardless of delivery, are continuously evaluated to ensure they are sufficient in quantity, currency, depth, and variety.

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. (**Educational Equipment and Materials**)

Evidence of Meeting the Standard

Library and learning support services maintain up-to-date materials and equipment.

Library

The Library collection offers print and electronic resources, which are selected and maintained through the Library's Collection Development Policy ([Lib-Coll-Dev-Pol F2020](#)). Additionally, Chabot librarians, who serve as discipline liaisons ([Lib-Dspln-Liaisons](#)), work collaboratively with their respective discipline faculty to develop materials in their subject areas. These collection development efforts are augmented by the collection development librarian, who serves on the Curriculum Committee ([CurrCmte-LibRep-Webpage](#)). Their role is to review all new and updated courses presented at Curriculum Committee meetings. The collection development librarian also works closely with library classified professionals on cataloging

procedures, acquisitions practices, and serials processing. Library equipment additionally includes laptops, hotspots, and audio files, as described in the previous standard.

Librarians often receives requests for new titles via email, telephone, and in person. In addition, librarian participation in shared governance committees creates opportunities for building rapport with faculty, who in turn provide valuable input to inform the collection development process.

Learning Connection

Materials are available to students in all of the LC's labs and centers based primarily on the recommendations of staff, administrators, and discipline faculty as collected through PR each year ([LC-Fac-Prgm-Rev-Req-Email 10-1-18](#), [LC-Prog-Rev-Req 10-5-18](#)).

- In the LC center, materials include anthropology and psychology models, selected textbooks, graphing calculators, supplemental books and audio CDs for ESL students, headphones, and laptops.
- In the STEM Center, materials include graphing and scientific calculators, anatomy models, microscopes and slides, and textbooks ([STEM-AnatModel-Invt](#), [ESL-OnlineAndAV-Res](#)).

Through TutorTrac, a software system that helps track student visits and usage, staff can assess the utilization of resources to help inform future purchasing decisions ([LC-ResUtilztn-Rpt](#)). For example, staff in the STEM Center obtained a CARE Grant in 2016–2017 to establish a calculator lending program; based on the success of the initial program, the STEM Center has continued to use funding each year to augment their calculator lending library to support student learning and success ([CARE-GrantMathCalculators F2016](#)).

Analysis and Evaluation

The College meets the standard. Guided by the Library's Collection Development Policy, the Library engages in the systematic process of reviewing and selecting new materials and equipment to support educational programs across the curriculum. Similarly, the LC works with faculty area leads across campus to identify needs through the PR process. These efforts contribute to student learning and enhance the achievement of the College's mission.

- II.B.3** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
(Evaluation of Library and Learning Support Services)

Evidence of Meeting the Standard

Library and learning support services regularly evaluate student and service area outcomes and use the results of assessment to inform program development.

Library

The Library, like other learning support services at Chabot College, evaluates its resources and services to assure their adequacy in meeting identified student needs. For example, evidence collected through library student surveys ([Lib-Bi-Annu-StudSurv 2019](#), [Lib-Bi-Annu-StudSurv 2017](#)), coupled with data from Chabot's OIR (i.e., 2019 Student Satisfaction Survey) ([IR-StudStfctnSurv 2019](#)), indicate satisfaction with library resources and services that contribute to the attainment of student learning and service area outcomes (SAOs). Assessment

results are used by both the library and Chabot College as the basis for continuous improvement. For example, survey data have consistently informed the Library's strategic planning through the College's PR process ([PrgmRev-Webpage](#)), which has resulted in the expansion of library open hours since the last accreditation cycle (2015). The increase in open hours expanded library access to morning, weekend, and online patrons, which supports the College's EMP's priorities ([EMP 2021-26](#)).

Recent data from the Library's Bi-Annual Student Survey ([Lib-Bi-Annu-Student-Surv 2019](#)) demonstrate the library meets its SAOs. For example, the 2019 Student Survey indicated 66.3 percent of students surveyed used the Library primarily as study space. Similarly, the 2017 Student Survey showed 62.8 percent of students used the library primarily as study space. This trend in student behavior as it relates to studying and/or socializing at the Library guided the design plan for the new Library and Learning Connection building, which calls for more study space, both for individual and group study. This evidence further supports the College's EMP's priority of establishing collaborative learning and social spaces on campus ([EMP 2021-26](#)).

Survey data also bring to light how Chabot students feel when they enter the Chabot Library. In 2019, 66.46 percent of students surveyed *strongly agreed* with the statement, "I feel welcome when I visit the library," up from 50.68 percent in 2017. Furthermore, this evidence is corroborated with data from the 2019 campus wide Institutional Research Student Satisfaction Survey ([IR-StudStfctnSurv 2019](#)). According to 1,544 students surveyed, 51 percent were *satisfied* with the library facility and 31 percent were *very satisfied* with the library space. Overall, these results align with the Library's SAOs, which support the mission statement as well as the College's EMP's priority of ensuring safe, accessible (i.e., ADA compliant), and inviting campus spaces ([EMP 2021-26](#)). The data led to further support for student-centered initiatives across campus (e.g., study, collaboration, and student and community-initiated public art projects), as outlined in the 2020 Chabot-Las Positas Community College District (CLPCCD) Environmental Scan ([CCLPC-Envir-Scan 2020](#)).

The Learning Connection

The LC regularly evaluates learning support services to assure their adequacy in meeting identified student needs and uses the results of these evaluations as the basis for improvement. These methods include gathering data from the OIR and administering student surveys that assess the LC's SAOs. Based on data collected by the OIR, students who receive tutoring succeed in their classes at a higher rate than those who do not ([IR LC-Char-LcvsNonLC-Stud F2017](#), [IR-LC-SuccRates-StemTutoring F2015-Spr17](#), [IR-LC-SuccRates-Tutoring F2015-Spr17](#)). In addition to OIR data, the LC administers an anonymous student survey every other year to collect student feedback on the effectiveness of programs and services in supporting SAOs ([LC StudSurvey-Qs Sp2017](#), [LC StudSurvey-Qs Sp2019](#)).

Responses from student surveys are used to address gaps in meeting students' needs. As an example, the LC has increased efforts to modulate noise levels in the STEM Center through signage and more active monitoring; individual ear plugs were purchased to be available for students as well. These changes arose from student feedback from the Spring 2017 student survey. As another example, of 93 respondents for the Spring 2017 survey who tried to schedule a tutoring appointment in person, only 39 could get an appointment scheduled within one to two days, which suggested a barrier in accessing services. To address the need, the LC transitioned to

TutorTrac to manage appointments. Students can now schedule an appointment 24/7 online ([LC StudSurvey-Resp Sp2017](#)).

The Fall 2019 Student Survey administered by the OIR showed most students who used LC services were satisfied or very satisfied (87 to 91 percent across labs and centers). The Spring 2021 Employee Accreditation Survey showed 84 percent of faculty, classified professionals, and administrators agreed or strongly agreed academic learning support services (tutoring, computer labs, learning assistants) make effective contributions to student learning and success ([IR-Emp-Accred-Survey Sp2021 p4](#)).

Analysis and Evaluation

The College meets the standard. The Library and LC use data from in-house surveys (i.e., Library Bi-Annual Student Survey) and institutional assessment tools (i.e., Student Satisfaction Survey), as well as campus and district wide evaluative methods, such as the Environmental Scan and the Educational Master Plan ([CCLPC-Envir-Scan 2020](#), [EMP 2021-26](#)), to evaluate and improve library and learning support services.

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, easily accessible, and used. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (Eligibility Requirement 17) (**Agreements for Library and Learning Support Services**)

Evidence of Meeting the Standard

Chabot College provides responsible oversight for all outside library and learning support services or partnerships it maintains.

Library

The Library contracts with external partners to support instructional programs across the Chabot College curriculum. For example, the Library participates in formal agreements with electronic database companies to provide educational materials to students, faculty, and staff. In addition, the Library maintains a formal contract agreement with Mobile Beacon ([Mobile-Beacon-Webpage](#)) to service checkout WiFi hotspots. Additionally, as mentioned previously (see [Standard II.B.1](#)), Chabot College signed a participation agreement for the CCCCCO and CCC Technology Center's new cloud-based library service platform (Ex Libris Alma/Primo). The Library is also an active member of the Council of Chief Librarians (CCL). As a member of the CCL ([Cncl-CA-Comm-Coll-Chief-Librarians-Webpage](#)), the College is part of the cooperative purchasing agreement for periodical databases sponsored by CCL and the Community College League. Finally, the Library maintains a formal interlibrary loan agreement with its sister library located at Las Positas College ([Las-Positas-Lib-Webpage](#)). This allows the sharing of print materials between libraries, which provides added resources to students, faculty, and staff.

The Learning Connection

The LC generally does not rely on or collaborate with other institutions or sources for its services. However, the College contracted with NetTutor Online Tutoring Service in 2016–2017

for students in selected special programs, such as EOPS and TRiO ([Spec-Prgm-NetTutor-PO FY2017-18](#)). In Spring 2020, NetTutor was made available to all Chabot students by the CCCCCO due to the COVID pandemic. Students access NetTutor through an embedded link in the Canvas course site. The College has plans to assess the efficacy of NetTutor to determine whether to continue the service ([NetTutor-Staff-Mtg_SumAndF2020](#)). The LC collaborates with two external sources to support its program:

- *TutorLingo (Innovative Educators)*: Requested through PR to align TUTOR 1 course training more closely with College Reading & Learning Association (CRLA) certification standards, the videos cover a range of topics. Automated reports are sent to the program coordinator, which are used to evaluate the effectiveness of the training videos ([LC-TutorLingo-Survey_05-2020](#)).
- *TutorTrac (Redrock)*: TutorTrac is a web-based scheduling platform that allows students to schedule tutoring appointments online. The system tracks student visits, tutoring hours, and resource utilization. Chabot entered into a formal agreement with Redrock that assures the security, maintenance, and reliability of services provided ([Redrock-Agmt 2017](#)).

Analysis and Evaluation

The College meets the standard. Chabot College maintains formal contractual agreements with outside vendors for a selection of library and learning support services and materials, such as appointment scheduling and database access. Resources rendered by external companies are continuously evaluated to ensure an appropriate level of accessibility and usability.

Conclusions on Standard II.B. Library and Learning Support Services

Chabot College supports student learning and achievement by providing library and learning support services to students, as well as faculty and staff responsible for facilitating student learning and support. 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.

Through the use of evaluative methods and tools, both in-house (i.e., Library Student Survey) and campus wide (i.e., PR), the Library and the LC ensure its services and resources are sufficient in quantity, currency, depth, and variety to meet the needs of students, faculty, and staff. Services and/or resources provided through formal contractual agreements with outside companies are likewise evaluated for efficacy. Regardless of delivery or location, the end goal is to provide services and resources that are sufficient in quantity, currency, depth, and variety to support educational programs and thus enable student learning and achievement.

Improvement Plan

None

Standard II.B. Acronym List

CCCCO	California Community Colleges Chancellor's Office
CCL	Council of Chief Librarians
CLPCCD	Chabot-Las Positas District Community College District
CRLA	College Reading & Learning Association
EMP	Educational Master Plan
DSPS	Disabled Students Programs & Services
LC	Learning Connection
MESA	Mathematics Engineering Science Achievement
OIR	Office of Institutional Research
SI	Supplemental Instruction
SLO	Student Learning Outcomes
STEM	Science, Technology, Engineering, and Mathematics
WRAC	Writing and Reading Across the Curriculum

Standard II.B. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
II.B.1	1	CCC-Annu-Lib-DataSurvey 2019-20	California Community College Annual Library Data Survey-2019-2020
II.B.1	2	Lib-Stats 2019-20	Library Statistics-2019-2020
II.B.1	3	Lib-LaptopInfo-Invent 2019	Library Laptop Inventory Info-2019
II.B.1	4	Lib-Website	Library Website
II.B.1	5	Lib-Catalog-AlmaPrimo-Website	Library Catalog-Alma Primo-Website
II.B.1	6	Lib-ChatRef-Webpage	Library Chat Reference-Webpage
II.B.1	7	Lib-ChatRef-Stat	Library Chat Reference-Statistics
II.B.1	8	Lib-IntroTutorials-Databases	Library-Introductory Tutorial-Databases
II.B.1	9	Lib Tutorial-YouTube	Library Tutorials-YouTube
II.B.1	10	EMP 2021-26	Chabot's Educational Master Plan-2021-2026
II.B.1	11	Lib-Instr-LIBS1-Crse	Library Instruction-LIBS1-Course
II.B.1	12	Lib-Instr-LIBS2-Crse	Library Instruction-LIBS2-Course
II.B.1	13	EMP 2021-26	
II.B.1	14	Lib-Emb-CIN-LrnCmty-Webpage	Embedded Librarian-Change It Now Learning Community
II.B.1	15	Lib-Emb-Puente-LrnCmty-Webpage	Embedded Librarian-Puente Learning Community
II.B.1	16	Lib-Emb-Umoja-LrnCmty-Webpage	Embedded Librarian-Umoja Learning Community
II.B.1	17	Lib-Outreach-FilmScrn	Library-Outreach-Film Screening
II.B.1	18	Lib SocialMedia-Webpage	Library-Social Media-Webpage
II.B.1	19	Chabot-EMP 2021-26	
II.B.1	20	LC-Website	Learning Connection-Website
II.B.1	21	WRAC-Center-Website	Writing Reading Across the Curriculum Center-Website
II.B.1	22	STEMCenter-Website	Science, Technology, Engineering, and Math Center-Website
II.B.1	23	CommStudiesLab-Website	Communication Studies Lab-Website
II.B.1	24	TutoringAppt F2019	Tutoring Appointments-Fall 2019
II.B.1	25	Tutoring-Visits F2019	Tutoring Visits-Fall 2019
II.B.1	26	WRAC-OL-Rsrc-Wepage	Writing Reading Across the Curriculum Center-Online Resources-Webpage
II.B.1	27	LC-TutorApp-Webpage	Learning Connection-Tutor Application-Webpage
II.B.1	28	TUTR-Classes AY2020-21	Tutoring-Classes-AY2020-2021
II.B.1	29	SI-LeaderTraining-Agenda F2020	SI Leadership Training-Agenda-Fall 2020
II.B.1	30	LC-Orien-Agenda F2019	Learning Connection-Orientation-Agenda-Fall 2019
II.B.1	31	LC-Orien-PPT F2019	Learning Connection-Orientation-Presentation-Fall 2019
II.B.1	32	TUTR1-Wkshp-Spr2020	TUTR1-Workshop-Spring 2020
II.B.1	33	TUTR1-Wkshp-F2020	TUTR1-Workshop-Fall 2020
II.B.1	34	Catalog-Tutoring 2020-22 p61	Catalog-Tutoring-2020-2022 (p. 61)
II.B.1	35	SchedOfClasses F2020 p26	Schedule of Classes-Fall 2020 (p. 26)
II.B.1	36	LC-Faculty Emails F2016AndSp21	Learning Connection-Faculty Email Message-Fall 2016 and Spring 2021
II.B.1	37	LC-AdmRec-StudEmail 4-15-20	Learning Connection-Admission & Records-Student Email Message-4-15-20
II.B.1	38	LC-Digi-Flyers F2018	Learning Connection-Digital Flyers-Fall2018

II.B.1	39	LC-Social-Media F2020	Learning Connection-Social Media-Fall 2020
II.B.1	40	NewEmplOrien-Agenda 8-2019	Chabot-New Employee Orientation-Agenda-8-2019
II.B.1	41	NewEmplOrien-Agenda 8-2018	Chabot-New Employee Orientation-Agenda-8-2018
II.B.1	42	Flex-Day-Sess 9-7-18	Flex Day Session-9-7-18
II.B.1	43	Flex-Day-Sess 9-5-17	Flex Day Session-9-5-17
II.B.1	44	Flex-Day-Sess 9-6-16	Flex Day Session-9-6-16
II.B.1	45	WRAC-Open-House F2019	Writing Reading Across the Curriculum Center-Open House-Fall 2019
II.B.1	46	LC-ClassVisit-ReqForm	Learning Connections Class Visit-Request Form
II.B.1	47	Canvas-Stud-Res-Hub-Tutoring F2020	Canvas-Student Resource Hub-Tutoring-Fall 2020
II.B.1	48	Spec-Prog-Tutoring-Website Spr2021	Special Programs-Tutoring-Website-Spring 2021
II.B.1	49	MESA-Website Spr2021	Mathematics Engineering Science Achievement-Website-Spring 2021
II.B.1	50	ArtsMediaComm-MediaLabs-Webpage	Media Labs-Webpage
II.B.2	1	Lib-Coll-Dev-Pol F2020	Library Collection Development Policy-Fall 2020
II.B.2	2	Lib-Dspln-Liaisons	Library Discipline Liaisons
II.B.2	3	CurrCmte-LibRep-Webpage	Curriculum Committee-Library Representative-Webpage
II.B.2	4	LC-Fac-Prgm-Rev-Req-Email 10-1-18	Learning Connection-Faculty Program Review Request Email-105-18
II.B.2	5	LC-Prog-Rev-Req 10-5-18	Learning Connection-Program Review-Requests-10-5-18
II.B.2	6	STEM-AnatModel-Invnt	Science, Technology, Engineering, and Math-Anatomy Model-Inventory
II.B.2	7	ESL-OnlineAndAV-Res	English as a Second Language-Online and Audio Visual-Resources
II.B.2	8	LC-ResUtilztn-Rpt	Learning Connection-Resource Utilization Report
II.B.2	9	CARE-GrantMathCalculators F2016	CARES Grant-Math Calculators-Fall 2016
II.B.3	1	Lib-Bi-Annu-StudSurv 2019	Library-Biannual-Student Survey-2019
II.B.3	2	Lib-Bi-Annu-StudSurv 2017	Library-Biannual-Student Survey-2017
II.B.3	3	IR-StudStsfctnSurv F2019	Chabot-Institutional Research Survey-2019
II.B.3	4	PrgmRev-Webpage	Chabot-Program Review-Webpage
II.B.3	5	EMP 2021-26	Chabot Educational Master Plan 2021-26
II.B.3	6	Lib-Bi-Annu-Student-Surv 2019	Library Biannual Student Survey-2019
II.B.3	7	EMP 2021-26	Chabot Educational Master Plan 2021-26
II.B.3	8	IR-StudStsfctnSurv F2019	Chabot-Institutional Research Survey-2019
II.B.3	9	EMP 2021-26	Chabot Educational Master Plan 2021-26
II.B.3	10	CCLPC-Envir-Scan 2020	Chabot College Las Positas College-Environmental Scan-2020
II.B.3	11	IR LC-Char-LCvsNonLC-Stud F2017	Institutional Research-Learning Connection Students vs Non-Learning Connection Students-Fall 2017
II.B.3	12	IR-LC-SuccRates-StemTutoring F2015-Spr17	Institutional Research-Learning Connection-Success Rates-Science, Technology, Engineering, and Math Tutoring-Fall 2015-Spring 2017

II.B.3	13	IR-LC-SuccRates-Tutoring F2015-Spr17	Institutional Research-Learning Connection-Success Rates-Tutoring-Fall 2015-Spring 2017
II.B.3	14	LC_StudSurvey-Qs_Sp2017	Learning Connection-Student Survey Questions-Spring 2017
II.B.3	15	LC_StudSurvey-Qs_Sp2019	Learning Connection-Student Survey Questions-Spring 2019
II.B.3	16	LC_StudSurvey-Resp_Spr2017	Learning Connection-Student Survey Responses-Spring 2017
II.B.3	17	IR-Emp-Accred-Survey_Spr2021_p4	Institutional Research-Accreditation Survey-Spring 2021 (p. 4)
II.B.3	18	CCLPC-Envir-Scan_2020	Chabot College Las Positas College-Environmental Scan-2020
II.B.3	19	EMP_2021-26	Chabot Educational Master Plan 2021-26
II.B.4	1	Mobile-Beacon-Webpage	Mobile Beacon-Webpage
II.B.4	2	Cncl-CA-Comm-Coll-Chief-Lbr-Webpage	California Community College Council of Chief Librarians-Webpage
II.B.4	3	Las-Positas-Lib-Webpage	Las Positas-Library-Webpage
II.B.4	4	Spec-Prgm-NetTutor-PO_FY2017-18	Special Programs-Net Tutor-Purchase Order-Fiscal Year 2017-2018
II.B.4	5	NetTutor-Staff-Mtg_Sum-N-F2020	Net Tutor-Staff Meeting-Summer & Fall 2020
II.B.4	6	LC-TutorLingo-Survey_05-2020	Learning Connection-Tutor Lingo Survey-5-2020
II.B.4	7	Redrock-Agmt_2017	Redrock Agreement-2017

II.C. STUDENT SUPPORT SERVICES

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (Eligibility Requirement 15) (**Evaluation of Student Support Services**)

Evidence of Meeting the Standard

Chabot College is committed to ensuring equitable access to all students by providing appropriate, comprehensive, and reliable support services regardless of location or delivery method to support student learning in the accomplishment of the College's mission ([Catalog-Mission 2020-21 p13](#)).

Program Review: The College regularly evaluates the quality of support services through the annual program review (PR) process ([PrgmRev-StudServ 2020-22](#)). The PR process results in recommendations and actions informed by data to increase the effectiveness of services across all locations and delivery modalities. Through the three-year triennial PR process, each program evaluates goals, reviews assessments, and provides improvement recommendations as needed. Student Services goals and outcomes are mapped to one or more of the College's strategic goals in alignment with the College's mission ([PrgmRev-StudServ-Align 2021-22](#)) and the 2021–2026 Educational Master Plan ([EMP-Website 2021-26](#)).

Service Area Outcomes (SAOs): Programs under Student Services regularly evaluate their SAOs. Assessment results and reflections, along with actions taken to address identified areas of improvement, are recorded in PR ([PAR-StudServArea-Calworks F2021](#)).

Student Surveys: To assess whether the College is accomplishing its mission, the College conducts a biennial student survey to evaluate the student experience, including students' experiences with campus student support services. During the past three survey cycles (2015, 2017, 2019), the vast majority of students surveyed who used these support services indicated they were either "satisfied" or "very satisfied" with these support services: Admissions and Records maintained a consistent 88 to 89 percent level of satisfaction, Student Online Services regularly garnered 91 to 95 percent satisfaction, and Online Orientation satisfaction ranged from 86 to 91 percent ([IR-StudSrvy F1995-2019](#)).

Below details examples of support services that are regularly assessed to improve support services in alignment with the College's mission to support students equitably:

CARES Mental Health: The College improves mental health services based on evaluation. For example, students reported a need for increased mental health services in evaluations collected from students at mental health-related events. In April 2019, the College hired a full-time mental health counselor/coordinator to provide crisis intervention, individual and group mental health counseling services for students, and supervision and program coordination. Additionally, Counseling, Advocacy, Resources, and Emotional Support (CARES) implemented depression and anxiety screenings as part of the Student Health Center intake process.

Financial Aid: To increase timely and focused support to students applying for financial aid (FA), FA advisors are assigned to one or more student cohorts (Foster Youth, students who are homeless, CalWorks, Veterans, RISE, Puente, Umoja, HSI Summer Bridge, Black

Excellence Collective 10x10 Villages, RN/DH, and three athletic teams). FA advisors work with students and cohort leadership to apply for and complete their FA files to maximize student eligibility to provide critical resources needed for college success as evaluated in PR ([PrgmRev-Website](#)).

CANVAS Student Resource Hubs: To improve accessibility, Extended Opportunity Programs & Services (EOPS) was the first program on campus to use Canvas as a communication tool for their students. Canvas is the main hub for all services, including but not limited to (a) email access, (b) online appointment scheduling, (c) faculty and staff phone numbers and virtual offices, (d) program information and announcements, and (e) a place to submit forms. The General Counseling Division similarly developed the Student Resource Hub for all students as a centralized point of access with direct links to student services and academic support. The Student Resources Hub includes help with Canvas, direct links to library resources, mental health appointments, Peer Guide live assistance, tutoring, and much more ([Canvas-StudRes-Hub1](#), [Canvas-StudRes-Hub2](#), [Canvas-StudRes-Hub3](#)).

EOPS/CARE, CalWORKs, TRiO, and the UMOJA-Black Excellence Collective 10x10 Villages have all created Canvas shells to both provide outreach to potential participants and to communicate more effectively with current program participants to increase engagement and retention.

Transition to Online Services: To fulfill the College's mission, the COVID-19 pandemic required a rapid shift to a virtual learning environment. Survey results show most students were either very satisfied, satisfied, or neutral with services they received during the mostly remote learning and services period in academic year 2020–2021 ([IR-SurvStudServ_Spr20_ss17-19](#)). Many service areas, including Admissions & Records, Financial Aid, General Counseling, and the Career/Transfer Center, retrained existing and new student employees to serve as online peer “guides” to assist fellow students in the virtual environment via Peer Guide Chat ([CnslngSrvs-Webpage](#)).

Admissions & Records and Financial Aid also implemented a Chat Bot to quickly provide answers to general and frequently asked questions ([Adm-Website](#)). Additionally, multiple areas such as El Centro, Financial Aid, the Dream Center, and General Counseling developed and established virtual front desks to support the transition from in person to remote services ([FinAid-Website](#)).

In regard to professional development, Student Services faculty and staff are trained on various online platforms needed to be successful in providing services. Student support faculty and staff learned Canvas, Zoom, Cranium Café, Google Voice, remote desktop with VPN, and the basic laptop functions at home and created quick step-by-step YouTube tutorials and/or videos on topics such as how to register for classes, adding to a waitlist, understanding the class schedule, filling out program applications, and more ([Adm-Reg-Website](#)).

Student Support Services programs are also more active on social media platforms such as Instagram, Facebook, and Remind. Offering counseling appointments online allows the College to provide increased accessibility and scheduling flexibility.

Analysis and Evaluation

The College meets the standard. The College provides a wide variety of student support services that are accessible to students regardless of their location and aligned with the College's mission. Regular evaluations reveal the College's support services are highly successful in supporting student learning and the mission and institutional outcomes of the College, which include not only supporting education but the whole person.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. (**Assessment of Learning Support Outcomes**)

Evidence of Meeting the Standard

Chabot College identifies and conducts assessments in service areas to ensure appropriate and effective learning support is provided for all students. Chabot College provides a systematic and regular review process for all learning support services through the (a) PR process, (b) institutional research and reporting process, and (c) service area outcome (SAO) assessment process, which is documented in program review. Student Services PR assessments map to institutional goals and objectives related to student success and course completion ([PrgmRev-Instr-Website 2017-18](#)).

Each year, all Student Services programs reflect on SAO, OIR, and information technology (IT) data as part of the PR assessment process. Provided below are examples of improvements made based upon assessment results:

- EOPS SAO assessment results showed 90 percent of EOPS students were able to identify whether they had completed three core services mandated by the state ([PrgmRev-Rpt-EOPS-CARES-App 2020-21](#)). Program improvements to reach this result included using REMIND to text students and offering \$25.00 gift cards upon completion of core services. Assessment results also showed, from Fall 2019 to Spring 2020, EOPS/CARE students persisted at a higher rate (85 percent) than non-EOPS/CARE students (67 percent) ([IR-EOPS-CARES F2019 p1](#)).
- In the past, a little over 50 percent of Puente students completed the three required contacts. As part of the PR process, Puente implemented a plan to improve services by contacting students by phone, text, email, and Canvas message, and the number of contacts increased significantly. Assessment results also showed Puente students in first-level Transfer English 1 had higher course success rates (80 percent) than non-Puente Latinx students (56 percent) ([IR-Puente-Engl1 F2019](#), [PAR-StudServArea-Puente F2021](#)).
- First Semester Planning Sessions (FSPS) are held for students who are new to the College. Students learn the matriculation steps; choose an educational goal; and create a one semester, abbreviated student education plan (SEPA) aligned with their educational goal ([Cnslng-FSPS-FA21](#)). OIR data show new students completing a SEPA persist from Fall 2019 to Spring 2020 at 76 percent compared to 57 percent for new students who do not complete a SEPA. During FSPS, students are also encouraged to make a counseling appointment during their first semester to complete a comprehensive student educational plan (SEPC). OIR data show 88 percent of students who completed both an SEPA and an SEPC persist from Fall 2019 to Spring 2020 ([IR-NewStud-Cmplt-SSS-PersistRate](#)).

Program improvements to better support students through this process have included assisting students with registration as part of planning sessions and aligning sessions with Guided Pathways.

- The Transfer Center participates in SAO assessment through the PR cycle. Outcomes include student knowledge and ability to transfer. To meet this outcome, university representatives were invited to make visits across different days of the week at various hours, including evening hours. Attendance at university representative appointments began at 152 in 2014–2015 and rose to a high of 623 between 2017–2018 prior to COVID. The Transfer Center also offers transfer workshops. Attendance at transfer workshops began at 347 between 2015–2016 and rose to 691 between 2017–2018 due to improvements made in marketing and workshop relevancy based on feedback ([PrgmRev-Trf-Ctr 2020-21](#)).

The Fall 2019 Student Satisfaction survey illustrated 83 percent of students who use Mental Health Services were satisfied or very satisfied with the service they received, yet only 54 percent of students agreed or strongly agreed Chabot has an emotionally supportive climate for students with mental health needs ([IR-StudSatisSurv F2019 p2 p4](#)). In response to these survey results and internal evaluations, Mental Health Services expanded walk-in hours resulting in serving 30 additional students. They also trained 15 student mentors and reached out to 20 community organizations as part of improving the campus climate for mental health. Results of SAO assessment and improvements made are recorded in PR ([PAR-StudServArea-CARES-MH-Prog F2021](#)).

The full details of SAO assessment and improvement plans can be found in program review and the Outcome and Assessment Committee website ([SAO-Webpage](#), [PAR-F2021-Subm-Website](#)). As part of the process of continuous improvement, the College is presently engaged in publishing SAOs for each of its service areas on a central website.

Analysis and Evaluation

The College meets the standard. As part of the campus PR and SAO assessment cycle, Chabot College identifies SAOs for student services, maps them to institutional learning outcomes (ILOs), and assesses their completion. Training materials related to SAOs are available on the OAC and PR websites ([PAR-Training-Vid-Webpage](#)), and the College is in the process of publishing SAOs on a central website with a target completion date of Spring 2022. Additionally, programs reflect on student success, persistence, and core services data as well as student satisfaction survey results. The College uses these data to evaluate and improve services to ensure they align with the College's mission and support student learning.

- II.C.3** The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (Eligibility Requirement 15) (**Student Equitable Access**)

Evidence of Meeting the Standard

Chabot College assures equitable access to all of its students by providing comprehensive and reliable student services as shown in the Chabot College Catalog and the New Student Welcome Guide. Learning communities, student support programs, and student resource centers and programs are all detailed in these publications ([Catalog-StudServ 2018-20 pp42-77](#), [NewStud-WlcmGuide](#)). Students can also learn about and access services on the Chabot College website.

The “For Students” link on the homepage leads to a web portal to all campus student services ([Covid-DirOnlineStudServ-Webpage](#)). Beginning in 2020, Chabot students may also access student service resources within Canvas via the Student Resource Hub ([Canvas-StudRes-Hub1](#), [Canvas-StudRes-Hub2](#), [Canvas-StudRes-Hub3](#)). Examples below illustrate the College’s commitment to equitable access:

Matriculation: Campus matriculation efforts are responsive to the College’s diverse student population’s needs and its institutional goals. Students are supported through the application, placement, and registration process:

- Through the campus website, students can access all the steps to enroll, beginning with the CCCApply online application and the Online Orientation. The CCCApply application is also available in a PDF format ([Adm-Apply-Website](#), [CnsIng-Orien-Website](#)).
- The Math Guided Self Placement and the English Informed Course Selection is available online through CLASS-Web, and English as a Second Language (ESL) assessment is offered by appointment from the Assessment Center ([ESL-Assess-Webpage](#)).
- Students new to Chabot College have two options from which to complete a student educational plan: (1) attending an FSPS (for students new to college) or (2) meeting individually with a counselor ([CnsIng-1stSemPlan-Website](#)).

Student Orientation and Registration Program: In the spring of 2019, Chabot renamed the former Early Decision Program to the Student Orientation and Registration Program (SOAR). SOAR provides a cohort model to deliver new student onboarding and registration assistance to high school seniors in the College’s service area who plan to attend Chabot College ([SOAR-Website](#)).

El Centro: El Centro is a one-stop bilingual (English/Spanish) resource center focused on serving low-income and Chicanx/Latinx students offering counseling, FA assistance, outreach, and more. The Dream Center is within El Centro and provides comprehensive and timely services tailored to the College’s Deferred Action for Childhood Arrivals (DACA) and undocumented student population ([El-Centro-Website](#), [DrmCtr-Website](#)), including free legal advising by the East Bay Law Center.

Transfer Center: The Transfer Center provides a centralized hub where students can access print and web-based resources, online and in-person workshops, transfer programs, links to transfer representatives, as well as structured and “just in time” assistance with all stages of the transfer process ([Trf-Ctr-Website](#), [Trf-Pracs-Webpage](#)).

Graduation: The College’s graduation and commencement ceremony information is accessible to students online, via email, and by U.S. mail ([Grad-Website](#), [Cmncmt-Ltr 4-15-19](#), [Cmncmt-Email 4-15-20](#)). Student services processes and related forms are accessible in print and as downloadable, fillable PDF forms, housed under both the Admissions and Records and Counseling webpages ([Adm-Forms-Website](#), [CnsIng-Forms-Webpage](#)).

Special Programs: The College offers student support services in different modes of delivery through special programs. For instance, Umoja, EOPS/CARE, and the Veteran’s Resource Center are available in person and online. View Student Support Services by Delivery Method for more programs ([SSS-DeliveryMthd](#)).

Information on college and district policies that impact services, such as Student Rights and Responsibilities, Academic Integrity/Honesty, the Student Code of Conduct, Sexual Assault/Harassment Complaints, Unlawful Discrimination Complaints, Title IX, and the College and District Grievance Process are all available online in addition to in print ([CLPCCD-BP-AP-Website](#), [Catalog-StudCode 2020-22 pp84-104](#)).

Analysis and Evaluation

The College meets the standard. The College provides a wide variety of student support services, all of which are accessible to students regardless of their location. All services are available both in person and online. All services maintain a web presence to provide students necessary information, from college and district policies to enrollment information and degree eligibility.

II.C.4 Cocurricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers cocurricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
(Cocurricular and Athletics Programs)

Evidence of Meeting the Standard

Chabot College offers both cocurricular and athletics programs aligned with the College’s learning-centered vision and mission, which includes dedication to equity and “learning inside and outside of the classroom to support student achievement and student educational goals” ([Vision-Mission-Webpage](#)). Athletics and the Student Life Office sponsor an array of cocurricular activities, teams, and events to support campus wide ILOs, such as the “Development of the Whole Person” ([OA-ILO-Webpage](#)). Cocurricular and athletic opportunities encourage personal and collective responsibility through shared decision making, leadership, concern for others, responsible citizenship, social and communication skills, and peer networking, which support the development of additional ILOs, such as civic and global engagement, communication, and critical thinking.

Student Life

By the end of the 2019–2020 academic year, 40 active student-initiated clubs were on campus, each with a faculty/staff advisor. Campus clubs represent a diversity of activities based on student interests and are associated with programs of study, personal enrichment, or academic achievement ([StudServ-ClubForms-Webpage](#)).

The Student Senate of Chabot College (SSCC) provides and supports a wide range of educational, cultural, and social programs at the College. A large part of the SSCC budget supports programs and events for the benefit of all Chabot College students, including, but not limited to, Gladiator Days, Club Days, club start-up funding, Dia del Nino/Dia del Libro events, Women’s History Month speakers, and education and advocacy on policies affecting students on campus, in the community, and at the state level ([SSCC-WmnsHist](#), [SSCC-GladDay](#)).

In regard to oversight, the Office of Student Life assists with administration and coordination of transparent processes for both cocurricular ([StudLife-ICC-Webpage](#)) and SSCC activities ([StudServ-ClubForms-Webpage](#)). Students wishing to institute a new student organization are provided an application that begins with clear guidelines ([StudOrgRecoPkt 2020-21](#)). Oversight includes:

- Through the PR process, all policy, procedural, and operational aspects of the Student Life Office, including finances, are integrated with institutional budget and planning processes and evaluated for consistency with the College's mission and standards of integrity ([PrgmRev-Stud-Life 2020-21](#)).
- In addition to PR, all revenues and expenditures, including student campus-based fees and vending contracts, are regulated through the college Business Office, as specified in the Chabot-Las Positas Community College District (CLPCCD) administrative policies AP 5430 and AP 5420 ([CLPCCD-AP5430-CoCurrActivities](#), [CLPCCD-AP5420-AssocStudFin](#)).

Athletics

Chabot College offers 16 intercollegiate athletic programs: men's baseball, basketball, cross country, men's football, soccer, women's softball, swimming, tennis, track and field, and men's wrestling ([Athletics-Website](#)). All athletic programs and operations are overseen by the dean of health, kinesiology & athletics who reports to the vice president of academic services. Chabot College Athletics employs a full-time athletic director, full-time athletic counselor, and two full-time athletic trainers to ensure the well-being, academic progress and safety of student athletes. Chabot teams participate as a member of the Coast Conference and Northern California Football Conference and are part of the California Community College Athletic Association (CCCAA). Each athletic program is offered as a for-credit course both on and off season, which has been reviewed and approved by the college's Curriculum Committee, the Board of Trustees, and the California Community Colleges Chancellor's Office (CCCCO). All athletic programs follow the Coast Conference and CCCAA Constitution Articles and Bylaws, the Board Policies AP5700 and BP5700, California Education Code, and Title IX requirements ([CLPCCD-AP5700-Athletics](#), [CLPCCD-BP5700-Athletics](#)). Oversight processes include the following:

- The athletics program completes an athletics PR ([PrgmRev-Athletics 2020-21](#)). In addition, all policies, procedures, operations, and finances are part of the campus wide integrated budget and planning process ([PRAC-Website](#)).
- All funding and expenditures are regulated through the college Business Office and follow all institution and district guidelines described above under Student Life.
- In addition, the Chabot College Athletics Department completes an annual R-4 Statement of Compliance of Title IX Gender Equity and Equity in Athletics Data Analysis (EADA) reports. The EADA is a federally mandated report that identifies program offerings, participation by gender, staffing, and program expenditures. The goal of the R-4 is to assist Chabot College in evaluating if the athletics program meets the needs and abilities of the current student population. The EADA is submitted to the U.S. Department of Education and can be used by students to research and compare information about athletic programs ([FormR4-TitleIX-GndrEqty](#), [EADA-Rpt 2020](#)).

Analysis and Evaluation

The College meets the standard. In alignment with its mission, Chabot provides an array of leadership, cultural, social, and athletics programs to provide opportunities for a broad educational experience for its students. All cocurricular programs participate in PR, are subject to college financial oversight and controls, and comply with relevant reporting requirements for all applicable laws and regulations.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. (**Counseling and Academic Advising Programs**)

Evidence of Meeting the Standard

Chabot College provides academic, career, and personal counseling to support student development and success through numerous programs and services and prepares those responsible for advising and orienting students. As of the academic year 2020–2021, the College employs 14 full-time and 14 part-time counselors to serve the following areas: General Counseling, Transfer Center, Student Success (Academic Probation & Dismissal), Early Support, CARES Mental Health, El Centro, the Dream Center, and the MESA Center. In addition, nine full-time and 15 part-time counselors serve in Special Programs and Services (Disabled Programs and Services, Extended Opportunities Programs and Services and more).

Faculty Preparation

Counseling faculty all meet minimum qualifications for their discipline and have access to training and support for the provision of accurate and useful information and support relevant to student needs and goals. For example, during Spring 2020, counselors created shared training resources and best practices with a Distance Counseling Guide, Counselor Drop In Best Practices, and the video counseling software, Cranium Cafe ([DistCnslGuide](#), [CnslrDropIn-BestPract 2-24-21](#), [CraniumCafe-Vr-CnslngTrng 3-30-20](#)). Counselors maintain websites (i.e., articulation for counselors) and an internal network drive (the “S” shared drive), which houses shared documents, forms, written processes and procedures, as well as new and historical documents to inform their shared work with students ([Articulation-FacRes-Webpage](#)).

Counselors also provide ongoing training for their colleagues on various areas of expertise, including Transfer for Counselors and Articulation for Counselors ([Trf-Trng 4-8-16](#), [Articulation-Trng 5-2019](#)). Counselors are provided college funding to attend yearly California State University (CSU) and University of California (UC) conferences, and other professional development opportunities, to stay current in the practice of personal, academic/transfer, and career counseling for a diverse student population. For instance, during Fall 2020, general counselors participated in the Art of Mindful Facilitation Diversity Training by facilitator Lee Mun Wah ([DiversTrng-Hdbk 10-27-20](#), [DiversTrng-Cards 8-7-20](#)). Tenured counselors also play an important role in mentoring part-time/untentured counselor colleagues.

Student Orientation and Support

To ensure students understand the requirements of their programs of study, counselors orient students through instruction and individual educational planning appointments and communicate with students in a variety of modalities:

- Instruction includes FSPS, ESL FSPS, Summer Bridge programs, courses in college success such as PSCN 18, and University Transfer Planning.
- Counseling faculty collaborate with discipline faculty to offer major-focused advising to ensure students understand requirements related to their chosen programs of study.

- Specialized workshops are offered on topics such as Student Success, Academic Probation and Dismissal, Transfer, STEM for Transfer, and more ([PSCN-Crse-Webpage](#), [Trf-Wkshps-Webpage](#), [STEM-Trf-Wkshp](#)).
- Mongoose and Remind texting applications expand reach and connection with students.
- Website chat bots quickly address frequently asked questions.
- Counselors are embedded in all campus learning communities and special programs.

Over the span of five academic years, college research clearly shows students who complete Chabot College's matriculation processes of orientation, assessment, and student educational plan (SSSP) have increased rates of persistence from one term to the next ([IR-NewStud-Cmplt-SSS-PersistRate](#)).

Analysis and Evaluation

The College meets the standard. The College provides varied and robust counseling programs and services to support the development and diverse needs of its students. Orientation is provided to all students online and is followed by many additional access points and opportunities for students to gain an understanding of college academic requirements, graduation, and transfer policies and options. Counseling and advising programs are increasingly using new technologies to complement traditional methods of service delivery to increase access.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals. (Eligibility Requirement 16) (**Admissions Policies**)

Evidence of Meeting the Standard

Chabot College adopts and follows admissions policies consistent with its mission, outlines the criteria for eligibility, and supports students in entering defined pathways that lead to graduation. Open enrollment is the standard practice at Chabot College through which any person who is a high school graduate (or equivalent thereof), or who is 18 years of age or older and who can profit from the instruction offered, is eligible to apply for admission to Chabot College ([Catalog-AdmisPol 2020-22 pp42-44](#)).

Admissions

Admission and matriculation processes are accessible from the Chabot College Admissions and Records webpages and through the CLASS-Web registration system under the *Six Steps to Success* and the Class Schedule ([Admis-Apply-Website](#), [ClassWeb-SixSteps-Webpage](#), [ClassSched-Admis Spr21 pp4-21](#)). For programs requiring special admissions, such as nursing, dental hygiene, and the Sheriff's Academy, students may locate application information at the departmental webpages ([Nrsng-Website](#), [DntlHygn-Website](#), [Shrff-Acad-Webpage](#)). Priority registration policies aligned with Title 5 regulations are displayed in the class schedule ([CLPCCD-BP5055-Enrl-Priorities](#), [CLPCCD-AP5055-Enrl-Priorities](#), [ClassSched Spr21 pp10-11](#)). The College also adheres to CLPCCD policies for residency determination and those governing admissions for international students ([CLPCCD-BP5015-ResDeterm](#), [CLPCCD-AP5015-ResDeterm](#), [CLPCCD-BP5012-IntStud](#), [CLPCCD-AP5012-IntStud](#)).

Persons under the age of 18 may also be admitted to Chabot College and enroll in college courses through both concurrent enrollment and dual enrollment ([CLPCCD-BP5010-Adm-](#)

[Dual-Enrl, CLPCCD-AP5011-Adm-Dual-Enrl](#)). This program allows high school-age students to earn college credits that will be applied toward their desired degree or certificate while also being enrolled in high school classes. In alignment with the College's commitment to access and equity, financial aid is an integral component of onboarding services for all new and returning students ([FinAid-Website](#)).

Pathways to Completion

Chabot College Guided Pathways is a student-centered approach to college services and curricular programs designed to support student completion by providing clear navigational tools and processes that help students identify and stay on a path that leads to graduation and/or transfer. Ongoing Guided Pathways work aims to better integrate services and instruction in the areas of new student onboarding and Learning and Career Pathways ([Learning-Career-Pathways](#), [Draft-AlliedHealth-Map](#)). The Guided Pathways Steering Committee meets monthly to make recommendations and provide feedback to workgroups ([GuidedPthwys-Website](#)). Additionally, DegreeWorks assists students in tracking their educational goals. The website includes videos on how to use DegreeWorks ([DegWrks-Vid-Website](#)).

Analysis and Evaluation

The College meets the standard. The College outlines and practices admissions policies aligned with its mission and programs. Matriculation processes including Guided Pathways provides guidance for students to begin and move toward their educational goals. This occurs through online orientations, FSPS, student educational plans, special programs, and Guided Pathways program maps.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (**Evaluation of Admissions and Placement Instruments**)

Evidence of Meeting the Standard

In conjunction with the CCCCO, Chabot College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The College uses the CCCApply Admissions Application, a statewide online application for all California Community Colleges. CCCApply is a secure system that provides data to comply with state and federal regulations.

In regard to placement, the Assessment Center works in collaboration with the Office of Institutional Research (OIR) to conduct validation studies ([IR-Data-Assmnt-Validation](#)). The Assessment Center offers multiple placement measures in English, math, ESL, and the Ability to Benefit Test in compliance with state legislation and the College's policies. In Spring 2019, in compliance with AB 705 and to minimize any of the biases associated with one-time, high-stakes assessments, the College transitioned from using Accuplacer for math and English assessment to multiple measures. The new process incorporates high school course data into the Math Guided Self Placement and the English Informed Courses Selection tools. Multiple measures' self-report data include high school grade point average and students' most recent English and math courses and grades, AP exam scores, and guided self-placement questions. Data on the enrollments and throughput rates in English and math pre and post AB 705 illustrate that multiple measure placement procedures are related to increased access and throughput for both English and math ([IR-AB705-Handout](#)).

To improve the effectiveness of its services, the Assessment Center (a) completes PR and (b) collaborates with discipline faculty in planning, coordination, and application of student assessment, including evaluating efficacy. For example, in Spring 2020, the center collaborated with ESL faculty and OIR to implement an online Combined English Language Skills Assessment test and a self-placement questionnaire for ESL classes. Previously, the Assessment Center collaborated with chemistry faculty and OIR to evaluate the chemistry diagnostic test ([IR-Data-Assmnt-Validation](#)), and plans are underway to re-evaluate the chemistry diagnostic test in 2021–2022. The chemistry diagnostic test is used with students who do not have eligible high school transcripts to measure completion of foundational competencies in chemistry and assess which transfer-level course students should take (Chemistry 1A or Chemistry 31).

Analysis and Evaluation

The College meets the standard. In compliance with state mandates, the College regularly evaluates admissions and placement instruments for their effectiveness and to minimize biases. Data outcomes are reviewed for continued compliance and application of best practices such as those supported by AB705. Recent AB 705 outcomes data illustrate the College's post AB 705 placement processes are associated with increases in access and throughput in transfer-level English and math.

IIC.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. (**Student Records Maintenance**)

Evidence of Meeting the Standard

Chabot College maintains student records permanently, securely, and confidentially with secure file backup. The College follows protocols and publishes policies aligned with the Family Educational Rights and Privacy Act (FERPA), which governs student privacy, including inspecting, reviewing, amending, and disclosure of student educational records ([ClassSched-FERPA-Spr21](#), [Adm-StudPrivacy-Webpage](#)). This includes maintaining, storing, and backing up confidential student information, records, and academic transcripts. Records are housed in the campus data management system BANNER, which is accessible to limited campus administrators, faculty, and staff vetted by the director of admissions and records. Older records and files are securely stored on microfiche. All student academic records and grade reports are permanently stored. All other documents and records that do not fit the classification of academic records and grades reports are securely stored for a finite time period and eventually shredded to protect confidential information ([CLPCCD-BP3310-Rec-Reten-Destruction](#)).

The Financial Aid Office similarly follows U.S. Department of Education guidelines regarding storing and disposing of student financial information and records ([FinAid-Archive-Proc](#)).

The College publishes its policies around the release of records on its website and in the catalog ([FERPA-Webpage](#), [FERPA-RcdsRls-Webpage](#)).

Analysis and Evaluation

The College meets the standard. Student records are securely stored with access limited to those who qualify. Policies on records access are published on the website and followed with direct oversight by Admissions and Records Administration.

Conclusions on Standard II.C. Student Support Services

The institution provides high-quality support services that are regularly evaluated and improved upon to support students more equitably in completing their educational and life goals. Programs and services support the College's mission to serve the "educational, career, job skill, and personal development needs of our community" and empower students as leaders of the community ([Chabot-About-MissionStmt-Webpage](#)). PR, outcomes assessment, and policies and procedures ensure the standards of the College and District are met, as do cocurricular and athletics oversight processes. The College prides itself on its dedication to student voice and its innovative commitment to equity, which continues to flourish, with improvement in technologies, mental health and basic needs services, as well as social justice and antiracism programs and activities.

Improvement Plan

None

Standard II.C. Acronym List

AP	Administrative Policy
CARE	Cooperative Agencies Resources for Education
CARES	Counseling, Advocacy, Resources, and Emotional Support
CCCAA	California Community College Athletic Association
CCCCO	California Community Colleges Chancellor's Office
CLPCCD	Chabot Last Positas Community College District
CSU	California State University
DACA	Deferred Action for Childhood Arrivals
EADA	Equity in Athletics Data Analysis
EOPS	Extended Opportunity Programs & Services
ESL	English as a Second Language
FA	Financial Aid
FERPA	Family Educational Rights and Privacy Act
FSPS	First Semester Planning Sessions
HSI	Hispanic-Serving Institution
ILO	Institutional Learning Outcome
IT	Information Technology
OIR	Office of Institutional Research
PSCN	Psychology-Counseling
RISE	Restorative Integrated Self-Education
SAO	Service Area Outcome
SEPA	Abbreviated Student Education Plan
SEPC	Comprehensive Student Education Plan
SOAR	Student Orientation and Registration Program
SSCC	Student Senate of Chabot College
SSSP	Student Success and Support Program
UC	University of California

Standard II.C. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Full Name
II.C.1	1	Catalog-Mission 2020-21 p13	Catalog-Mission Statement-2020-2021 (p. 13)
II.C.1	2	PrgmRev-StudServ 2020-22	Program Review-Student Services-2020-2022
II.C.1	3	PrgmRev-StudServ-Align 2021-22	Program Review-Student Services-Alignment-2021-2022
II.C.1	4	EMP-Website 2021-26	Education Master Plan 2021–2026 Website
II.C.1	5	PAR-StudServArea-Calworks F2021	Program Area Review-Student Services Area-Calworks-Fall 2021
II.C.1	6	IR-StudSrvy_F1995-2019	Institutional Research-Student Survey Results-Fall 1995-2019
II.C.1	7	PrgmRev-Website	Program Review Website
II.C.1	8	Canvas-StudRes-Hub	Canvas-Student Resource-Hub 1
II.C.1	9	Canvas-StudRes-Hub2	Canvas-Student Resource-Hub 2
II.C.1	10	Canvas-StudRes-Hub3	Canvas-Student Resource-Hub 3
II.C.1	11	IR-SurvStudServ Spr20 ss17-19	Institutional Research-Student Survey Results Regarding Online Learning-Fall 1995-2019
II.C.1	12	CnsIngSrvs-Webpage	Counseling Services-Webpage
II.C.1	13	Adm-Website	Chabot-Admissions-Website
II.C.1	14	FinAid-Website	Financial Aid-Website
II.C.1	15	Adm-Reg-Website	Admission Registration-Website
II.C.2	1	PrgmRev-Inst-Website 2017-18	Program Review Website
II.C.2	2	PrgmRev-Rpt-EOPS-CARES-App 2020-21	Program Review Report EOPS/CARES 2020-21
II.C.2	3	IR-EOPS-CARES F2019 p1	IR EOPS-CARES Fall 2019 (p. 1)
II.C.2	4	IR-Puente-Engl1 F2019	IR English Success Rates Puente Fall 2019
II.C.2	5	PAR-StudServArea-Puente F2021	Program Area Review-Student Service Area-Puente Project-Fall 2021
II.C.2	6	CnsIng-FSPS-FA21	Counseling-First Semester Planning Session-Fall 2021
II.C.2	7	IR-NewStud-Cmplt-SSS-PersistRate	Institutional Research New Student Completion of Student Success Services Persistence Rate
II.C.2	8	PrgmRev-Trf-Ctr 2020-21	Program Review-Career & Transfer Center-2020-2021
II.C.2	9	IR-StudSatisSurv F2019 p2_p4	Institutional Research Student Satisfaction Survey Fall 2019 (pp. 2, 4)
II.C.2	10	PAR-StudServArea-CARES-MH-Prog F2021	Program Area Review-Student Service Area-CARES-Mental Health Program-Fall 2021
II.C.2	11	SAO-Webpage	Service Area Outcome-Webpage
II.C.2	12	PAR-F2021-Subm-Website	Program Area Review-Fall 2021-Submission-Website
II.C.2	13	PAR-Training-Vid-Webpage	Program Area Review-Training Videos-Webpage
II.C.3	1	Catalog-StudServ 2018-20 pp42-77	Catalog-Student Services-2018-2020 (pp. 42–77)
II.C.3	2	NewStud-WlcmGuide	New Student-Welcome Guide
II.C.3	3	Covid-DirOnlineStudServ-Webpage	Covid-Direct Online Student Services-Webpage
II.C.3	4	Canvas-StudRes-Hub1	Canvas-Student Resources-Hub 1
II.C.3	5	Canvas-StudRes-Hub2	Canvas-Student Resources-Hub 2
II.C.3	6	Canvas-StudRes-Hub3	Canvas-Student Resources-Hub 3

II.C.3	7	Adm-Apply-Website	Admissions-Application-Website
II.C.3	8	Cnslng-Orien-Website	Counseling-Orientation-Website
II.C.3	9	ESL-Assess-Webpage	English as a Second Language Assessment-Webpage
II.C.3	10	Cnslng-1stSemPlan-Website	Counseling-1st Semester Plan-Website
II.C.3	11	Cnslng-Serv-Website	Counseling Services-Website
II.C.3	12	Bkstr-Website	College Bookstore-Website
II.C.3	13	SOAR-Website	Student Orientation and Registration-Website
II.C.3	14	El-Centro-Website	El Centro-Website
II.C.3	15	DrmCtr-Website	Dream Center-Website
II.C.3	16	Trf-Ctr-Website	Transfer Center-Website
II.C.3	17	Trf-Pracs-Webpage	Transfer Process-Webpage
II.C.3	18	Grad-Website	Graduation-Website
II.C.3	19	Cmncmt-Ltr 4-15-19	Commencement Invite Letter to Students, April 15, 2019
II.C.3	20	Cmncmt-Email 4-15-20	Commencement Invite Email to Students, April 15, 2020
II.C.3	21	Adm-Forms-Website	Admission Form Website
II.C.3	22	Cnslng-Forms-Webpage	Counseling Forms Webpage
II.C.3	23	SSS-DeliveryMthd	Admissions & Records-Forms-Webpage
II.C.3	24	CLPCCD-BP-AP-Website	Board Policy & Administration Policy Website
II.C.3	25	Catalog-StudCode 2020-22 pp84-104	Catalog Student Code 2020-22 (pp. 84–104)
II.C.4	1	Vision-Mission-Webpage	Vision and Mission-Webpage
II.C.4	2	OA-ILO-Webpage	Outcome and Assessment Institutional Learning Outcomes Webpage
II.C.4	3	StudServ-ClubForms-Webpage	Student Club-Webpage
II.C.4	4	SSCC-WmnsHist	Student Senate-Chabot College-Women's History Sponsored Events-Advertisement
II.C.4	5	SSCC-GladDay	Student Senate-Chabot College-Gladiator's Day-Advertisement
II.C.4	6	StudLife-ICC-Webpage	Student Life-Inter Club Council-Webpage
II.C.4	7	StudServ-ClubForms-Webpage	Student Services-Club Forms-Webpage
II.C.4	8	StudOrgRecoPkt 2020-21	Student Organization Recognition Packet, 2020-2021
II.C.4	9	PrgmRev-Stud-Life 2020-21	Program Review-Office of Student Life, 2020-2021
II.C.4	10	CLPCCD-AP5430-CoCurrActivities	Administrative Procedure AP5430-Cocurricular Activities
II.C.4	11	CLPCCD-AP5420-AssocStudFin	Administrative Procedure AP5420-Associated Student Finances
II.C.4	12	Athletics-Website	Athletic-Website
II.C.4	13	CLPCCD-AP5700-Athletics	Administrative Procedure AP5700-Athletics
II.C.4	14	CLPCCD-BP5700-Athletics	Board Policy BP5700-Athletics
II.C.4	15	PrgmRev-Athletics 2020-21	Program Review-Athletics Department, 2020-2021
II.C.4	16	PRAC-Website	Planning and Resource Allocation Committee-Website
II.C.4	17	FormR4-TitleIX-GndrEqty	Statement of Compliance of Title IX Gender Equity-Form R-4
II.C.4	18	EADA-Rpt 2020	Equity in Athletics Disclosure Act 2019-20 Summary of Data Collection
II.C.5	1	DistCnslGuide	Distance Counseling for General Counseling Guide

II.C.5	2	CnslrDropIn-BestPract 2-24-21	Counseling Drop In-Best Practice, February 23, 2021
II.C.5	3	CraniumCafe-Vr-CnslngTrng 3-30-20	Cranium Café Training for Counseling Faculty & Classified-Virtual Counseling, March 30, 2020
II.C.5	4	Articulation-FacRes-Webpage	Articulation-Faculty Resources-Webpage
II.C.5	5	Trf-Trng 4-8-16	Transfer Training, April 8, 2016
II.C.5	6	Articulation-Trng 5-2019	Articulation Training, May 2019
II.C.5	7	DiversTrng-Hdbk 10-27-20	Diversity Training Handbook, October 27, 2020
II.C.5	8	DiversTrng-Cards 8-7-20	Diversity Training Cards, August 7, 2020
II.C.5	9	PSCN-Crse-Webpage	Psychology-Counseling Courses-Webpage
II.C.5	10	Trf-Wkshps-Webpage	Transfer Workshops-Webpage Science, Technology, Engineering, and Mathematics Transfer-Workshop
II.C.5	11	STEM-Trf-Wkshp	Stem Transfer Workshop
II.C.5	12	IR-NewStud-Cmplt-SSS-PersistRate	Institutional Research-Persistence Rates of New Students by Student Success Services-Fall 2015-Spring 2016, Fall 2019-Spring 2020
II.C.6	1	Catalog-AdmisPol 2020-22 pp42-44	Catalog-Admissions Policy-2020-2022 (pp. 42–44)
II.C.6	2	Adm-Apply-Website	Admissions-Apply to Chabot College-Website
II.C.6	3	ClassWeb-SixSteps-Webpage	Class Web-Six Steps to Success-Webpage
II.C.6	4	ClassSched-Admis Spr21 pp4-21	Class Schedule-Admission Information-Spring 2021 (pp. 4–21)
II.C.6	5	Nrsng-Website	Nursing-Website
II.C.6	6	DntlHygn-Website	Dental Hygiene-Website
II.C.6	7	ShrffAcad-Webpage	Alameda County Sheriff's Office Partnership-Academy-Webpage
II.C.6	8	CLPCCD-BP5010-Adm-Dual-Enrl	Board Policy BP5010-Admissions & Concurrent Enrollment
II.C.6	9	CLPCCD-AP5011-Adm-Dual-Enrl	Administrative Policy 5011-Administration of Dual Enrollment
II.C.6	10	FinAid-Website	Financial Aid-Website
II.C.6	11	CLPCCD-BP5015-ResDeterm	Board Policy BP5015-Residence Determination
II.C.6	12	CLPCCD-AP5015-ResDeterm	Administrative Procedure AP5015-Residential Determination
II.C.6	13	CLPCCD-BP5012-IntStud	Board Policy BP5012-International Students
II.C.6	14	CLPCCD-AP5012-IntStud	Administrative Procedure AP5012-International Students
II.C.6	15	CLPCCD-BP5055-Enrl-Priorities	Board Policy BP 5055 Enrollment Priorities
II.C.6	16	CLPCCD-AP5055-Enrl-Priorities	Administrative Procedure AP5045-Enrollment Priorities
II.C.6	17	ClassSched Spr21 pp10-11	Class Schedule-Spring 2021 (pp. 10–11)
II.C.6	18	Learning-Career-Pathways	Learning Career Pathways
II.C.6	19	Draft-AlliedHealth-Map	Allied Health Map (Draft)
II.C.6	20	GuidedPthwys-Website	Guided Pathways-Website
II.C.6	21	DegWrks-Vid-Website	Degree Works Website
II.C.7	1	IRData AssessmentValidation	IR Data Assessment Validation
II.C.7	2	IR-AB705-Handout	IR AB705 Handout
II.C.7	3	IRData AssessmentValidation	IR Data Assessment Validation
II.C.8	1	ClassSched-FERPA-Spr2	Class Schedule-Family Educational Rights and Privacy Act-Spring 2021
II.C.8	2	Adm-StudPrivacy-Webpage	Student Privacy-Webpage

II.C.8	3	CLPCCD-BP3310-Rec-Reten-Destruction	Board Policy BP3310-Records Retention and Destruction
II.C.8	4	FinAid-Archive-Process	Family Educational Rights and Privacy Act-Webpage
II.C.8	5	FERPA-Webpage	Family Educational Rights and Privacy Act-Records and Rules-Webpage
II.C.8	6	FERPA-RcdsRls-Webpage	Class Schedule-Family Educational Rights and Privacy Act-Spring 2021
II.C.8	7	Chabot-About-MissionStmt-Webpage	Mission Statement Webpage

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multicollge systems may be organized so responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, 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).

III.A. HUMAN RESOURCES

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. **(Qualified Administrators, Faculty, and Staff)**

Evidence of Meeting the Standard

The Office of Human Resources (HR) is organized and staffed at the district level to support the needs of both colleges and the District Office in a consistent manner. HR supports the integrity and quality of college programs and services by assuring the employment of qualified faculty, classified professionals, administrators, and temporary employees. This includes the training, recruitment, and selection of employees via the implementation of employee development programs ([CLPCCD-HR-Website](#), [CLPCCD-HR-Goals-Webpage](#)). In addition, HR maintains job descriptions that support Chabot's mission and accurately reflect position needs.

The District maintains hiring procedures specific to faculty, classified, supervisory/confidential, and administrator recruitments, which detail each step of the recruitment process to ensure a consistent, thorough, systematic, and inclusive hiring process ([CLPCCD-HR-Proc-For-Hiring-Webpage](#)). These procedures were developed through a shared governance process and are in accordance with applicable board policies ([CLPCCD-BP7120-Rcrt-Slctn](#)), administrative procedures ([CLPCCD-AP7120-Rcrt-Slctn](#), [CLPCCD-AP7211-FacSrvsAreas-MinQuals-Equiv](#)), California Education Code ([EdCode-87000-88270-Employees](#)), and Title 5 regulations ([Cal-Code-Of-Regs-Title5](#)). Individuals involved in the recruitment process are required to receive appropriate training within a two-year time period prior to serving on a hiring committee. Training covers the requirements of the Title 5 regulations on Equal Employment Opportunity (EEO) and the hiring process. Additionally, HR ensures EEO regulations are followed ([CLPCCD-HR-EEO-ComplaintRes](#)).

The District uses an online applicant tracking system, PeopleAdmin ([Edjoin-CLPCCD-FacJobDescrip-Webpage](#)). Vacant positions are advertised using focused outreach and standard publications including the California Community College Registry (CCC Registry), *Inside Higher Ed*, the Association of California Community College Administrators (ACCCA), a bundle of targeted diversity-specific websites, and the Chabot-Las Positas Community College District (CLPCCD) employment website ([CLPCCD-HR-JobDescrip-Webpage](#)). All applicants are required to complete an online application and submit required documents to demonstrate

they meet the minimum qualifications for the position ([CLPCCD-HR-Proc-For-Hiring-Webpage](#)).

The CLPCCD affirms its commitment to diversity, equity, and inclusion in the District's EEO Plan ([DiverseIssInHigherEd-Website](#)) and in a newly developed equity statement that is now presented on all position announcements for Chabot College ([CLPCCD-HR-Empl-Opp-Webpage](#)). The District's EEO Advisory Committee meets regularly and is charged with assisting the District in implementing its EEO Plan, promoting an understanding of and support for diversity, equity, inclusion, equal opportunity, and nondiscrimination policies and procedures. The EEO Advisory Committee includes a diverse representation of faculty, classified professionals, and administrators from both colleges and the District Office.

Faculty, administrator, and classified professional job descriptions detail representative duties, minimum qualifications, and qualifications that represent knowledge, skills, and abilities relative to the position ([CLPCCD-HR-Scrng-Intvw-Cmte-Briefing](#), [CLPCCD-HR-JobDescrip-Webpage](#)).

Analysis and Evaluation

The College meets the standard. Board policies and procedures ensure the College employs staff, faculty, and administrators who are qualified by appropriate training, education, and professional experience to provide and support programs and services. Job descriptions are directly related to the institutional mission and goals of the College and accurately reflect position duties, responsibilities, and authority. The College's focus on equity in hiring is clear in its hiring trainings, applications, and job posting practices.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (Eligibility Requirement 14) (**Faculty Qualifications**)

Evidence of Meeting the Standard

Chabot College employs faculty to meet the instructional, counseling, and learning resource needs of its students. Qualifications include identified degrees, professional and discipline expertise, teaching skills, professional activities, and potential to contribute to the mission of the College. The CLPCCD brings careful attention to the hiring process to ensure well-qualified faculty are recruited and employed to meet its mission ([CLPCCD-FA-Agmt-22A-MinQual 2019 pp261-2](#)).

Minimum qualifications for faculty are established by the State Chancellor's Office ([CLPCCD-AP7211-FacSvcsArea](#)) and as required by applicable outside accrediting agencies, such as the California Board of Registered Nursing ([EdJoinFacJobAnnemnt-Website](#)). Job postings detail the minimum qualifications, desirable qualifications, as well as job requirements and characteristics ([CLPCCD-BP7120-Rcrt-Slctn](#)). For example, in addition to degrees and experience, a minimum qualification for all positions is the ability to demonstrate sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students, including those with physical and/or learning disabilities. Faculty are initially screened for this qualification through a diversity statement. The full-time hiring

process is described in the CLPCCD Faculty Hiring Procedures ([CLPCCD-HR-Proc-For-Hiring-Webpage](#)). Position announcements include requests for a resume, cover letter, personal qualifications statement, and transcripts, as well as an equivalency statement and materials as needed ([CLPCCD-BP7210-Recruit-Slctn](#)). Supplemental questions may also be asked of applicants to further assess subject matter knowledge ([CLPCCD-AP7211-FacServArea-MinQuals-Equiv](#)). Selection committee members review and verify applicant qualifications as related to the specific position announcement after hiring managers have screened for minimum qualifications. The screening committee works with HR to develop a set of interview questions, teaching demonstrations, and applicable skills assessments ([CLPCCD-HR-Fac-Hiring-Proc 6-2009](#)). Part-time faculty must meet the same minimum qualifications or equivalency as full-time faculty ([CLPCCD-AP7211-FacServArea-MinQuals-Equiv](#)). Interviews and reference checks ([CLPCCD-HR-Ref-Check-Form](#)) are performed for each faculty member hired.

In regard to job descriptions, subject area faculty and area administrators develop faculty job qualifications, requirements, and characteristics, which for faculty include curriculum development and assessment of learning outcomes ([CLPCCD-HR-JobPost-Rslt-Webpage](#)).

Analysis and Evaluation

The College meets the standard. Through well-publicized hiring policies, procedures, and job descriptions, Chabot hires diverse and highly qualified faculty who develop curriculum, assess learning, and support quality programs and services aligned with the College's mission. Job descriptions clearly communicate minimum qualifications

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. (**Administrator Qualifications**)

Evidence of Meeting the Standard

Administrators and other employees responsible for educational programs and services possess the necessary qualifications to perform the requisite duties required to sustain institutional effectiveness and academic quality. HR administers consistent hiring procedures ([CLPCCD-HR-AdminHirProc pp4-5 p15](#)) with all job postings requiring evidence of meeting minimum qualifications, additional job-related desirable qualifications, and job requirements and characteristics ([CLPCCD-BP7250-EdAdmin](#)). Applicants are required to submit their resume, cover letter, personal qualifications statement, and transcripts, or additional documents as identified. The hiring administrator works with HR to prescreen for applicants who meet the minimum qualifications. The selection committee is made up of employees from all constituency groups to ensure adequate representation and committee diversity. The selection committee is responsible for reviewing and evaluating application materials as related to the specific job description, knowledge, skills, and abilities to determine candidates to interview. The selection committee works with HR to develop a set of scored job-specific interview questions and skills assessments or presentations that will be used to determine a selection of finalists. Upon selection of a finalist, thorough reference checks are conducted prior to the extension of a job offer to ensure applicants possess the necessary qualifications ([CLPCCD-HR-RefCheckForm](#)). The selection, appointment, assignment, and retention of all employees are the responsibilities of management, subject to the final approval of the Board ([CLPCCD-BP7250-EdAdmin](#), [CLPCCD-BP7260-ClassAdmin](#)).

Analysis and Evaluation

The College meets the standard. As detailed in job descriptions and outlined in board policies and procedures, administrators and other employees responsible for educational programs and services must possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

- III.A.4** Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. **(Required Degrees of Personnel)**

Evidence of Meeting the Standard

All degrees required for employment at Chabot College must be from an institution accredited by an agency recognized in the United States or meet equivalency standards. Faculty, administrators, and classified professional employees must possess the required minimum degree qualifications or equivalent as established by the State Chancellor's Office ([CCC-Fac-Staff-Min-Quals](#)), applicable outside accrediting agencies, such as the California Board of Registered Nursing ([16CCR-Sec1425-FacQuals-RN](#)), or as stated in the assigned job description ([CLPCCD-HR-JobDescrip-Webpage](#), [CLPCCD-AP72320-Class-Reclass-Rev](#), [CLPCCD-HR-AminHiringProc 7-5-06](#)). Required transcripts are submitted to verify degrees are conferred, or will be conferred by the beginning of instruction, and that degrees are held from recognized U.S. accrediting agencies.

Faculty may also meet minimum degree qualification through the equivalency process by providing equivalency details at the time of application. The District and Academic Senate maintain a local equivalency process ([CCC-Fac-Staff-Min-Quals](#), [ChanCnsl-MtgMin 3-11-14](#)). The District Equivalency Committee, governed by the Faculty Contract Article 22E ([CLPCCD-FA-Agmt-22E-DistEquivCmte 2019-22 pp264-5](#)) and Administrative Procedure 7211 ([CLPCCD-AP7211-FA-SvcAreas-MinQual-Equiv](#)), reviews and determines approval or denial of granting equivalency to applicants. The decision of the District Equivalency Committee is forwarded to HR for file retention ([CLPCCD-EquivApprovFrom](#)).

Applicants with degrees from institutions outside of the United States must obtain and submit an official foreign transcript evaluation (course by course) completed through an approved U.S. foreign transcript evaluation agency to ensure equivalency. In the affirmation of degrees, HR references the U.S. Department of Postsecondary Education's Database of Postsecondary Institutions and Programs ([DAPIP-Webpage](#)) and the National Association of Credential Evaluation Services ([NACES-Members-Webpage](#)).

Analysis and Evaluation

Chabot College meets the standard. Required degrees held by faculty, administrators, and other employees are from institutions accredited by U.S. accrediting agencies. Degrees from non-U.S. institutions are evaluated through approved foreign transcript evaluation services and recognized only if equivalence has been established. The District Equivalency Committee meets to review any applicant's request for equivalency submitted during the application process and communicates decisions to District HR.

- III.A.5** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written

criteria for evaluating all personnel, including performance of assigned duties as well as participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. **(Evaluation of Personnel)**

Evidence of Meeting the Standard

In accordance with Board Policy (BP) and Administrative Procedure (AP) 7150 ([CLPCCD-BP7150-Eval](#), [CLPCCD-AP7150-Eval](#)), the College and District ensure employee effectiveness is measured through evaluations that seek to assess the work undertaken and achieved according to criteria set forth in job descriptions ([CLPCCD-HR-JobDescrip-Webpage](#)) and/or applicable collective bargaining agreements (CBAs) ([CLPCCD-HR-CltvBargAgmt-Webpage](#)).

Fillable PDF evaluation forms that mirror bargaining unit and contractual language are provided on the HR website ([CLPCCD-HR-Eval-Webpage](#)). Faculty and classified personnel evaluation processes are subject to negotiation and have been memorialized in the respective CBAs described below.

Faculty: Contract (nontenured) faculty have a four-year evaluation process as detailed in Article 14 of the Faculty CBA ([CLPCCD-FA-Agmt-TOC-Art14-FacEval 2019-22](#)). This process includes annual written professional reviews, classroom visits, regular meetings, plans to address areas in need of improvement when necessary, and reviews of recommendations by second-level tenure review committees.

The processes for regular (tenured) faculty evaluations is established in Article 15 of the Faculty CBA ([CLPCCD-FA-Agmt-TOC-Art15-FacEval 2019-22](#)). Tenured faculty are evaluated every three years. The process is documented in student surveys, peer observations, faculty professional review reports, and supervisor reviews ([CLPCCD-FA-Agmt-TOC-Art15-E-G-FacEval 2019-22](#)). Distance education faculty are assessed by following the same process. Committees to evaluate tenured faculty are made up of peers with administrative oversight, with findings forwarded to the department dean and to HR to be placed in the faculty personal file.

Part-time unit members are evaluated during the first semester of employment during the regular academic year according to Article 18 of the Faculty CBA ([CLPCCD-FA-Agmt-Art181-Eval 2019-22 p205](#), [CLPCCD-FA-Agmt-Art181-Eval 2019-22 pp203-9](#)). Thereafter, evaluation is conducted at least once every three years of employment. If there is a break in service for two academic years, the unit member is evaluated during the first semester of re-employment. Special evaluations may be performed at any time, if deemed necessary by the supervisor or manager. The process and timeline for addressing areas of need, including action plans, are similarly outlined in the contract.

Administrators: Administrator evaluations align to BP 7150 ([CLPCCD-BP7150-Eval](#)) and occur annually for every administrator. The Administrator Performance Evaluation System is a two-tiered system consisting of an annual performance evaluation process and a three-year comprehensive evaluation process ([CLPCCD-HR-AdminPerfEvalSys-Overview 9-24-20 p2](#)). Primary components of each process include goal setting, reporting on prior annual goals, appraisal, and formal feedback ([CLPCCD-HR-AdminEval-FromA-Goal-Obj-Dates](#), [CLPCCD-HR-AdminEval-FormC-PerfAppraisal](#)). The three-year Comprehensive Administrator

Performance Evaluation Process also includes Form D (Administrator Self-Assessment Report) ([CLPCCD-HR-AdminEval-FormD-Self-Assess-Rpt](#)) and additional multi-rater or multisource feedback and analysis. For any areas identified with needs improvement or unsatisfactory, the supervisor works with the administrator on areas of identified improvement.

Classified Professionals: All classified professionals are evaluated on a probationary basis and then annually thereafter pursuant to the CBA ([CLPCCD-HR-ClassProEmplPerfEval 7-28-20](#), [CLPCCD-HR-ConfSupvEmplPerfEval](#)). Union members have the option to prepare a written self-evaluation and submit this to the assigned supervisor/manager prior to the written evaluation conference. Employees may submit a written response to their evaluation.

College President: The evaluation of the college president is performed annually by the chancellor in advance of contract renewal, pursuant to the contract of the president and established evaluation procedures. The president submits goals to the chancellor who reviews the attainment of these goals mirroring the forms used for administrator evaluations.

Chancellor: The evaluation of the district chancellor is outlined in BP and AP 2435 ([CLPCCD-BP2435-EvalofChan](#), [CLPCCD-AP2435-EvalofChan](#)). The Board of Trustees conducts formal evaluations of the chancellor in accordance with the employment agreement it holds with the chancellor, which includes the criteria, process, and frequency of evaluations.

In regard to assessing the effectiveness of evaluations, data from the Office of Institutional Research show between 70 percent to 73 percent of employees agree or strongly agree evaluations are conducted systematically at stated intervals, accurately assess performance, and encourage improvement ([IR-EmplSatSrvy-Eval-Spr21 3-29-21 6](#)).

Analysis and Evaluation

The College meets the standard. The institution assures the effectiveness of its HR by evaluating all faculty, classified professionals, and administrators systematically and at stated intervals based on the employee's probationary/contract status or permanent/regular status, as outlined in union contracts and employment agreements. Actions taken following evaluations are documented on the appropriate evaluation forms and filed in personnel files.

III.A.6 No Longer Applicable

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (Eligibility Requirement 14) **(Sufficient Number of Qualified Faculty)**

Evidence of Meeting the Standard

Chabot College maintains an appropriate number of faculty to fulfill its mission to provide quality educational programs and services. College justifications for hiring and identification of resources for full-time faculty positions begins with the annual program review (PR) ([PrgmRev-Website](#)). PR includes a review of enrollment management data ([CLPCCD-EnrlMgtCmte-Webpage](#)), assessments of student learning and service area outcomes, and equity analysis of disproportionately impacted student groups ([PrgmRevData-Webpage](#)). Based on program and college need, faculty resources may be requested through the respective dean or administrator and considered in the faculty prioritization process. Data are readily available to all faculty and

staff on the Institutional Research website ([CLPCCD-PBC-Website](#)), and the PR responses are posted on the Program and Area Review (PAR) Committee website ([IR-Website](#)). The Faculty Prioritization Committee, inclusive of the Student Senate, reviews pertinent data and then prioritizes the requested positions ([FacPrioritizationCmte-Website](#)). The president makes the final recommendation to the chancellor for faculty positions for recruitment ([PrgmRevCmte-Website](#)) as additionally informed by the work of the PAR Committee, which drafts statements to inform the prioritization and approval process based on results of PR. In support of this process, the CLPCCD Planning and Budget Committee reviews the full-time Faculty Obligation Number (FON) to ensure compliance and the appropriate number of full-time faculty at both colleges. Well qualified part-time faculty who meet criteria outlined in job descriptions are hired at the division level to support the mission and educational purpose of the college.

Analysis and Evaluation

The College meets the standard. The College annually reviews full-time faculty needs through the PR and faculty prioritization process, which includes a review of data related to maintaining quality educational programs and services (e.g., full- to part-time instructor ratios). As needed, part-time faculty are additionally hired to ensure the college is staffed at sufficient levels to meet the institution's mission and purposes.

III.A.8 An institution with part-time and adjunct faculty has employment policies and practices that provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution. (**Part-Time and Adjunct Faculty**)

Evidence of Meeting the Standard

Chabot College values part-time faculty contributions to the support of students and the life of the institution and integrates them into the campus community through orientation, evaluations, and professional development.

An annual new employee orientation is held for all full- and part-time faculty as codified in the Faculty Association Agreement ([CLPCCD-FA-Agmt-8C-6-NewFacOrien 2019-22 p32-p215](#)). A Canvas orientation designed for part-time faculty is provided for additional support ([Canvas-PT-FacOrien-Website](#), [FA-Checklist-PT-FacOrien](#)). Counseling also provides an additional orientation for part-time counseling faculty ([NewCnslrOrien F2019](#), [CLPCCD-FA-Agmt-18Z-DegWorkTrain 2019-22 p216](#)), and training on grading and attendance is also provided to all faculty ([CLPCCD-FA-Agmt-9L-8-TrainGradeAttend 2019-22 p46](#)).

In regard to part-time faculty oversight, the CBA outlines the evaluation process for part-time faculty ([CLPCCD-FA-Agmt-18I-PT-FacEval 2019-22 pp203-11](#)). The process includes observation by a full-time faculty member, student evaluations, and a dean's summary that includes any additional obligations related to their job duties and procedures for addressing areas of need.

Professional development opportunities, including funding, are inclusive to all full- and part-time faculty. The process for obtaining funds as well as deadlines are outlined on the professional development website ([ProDev-Website](#)). Part-time faculty are invited to participate in Flex Day activities ([CLPCCD-FA-Agmt-18D-E-ProDev 2019-22 p202-3](#)), including leading Flex Day workshops. Part-time faculty participate in shared governance and, per the Academic Senate Constitution, hold two senate seats ([Fac-SenateConst 2020 p5](#)). Part-time faculty are

additionally encouraged to participate in college and district wide meetings ([PT-Fac-MeetUp](#)), including division meetings, trainings, task forces, president's town halls, and district budget town halls.

Analysis and Evaluation

The College meets the standard. Chabot's part-time orientations, evaluation process, and professional practices provide oversight and support for part-time faculty who are welcomed and well-integrated with the College as valued colleagues.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (Eligibility Requirement 8) (**Sufficient Number of Qualified Staff**)

Evidence of Meeting the Standard

Chabot College has a sufficient number of classified professional staff with appropriate qualifications to support the effectiveness of the operations of the institution ([CLPCCD-HR-ClassJobsDescr-Webpage](#)). Evaluating staffing levels for classified professionals is the responsibility of area administrators, in partnership and through dialogue with area personnel. Recommendations for new positions are made through PR by all disciplines, programs, or service areas in a continuous three-year cycle to determine the sufficiency of staffing ([PrgmRev-Website](#)). Each year, staffing levels are evaluated and justifications are provided for new and replacement positions as well as other resources based on anticipated improvements in student learning, fulfillment of strategic plan goals, maintenance of safety, and compliance with mandates. Requests for positions are evaluated by the Planning and Resource Allocation Committee (PRAC) ([PRAC-Webpage](#)); the Classified Senate Prioritization Committee ([ClassSen-ClassPrioritization-Webpage](#)); and administrators within Academic Services, Student Services, and Administrative Services, with recommendations sent to the college president. The president communicates with the chancellor and HR to finalize positions to be filled so the College's educational, technological, physical, and administrative operations are effective in supporting the College's mission.

Analysis and Evaluation

The College meets the standard. Classified professional staffing requests originate through PR and discussions at the unit level, are prioritized through the Classified Senate Prioritization Committee, and are recommended through area administrators to PRAC and ultimately the college president for approval and forwarding to the district chancellor and HR to meet the College's mission.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (Eligibility Requirement 8) (**Sufficient Number of Administrators**)

Evidence of Meeting the Standard

The College maintains a sufficient number of administrators to provide continuity and effective leadership as outlined by HR ([CLPCCD-HR-AdminHireProc](#)). Requests for administrators originate in PR ([PrgmRev-Website](#)), are reviewed by PRAC ([PRAC-Recom-Webpage](#)), and are

prioritized by the Administration Prioritization Committee ([AdminPriCmte-Website](#)) according to the position's support of the College's mission.

Analysis and Evaluation

The College meets the standard. Chabot College maintains a sufficient number of administrators to support the College's mission as overseen by its Administrative Prioritization Committee.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. (**Written Personnel Policies and Procedures**)

Evidence of Meeting the Standard

The District has an established process for regularly reviewing, updating, and publishing personnel policies and procedures. Board policies and administrative procedures are created and reviewed on a six-year cycle ([CLPCCD-BP-AP-CntrctRevCycle](#)). The District works collaboratively in a shared governance process with representatives of the colleges and constituency groups to review policy and procedure language, making recommendations to the Chancellor's Council ([CLPCCD-HR-ChanCounMtg-Agenda-Min-Webpage](#)). The District communicates the policies and procedures that have been approved by the chancellor and reviewed and adopted by the Board of Trustees ([CLPCCD-HR-Index-BPs-Webpage](#)).

The District consistently publishes and administers policies and procedures related to personnel in Chapter 7 – Human Resources, including employment, commitment to diversity, recruitment and selection, and collective bargaining policies ([CLPCCD-BP-AP-Chpt7-HR-Webpage](#)). Additionally, Chapter 3 – General Institution covers a range of topics including ethics, nondiscrimination ([CLPCCD-UnlawDiscrimComplForm](#)), equal employment opportunity ([CLPCCD-HR-EEO-Compl-Res-Webpage](#)), prohibition of harassment and discrimination, and complaint procedures ([CLPCCD-BP-AP-Chpt3-GenInst-Webpage](#)). CBAs are available on the district website ([HR-CltBargainAgrmt-Webpage](#)).

Policy Adherence: Board policies and administrative procedures outline effective and acceptable practices to ensure implementation. Policies and procedures are reviewed in new employee orientations, and applicable forms are available on the HR webpage and in new hire packets ([CLPCCD-HR-ClassNewHireOrien](#)). In the event of an employee grievance, the Board of Trustees and CBAs establish and follow grievance policies and guidance that include reviewing and resolving grievances in an effort to achieve a satisfactory resolution ([CLPCCD-BP7216-AcadEmpl-GreiveProc](#), [CLPCCD-BP7245-ConfSupvEmplCompl](#), [CLPCCD-BP7265-MngmtCompl](#), [SEIU-CBA TOC-Art8-3-GrieveProc 2019-22](#)). Well-publicized CBAs align with district policies and additionally ensure policies are equitably and consistently administered.

Analysis and Evaluation

The College meets the standard. Personnel policies and procedures are updated and readily available on the District Board Policies website and in CBAs that not only outline policy but also equitable and fair implementation.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution

regularly assesses its record in employment equity and diversity consistent with its mission. **(Personnel Support Programs, Practices, and Services)**

Evidence of Meeting the Standard

The College creates and maintains a wide variety of programs, practices, and services that support its diverse personnel and assess whether its employment record in equity is consistent with its mission. The HR website is strategically developed with diversity and equity in mind, with a look and feel that honors the mission of encouraging and supporting a diverse environment ([CLPCCD-HR-Website](#)). The CLPCCD supports its diverse personnel through the creation and advertisement of job descriptions ([CLPCCD-Portal JobDescr-EquityStmnt](#)); new employee orientations; professional development opportunities; diversity, equity, and inclusion programs; and inclusion of all constituent groups in comprehensive participatory governance. For instance, the District Equal Employment Opportunity Advisory Committee assists with implementing the EEO Plan ([CLPCCD-HR-EEO-Plan 5-21-19](#)) and promoting an understanding and support of equal opportunity, including sponsoring events, trainings, or other activities that support equal employment opportunity, nondiscrimination, retention, and diversity ([CLPCCD-HR-EEO-Compl-Res-Webpage](#)).

Consistent with the college mission ([Mission Spr2020](#)), diversity in hiring data are reviewed in relation to the Environmental Scan ([EnvironScan 2020](#)) and Educational Master Plan ([EMP 2021-26](#)) in PRAC and other venues, such as the Student Access, Success and Equity Committee, which facilitates a work group devoted to equity in hiring ([SASE-RES-Webpage](#)). Institutional Research additionally provides data for annual review ([IR-Empl-Race 2000-19](#), [IR-Empl-Gender 2000-19](#)). Revisions to programming, processes, and services are a result of assessment and are in compliance with legal requirements.

Analysis and Evaluation

The College meets the standard. The District maintains and implements an EEO Plan under the direction of its EEO Advisory Committee. Program, practices, and services (e.g., new employee orientations, professional development, and job descriptions) support equity, as does the College's systemic processes for evaluating its record.

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. **(Code of Professional Ethics)**

Evidence of Meeting the Standard

BP and AP 3050 ([CLPCCD-BP3050-InstCodeOfEthics](#), [CLPCCD-AP3050-InstCodeOfEthics](#)) establish a written institutional code of ethics for all personnel. The District Code of Ethics was last reviewed by the Board in July 2020 and June 2020, respectively. Consequences for any violations follow the appropriate discipline and dismissal process as described in the respective CBAs ([CLPCCD-FA-Cntrct 2019-22 pp300-302](#), [CLPCCD-SEIU-Agrmt 2019-22 p40](#)), BP 7360 ([CLPCCD-BP7360-Dspln-Dism-Acad-Empl](#)) for academic employees, and BP 7365 ([CLPCCD-BP7365-Dspln-Dism-Cld-Empl](#)) for classified employees.

Analysis and Evaluation

The College meets the standard. BP and AP 3050 establish a written code of professional ethics for all personnel. Consequences for violation follow discipline and dismissal processes per board policies and contractual agreements.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. (**Professional Development Opportunities**)

Evidence of Meeting the Standard

Chabot College offers professional development for staff, faculty, and administrators through a variety of opportunities coordinated by the College and through the District. Professional development opportunities are regularly reviewed and assessed by faculty, administrators, and classified professionals. Below details examples of professional development opportunities:

Professional Development Committee: Chabot College has established a Professional Development Committee ([ProDev-Agenda-Min-Webpage](#)) responsible for creating the Flex Day program ([Flexday-Sched 3-5-20](#)). Full- and part-time faculty members are required to attend Flex Day activities. In addition, full-time faculty are expected to submit Variable Flex proposals and subsequent documentation to their area dean ([ProDevCmte-FlexDay-Webpage](#)).

The Professional Development Committee additionally functions in an advisory capacity to address the professional and personal growth needs of the campus in accordance with California Education Code 87153 and to foster the professional development goals set forth in the CLPCCD District Educational Master Plan and Chabot College's mission and values ([ProDevAgenMin2016-2020](#)). The Professional Development Committee reviews funding requests and disburses funds based on established procedures ([ProDevCmte-FundReqForm-Webpage](#)). To aid new faculty in transitioning into their new role at Chabot College, the Professional Development Committee also created the Chabot College New Faculty Resources website ([NewFacRes-Website](#)), which contains information ranging from how to obtain an ID card to information on the tenure process.

Online Teaching: The Chabot College Online Teaching support team provides professional development training for distance education in the form of workshops, online trainings, and resources to enhance faculty online teaching practices ([OL-OnlineTeaching-Webpage](#)).

Student Equity: Chabot College staff, faculty, and administrators participate in professional development workshops and training emphasizing equity. Recent examples include the 2020 Social Sciences Equity Professional Development Workshops ([ProDev-Socscsco-Equitywrkshp 2020](#)), the focus of which included grading for equity, equitable communications, and creating equitable syllabi and the Chabot College Equity Pedagogy Institute ([EquityPedagogyInst-Overview 2019](#)), which offered a semester-long, interdisciplinary workshop series to examine equity in day-to-day classroom practice to better nurture the assets, growth, and success of Chabot's African American students.

Classified Leadership Institute for Professionals: The CLPCCD created the Classified Leadership Institute for Professionals (CLIP), now in its sixth year of an academic-year-long program ([CLIP-Webpage](#)). The mission of CLIP is to empower classified professionals through the implementation of programs focused on providing professional skills, educational knowledge, and personal growth that supports the goals of Chabot's educational community.

Additional Opportunities: The Office of HR supplements employee professional development particularly for administrators and classified professionals. Supported training opportunities have been offered through the ACCCA ([ACCCA-Events-Prgms-Webpage](#)), Asian Pacific Americans in Higher Education (APAHE) ([APAHE-Conf-Webpage](#)), African American Male Education Network and Development ([A2MEND-About-Webpage](#)), California Community Colleges Organización de Latinx Empowerment Guidance & Advocacy for Success (CCCOLEGAS) ([CCC-COLEGAS-Webpage](#)), Employment Assistance Program (EAP) services ([Concern-Emp-Portal-Website](#)), and Liebert Cassidy Whitmore law office ([LCW-Website](#)).

Additionally, the District engages the services of Keenan Safe Colleges ([Keenan-EmpPortal-Website](#)), an online learning platform offered through the State Chancellor's Vision Resource Center ([CCC-Visionrescntr-Website](#)) to support all employees, developed curriculum to meet training needs during the COVID-19 pandemic as outlined in bargaining agreements ([CLPCCD-FA MOU-ProdDev-S2020 6-4-20](#)), and offers mandatory harassment training for supervisors in accordance with AP 3435 ([CLPCCD-AP3435-Dscrm-Harass-Compl-Proc-Trng p.20](#)).

In regard to evaluation, the Professional Development Committee requests written feedback from faculty and staff who participate in staff development workshops and Flex Day activities ([FlexDay-Fdbk-Form 3-2020](#)). New or ongoing professional development needs are identified and shared throughout the campus via the administrative and committee review of the narrative in the documents based on survey results. Additionally, data from Institutional Research show 90 percent of employees have attended at least one conference in the last two years, with over 70 percent attending more than one. Further, 83 percent of employees agree or strongly agree their supervisor supports their professional development ([IR-EmpISatSurv-Spr21 3-29-21](#)).

Analysis and Evaluation

The College meets the standard. Under the guidance of the Professional Development Committee and in collaboration with the District, the College provides a variety of professional development opportunities consistent with the College's mission, such as equity and harassment trainings. Professional development evaluations, such as surveys completed on Flex Day, measure professional development for impact and the improvement of teaching, learning, and individual professional development.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to their personnel records in accordance with law. **(Security of Personnel Records)**

Evidence of Meeting the Standard

Personnel records are kept secure and confidential and can be accessed according to the law. BP and AP 145, relevant CBAs, and the California Education Code set forth policies for maintaining the confidentiality and security of personnel files, and providing access of personnel records ([CLPCCD-AP7145-Prsnl-Files](#)).

All personnel records are kept in a secure location in the District Office of HR and are rarely reviewed offsite. The policy and rules concerning security and confidentiality of personnel records are found in the Faculty CBA, Article 16-1 ([CLPCCD-FA-CltvIBargAgmt-Art16-1 2019-22](#)) and the Service Employees International Union (SEIU) CBA, Article 10 ([CLPCCD-SEIU-CltvBargAgmt-Art10 2019-22](#)). All HR employees are given explicit directions regarding

file confidentiality and are instructed about the circumstances in which employees and managers can review the files. Written authorization and release is required before a third party may gain access (e.g., government investigators and auditors).

Upon presenting official identification, an employee may access and view their personnel file during the District's normal working hours of 8:00 a.m. to 5:00 p.m. ([Empl-Prsnl-Rec-Log 2016-17](#)). Employees have online access to their financial records through CLASS-Web, including benefits, deductions, pay information, and leave balances. Personnel files are archived five years after the termination of employment.

Analysis and Evaluation

The College meets the standard. The institution makes provision for the security and confidentiality of personnel records through the District Office of HR policies and procedures in compliance with CBAs. Each employee has access to their personnel records in accordance with law and with appropriate timelines and procedures for review and return.

Conclusions on Standard III.A. Human Resources

The District and College use appropriate hiring policies and practices to employ a sufficient number of well-qualified faculty, professional staff, and administrators who meet the minimum and desirable qualifications to perform duties, maintain high-quality programs and services, and sustain institutional effectiveness. Written personnel evaluation policies meet federal and state law, district AP and BP policies, and collective bargaining unit language and are well publicized. Personnel evaluations are conducted regularly and are designed to lead to the improvement of job performance. The College has methods to identify the professional development needs of all personnel. Ample opportunities for professional development are appropriately oriented to faculty, professional staff, and administrators and align to the College mission. The District's EEO plan, the College's Educational Master Plan, and other institutional policies and practices promote a unique understanding of equity and diversity. AP and BP policies also outline a code of ethics and consequences for violations for all personnel. Personnel records are securely stored with access limited by district and collective bargaining agreement policies and procedures.

Improvement Plan

None

Standard III.A. Acronym List

ACCCA	Association of California Community College Administrators
AP	Administrative Procedure
APAHE	Asian Pacific Americans in Higher Education
A2MEND	African American Male Education Network and Development
BP	Board Policy
CBA	Collective Bargaining Agreement
CCC	California Community Colleges
CCCOLEGAS	California Community College Organización de Latinx Empowerment Guidance and Advocacy
CLIP	Classified Leadership Institute for Professionals
CLPCCD	Chabot-Las Positas Community College District
DAPIP	Database of Postsecondary Institutions and Programs
EAP	Employee Assistance Program
EEO	Equal Employment Opportunities
FON	Faculty Obligation Number
HR	Office of Human Resources
LCW	Liebert Cassidy Whitmore
NACES	National Association of Credential Evaluation Services
PRAC	Planning and Resource Allocation Committee
PR	Program Review
SEIU	Service Employees International Union

Standard III.A. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
III.A.1	1	CLPCCD-HR-Website	Human Resources Website
III.A.1	2	CLPCCD-HR-Goals-Webpage	Human Resources Goals
III.A.1	3	CLPCCD-HR-Proc-For-Hiring-Webpage	Human Resources Procedures for Hiring
III.A.1	4	CLPCCD-BP7120-Rcrt-Slctn	Board Policy 7120 – Recruitment and Selection
III.A.1	5	CLPCCD-AP7120-Rcrt-Slctn	Board Policy 7120 – Recruitment and Selection
III.A.1	6	CLPCCD-AP7211-FacSrvsAreas-MinQuals-Equiv	Administrative Procedure 7211 – Faculty Service Areas, Minimum Qualifications
III.A.1	7	EdCode-87000-88270-Employees	California Education Code Employees – 87000-88270
III.A.1	8	Cal-Code-Of-Regs-Title5	California Code of Regulations – Title 5
III.A.1	9	CLPCCD-HR-EEO-ComplaintRes	CLPCCD EEO Plan
III.A.1	10	Edjoin-CLPCCD-FacJobDescrip-Webpage	EdJoin CLPCCD Faculty Job Descriptions
III.A.1	11	CLPCCD-HR-JobDescrip-Webpage	Human Resources Job Descriptions
III.A.1	12	CLPCCD-HR-Proc-For-Hiring-Webpage	Human Resources-Process for Hiring
III.A.1	13	DiverseIssInHigherEd-Website	Diverse Issues in Higher Education Job Listings
III.A.1	14	CLPCCD-HR-EmpI-Opp-Webpage	Human Resources Employment Opportunities Listings
III.A.1	15	CLPCCD-HR-Scrng-Intvw-Cmte-Briefing	HR Screening Interviewing Committee Briefing
III.A.1	16	CLPCCD-HR-JobDescrip-Webpage	Human Resources Job Descriptions
III.A.2	1	CLPCCD-FA-Agmt-22A-MinQual_2019_pp261-2	CLPCCD-FAAgreementEquivArt22
III.A.2	2	CLPCCD-AP7211-FacSvcsArea	CLPCCD-AP7211 FSA
III.A.2	3	EdJoinFacJobAnncmnt-Website	EdJoin FacultyPosition Announcement
III.A.2	4	CLPCCD-BP7210-Recruit-Slctn	CLPCCD-Recruit and Selection
III.A.2	5	CLPCCD-HR-Proc-For-Hiring-Webpage	Human Resources Procedures for Hiring
III.A.2	6	CLPCCD-BP7210-Recruit-Slctn	
III.A.2	7	CLPCCD-AP7211-FacServArea-MinQuals-Equiv	HR Faculty Service Area Minimum Qualifications
III.A.2	8	CLPCCD-HR-Ref-Check-Form	CLPCCD Reference Check Form
III.A.2	9	CLPCCD-HR-JobPost-Rslt-Webpage	Human Resources Job Listings Website
III.A.3	1	CLPCCD-HR-AdminHirProc_pp4-5_p15	CLPCCD-HR-AdministrativeHiringProcedures_pp4-5_p15
III.A.3	2	CLPCCD-BP7250-EdAdmin	Educational Administrators Board Policy 7250
III.A.3	3	CLPCCD-HR-RefCheckForm	HR Reference Check Form
III.A.3	4	CLPCCD-B7250-EdAdmin	Board Policy 7250 – Education Administrators
III.A.3	5	CLPCCD-BP7260-ClassAdmin	Board Policy 7260 – Classified Administrators
III.A.3	6	CCC-FacStaff-MinQual-Webpage	California Community Colleges Chancellor’s Office Minimum Qualifications
III.A.4	1	CCC-Fac-Staff-Min-Quals	California Community Colleges Chancellor’s Office Minimum Qualifications
III.A.4	2	16CCR-Sec1425-FacQuals-RN	California Code of Regulations, Board of Registered Nursing, Prelicensure Nursing Programs, Faculty Qualifications
III.A.4	3	CLPCCD-HR-JobDescrip-Webpage	HR Webpage, Job Descriptions

III.A.4	4	CLPCCD-AP72320-Class-Reclass-Rev	Administrative Procedure 7232: Classification and Reclassification Review
III.A.4	5	CLPCCD-HR-AminHiringProc 7-5-06	Administrator Hiring Procedures
III.A.4	6	CCC-Fac-Staff-Min-Quals	California Community Colleges Chancellor's Office Minimum Qualifications
III.A.4	7	ChanCnsl-MtgMin 3-11-14	Minutes from Chancellor's Council Meeting - 3-11-14
III.A.4	8	CLPCCD-FA-Agmt-22E-DistEquivCmte 2019-22_pp264-5	Faculty Association Collective Bargaining Agreement, Article 22E
III.A.4	9	CLPCCD-AP7211-FA-SvcAreas-MinQual-Equiv	Administrative Procedure 7211: Faculty Service Areas, Minimum Qualifications, and Equivalencies
III.A.4	10	CLPCCD-EquivApprovFrom	CLPCCD Equivalency Approval From
III.A.4	11	DAPIP-Webpage	US Department of Postsecondary Education's Database of Postsecondary Institutions and Programs Webpage
III.A.4	12	NACES-Members-Webpage	National Association of Credential Evaluation Services
III.A.5	1	CLPCCD-BP7150-Eval	Board Policy 7150: Evaluation
III.A.5	2	CLPCCD-AP7150-Eval	Administrative Procedure 7150: Evaluation
III.A.5	3	CLPCCD-HR-JobDescrip-Webpage	HR Webpage, Job Descriptions
III.A.5	4	CLPCCD-HR-CltvBargainAgrmt-Webpage	HR Collective Bargaining Agreement Website
III.A.5	5	CLPCCD-HR-Eval-Webpage	HR Evaluation Website
III.A.5	6	CLPCCD-FA-Agmt-TOC-Art14-FacEval 2019-22	Faculty Association Collective Bargaining Agreement, Article 14
III.A.5	7	CLPCCD-FA-Agmt-TOC-Art15-E-G-FacEval 2019-22	Faculty Association Collective Bargaining Agreement, Article 15-2019-2022
III.A.5	8	CLPCCD-FA-Agmt-TOC-Art15-E-G-FacEval 2019-22	Faculty Association Collective Bargaining Agreement, Article 15-E & G-2019-2022
III.A.5	9	CLPCCD-FA-Agmt-18I-2-PT-FacEval 2019-22_p205	Faculty Association Collective Bargaining Agreement, Article 18 and FA-Agmt-18I.1 PT-FacEval_2019-22 (p. 205)
III.A.5	10	CLPCCD-FA-Agmt-Art18I 2019-22_pp203-9	Faculty Association Collective Bargaining Agreement, Article 18 and FA-Agmt-18I.1 PT-FacEval_2019-22_p203-9
III.A.5	11	CLPCCD-BP7150-Eval	Board Policy 7150: Evaluation
III.A.5	12	CLPCCD-HR-AdminPerfEvalSys-Overview 9-24-20_p2	Administrative Performance Evaluation System Overview p. 2
III.A.5	13	CLPCCD-HR-AdminEval-FormA-Goal-Obj-Dates	Administrator Evaluation Form A: Annual Goals, Objectives, and Target Dates for Completion
III.A.5	14	CLPCCD-HR-AdminEval-FormC-PerfAppraisal	Administrator Evaluation Form C: Administrator Performance Appraisal Summary
III.A.5	15	HR-AdminEval-FormD-Self-Assess-Rpt	Administrator Evaluation Form D: Administrator Self-Assessment Report
III.A.5	16	CLPCCD-HR-ClassProEmplPerfEval 7-28-20	Classified Professional Employee Performance Evaluation
III.A.5	17	CLPCCD-HR-ConfSupvEmplPerfEval	Confidential Supervisory Employee Performance Evaluation
III.A.5	18	CLPCCD-BP2435-EvalofChan	Board Policy 2435: Evaluation of the Chancellor
III.A.5	19	CLPCCD-AP2435-EvalofChan	Administrative Procedure 2435: Evaluation of the Chancellor
III.A.5	20	IR-EmplSatSrvy-Eval-Spr21 3-29-21_6	IR Employee Satisfaction Survey Spring 2021 (p. 6)

III.A.7	1	PrgmRev-Website	Program Review Website
III.A.7	2	CLPCCD-EnrlMgtCmte-Webpage	CLPCCD District Enrollment Management Committee Webpage
III.A.7	3	PrgmRevData-Webpage	Program Review Data
III.A.7	4	CLPCCD-PBC-Website	CLPCCD District Planning Budget Comm
III.A.7	5	IR-Website	Institutional Research
III.A.7	6	FacPrioritizationCmte-Website	Faculty Prioritization Committee Website
III.A.7	7	PrgmRevCmte-Website	Program and Area Review Committee
III.A.8	1	CLPCCD-FA-Agmt-8C-6-NewFacOrien 2019-22_p32-p215	New Faculty Orientation (pay for PT instructors – p. 32 section 8C.6 and p. 215 section 18U)
III.A.8	2	Canvas-PT-FacOrien-Website	Canvas Part Time Faculty Orientation Website
III.A.8	3	FA-Checklist-PT-FacOrien	PT Faculty Orientations FA Checklist Jan. 8
III.A.8	4	NewCnslrOrien F2019	Counseling Orientation Fall 2019
III.A.8	5	CLPCCD-FA-Agmt-18Z-DegWorkTrain 2019-22_p216	Degree Works Orientation and Training for PT (page 216 section 18Z)
III.A.8	6	CLPCCD-FA-Agmt-9L-8-TrainGradeAttend 2019-22_p46	Training on Grading and Attendance reporting (sections specific to PT faculty on p. 46 section 9L.8)
III.A.8	7	CLPCCD-FA-Agmt-18I-PT-FacEval 2019-22_pp203-11	PT Faculty Evaluations (section 18I-18I.7 pp. 203–211)
III.A.8	8	ProDev-Website	Professional Development Resources Website
III.A.8	9	CLPCCD-FA-Agmt-18D-E-ProDev 2019-22_p202-3	Professional Development (pp. 202–203 sections 18D and 18E)
III.A.8	10	Fac-SenateConst 2020_p5	Faculty Senate Constitution (p. 5)
III.A.9	1	CLPCCD-HR-ClassJobsDescr-Webpage	Classified Job Description
III.A.9	2	PrgmRev-Website	Program Review
III.A.9	3	PRAC-Webpage	Planning and Resource Allocation Committee
III.A.9	4	ClassSen-ClassPrioritization-Webpage	Classified Senate-Prioritization Website
III.A.10	1	CLPCCD-HR-AdminHireProc	Administrator Hiring
III.A.10	2	PrgmRev-AdminPosReqEval	Administrative Position Request Evaluation Rubric
III.A.10	3	PRAC-Recom-Webpage	PRAC Recommendations
III.A.10	4	AdminPriCmte-Website	Administrative Prioritization Committee Website
III.A.11	1	CLPCCD-BP-AP-CntrctRevCycle	Board Policy and Administrative Procedure Continuous Review Cycle
III.A.11	2	HR-ChanCounMtg-Agenda-Min-Webpage	Chancellor’s Council Agenda
III.A.11	3	CLPCCD-HR-Index-BPs-Webpage	Index of Board Policies
III.A.11	4	CLPCCD-BP-AP-Chpt7-HR-Webpage	Board Policies and Administrative Procedures Chapter 7 HR
III.A.11	5	CLPCCD-UnlawDiscrimComplForm	Unlawful Discrimination Complaint Form
III.A.11	6	CLPCCD-HR-EEO-Compl-Res-Webpage	Human Resources EEO & Complaint Resolution
III.A.11	7	CLPCCD-BP-AP-Chpt3-GenInst-Webpage	
III.A.11	8	CLPCCD-HR-CltvBargainAgrmt-Webpage	HR Collective Bargaining Agreement Webpage
III.A.11	9	ClassNewHireOrien	Classified New Hire Orientation
III.A.11	10	CLPCCD-BP7216-AcadEmpl-GreiveProc	Board Policy 7216-Academic Employee Grievance Policy

III.A.11	11	CLPCCD-BP7245-ConfSupvEmplCompl	Board Policy 7245-Confidential and Supervisory Complaints
III.A.11	12	CLPCCD-BP7265-MngmtCompl	Board Policy 7265-Management Personal Complaints
III.A.11	13	CLPCCD-SEIU-CBA_TOC-Art8-3-GrieveProc_2019-22	SEIU Collective Bargaining Agreement – Article 8 (p. 34)
III.A.12	1	CLPCCD-HR-Website	HR Website
III.A.12	2	CLPCCD-Portal_JobDescr-EquityStmt	CLPCCD Job Description Equity Statement
III.A.12	3	CLPCCD-HR-EEO-Plan_5-21-19	CLPCCD EEO Plan
III.A.12	4	CLPCCD-HR-EEO-Compl-Res-Webpage	CLPCCD-Human Resources-EEO and Complaint Resolution-Webpage
III.A.12	5	Mission_Spr2020	Chabot College Mission Statement
III.A.12	6	EnvironScan_2020	Chabot College Environmental Scan Report
III.A.12	7	EMP_2021-26	Chabot College Educational Master Plan
III.A.12	8	SASE-RES-Webpage	Student Access, Success and Equity Resources Webpage
III.A.12	9	IR-Empl-Race_2000-19	Institutional Research Employee Characteristics by Race
III.A.12	10	IR-Empl-Gender_2000-19	Institutional Research Employee Characteristics by Gender
III.A.13	1	CLPCCD_BP3050-InstCodeOfEthics	Board Policy 3050: Institutional Code of Ethics
III.A.13	2	CLPCCD_AP3050-InstCodeOfEthics	Administrative Procedure 3050: Institutional Code of Ethics
III.A.13	3	CLPCCD_FA-Cntrct_2019-22_pp300-302	Faculty Association Collective Bargaining Agreement, Article 24
III.A.13	4	CLPCCD-SEIU-Agrmt_2019-22_p40	SEIU Collective Bargaining Agreement, Article 8.5
III.A.13	5	CLPCCD-BP7360-Dspln-Dism-Acad-Empl	Board Policy 7360: Discipline and Dismissal - Academic Employees
III.A.13	6	CLPCCD-BP7365-Dspln-Dism-Cld-Empl	Board Policy 7365: Discipline and Dismissal - Classified Employees
III.A.14	1	ProDev-Agenda-Min-Webpage	Professional Development Agendas and Minutes
III.A.14	2	Flexday-Sched_3-5-20	Flex Day Schedule March 2020
III.A.14	3	ProDevCmte-FlexDay-Webpage	Professional Development Committee Flex Day 2021-22 Webpage
III.A.14	4	ProDev-Agenda-Min-Webpage	Professional Development Committee-Agenda-Minutes-Webpage
III.A.14	5	ProDevCmte-FundReqForm-Webpage	Professional Development Committee Funding Request Form Webpage
III.A.14	6	NewFacRes-Website	New Faculty Resources Website
III.A.14	7	OL-OnlineTeaching-Webpage	Online Teaching Site (for faculty)
III.A.14	8	ProDev-Socsco-Equitywrkshp_2020	Social Sciences Equity Professional Development Workshops
III.A.14	9	EquityPedagogyInst-Overview_2019	Equity Pedagogy Institute 2019
III.A.14	10	CLIP-Webpage	Classified Leadership Institute for Professionals
III.A.14	11	ACCCA-Events-Prgms-Webpage	Association of California Community College Administrators
III.A.14	12	APAHE-Conf-Webpage	Asian Pacific Americans in Higher Education Conference Webpage
III.A.14	13	A2MEND-About-Webpage	A2MEND Webpage
III.A.14	14	CCC-COLEGAS-Webpage	COLEGAS Webpage

III.A.14	15	CCC-Visionrescntr-Website	Vision Resource Center Portal
III.A.14	16	CLPCCD-FA MOU-ProdDev-S2020 6-4-20	Online Professional Development Opportunities for Summer, 2020
III.A.14	17	CLPCCD-AP3435-Dscrm-Harass-Compl-Proc-Trng_p.20	Administrator and Supervisor Mandatory Harassment Training – AP 3435 (p. 20)
III.A.14	18	FlexDay-Fdbk-Form 3-2020	Flex Day Feedback Form Fall 2020
III.A.14	19	IR-EmplSatSurv-Spr21 3-29-21	Employee Accreditation Survey: Spring 2021
III.A.15	1	CLPCCD-AP7145-Prsnl-Files	HR Administrative Procedure 7145 Personnel Files
III.A.15	2	CLPCCD-FA-CltvBargAgmt-Art16-1 2019-22	Faculty Association Collective Bargaining Unit Article 16
III.A.15	3	CLPCCD-SEIU-CltvBargAgmt-Art10 2019-22	SEIU Collective Bargaining Unit Article 10
III.A.15	4	Empl-Prsnl-Rec-Log 2016-17	HR Employee Personnel Records Log

III.B. PHYSICAL RESOURCES

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. **(Safe and Sufficient Physical Resources)**

Evidence of Meeting the Standard

As a means to assure safe and sufficient physical resources, the District and College work together in accordance with Board Policy 6600 and Administrative Procedure 6600 Capital Construction to assess, improve, and plan institutional safety, security, access, and a successful overall learning and work environment ([CLPCCD-BP6600-CapConstrn](#)).

The College ensures sufficient physical resources at all locations through class schedule management, identifying additional equipment or physical space needs through PR ([PAR-Basics-Website](#)), and an annual review of the space inventory by the Facilities Infrastructure and Technology (FIT) Committee ([FIT-Mtg-Agenda-Min-AnnuRevSpace 10-8-20](#), [FIT-CLPCCD-CapacityAnlysRept 10-8-20](#)).

Chabot College Safety and Security monitors, patrols, and addresses safety concerns throughout the campus and are committed to promoting a safe and engaging learning environment. Campus Safety and Security investigates all emergencies immediately, including medical emergencies, accidents, or catastrophes. Suspicious activities and safety hazards are investigated promptly by campus safety officers to resolve incidents ([CLPCCD-BP3500-CampusSafety](#), [CLPCCD-AP3500-CampusSafety](#), [CLPCCD-BP6250-BgtMngmt](#)).

Members of the Safety and Security staff also serve as tri-chairs and members of the Chabot College Health and Safety Committee, which is charged with assisting in the development and promotion of a healthy and safe physical environment for staff, students, and visitors. In addition, the committee serves as an advisory to the college president and makes recommendations on various safety issues that affect classroom and workplace safety ([HealthAndSafetyCmte-Chrg-Website](#)).

District Maintenance and Operations (M&O) provides personnel who are responsible for assessing facility needs, building and ground maintenance, custodial service, removing obstructions, and ensuring proper operations in all areas of the campus. Employees submit work requests through a district work order system, School Dude, which allows requests for routine maintenance, custodial, and grounds needs ([SchoolDude-SampleRprt](#)).

The District maintains staffing in the following areas for the maintenance of all campus facilities:

- painter
- locksmith
- HVAC technician
- plumbing technician
- vehicle and equipment mechanics
- general maintenance worker

Additionally, the campus grounds are managed by district level staff members who are assigned primary responsibility to the campus. The District contracts with external service vendors to

maintain the following systems: fire alarm monitoring, fire sprinkler system inspection and testing, fire extinguishers, hazardous materials removal, trash, and debris removal.

Evaluation of physical resources is conducted in accordance with institutional procedures and via shared governance processes in keeping with the mission of the College and Facility Master Plan (FMP) ([FMP-Webpage](#)):

- Facility renovation and maintenance efforts are managed by the District Facilities Committee, which works with on-campus executive team members to ensure the district meets the needs of the end users and addresses specific areas of concern ([IPBM-Facilities-Mtg-Agenda 10-23-20](#)).
- Requests through PR for classroom or facility reassignment, additional space, and small renovation projects are prioritized and managed by the FIT Committee and forwarded to the Office of the President for recommendation ([FIT-Cmte-Website](#)). New construction projects are funded via existing Measure A District Bond Funding and requests from the campus president are forwarded to the district vice chancellor of facilities, bond and operations for presentation and approval by the Board of Trustees (BOT) ([FIT-Cmte-Proj-Website](#)).

Over 70 percent of employees agree or strongly agree facilities are constructed and maintained to assure access, safety, and security ([EmplSrvyRslts-PhysRes Spr2021 p6](#)). Eighty percent of employees agree or strongly agree college facilities support learning programs and services ([EmplSrvyRslts-PhysRes Spr2021 p7](#)).

Analysis and Evaluation

The College meets the standard. Through shared governance in collaboration with M&O and Safety and Security, the College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. (**Maintenance and Replacement of Physical Resources**)

Evidence of Meeting the Standard

Decisions regarding physical resources are driven by the FMP in accordance with the college mission, vision, and values. Through the shared governance process ([SharedGovNar Update 2019](#)), the campus developed a prioritized list of projects based upon this plan ([CLPCCD-BOT-Agenda-FMP-Approv 5-15-19 pp3-4](#)).

The FMP documents new and replacement facilities for the campus ([FMP-Proj 8-30-19 p1-5](#)). As part of its creation, each existing building was reviewed for its condition and ability to meet the needs of the program and/or campus for the next 15 years. The plan outlines a logical sequence of projects that allows for the least disruption of existing programs and limits the amount of swing space required for completion of the capital improvement plan ([FMP-ImpActionPln 8-30-19 pp135-145](#)). Project updates and timelines are regularly shared through Facilities Modernization Program Measure B and Measure A Project Reports ([FIT-Cmte-Proj-Rpt-Website](#)) to ensure transparency throughout the planning and building process.

Each area of the College identifies and updates facility, equipment, and maintenance needs through the PR process ([PrgmRev-Basics-Webpage](#)). These needs are evaluated, prioritized, and recommended through the FIT Committee and Career Education Committee (CEC) and then presented as recommendations to PRAC for alignment with the overall college mission, vision, and values ([PRAC-Min-FIT-Reccom-SmProj_5-6-20](#), [CareerEdCmteRecomm-Webpage](#)).

To support instructional program needs that cannot be met onsite, the College contracts for use of off-campus facilities ([CLPCCD-BOT-Agenda-PoolReviCntrct_10-15-19_p3](#)). For example, police training ([AlamedaCntySheriff-CLPCCD-Cntrct_6-22-20](#)) and firefighter training ([AlamedaFire-CLPCCD-TrainingFacilites-Cntrct_1-12-10](#), [Chabot-AlamedaCnty-FireTraining-Webpage](#)) are conducted offsite in partnership with the county. The recently established partnership between the City of Hayward and the District ([Hayward-CLPCCD-MOU-FireTrainCntr_2018](#)) has secured a permanent home for the Fire Technology Program's Fire Academy while also providing space for the Emergency Medical Services (EMS) program and the Nursing and Emergency Medical Technician program contract with hospitals and ambulance providers ([Nursing-FAQs-ClinicalHospitals-Webpage](#), [EMS-Crse-EMS4-AlamedaCnty-Accreditted](#)). The College also establishes agreements with Adult Schools to provide courses in specific communities ([AdultEd-Partners-Webpage](#)).

Analysis and Evaluation

The College meets the standard. Through its FMP and PR process, the College acquires, builds, upgrades, and maintains its physical resources, including facilities, equipment, land, and other assets in support of its mission to educate and serve the community.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. (**Evaluation of Facilities and Equipment**)

Evidence of Meeting the Standard

The College evaluates its facilities and equipment on a regular basis to effectively support programs and services. This is done through annual evaluation of area PR ([FIT-Cmte-Purpose-Charge-Coord-PRAC-Webpage](#)), the Educational Master Plan (EMP) ([EMP-Facilites_2021-2029_p22-23-p96-p98](#)), the FMP ([FIT-Cmte-FMP-Webpage](#)), and updates to the Five-Year Construction Plan ([CLPCCD-BOT-Mtg-Agenda-Item6-5_6-16-20_p5](#), [CLPCCD-BOT-Mtg-Min-Item-6-5_6-16-20_p29](#)). The College additionally participates in the District Integrated Planning and Budget Model (IPBM) Committee, where planning documents are generated and brought to the appropriate campus committees and leadership for review ([CLPCCD-TotCostOwnership-Presentation_2-21-17_s16-17](#), [CLPCCD-5yrConstPln_2020-24](#)). For example, as part of the creation of the Facility Master Plan, the College and District did a deep dive into college enrollment and housing trends to predict facility needs of the future ([FMP-Enrl_8-30-19_p41](#)). These reviews focus on how plans support the College's mission and strategic plans goals.

As described in the previous standard, reports and requests for facility projects are submitted through the PR process or the emergent needs process ([PRAC-EmergNeedsPrs-Form-Webpage](#)). The FIT committee reviews these requests for funding or program space as part of a yearly cycle through PAR, or as needed for an emergent need and then sends recommendations

to the Planning or Resource Allocation Committee (PRAC) or college leadership, ensuring consideration, collegial collaboration, and improved feedback.

Analysis and Evaluation

The College meets the standard. Chabot uses state reports, college institutional research, and feedback from disciplines, work units, and students to provide ongoing analysis of the effectiveness of our facilities to meet educational and professional needs.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. (Long-Range Capital Planning)

Evidence of Meeting the Standard

Institutional capital improvement planning is outlined in the College's EMP ([EMP-Facilities 2021-2029 p22-23-p96-p98](#)), long-range Facilities Master Plan (FMP), and Capital Improvements Program ([BOT-Mtg-Agenda-Item6-5 6-16-20 p5](#), [BOT-Mtg-Min-Item6-5 6-16-20 p29](#)). The FMP document represents almost 18 months of individual department meetings, shared governance committee meetings, and evaluation and prioritization of programs and services in alignment with the College's mission, vision, and values statements, including review, evaluation, and revision to achieve the final document. As part of this process, individual areas detailed long-range needs through PR, supported by data, with needs incorporated into the final capital plans.

The College has adopted and engaged in the evaluation of the Total Cost of Ownership (TCO) since December of 2016 with the adoption of AP 3253 ([CLPCCD-AP3253-TotCostOfOwnership](#)). The TCO plan is reviewed regularly for additional facility impacts, including changes in the compensation rates for district employees who maintain facilities, weekly student contact hours, assignable campus square footage, and utility costs. The estimate for the TCO for all facilities on the college campus is \$7.18 at the time of the drafting of this report.

Based upon current projections and 2020 revisions to the State Capital Outlay Program, the College anticipates increases in the eligibility of funds from the State for support programs and services under the Fusion System. This additional funding will be leveraged against local bond funds from Measure A to improve additional campus facilities efficiency and utilization. The most recent five-year Capital Outlay Plan for fiscal years 2023–2027 identifies three additional projects for potential state funding via the IPP process ([CLPCCD-5YCapOutlayPlan 6-29-21](#)).

In 2004, to support long-range goals related to energy efficiency, the District established that all new construction would achieve Leadership in Energy and Environmental Design (LEED) Silver Certification. It has maintained that standard through multiple iterations of the LEED program. Additionally, the College and District adopted the university and college president's Climate Action Plan ([CLPCCD-2019-ClimateAct-Pln-p3](#), [ClimActnPlan-Update 2019](#)) to reduce greenhouse gas emissions below 1999 levels by the year 2030 and to be carbon neutral by 2050. All of these efforts drive the efficiency of the operational staff to meet the challenges of today with an eye on the future. Buildings 400, 700, and 4000 have achieved LEED certification to date.

The District and College have participated in the Prop 39 Energy Conservation program funding to improve utility efficiency across the campus. Additionally, the College has installed significant Solar Panel Array(s) to reduce greenhouse gases and offset electricity purchased from the electrical grid. The College operates efficient central plant facilities, such as ice storage, to reduce peak demand to achieve our cooling load requirements. The College has also partnered with the California Energy Commission ([CLPCCD-BOT-Agenda-Item-6-1 4-21-20](#)) and local vendors to install battery storage systems that can be used to establish a microgrid on a portion of the campus to allow critical operation in the event of grid power outages when combined with the onsite solar generation. Each of these initiatives has been driven by the College Climate Action Plan ([ClimActnPlan-Update 2019](#)). The plan is regularly updated, such as plans to lower gas emissions to mandated levels by the effective date of 2030 and 2050.

The following is a list of planned and funded renovation and new construction projects to be completed in the near future to improve efficiency, utilization, and quality of the instruction and workplace environment per the FMP:

- Baseball Field Reconstruction
- Main Point of Entry (MPOE)
- Biology Building 3200 – Phase 1
- Library and Learning Connection
- Hayward Fire Training Center
- Biological Sciences – Phase 2
- Advanced Manufacturing & Business
- Early Childhood Lab School
- Dental Clinic Simulation Upgrade
- M&O/Vehicle Storage

Analysis and Evaluation

The College meets the standard. The College and District regularly review and implement long-range capital planning to meet and advance institutional improvement goals and projections of the TCO of facilities and equipment. Using the TCO and Climate Action Plan as tools for long-range capital planning, the District and College have positioned themselves as innovators and leaders in the sustainable design community, such that the College is a sought-out client for vendors and designers in the marketplace.

Conclusions on Standard III.B. Physical Resources

Through strategic planning and implementation, the College provides and maintains safe and sufficient physical resources in support of the College's mission to provide high-quality, equitable educational opportunities to students and the community. Successful collaboration and management of funds between the District and College have allowed for improvements in both facilities and equipment acquisitions, improvements that prepare the College to meet the demands of the future. Through shared governance, the EMP, the FMP, TCO, and community partnerships, Chabot College has and will continue to be transparent in our planning and implementation, which creates an environment that engages and empowers all stakeholders.

Improvement Plan

None

Standard III.B. Acronym List

BOT	Board of Trustees
CLPCCD	Chabot-Las Positas Community College District
CEC	Career Education Committee
EMP	Educational Master Plan
EMS	Emergency Medical Services
FIT	Facilities Infrastructure and Technology Committee
FMP	Facilities Master Plan
IPBM	Integrated Planning & Budget Model
LEED	Leadership in Energy and Environmental Design
M&O	Maintenance and Operations
MPOE	Main Point of Entry
PAR	Program Area Review
PRAC	Planning and Resource Allocation Committee

Standard III.B. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
III.B.1	1	CLPCCD-BP6600-CapConstrn	CLPCCD Board Policy 6600 Capital Construction
III.B.I	2	PAR-Basics-Website	Program Area Review Committee Basics
III.B.I	3	FIT-Mtg-Agenda-Min-AnnuRevSpace_10-8-20	Facilities and Infrastructure Technology Meeting Minutes CLPCCD Capacity Analysis
III.B.I	4	FIT-CLPCCD-CapacityAnlysRept_10-8-20	Facilities and Infrastructure Technology CLPCCD Capacity Analysis report
III.B.I	5	CLPCCD-BP3500-CampusSafety	Board Policy BP3500 – Campus Safety
III.B.I	6	CLPCCD-AP3500-CampusSafety	Administrative Procedures AP3500 – Campus Safety
III.B.I	7	CLPCCD-BP6250-BgtMngmt	Board Policy BP6250 – Budget Management
III.B.I	8	HealthAndSafetyCmte-Chrg-Website	Health and Safety Committee Charge – Webpage
III.B.I	9	SchoolDude-SampleRprt	School Dude Sample Report
III.B.1	10	FMP-Webpage	Facilities Master Plan Webpage
III.B.I	11	IPBM-Facilities-Mtg-Agenda_10-23-20	IPBM Facilities Meeting Agenda, October 10, 2020
III.B.1	12	FIT-Cmte-Website	Facilities and Infrastructure Technology Committee Website
III.B.1	13	FIT-Cmte-Proj-Website	Facilities and Infrastructure Technology Committee Project Website
III.B.1	14	EmplSrvyRslts-PhysRes_Spr2021_p6	Employee Accreditation Survey Results Spring 2021 (p. 6)
III.B.1	15	EmplSrvyRslts-PhysRes_Spr2021_p7	Employee Accreditation Survey Results Spring 2021 (p. 7)
III.B.2	1	SharedGovNar_Update_2019	Shared Governance Narrative Update 2019
III.B.2	2	CLPCCD-BOT-Agenda-FMP-Approv_5-15-19_pp3-4	Board of Trustees Agenda Facilities Master Plan Approved, May 15, 2019 (pp. 3–4)
III.B.2	3	FMP-Proj_8-30-19_p1-5	Facilities Master Plan Project August 30, 2019 (pp. 1–5)
III.B.2	4	FMP-ImpActionPln_8-30-19_pp135-145	Facilities Master Plan Implementation Action Plan August 30, 2019 (pp 135–145)
III.B.2	5	FIT-Cmte-Proj-Rpt-Website	FIT Committee Projects Report Webpage
III.B.2	6	PrgmRev-Basics-Webpage	Program Review Basics – Webpage
III.B.2	7	PRAC-Min-FIT-Reccom-SmProj_5-6-20	PRAC Minutes FIT Recommendation Small Projects, May 6, 2020
III.B.2	8	CareerEdCmteRecomm-Webpage	Career Education Committee Recommendations Webpage
III.B.2	9	CLPCCD-BOT-Agenda-PoolReviCntrct_10-15-19_p3	Board of Trustees Agenda Pool Revitalization Contract, October 15, 2019 (p. 3)
III.B.2	10	Alameda Sheriff-CLPCCD-PoliceAccad-Cntrct_6-22-20	Alameda County Sheriff CLPCCD Contract, June 22, 2020
III.B.2	11	AlamedaFire-CLPCCD-TrainingFacilities-Cntrct_1-12-10	Alameda County Fire CLPCCD Training Facilities Contract January 12, 2010
III.B.2	12	Chabot-AlamedaCnty-FireTraining-Webpage	Chabot/Alameda County Fire Training – Webpage
III.B.2	13	Hayward-CLPCCD-MOU-FireTrainCntr_2018	Hayward CLPCCD MOU Fire Training Center 2018
III.B.2	14	Nursing-FAQs-ClinicalHospitals-Webpage	Nursing Frequently Asked Questions Clinical Hospitals – Webpage

III.B.2	15	EMS-Crse-EMS4-AlamedaCnty-Accredited	Emergency Medical Services Course Alameda County Accredited
III.B.2	16	AdultEd-Partners-Webpage	Adult Education Partners – Webpage
III.B.3	1	FIT-Cmte-Charge-Coord-PRAC-FMP-Webpage	FIT Committee Charge Coordination PRAC and Facilities Master Plan – Webpage
III.B.3	2	EMP-Facilites 2021-2029 p22-23-p96-p98	Educational Master Plan 2021-2029 (pp. 96–98)
III.B.3	3	FIT-Cmte-FMP-Webpage	FIT Committee (pp. 22–23, 96–98)
III.B.3	4	CLPCCD-BOT-Mtg-Agenda-Item6-5 6-16-20 p5	Board of Trustees Meeting Agenda Item 6-5, June 16, 2020 (p. 5)
III.B.3	5	CLPCCD-BOT-Mtg-Min-Item-6-5 6-16-20 p29	Board of Trustees Meeting Minutes Item 6-5, June 16, 2020 (p. 29)
III.B.3	6	CLPCCD-TotCostOwnership-Presentation 2-21-17 s16-17	CLPCCD Total Cost of Ownership Presentation, February 21, 2017 (slides 16–17)
III.B.3	7	CLPCCD-5yrConstPln 2020-24	CLPCCD Construction Plan 2020–2024
III.B.3	8	FMP-Enrl 8-30-19 p41	Facilities Master Plan, Projected Enrollment for the District and Chabot College, 2018, 2022, 2027, 2032 (p. 41)
III.B.3	9	PRAC-EmergNeedsPrCs-Form-Webpage	CLPCCD Five Year Construction Plan 2020–2024
III.B.4	1	EMP-Facilities 2021-2029 p22-23-p96-p98	PRAC Emergent Needs Process and Form – Webpage
III.B.4	2	CLPCCD-BOT-Mtg-Agenda-Item6-5 6-16-20 p5	Board of Trustees Meeting Agenda Item 6-5, June 16, 2020 (p. 5)
III.B.4	3	CLPCCD-BOT-Mtg-Min-Item-6-5 6-16-20 p29	Board of Trustees Meeting Minutes Item, June 16, 2020 (p. 29)
III.B.4	4	CLPCCD-AP3253-TotCostOfOwnership	Administrative Procedures AP3253 – Total Cost of Ownership
III.B.4	5	CLPCCD-2019-ClimateAct-Pln-p3	CLPCCD 2019 Climate Action Plan (p. 3)
III.B.4	6	CLPCCD-BOT-Agenda-Item-6-1 4-21-20	Board of Trustee Meetings Agenda Item 6-1, April 21, 2020

III.C. TECHNOLOGY RESOURCES

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
(Appropriate and Adequate Technology Resources)

Evidence of Meeting the Standard

Together, the Chabot Computer Support (CCS), Audio Visual (AV) Department, and Instructional Services Technology (IST) Committee provide technology resources and services that support the goals of the institution and meet the needs of students, faculty, and staff. In addition, these areas collaborate with district Information Technology Services (ITS) to coordinate projects across campuses and to develop a reliable technology infrastructure both on and between campuses.

Chabot's Technology Plan aligns with the district's Information Technology Master Plan (TMP) and provides procedures, visions, and recommendations for technological enhancement within the College ([InstTechCmte-TechPlan 05-29-08 p2](#)). The district plan provides an overview of the current state of the technology infrastructure at all three Chabot-Las Positas Community College District (CLPCCD) sites as well as future recommendations ([CLCCD-IT-MP 12-2004 p1](#)). Both plans are living documents that are reviewed annually by Chabot's IST and the District's Technology Coordination Committee (TCC) and updated accordingly ([IST-Mtg-Agenda 8-27-19](#), [TCC-Agenda 5-12-19](#)); for instance, an updated plan is currently in process ([IST-Cmte-Min-Plan 9-14-21](#)).

Resources

Technology resources include 160 smart classrooms; wireless access throughout the campus; computer labs for instruction; library and student services; 3,980 computers and 170 printers; campus wide digital signage system; a campus wide security camera network; campus wide event announcement system; a laptop computer check-out program, which was greatly expanded in response to the COVID-19 transition to remote learning; a streaming internet video system used to broadcast selected events including graduation; and a comprehensive set of administrative software services to assist with communication, budget, planning, research, scheduling, and communications. A distributed antenna system is being implemented to improve cellular coverage inside buildings with a planned go-live in spring of 2022. The College also recently completed construction of a new minimum point of entry (MPOE) where all outside data connections enter the campus and where central network services and a new phone system will be housed.

At the district level, ITS provides services to the College for administrative systems, network services and infrastructure, construction support, disaster recovery, emergency contact list management, building management and security. ITS is divided into units for administrative system support, such as Banner and CLASS-Web, and infrastructure, such as email, data networks, and security.

The ITS website provides information for students, faculty, and staff to better use available technology and tools including Microsoft Office 365, Banner, and others, and to request help if necessary. District ITS also provides web resources for staff, faculty, and administration to perform self-service functions such as class registration, verification of pay statuses and leave

balances, management of financial transactions, and submission of technology service requests ([InfoTechSvcs-Website](#), [ComtrSupt-Website](#)).

To support the College's operations and development, technology needs are identified and implemented through a campus wide prioritization process.

- *Planning:* On a biyearly basis, the IST Committee reviews and revises the campus technology plan ([InstTechCmte-TechPlan 05-29-08 p2](#)), which aligns with the district technology plan ([CLCCD-IT-MP 12-2004](#)), both under revision at this time.
- *Program Review:* The committee also prioritizes technology requests that arise from the PR process ([PrgmRev-Website](#)). Under the College Resource Allocation Model (CRAM), resource requests are submitted for each academic year via PR. During the CRAM process, resource requests are evaluated for their alignment with the Educational Master Plan, TMP, and other planning documents ([PRAC-CRAM-Recomm 5-1-20](#)). Technology and software requests are collected and then submitted to the IST Committee for prioritization, which includes vetting requests for feasibility and redundancy in collaboration with the College's Computer Support, AV department, and district ITS ([IST-TechReqRev](#)). The prioritization rubric gives the most weight to required or essential technologies and whether they support enrollment or efficiency, or improve student achievement ([IST-PriorityRubric 4-11-18](#)). A prioritized list of expenditures is then forwarded to the Planning and Resource Allocation Committee (PRAC) for final funding allocation recommendations. In 2020, 120 technology and software requests were reviewed as part of the PR process.
- *New Technologies:* Additionally, the IST Committee investigates new technologies that have the potential to improve teaching, learning, or institution operations ([IST-Mtg-Agenda 10-27-20](#), [IST-Cmte Min 9-28-21](#)). New technologies are evaluated based on their impact, cost, and feasibility. To ensure the committee explores the range of technology needs and issues on campus, faculty, staff, students, and administrators all serve as voting members ([IST-Cmte-Reps-Webpage](#)).

Analysis and Evaluation

The College meets the standard. Chabot College provides ample IT support to address the College's operational, management, and student learning support needs. Through strategic planning and shared governance processes, the College prioritizes technology resources and services that best support student learning and institutional operations. Collaboratively, district ITS, Chabot's CSS, the AV Department, and IST Committee work to provide the necessary services, support, facilities, hardware, and software to ensure student success and employee effectiveness.

III.C.2 The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. (**Update and Replacement of Technology**)

Evidence of Meeting the Standard

Chabot College institutional planning processes ensure the College's technological infrastructure meets the needs of the institution. As described in the previous standard, the College's PR process informs technology enhancements in alignment with the Technology Plan, which supports the Facilities Master Plan (FMP) and the Educational Master Plan (EMP) in providing

vision and recommendations for technology that meet the needs of the College's mission, operations, programs, and services ([InstTechCmte-TechPlan 5-29-08](#)).

In addition to the PR process, Chabot College and the district collaborate to set standards for campus technology purchasing and maintenance ([InstTechCmte-TechPlan 5-29-08 p3-p4](#), [CLPCCD-IT-MP 12-2004 p2-p4](#)). Desktops and laptops must meet the standards determined by ITS and are imaged with a standard software package, which includes strict antivirus protections ([CLPCCD-TechServ-PC-Stand-Webpage](#)). These standards ensure technology resources are adequate and reliable and prevent interruptions in essential instructional operations, student support, and campus services.

CCS is located on campus and consists of three support specialists and a manager who coordinates directly with district ITS. CCS maintains all campus lab and employee equipment, performing regular software updates, installing new programs and equipment, and troubleshooting hardware and software issues. As outlined in the Computer Replacement, Upgrade and Maintenance section of the Technology Plan ([InstTechCmte-TechPlan 5-29-08 p3-p4](#)), CCS handles the selection and replacement of equipment on a regular four-year cycle, guaranteeing hardware is compatible with the current infrastructure. CCS also responds to campus computer support requests, which are placed through the district Service Now system ([CmptrSupt-Website](#)).

In addition, Chabot's AV department works closely with district ITS and CCS in the planning and selection of new campus media equipment. The AV team manages classroom media equipment including projectors, AV control systems television, and public address systems for the College ([AV-Dept-Webpage](#)).

Technology requests, which are not part of the regular PR cycle, may be made through the IST Committee. The IST Committee identifies, reviews, and prioritizes campus instructional and services technology needs and provides a recommendation on district wide technology platforms and purchases ([IST-Cmte-Website](#)). Needs may be identified by committee chairs, committee members, or the campus community through committee meetings or campus wide surveys. Recommendations are then presented to the Academic and Classified Senates for evaluation ([ShrdGov-OrgChart 4-2017](#)). To facilitate communication between the College and the District, two IST Committee members serve on the District's TCC, and the District's CTO sits on the IST Committee as an ex-officio member ([TechCoordCmte-Member-Webpage](#)).

Analysis and Evaluation

The College meets the standard. Chabot College follows processes established by the Technology Plan, which ensures technology is replaced and upgraded in a manner that supports the mission, operations, programs, and services of the college. New or enhanced technologies can be requested through the integrated planning and budgeting process, allowing the college to continuously meet technology demands to support or enhance its operation.

III.C.3 The institution assures technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. (**Implementation and Maintenance of Technology**)

Evidence of Meeting the Standard

The College and the District work collaboratively to ensure all equipment, programs, and services used by students, faculty, and staff are reliable, safe, and secure. The responsibilities for implementation and maintenance of technology resources are coordinated by the District's ITS department and assigned to CCS. District ITS oversees network and desktop support, programming, operations, user support and training, the district email system, the administrative system (Banner), CLASS-Web, the Zone, and Web for Faculty ([CLPCCD-ITS-Dept-Website](#)). CCS provides local services, including computer setup and repair, software licensing, installation, updates, and phone system maintenance ([CCS-Website](#)).

The District's ITS department and CCS maintain physical security and network accessibility of administrative and instructional servers. The District's Data Center and the College's server room have generators and UPS units to maintain continuous system availability, along with alternate failover capabilities through redundancy for critical servers supporting the major enterprise systems ([CLPCCD-IT-MP-Recovery 2012 p4](#)). Server data are routinely backed up to tapes and/or disks using a multitiered approach and stored offsite ([CLPCCD-Data-Backup](#)) both physically and in the cloud. The district Disaster Recovery Plan ([CLPCCD-RecoveryPlan 8-1-14](#)) ensures instructional continuity in the event of an emergency, providing a plan for response, recovery, resumption, restoration, and return after severe disruption.

Both IT departments strive to implement improvements to the functionality and security of campus technology. Over the summer of 2018, the College used Measure A Bond funding to enhance wireless connectivity both inside and outside of campus buildings ([CitzBndOversCmte-Min-MeasureA-WifiProj 4-25-18](#)). The project included cabling for internet access at new locations, implementation of redundant wireless controllers, and installation or replacement of access points in campus buildings ([IT-Proj-Accomp-Wifi 7-2018](#)). The campus makes use of an isolated network to house sensitive data; accounts on the network are administered via a "role-based" system that provides the least access needed for individuals to effectively perform their duties ([CLPCCD-SysAccessReqForm 11-2015](#)). In 2020, a Cisco Firepower next-generation firewall was installed to better protect the network from external threats ([IT-Proj-Accomp-Firewall 1-2015](#)) as well as a Nessus scanner to assess security of server configurations. On a user level, the College recently migrated to Sophos Advanced Threat Protection for desktops ([ReqForm-Sophos-Antivirus 12-10-20](#)). The Sophos solution uses machine learning to reduce virus threats from malware and ransomware through behavioral analysis and is especially effective against ransomware.

In July 2021, the District converted to a cloud-based email system to address challenges related to system stability and availability ([TechSvcs-Email-Improv-Poj-Webpage](#)). The District uses Microsoft 365 to provide both email and collaboration services. In addition to email provided by Microsoft 365, the College and District can collaborate via common applications such as MS Teams and OneDrive.

The District Service Now system handles the service needs of technology users on campus. Requests for service go through the centralized via a web-based request system ([SvcNow-App](#)), email, or by phone. Service Now deploys appropriate technology staff, either from the College or District, based on requested needs, and tracks or monitors requests using a software program.

Analysis and Evaluation

The College meets the standard. The District and College continuously coordinate and collaborate to meet technology resource needs at all locations of instruction. The centralized oversight of implementation and maintenance of technology as well as the centralized help request system ensure all technology systems are reliable, accessible, safe, and secure.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. (**Technology Instruction and Support**)

Evidence of Meeting the Standard

Chabot College provides biannual, campus wide training for staff, rollout support of new technology programs and systems, and continuous training for students and staff. The Chabot Professional Development Committee organizes technology trainings during Flex Day and academic breaks. These trainings include how to use institution-specific instructional and administrative software programs, as well as general programs faculty and staff use in their roles ([ProDev-FLEX-Sched-TechTrain 3-7-19](#), [ProDev-FLEX-Sched-TechTrain 9-7-18](#)). At the conclusion of each training session, participants are surveyed about the effectiveness of the presentation and provide feedback for strengths and weaknesses of the workshop. For example, following the College's transition from Blackboard to Canvas, the Professional Development Committee organized a Canvas training to give an overview of the new learning management system. Survey respondents found the workshop helpful in developing an initial familiarity with the software but expressed a desire for additional training ([ProDev-FLEX-CanvasTrain-Surv 9-7-18](#)). Feedback from the training session was incorporated into future sessions that explored the learning management system in greater depth.

In the recent transition to primarily online education, the College was swift in providing training resources on new technology tools to help meet student and staff needs. Students can find resources for Canvas and other remote learning technologies on the Online Learning Student Support Services webpage ([OL-Webpage](#)). The webpage provides resources on using Canvas and Zoom, as well as contact information for further support. Within Canvas, students can find links to all of the College's resources through the Chabot Student Resource Hub ([Canvas-StudResHub-Website](#)). The resource hub features technology help, tutoring services, and peer support connections.

Within Canvas, the College also provides tools to assist faculty in online teaching. The Tools for Teaching Online hub includes modules featuring tutorials on using Canvas, Zoom, and Proctorio, as well as links to weekly training workshops covering a range of topics ([Canvas OnlineTeachingTools-Modules](#)). To further support faculty in the integration of technology in their curricula, the College added the instructional technology specialist position ([CLPCCD-JobDescrip-InstTechSpec](#)). The position provides support and promotes the use of instructional technologies, especially in the areas of course management software, web-based materials, and distance education. In addition, each division has designated mentor faculty members who provide a point of contact for supplemental help in how to use technology tools ([Canvas-OnlineTeachingTools-FacMentors](#)). The hub also features a survey where faculty may request training in specific areas both for them and their students ([Canvas-OnlineTeachingTools-Survey](#)).

The College also promotes continuous training resources available through the California Community College Vision Resource Center ([CLPCCD-TechServ-Lynda-Website](#)). These resources include Lynda.com and Skillsoft Online Training and are available to students and staff. Students can also find links to additional continuous training resources on the Chabot Student Resource Hub, such as Canvas, CLASS-Web, and ZoneMail ([StudResHub-Website](#)). Additionally, individual departments contract with vendors for training on area-specific software, such as Body Interact's virtual clinic software used by Chabot's nursing program ([HealthDiv-Software-BodyInteract-Invoice 7-7-20](#)).

Analysis and Evaluation

The College meets the standard. Technology training is readily available for students, faculty, and staff via online portals. Additionally, the College regularly provides synchronous training opportunities for employees in the use of technology necessary for supporting students and the institution's operations.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. (**Policies for Technology in Teaching and Learning**)

Evidence of Meeting the Standard

Chabot College has policies and procedures in place that guide the appropriate use of technology in the educational process. The primary guiding policy, BP 3720 Computer and Network Use ([CLPCCD-BP3720-Cmptr-Network-Use](#)), outlines the use of technology by employees and students in the teaching and learning process. All new employees of the District must complete the CLPCCD Technology Systems Access Request form ([CLPCCD-SysAccessReqForm 11-2015](#)), wherein they agree to abide by BP 3720. The Chabot College Student Conduct and Due Process Policy is summarized in the College Catalog ([Catalog-StudConduct 20-22 p95](#)) and detailed in full in AP and BP 5500 ([CLPCCD-AP5500-StudConductStd](#), [CLPCCD-BP5500-StudConductStd](#)). The conduct code requires students to follow the College's technology standards and policies for appropriate use. On-campus lab spaces available to students also have individual computer use agreements, such as the Disabled Student Resource Center ([DSRC-CmptrUseAgreement](#)).

In addition, AP 6365 ([CLPCCD-AP6365-Cntrcts-IT-Access](#)) ensures the accessibility of technology in accordance with Section 508 of the Americans With Disabilities Act (ADA). All board policies and administrative procedures are available for viewing on the district website.

Analysis and Evaluation

The College meets the standard. In accordance with BP 3720 and AP 6365, the College safeguards students, faculty, and staff while directing the appropriate use of technology. These policies are available to students, faculty, and staff via the web and public documents.

Conclusions on Standard III.C. Technology Resources

The College meets the standard. 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. A joint effort between Chabot's IST Committee, CSS, AV Department, and district ITS ensures current technologies are adequate and provide guidance for future decisions. A campus wide emphasis on technology training provides students and employees with the knowledge necessary to make effective use of technology resources.

Improvement Plan

None

Standard III.C. Acronym List

AV	Audio Visual
CLPCCD	Chabot-Las Positas Community College District
CCS	Chabot Computer Support
CRAM	College Resource Allocation Model
DSRC	Disabled Student Resource Center
EMP	Educational Master Plan
FMP	Facilities Master Plan
IST	Instructional Services Technology
ITS	Information Technology Services
MPOE	Minimum Point of Entry
TCC	Technology Coordination Committee
TMP	Technology Master Plan
PRAC	Planning and Resource Allocation Committee

Standard III.C. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
III.C.1	1	InstTechCmte-TechPlan_05-29-08_p2	Technology Plan-May 29, 2008 (p. 2)
III.C.1	2	CLCCD-IT-MP_12-2004_p1	Information Technology Master Plan-12-2004
III.C.1	3	IST-Mtg-Agenda_8-27-19	IST Meeting Agenda August 27, 2019
III.C.1	4	TCC-Agenda_5-12-19	TCC Meeting Agenda May 12, 2019
III.C.1	5	IST-Cmte-Min-Plan_9-14-21	Instructional Services and Technology Committee Minutes September 14, 2021 Item 5a
III.C.1	6	InfoTechSvcs-Website	Information Technology Services Website
III.C.1	7	ComtrSupt-Website	Computer Support Website
III.C.1	8	InstTechCmte-TechPlan_05-29-08_p2	IT's Technology Plan
III.C.1	9	CLCCD-IT-MP_12-2004_p1	IT's Master Plan & Detailed Specifications
III.C.1	10	PrgmRev-Website	Program Review Website
III.C.1	11	PRAC-CRAM-Recomm_5-1-20	Funding and Budget Recommendations-5-1-20
III.C.1	12	IST-TechReqRev	Reviewing Technology Item Requests
III.C.1	13	IST-PriorityRubric_4-11-18	IST Program Rubric for Reviewing Scores
III.C.1	14	IST-Mtg-Agenda_10-27-20	Instructional and Services Technology Meeting Agenda October 27, 2020
III.C.1	15	IST-Cmte_Min_9-28-21	Instructional and Service Technology Committee-Minutes-September 28, 2021
III.C.1	16	IST-Cmte-Reps-Webpage	Instructional and Service Technology Committee Representatives
III.C.2	1	InstTechCmte-TechPlan_5-29-08	Chabot College's Technology Plan
III.C.2	2	InstTechCmte-TechPlan_5-29-08_p3-p4	Tech Plan-Computer Replacement, Upgrade & Maintenance May 29, 2008
III.C.2	3	CLPCCD-IT-MP_12-2004_p2-p4	IT's Master Plan-Overview of Current IT Environment
III.C.2	4	CLPCCD-TechServ-PC-Stand-Webpage	Personal Computer Hardware Standards
III.C.2	5	InstTechCmte-TechPlan_5-29-08_p3-p4	Instruction Technology Committee Technology Plan May 29, 2008 (pp. 3-4)
III.C.2	6	CmpttrSupt-Website	Computer Support Website
III.C.2	7	AV-Dept-Webpage	Audio Visual Department
III.C.2	8	IST-Cmte-Website	Instructional and Services Technology Committee
III.C.2	9	ShrdGov-OrgChart_4-2017	Organizational Chart
III.C.2	10	TechCoordCmte-Member-Webpage	Technology Coordination Committee-Members-Webpage
III.C.3	1	CLPCCD-ITS-Dept-Website	Instructional and Technology Services Department-Website
III.C.3	2	CCS-Website	Chabot Computer Support Website
III.C.3	3	CLPCCD-IT-MP-Recovery_2012_p4	District Master Plan-Data Recovery Plans
III.C.3	4	CLPCCD-Data-Backup	District Master Plan-Data Backup Plans
III.C.3	5	CLPCCD-RecoveryPlan_8-1-14	Data Backup-District Administrative Systems
III.C.3	6	CitzBndOversCmte-Min-MeasureA-WifiProj_4-25-18	Citizen's Bond Oversight Committee-Measure A

III.C.3	7	IT-Proj-Accomp-Wifi 7-2018	IT Projects and Major Accomplishments as of July 2018
III.C.3	8	CLPCCD-SysAccessReqForm 11-2015	Technology System Access Request Form for All Hires-11-2015
III.C.3	9	IT-Proj-Accomp-Firewall 1-2015	IT Projects and Major Accomplishments as of January 2015
III.C.3	10	ReqForm-Sophos-Antivirus 12-10-20	Request Antivirus Software December 10, 2020
III.C.3	11	TechSvcs-Email-Improv-Poj-Webpage	CLPCCD Email Improvement Project Website
III.C.3	12	CLPCCD-HelpDesk-Website	IT Service Now-Website
III.C.3	13	SvcNow-App	District Service Now Web Application
III.C.4	1	ProDev-FLEX-Sched-TechTrain 3-7-19	Technology Training March 3, 2019
III.C.4	2	ProDev-FLEX-Sched-TechTrain 9-7-18	Technology Training September 7, 2018
III.C.4	3	ProDev-FLEX-CanvasTrain-Surv 9-7-18	Training Survey September 7, 2018
III.C.4	4	OL-Webpage	Online Learning-Webpage
III.C.4	5	Canvas-StudResHub-Website	Student Resource Hub Website
III.C.4	6	Canvas-OL-TeachingTools-Module	Online Teaching Tools-Canvas Modules
III.C.4	7	CLPCCD-JobDescrip-InstTechSpec	IT Job Description Example-Instructional Technology Specialist
III.C.4	8	Canvas-OL-TeachingTools-FacMentors	Online Teaching Tools Faculty Mentors
III.C.4	9	Canvas-OL-TeachingTools-Survey	Online Teaching Tools Survey
III.C.4	10	CLPCCD-TechServ-Lynda-Website	Tech Services Lynda Application
III.C.4	11	StudResHub-Website	Student Resource Hub
III.C.4	12	HealthDiv-Software-BodyInteract-Invoice 7-7-20	Invoice for Health Software
III.C.5	1	CLPCCD-BP3720-Cmptr-Network-Use	Procedures-Computer Network Use.
III.C.5	2	CLPCCD-SysAccessReqForm 11-2015	Technology System Access Request Form for All Hires
III.C.5	3	Catalog-StudConduct 20-22 p95	2020-22 Catalog-Standards of Student Conduct (p. 55)
III.C.5	4	CLPCCD-AP5500-StudConductStd	Policy-Student Conduct Standards
III.C.5	5	CLPCCD-BP5500-StudConductStd	Policy-Student Conduct Standards
III.C.5	6	DSRC-CmptrUseAgrmt	Disability Student Resource Center-Computer User Agreement
III.C.5	7	CLPCCD-AP6365-Cntrcts-IT-Access	Procedure-Contracting-Accessibility Requirements

III.D. FINANCIAL RESOURCES

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (Eligibility Requirement 18) **(Planning: Allocation and Management of Financial Resources)**

Evidence of Meeting the Standard

The Chabot-Las Positas Community College District (CLPCCD) demonstrates integrity in the distribution of resources that support the development, maintenance, allocation and reallocation, and enhancement of educational programs and services. In the preparation of its budget, the District and College follow the CLPCCD Budget Development Calendar, which outlines a stable budgetary planning and approval process ([CLPCCD BdgDevCal 2020-21](#)) aligned with BP 6200 ([CLPCCD-BP6200-BdgtPrep](#)) and in keeping with Educational Code 84362 ([CLPCCD-Audit-Rpt 2017-18 pp63-64](#)).

For fiscal year 2020–2021, restricted funding (grants and categoricals) equaled \$25,435,395, and the unrestricted general fund totaled \$53,120,060, all of which was prioritized to sustain student learning programs and services at the colleges ([CLPCCD-AdoptedBdg FY2020-21 pp13-14](#)).

The CLPCCD distributes the vast majority of its unrestricted revenues to its sites and operations through an internal revenue allocation model. Based largely on the framework of Senate Bill 361, the model complies with BP 6200 provided above. The Budget Allocation Model (BAM) was developed through shared governance committees and formally approved on March 15, 2013 for implementation in FY 2013–2014.

Essentially, revenues are allocated based upon each college’s percentage of total projected full-time equivalent student (FTES) enrollment after contractual, regulatory, and committed obligations are paid ([CLPCCD AdoptedBdg 2020 p55](#)). A total operating allocation is then distributed to each college, District Office, and Maintenance and Operations. These operating allocations serve as the basis for each site to build their budgets.

Since the inception of the internal revenue allocation model, the College has provided consistent program offerings and services that have created financial stability for itself and the District. As shown in the table below, the finances of the District are strong and stable with the fund balance over the past three years ranging from approximately 12.70 percent to 16.67 percent of the total expenditure budget. This is well above the target eight percent unrestricted general fund reserve cited in AP 6305 ([CLPCCD-AP6305-Reserves](#)). Further, as a testament to the commitment of the colleges to put funds into the classroom, the District’s 50 percent law calculation is higher than the minimum compliance standard, particularly over the past two years.

Unrestricted General Fund			
	FY 2017–2018	FY 2018–2019	FY 2019–2020
Ending Fund Balance	\$22,573,312	\$20,976,844	\$16,948,709
Fund Balance % of Total Expenditures	16.67%	14.70%	12.70%
50% Law	50.80%	53.14%	53.70%

The internal allocation model is currently under evaluation as the College and District transitions to the new Student-Centered Funding Formula Model (SCFF), as detailed later under [Standard III.D.5](#).

In addition to general fund apportionment, Chabot receives substantial funding through grant and categorical funds from the State of California, the Federal Government, local revenue, Measure A (and prior Measure B) Bond funds, and the Friends of Chabot College foundation. Provided below are a few examples of how these funds support programs, services, and institutional effectiveness:

- *Friends of Chabot College:* The Friends of Chabot College (the college foundation) supports students through awarding yearly scholarships and emergency grants ([ScholarshipApp Website](#)).
- *Measure A Bond:* The College enhanced student support by securing additional Measure A Bond funds to be allocated for prioritized instructional equipment, technology needs, and small facilities projects. For instance, a projector and software upgrade (\$140,000) was installed in the College’s planetarium and used for all astronomy and many physics courses.
- *Black Excellence Collective:* In support of student success and equity, a recommendation to support the Black Excellence Collective came to the Planning and Resource Allocation Committee (PRAC) from the Student Access, Success and Equity (SASE) Committee, resulting in a recommendation to implement an innovative campus wide effort to close the gap in African American student success, funded through state SEA and general monies ([SASE-FundRecomm-BEC 9-18-2019](#)).
- *Institutional Effectiveness:* The College secured two Institutional Effectiveness Partnership Initiative (IEPI) grants in 2016–2017, and more recently in 2019–2020, which led to improved integration of restricted funding into the overall college operating budget and the continued refinement of the College’s shared governance structure ([Inst-Eff-Plan 2020](#)).
- *Grants:* The Office of Institutional Advancement has secured and regularly applies for numerous grants that bring significant funding to the institution to support programs and services in line with Chabot’s mission, such as the Hispanic-Serving Institution (HSI) grant, HSI Stem grant, and the Asian American Native Asian and Pacific Islander Serving Institution (AANAPISI) grant. Further, 67 percent of Chabot employees agree or strongly agree these grants align with major college priorities ([IR-EmplySurv Sp2021 p8](#)).

The District and colleges manage their financial affairs with integrity. Since 2017, the District has received clean audits with no findings. Furthermore, no financial issues within the audits have been identified for at least the past decade. Moreover, external rating agencies Standard & Poor's and Moody's rate the District's credit as AA and AA2, respectively, only two notches below the highest rating available, which is primarily reserved for Basic Aid districts. District and college processes ensure financial stability to meet monthly payroll obligations and provide the fiscal resources needed to support and maintain high-quality services and programs.

Analysis and Evaluation

The College meets the standard. Board policy and stable fiscal management practices have ensured and continue to ensure sufficient resources to support and sustain student learning programs and services and to improve institutional effectiveness. The College and District could be described as powerhouses of educational innovation supported and funded through stable fiscal management.

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. **(Planning: Integration, Policies, and Practices)**

Evidence of Meeting the Standard

In support of the college's mission, vision, and values, financial planning is integrated with and supports institutional planning as outlined in policy, procedures, and planning documents such as the Educational Master Plan (EMP) ([EMP 4-21-21](#)), the Facilities Master Plan ([FIT-Cmte-FMP 8-30-19](#)), and the Technology Master Plan ([TechCmte 5-29-08](#)), which guide planning and allocation. This is demonstrated through highly transparent, well-disseminated processes at the district and college level.

BP 6300 Fiscal Management ([CLPCCD-BP6300-FisMgmt](#)), BP 6200 Budget Preparation ([CLPCCD_BP6200-BdgPrep](#)), BP 6250 Budget Management ([CLPCCD-BP6250-BdgMgmt](#)), and the accompanying administrative procedures detail how budget parameters and processes are determined. Annually, the District prepares a Budget Development Calendar that includes timelines for both the tentative and adoption budgets ([CLPCCD BdgDevCal 2020-21](#)). This calendar is presented and discussed at various committees and meetings, most notably at the Planning and Budget Committee (PBC). This transparent process provides for all constituency groups to weigh-in on budget parameters and assumptions and ask questions or make suggestions on potential modifications ([PBC-Min 3-5-21](#)).

In regard to internal controls over financial transactions, AP 6305 Reserves prescribes minimum reserve levels, which encourages general fiscal responsibility. AP 6300 Fiscal Management ([CLPCCD-AP6300-BdgMgmt](#)) outlines which financial transactions can be made with or without Governing Board of Trustees (BOT) approval.

To align allocation with planning, at the college level, PRAC leads the development of the College's EMP and Strategic Plan Goal and works with the PAR Committee to align PR with the college's mission, vision, and values statements with the support of the OIE. PRAC is also responsible for (1) broadly and consistently communicating planning priorities and resource allocation decisions, (2) developing resource allocation guidelines and

recommendations that enable achievement of planning goals, (3) and reviewing and applying results of the PAR Committee to planning and resource allocation. For instance:

- In collaboration with PAR, PRAC oversees the formation of synthesis statements that summarize and prioritize PR findings from across the college and shares these statements with resource committees as they evaluate funding requests for the upcoming fiscal year to ensure allocation aligns with the MVVS and college planning ([PRAC-2020-21-Synth-Stmt 12-4-19](#), [Pres-Coll-Plan-Init-2020-21 10-6-20](#), [IR-Presn-ACCJC-Std-Goals 3-2019](#), [VsnForSucc-AlgnGoals-4-2-19](#)).
- PRAC establishes and evaluates base budgets that are loaded and ready for use on July 1 of each fiscal year based on the College Resource Allocation Model (CRAM) ([CRAM-BdgtCal 6-2-21](#)).
- Committees present their funding recommendations to PRAC. The president receives these recommendations for her approval ([PRAC-Recomm-Webpage](#)).

Additionally, financial information is provided to the college as a standing item on PRAC, Facilities and Infrastructure Technology (FIT), President's Council, and Senate Meeting agendas. The vice president of academic services (VPAS) also presents financial information such as the tentative budget and may revise to the college at large at the president's town hall meetings and during College Convocation and Flex Days ([PresTownHall-Agenda 5-14-20](#), [PresTownHall-FY2019-20-Docs-Webpage](#), [PresCncl-Agenda 9-27-17](#), [Coll-Day-Agenda 8-15-17](#)). Information provided to the College includes allocations received, balances, financial projections, strategic issues, and budget timelines. Presentations are posted on committee websites for review ([BdgSts-Smry-RstdFund 2-28-19](#), [CLPCCD-PBC-Webpage](#)).

At the district level, Governing BOT meetings include financial presentations to the Board that include review of financial statements, budget transfers, investment reports, tentative budgets, adoption budgets, as well as periodic reports on pertinent budget and financial issues and State Chancellor Office mandated reports. These presentations and reports are available in electronic format and posted to the CLPCCD website. Restricted and general fund balances are additionally reviewed at meetings and posted on the website for public review ([BdgSts-Smry-RstdFund 2-28-19](#), [BdgSts-Smry-UnrstdFund 2-28-19](#)).

Analysis and Evaluation

The College meets the standard. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning as outlined in board policy and procedures, planning documents such as the EMP, and district and college allocation policies and procedures. Timely financial information is available on the district BOT and college PRAC websites and regularly disseminated in district and college meetings.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.
(Planning: Financial Planning and Budget Development)

Evidence of Meeting the Standard

The College and District follow guidelines and processes for financial planning and budget developments that have been clearly defined and developed with input from all constituencies.

District processes for financial planning and budget development are defined under Board Policies – Chapter 6 – Business and Fiscal Affairs ([CLPCCD-BP-BizFiscAffrs-Webpage](#)) as provided previously under [Standard III.D.1](#) and [Standard III.D.2](#). In alignment with board policy, the Budget Development Calendar details budgetary timelines and processes ([CLPCCD BdgDevCal 2020-21](#)), including the role of shared governance. For instance, the calendar provides regular times for when the vice chancellor of business services (VCBS) reviews and discusses the budget with the Senior Leadership Team and the district PBC.

The PBC serves as the district wide budget committee and is composed of faculty, classified professionals, managers, and students. Through PBC, all constituency groups have a voice in the budget development process. To encourage collaboration, PBC uses a tri-chair model that includes a faculty member, classified professional, and the VCBS. PBC is responsible for evaluating the effectiveness of financial and budget planning and policies, including the allocation model ([CLPCCD-PBC-Webpage](#)).

At the college level, PRAC’s chartered purpose is to lead “the integrated planning and resource allocation processes to achieve planning goals, and monitor institutional effectiveness” ([PRAC-Website](#)). It is similarly tri-chaired and includes representatives from every division and committee who are responsible for developing and leading college wide planning and allocation policies and procedures in collaboration with the senates and college president, who approve planning documents as previously outlined under [Standard III.D.2](#). PRAC’s successful leadership in ensuring constituencies have opportunities for participation is illustrated in the Employee Accreditation Survey, in which 67 percent of employees agree or strongly agree they have opportunities to participate in the institutional planning and budgeting process ([IR-EmplSurv Sp2021 p8](#)).

Analysis and Evaluation

The College meets the standard. The district PBC and college PRAC lead the development of budget and financial planning policies at the district and college levels, with representatives from each feeding into the other. The College follows clearly defined policies developed in collaboration with all constituencies made available for public discussion on planning committees and for view on the PRAC and PBC websites.

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
(Fiscal Responsibility and Stability)

Evidence of Meeting the Standard

The District’s revenue allocation model outlines available and ongoing revenue based on agreed upon expense assumptions and as such supports a realistic assessment of resources. As discussed under [Standard III.D.1](#), the allocation model accounts for contractual obligations to employee groups, regulatory expenses such as insurance and utilities, and retiree health benefits. These expenses are paid “off-the-top” from available revenues before allocations are distributed to the College. As part of the process, revenue is projected based on the Second Principle (P2) Apportionment Report, which reflects current FTES status and goals, estimated property tax revenue from the County of Alameda, and other information known at the time of the report ([CLPCCD-PBC-Min 8-7-20](#)). In regard to expenses, accounting systems such as the Ellucian Banner Position Control module support accurate projections of employee expenses representing 90 percent of the college budget ([CLPCCD-PBC-Webpage](#)). After the allocation model is fully

populated and each site is made aware of its available resources, budget development begins at the College.

To ensure college planning reflects a realistic assessment of financial resource availability, Chabot College's Office of Administrative Services monitors all revenue, expenses, and fund balances and participates on the College Enrollment Management Committee (CEMC) and District Enrollment Management Committee (DEMC), which monitor FTES revenue generation. As part of this process, the VPAS prepares and presents financial and budget reports to PRAC as well as the president's town hall meetings based on college expenditures to date. Below provides two examples of methods Administrative Services employs to provide accurate financial assessments and inform planning:

- The Offices of Academic Services and Administrative Services created a process to monitor part-time contracts, including the budget for load allocations ([CLPCCD-FY2020-21-FacSalSched 6-3-20](#)).
- To guarantee state compliance, the College works with the District to ensure the faculty obligation is met ([CLPCCD-F2021-Adv-FON](#)).

In regard to revenue generation and the development of financial resources, earnings from vendor service contracts for the bookstore and cafeteria, facilities rentals, and student fees are tracked and integrated into financial reports as a basis for realistic planning ([AdminSvcs-BdgtNewsWkshpsPresen-Webpage](#)).

Analysis and Evaluation

The College meets the standard. The District and College continually monitor and review available resources based on FTES generation and employee and other expenses and revenues. Current and future fiscal requirements are likened to estimated sources of revenue, which are used to establish annual financial plans made available on college and committee websites and in governance meetings.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. (**Fiscal Internal Responsibility and Stability: Internal Control Structure**)

Evidence of Meeting the Standard

The CLPCCD has sufficient internal control mechanisms, allowing the publication of dependable and timely information to inform planning. It regularly evaluates its financial systems as a basis for future improvements. Examples of control mechanism include the following:

- As mentioned under [Standard III.D.4](#), the District uses the Ellucian Banner enterprise resource planning (ERP) system for its financial transactions. The ERP system has built-in internal controls that require multiple levels of approval before transactions can be executed. Items submitted with no identified budget are flagged and returned for further review and budget allocation.

- Banner’s budget development module (BDM) includes controls necessary to ensure a balanced budget prior to the start of each fiscal year. Funds can be moved to the appropriate account within the operating budget, but no extra funds can be added.
- Banner allows users to monitor their yearly budgets, past budget years, purchasing paperwork, and budget transfers. It provides up-to-date balances to enable sound budgetary decision making. Web for Finance is an extension of the Banner system and is accessible through ClassWeb ([CLPCCD-Web4Empl-RefGuide](#)).
- The final allocation of full-time equivalent faculty (FTEF) to each college and FTES targets are ratified by the chancellor with confirmation from the college presidents and vice chancellor of educational service and planning after consultation with the DEMC, in accordance with Articles 10E and 26 of the faculty bargaining agreement that sets stable parameters for building a productive schedule ([CLPCCD-FA-Cntrct-TOC-Art10-Wkld 2019-2022](#), [CLPCCD-FA-Cntrct-TOC-Art26-EnrlMngmt 2019-2022](#), [CLPCCD-EnrlAnlys 8-10-20](#), [CLPCCD-FTEF-Alloc FY2020-21](#)).
- The CEMC allocates FTEF and monitors FTES, adding or removing courses from the schedule to meet targets, with area deans accounting for decisions made in the form of reports detailing the expenditure of FTEF ([CEMC-FTEF Sum2020-Spr21](#)).

The District and College regularly evaluate their practice, policies, and procedures to improve control systems and build financial stability. For instance, the internal allocation model is currently under evaluation as the College and District transitions to the new SCFF. By way of control mechanisms, revisions that would facilitate tracking and allocating revenue based off SCFF metrics are being considered as are changes that would allow more dollars to the College to offset increases in part-time faculty expenses year over year, as these increases impact general fund closing balances ([PBC-BAM-TimelineWksht 7-15-21](#)).

Analysis and Evaluation

The College meets the standard. District and college financial systems safeguard fiscal integrity. Control mechanisms such the Ellucian Banner ERP and Banner’s BDM, reporting policies, and bargaining agreements ensure responsible use of funds. The District and College monitor financial transactions regularly to ensure compliance with regulations and policies.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services. **(Fiscal Responsibility and Stability: Financial Documents)**

Evidence of Meeting the Standard

The District’s and College’s financial documents demonstrate a high degree of credibility and accurately reflect use of financial resources in support of students learning and services.

As detailed in [Standard III.D.1](#) and [Standard III.D.2](#), board policies and procedures, the College’s mission, vision, and values, strategic plan goals, and PR ensure the use of financial resources to support student learning programs and services as does BOT oversight. The BOT holds regular budget study group sessions as needed and maintains an audit sub-subcommittee that oversees financial audits ([CLPCCD-BOT-StudyMtg 9-10-19](#), [CLPCCD-BOT-Audit-SubCmte 12-17-19](#)). On a yearly basis, district financial statements are audited by an independent certified public accounting firm, currently Crowe LLP. The latest audit report from

June 2020 can be located on the Business Services District Audit website ([CLPCCD-FinStmts 6-30-20](#)).

For over a decade, the report has recognized the accuracy of financial information and the appropriate allocation of resources ([CLPCCD-BizSvcs-Audits-Webpage](#)). Furthermore, as reported in [Standard III.D.1](#), over 50 percent of revenue is expended on student learning, above that required by Educational Code 84362.

Analysis and Evaluation

The College meets the standard. Clean audits for over a decade demonstrate the integrity of the District and College's financial management practices as do expenditures on student learning in support of the College's mission to equitably serve the community.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. (**Fiscal Responsibility and Stability: External Audit Findings**)

Evidence of Meeting the Standard

District and college responses to external audit findings are comprehensive and communicated properly. BP and AP 6400 addresses district audits ([CLPCCD-AP6400-Audits](#), [CLPCCD-BP6400-Audits](#)). If audit findings identify internal control issues, they are resolved in the year following the year under audit.

As detailed under [Standard III.D.6](#), at the end of each school year, an independent public accounting firm audits district financial practices and prepares an audit report for the Planning and Budget Committee (PBC). The audit is conducted in accordance with auditing standards generally accepted in the United States. Upon completion of their audit of the financial statements for the year ending on June 30, 2020, Crowe LLP issued a positive report validating the integrity of financial management practices, as have prior audits over the last decade.

As an example of their findings, auditors determined the District expends bond funds for the specific projects developed by the BOT and approved by voters in accordance with requirements of Proposition 39, as specified in Section 1(b)(3)(C) of Article XIII A of the California Constitution ([CLPCCD-CitzBondOversCmteRpt 1-22-20](#)).

Analysis and Evaluation

The College meets the standard. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. Any identified audit findings are resolved through consultation with district and college senior leadership within the following year. Results of audit reports provide ample evidence of the financial integrity of the institution.

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. (**Fiscal Responsibility and Stability: Evaluation of Control Systems**)

Evidence of Meeting the Standard

The VPAS and the College's administrative services officer work closely with the District's budget officer to ensure that the institution's financial and internal control systems are evaluated

for validity and effectiveness and that the results of assessment are used for improvement. For example, the annual auditor’s report, “Internal Control over Financial Reporting,” evaluates financial practices in accordance with government accounting standards ([CLPCCD-RFP-IndAuditSvcs 19 20-11](#)). Auditors provide feedback on any identified internal control weakness to be reviewed and corrected. As previously stated, no internal control issues have been noted in the District’s annual audits.

In addition to regular audits, each month, College’s business office personnel meet with District leadership to discuss issues and topics of relevance, review existing policies and procedures, and suggest changes that go through governance. These monthly meetings provide an opportunity to address potential internal control issues and to make modifications, as necessary ([CLPCCD-DBO-Agenda 4-28-21](#)). Revisions made to improve control systems since the last accreditation cycle include setting a district reserve target of eight percent ([CLPCCD-AP6305-Reserves](#)), revising the process for updating Position Control, and implementing Banner’s BDM.

Analysis and Evaluation

The College meets the standard. The institution’s financial and internal control systems are regularly evaluated and assessed by outside auditors and internal constituents with improvements made to financial controls as necessary.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. (**Fiscal Responsibility and Stability: Cash Flow and Reserves**)

Evidence of Meeting the Standard

The District has sufficient cash flow and reserves to maintain stability and respond to unforeseen circumstances or economic downturns. AP 6305 Reserves stipulates a district wide eight percent general fund reserve and an additional one percent contingency reserve ([CLPCCD-AP6305-Reserves](#)). In total, at the end of FY 2019–2020, the District had total unrestricted general fund reserves of nearly \$17 million. This is approximately 12.7 percent of the District’s total expenditure budget. Reserves exceeding requirements have been consistent for many years. Moreover, cash is ample, with nearly \$16 million in cash available as of June 30, 2020, within the unrestricted general fund, and greater than \$231 million in cash available in all funds. The ample reserves and overall conservative financial approach of the District allows for flexibility and assures the District can respond to financial emergencies or unforeseen circumstances ([CLPCCD-BOT-Pkt-Pren-FY2021-22-TntvBdgt 6-15-21](#)).

In regard to emergency planning, the District participates in the Statewide Association of Community Colleges (SWACC) for property and liability coverage. Coverage is self-insured for the first \$10,000 on each property claim and \$50,000 on each liability claim after which the insurance coverage of SWACC applies.

Analysis and Evaluation

The College meets the standard. With an ample unrestricted general fund reserve of 12.7 percent and a large property tax base, the District is financially sound and can readily meet unforeseen emergencies. Furthermore, the District pools its property and liability risk through SWACC, the largest property and liability pool for California Community Colleges. This provides the District

the necessary support needed to mitigate potential claims before they occur and coverage when issues arise.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. **(Fiscal Responsibility and Stability: Oversight of Finances)**

Evidence of Meeting the Standard

The District and College practice effective oversight of all finances, including management of student financial aid, grants, externally funded programs, contracts, and auxiliary organizations. Appropriate approval processes are in place to protect the College's integrity and maintain fiduciary responsibility, and auxiliary budgets are reviewed by the College's VPAS and by District Business Office staff. When seeking contracts with outside vendors to work on the campus, the VPAS and hiring/review panels ensure the vendor will focus on the needs of the student body and provide services with the highest quality and at reasonable cost. For example, the price of food items sold in the cafeteria must be affordable and healthy, and the current bookstore vendor provides annual student scholarship funds supporting student completion. College budget managers, program coordinators, directors, deans, and vice presidents oversee and manage funding sources to ensure funds are used to support the institution's mission to serve students equitably. Examples of specific areas and methods of oversight are:

- *Financial Aid:* The College's Financial Aid Office prepares and certifies the Fiscal Operations Report and Application to Participate (FISAP) report. Calculation for financial aid awarding is done through Banner based on information provided by students and is verified by the Financial Aid Office per federal and state regulations. Financial aid refunds are processed through a third-party provider who disburses refunds electronically. The drawdown of financial aid funds is restricted to management positions in the Fiscal Services Department through the U.S. Department of Education's G5 system using logins unique to the individual. The Financial Aid Office is regularly audited by independent auditors regarding its practices and procedures, and no findings or material weaknesses have been found ([CLPCCD-BizSvcs-Audit-2019-20-Webpage](#)).
- *Friends of Chabot:* The Board of Directors for the Friends of Chabot provide financial oversight of its operations in accordance with published bylaws ([FrdsOfChabot-Bylaws 4-11-19](#)). Results of yearly audits are available publicly on the Friends of Chabot website ([FrdsOfChabot-Website](#), [FrdsOfChabot-FinStmts 2019 6-30-20](#)).
- *Enterprise Funds for Education Development and Contract Education:* Audits of enterprise funds are included in the District's yearly audit, which show no findings of weakness over the last decade ([CLPCCD-BOT-Pkt 7-20-21](#)).
- *Institutional Investments:* Institutional investments and assets are handled prudently and in accordance with applicable laws and regulations governing investment of public funds. BP 6320 Investments ([CLPCCD-BP6320-Invest](#)) provides the framework for which district investments are handled.
- *Grants:* In 2020, Chabot College Administrative Services, Grant Development/Institutional Advancement, and District Business Services collaborated to create the "Chabot College Grant and MOU/Contract Lifecycle Diagram." The diagram is a visual guide designed to help navigate the various grant and MOU/contract processes. Specific goals, steps, and positions/offices responsible for each step are to clarify grant, MOU,

and contract funding oversight from the very beginning of the pre-award process all the way through closeout activities ([Restr-Funds-Lifecycle 2-26-21](#)).

- *Facility Rentals:* College facility use and rental processes are conducted in accordance with the Civic Center Act, which governs priority use of public community college spaces ([FacilRentGuide-Webpage](#)). Rental revenue is incorporated into the general fund and used to offset expenses, such as janitorial and employee salaries for those working in these area ([PAC-Website](#)).

Analysis and Evaluation

The College meets the standard. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Evidence of proper fiscal management and internal controls may be found in the annual fiscal audit for the District as well as external reports given by outside rating agencies who consistently provide positive feedback on the District's financial operations.

III.D.11 The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies plans and allocates resources for payment of liabilities and future obligations. (**Liabilities: Financial Solvency**)

Evidence of Meeting the Standard

BP 6200 Budget Preparation establishes six guidelines that provide financial stability and inform long- and short-range financial planning, as addressed under [Standard III.D.1](#), [Standard III.D.2](#), and [Standard III.D.3 \(CLPCCD-BP6200-BdgtPrep\)](#). Within the District Allocation Model, contractual, legal, and regulatory obligations are paid prior to distributing revenue to any site. This practice of paying for known obligations prior to distributing revenue has resulted in exceptional stability within the District and is a key component in sustaining short- and long-term financial solvency. As detailed under [Standard III.D.1](#), reserves exceeding requirements have been consistent for many years. At the end of FY 2019–2020, the District had total unrestricted general fund reserves of nearly \$17 million. This is approximately 12.7 percent of the District's total expenditure budget. Moreover, the District pays for its Other Post-Employment Benefits (OPEB) annually and sets aside a portion of Economic Development and Contract Education profits for payment into an irrevocable trust for OPEB ([PlanBdgtCmte-Recomm-BAM-OPED 3-2-18 p3](#)). The District's commitment to funding its liabilities gives reason for its recent credit rating of Aa2 with Moody's and AA with Standard & Poor's, ratings just two grades below AAA, a rating typically reserved for Basic Aid districts.

In keeping with BP 6200, cited above, the College and District maintain a cycle of continuous improvement of fiscal oversight in service to students and the community. For instance, within the past few years, the District implemented the Position Control Module within Banner to track and maintain position expenditures. With over 90 percent of expenditures within the unrestricted fund attributable to salaries and benefits, the value of maintaining this module cannot be overstated. The level of oversight on position control allows the District and College to easily predict short- and long-term personnel expenditures while planning for long-term priorities through PR.

Analysis and Evaluation

The College meets the standard. The District and College's financial resources provide a reasonable expectation of both short- and long-term financial solvency. As evidenced by the establishment of the irrevocable trust, the profit set-asides through Economic Development and Contract Education, and the payments of current OPEB commitments prior to distributing revenue through the BAM, the institution looks to the future in its financial planning. This sentiment is shared by the rating agencies who continually call out the District's solvency and well-managed finances.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine OPEB is current and as required by appropriate accounting standards.
(Liabilities: Planning for Payment of Obligations)

Evidence of Meeting the Standard

The CLPCCD provides for the responsible payment of its liabilities. As detailed above under [Standard III.D.11](#), an irrevocable trust has been established for OPEB expenses. This trust is managed by a Retirement Board of Authority, which consists of members of various constituency groups within the District as well as a retiree of the District. The trust is fully in compliance with applicable laws and regulations, and a plan is in place for continued funding ([CLPCCD-OPEB-Trust Apr2020](#)). The actuarial plan to determine OPEB is current as of June 30, 2021, and prepared as required through appropriate accounting standards. The District has an ongoing revenue source to continue to build the value of the irrevocable trust with funding set-asides from Economic Development and Contract Education ([CLPCCD-GASB7475-RetHealthLiab 7-29-21](#)).

Analysis and Evaluation

The College meets the standard. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee-related obligations as demonstrated by the establishment of an irrevocable trust and current actuarial plans.

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. **(Liabilities: Local Incurred Debt Instruments)**

Evidence of Meeting the Standard

The District has passed two general obligation bond measures since 2004 totaling \$1.45 billion. These bond measures have revitalized the buildings at Chabot College, and continued construction is anticipated for the next several years, as monitored by the Citizen's Bond Oversight Committee ([MeasB-BndPrgm-CitiznBndOversCmte-Webpage](#)). The debt incurred on these bond measures are paid by the taxpayers of Alameda County through ad valorem taxes collected by the county treasurer. The payment to the bondholders is made through these collections and have no impact on the financial condition of the District. No other locally incurred debt exists.

Analysis and Evaluation

The College meets the standard. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. The District general obligation bond debt service is paid through ad valorem taxes collected by the county treasurer. The District has no other locally incurred debt instruments.

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. **(Liabilities: Use of Financial Resources)**

Evidence of Meeting the Standard

The District and College use its funds in a manner consistent with its intended purpose. Below provides examples:

- *Grants:* Grant applications go through a comprehensive review that ensures a plan is in place to use funds in a manner consistent with the stated purpose, as overseen by the Grants and Categorical Committee ([Grnt-Categ-Cmte-Website](#), [Grnt-Categ-Cmte-Agenda 9-23-20](#)). Grant and categorical budget managers often report out on their budgets and how they support college wide priorities at college PRAC meetings throughout the fiscal year ([GrntDevOff-FY19-20 Grnt-Categ-Presen 11-20-19](#), [Grnt-Categ-Prgms-Matrix 10-23-19](#)). In addition to annual external audits in which no findings have been noted, the District has been audited by other outside agencies on its federal grants and has had no issue with the spending of the funds.
- *Bond Funds:* In accordance with Proposition 30, the District's Bond Oversight Committee reviews bond programs for compliance ([CLPCCD-MeasB-BndPrgm-CitiznBndOversCmte-Webpage](#)), with reports on expenditure regularly delivered to the committee ([CLPCCD-MeasA-Bonds-FinStmts 6-30-20](#)). The programs have had no audit findings.
- *The Friends of Chabot College Foundation:* As detailed under [Standard III.D.1](#), the foundation ([FCC-Ldrsp-Website](#)) is overseen by the Chabot College executive director of institutional advancement and an eight-member appointed board. Fundraising activities include an annual gala, legacy donations, commemorative brick purchases, and naming opportunities. Funds raised also support students through emergency and yearly competitive scholarships. Student scholarship winners are honored each spring with a ceremony and luncheon ([ScholarAwardPrgm Spr2019](#)).
- *Flea Market:* Flea Market proceeds/revenue (vendor fees) are used to fund student scholarships as monitored by the director.
- *Student Life:* Activity fee funds support student-focused needs and activities as determined by the Student Senate of Chabot College (SSCC) through a campus proposal process. Deposits of student activity fee revenue are available after the add-drop period of every term. The budget is then reviewed and updated to reflect actual revenues (vs. projected revenue). Student organization funds are managed as an allocation to the Inter Club Council. Cocurricular funds are also collected through tabling fee revenue and vending machine commissions ([StudSen-Website](#), [SSCC-FinCmte-Mtg 10-26-20](#), [ASCC-BalSht 6-30-20](#)).

Analysis and Evaluation

The College meets the standard. All financial resources, including short- and long-term debt instruments, auxiliary activities, fundraising efforts, and grants, are used with integrity for their intended purpose. The College and its program managers diligently monitor the use of restricted and auxiliary funds with the assistance of governance groups and committees such as the Grants and Categoricals Committee, Friends of Chabot College Board of Directors, and SSCC with reports generated as needed. Grant and bond audits are clean with no weaknesses identified.

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. **(Liabilities: Compliance With Federal Requirements)**

Evidence of Meeting the Standard

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The director of financial aid currently confers with Peterson and Associates through contract with the California Community Colleges Chancellor's Office (CCCCO) to manage student loan default rates. The default rate is within federal guidelines; notwithstanding, the college has a plan to reduce the default rate should it exceed federal guidelines. Peterson and Associates provides data management and outreach to students with communications on forbearance, deferment-end, delinquency, and default rehabilitation, as appropriate. The College student loan default rates are within the acceptable range defined by the U.S. Department of Education according to recent report from the National Student Loan Data System ([FedStudAid-StudDfltRate 1993-17](#)).

The annual external audit of the District includes significant testing of Title IV programs. No issues have been detected within the Student Financial Aid Cluster, and drawdowns of federal funds are completed in a timely and compliant manner. More importantly, no compliance deficiencies have been identified by the federal government. The CLPCCD Schedule of Audit Findings and Questioned Costs for the year ending June 30, 2019 had no findings. Federal and state awards were audited, and the District was qualified as a low-risk auditee ([CLPCCD-FinAid-Audit-Find 6-30-19](#)).

Analysis and Evaluation

The College meets the standard. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District and College have a demonstrated history of exceptional performance in these areas with multiple years of clean audits on the Schedule of Expenditure of Federal Awards, strict internal controls regarding drawdowns of funds, and no compliance deficiencies identified by the federal government.

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. **(Contractual Agreements)**

Evidence of Meeting the Standard

Contractual agreements with external entities are consistent with the mission and goals of the institution as governed by institutional policies under BP 6340 Formal Bids and Contracts

([CLPCCD-BP6340-Fml-Bid-Cntrct](#)), which covers procedures for formal and informal bids for services, construction, electronic systems and materials, and accessibility of information technology. Purchases and contract policies and procedures must adhere to the California Education Code, the Government Code, Public Contracts Code, and Civil Code. Federal contracts are additionally reviewed for specific requirements unique to federal dollars. Bid thresholds are strictly adhered to with the District delineating between formal and informal bids, as determined by Public Contract Code. Purchases exceeding \$96,700 for materials, supplies, and services sold or leased must be legally advertised, formally bid, and awarded by the BOT to the lowest responsive bidder ([CCC-CntrctBidThld 12-23-20](#)). Contracts deemed to meet the institution's goals and objectives are presented to the BOT for approval or, if board policy dictates, presented to the vice chancellor for signature. Board approval is required for contracts of any dollar value.

Assurance of compliance to contract and purchasing laws occurs at multiple levels of the organization. Administrative Services reviews and approves the forwarding of agreements to the District Office, the district-purchasing manager approves the agreement prior to submission to the vice chancellor for signature, and managers oversee implementation with the support of senior leadership following BOT approval. Below are examples of contracts the college maintains in keeping with its goals and objectives:

- Facility rental contracts follow policies under BP 6700 Civic Center and Other Facilities Use ([CLPCCD-AP6700-CivCntr FacUse](#), [CLPCCD-BP6700-CivCntr-FacUse](#)). BP 6700 provides priority use of facilities for college purposes and ensures the liability of the college is covered when outside entities use facilities.
- College cafeteria services are contracted with Pacific Dining. The College and Pacific Dining must meet and confer on hours of operation and food prices to ensure the needs of the student body are met. In addition, the agreement calls for annual student scholarship funds and a fixed amount of in-kind catering for the College ([PacDinningCntrct 5-18-16](#)).
- The Chabot College Bookstore contracts with Barnes & Noble for bookstore services. Barnes & Noble has its own onsite manager over daily operations, and the vice president of administrative services oversees the College's contract and revenue generated from a percentage of sales. In addition to providing a percentage of sales to Chabot, Barnes & Noble is contractually obligated to provide \$10,000 annually in student scholarships, which are awarded by the SSCC. BP and AP 6900 Bookstore(s) addresses best practices on contracts with bookstore vendors ([CLPCCD-BP6900-BkStore](#), [CLPCCD-AP6900-Bkstore](#), [BkStoreCntrct 6-1-19](#)).

Analysis and Evaluation

The College meets the standard. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations as demonstrated by the examples provided herein. Board policies ensure contracts follow California Education Code, the Government Code, Public Contracts Code, and Civil Code. Contracts with external agencies are consistent with the College's mission and strategic plan goals.

Conclusions on Standard III.D. Financial Resources

Equity and student success serve as the foundation of all work undertaken at the College, and that work is driven by sound budget allocation processes that ensure fiscal stability. Finances are managed with integrity and transparency with all members of the College who are able to provide input on budget development at the college and district levels. The College receives funds on a percentage basis through the BAM and then through an allocation process following PR at the College.

Shared governance resource committees have input on resource requests prior to the final recommendations made to the college president. Through this process, institutional plans and the College's mission guide resource allocation decisions that support programs and services and improve institutional effectiveness. Financial information is disseminated through the institution in a timely manner and is documented on many committee websites, including PRAC.

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee-related obligations. The College adheres to generally accepted accounting principles and strict accounting standards to ensure compliance in the use of all funds and is considered a low-audit risk year over year. Annual spending reports are reviewed and submitted to appropriate agencies, and all grants, revenues, and contracts are closely and appropriately managed.

Improvement Plan

None

Standard III.D. Acronym List

AANAPISI	Asian American Native American Pacific Islander Serving Institution
ACCJC	Accrediting Commission for Community and Junior Colleges
BAM	Budget Allocation Model
BOT	Board of Trustees
CCCCO	California Community Colleges Chancellor's Office
CLPCCD	Chabot-Las Positas District Community College District
CEMC	College Enrollment Management Committee
CRAM	College Resource Allocation Model
DEMC	District Enrollment Management Committee
EMP	Educational Master Plan
ERP	Enterprise Resource Planning
FIT	Facilities and Infrastructure Technology
FON	Faculty Obligation Number
FTES	Full-Time Equivalent Students
FTEF	Full-Time Equivalent Faculty
HSI	Hispanic-Serving Institution
IEPI	Institution Educational Partnership Initiative
IR	Institutional Research
OPEB	Other Post-Employment Benefits
P2	Second Principal Apportionment Report
PBC	Planning and Budget Committee
PAR	Program and Area Review Committee
PRAC	Program and Resource Allocation Committee
SASE	Student Access, Success & Equity
SSCC	Student Senate of Chabot College
VCBS	Vice Chancellor Business Services Committee
VPAS	Vice President Administrative Services

Standard III.D. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
III.D.1	1	CLPCCD BdgDevCal 2020-21	Budget Development Calendar FY 2020–2021
III.D.1	2	CLPCCD-BP6200-BdgtPrep	BP 6200 Budget Preparation
III.D.1	3	CLPCCD-Audit-Rpt 2017-18_pp63-64	Independent Auditor’s Report on State Compliance Requirements
III.D.1	4	CLPCCD-AdoptedBdg FY2020-21_pp13-14	CLPCCD Adopted Budget FY 2020–2021 (pp. 13-14)
III.D.1	5	CLPCCD-AdoptedBdg 2020_p55	Budget Allocation Model
III.D.1	6	CLPCCD-AP6305-Reserves	AP 6305 Reserves
III.D.1	7	ScholarshipApp Website	Spring 2021 Scholarship
III.D.1	8	SASE-FundRecomm-BEC 9-18-2019	SASE Recommendation on Black Excellence Collective Budget Priority
III.D.1	9	Inst-Eff-Plan 2020	Chabot IE Plan Final Signed October 13, 2020
III.D.1	10	IR-EmplSurv Sp2021_p8	IR Employee Survey Spring 2021 (p. 8)
III.D.2	1	EMP 4-21-21	Education Master Plan April 21, 2021
III.D.2	2	FIT-Cmte-FMP 8-30-19	Facilities Master Plan August 30, 2019
III.D.2	3	TechCmte 5-29-08	Chabot Technology Plan May 29, 2008
III.D.2	4	CLPCCD-BP6300-FisMgmt	BP 6300 Fiscal Management
III.D.2	5	CLPCCD BP6200-BdgtPrep	Board Policy-Budget Preparation
III.D.2	6	CLPCCD-BP6250-BdgMgmt	BP 6250 Budget Management
III.D.2	7	CLPCCD BdgDevCal 2020-21	Budget Development Calendar FY 2020–2021
III.D.2	8	PBC-Min 3-5-21	PBC Minutes March 5, 2021
III.D.2	9	CLPCCD-AP6300-BdgMgmt	AP 6300 Fiscal Management
III.D.2	10	PRAC-2020-21-Synth-Stmt 12-4-19	2020–2021 PRAC Synthesis Statements, December 4, 2019
III.D.2	11	Pres-Coll-Plan-Init-2020-21 10-6-20	College Planning Priorities for 2020-2021, October 6, 2020
III.D.2	12	IR-Presn-ACCJC-Std-Goals 3-2019	ACCJC Institution Set Standards and Stretch Goals, March 20, 2019
III.D.2	13	VsnForSucc-AlgnGoals-4-2-19	DRAFT Chabot Vision for Success Aligned Goals, April 3, 2019
III.D.2	14	CRAM-BdgtCal 6-2-21	CRAM Handout-2021
III.D.2	15	PRAC-Recomm-Webpage	PRAC Recommendations Webpage
III.D.2	16	FacPrioritization-Website	Faculty Prioritization Committee
III.D.2	17	ClassPrioritization-Webpage	Classified Prioritization
III.D.2	18	AdminPrioritizationPracs	Administrative Prioritization Process
III.D.2	19	PresTownHall-Agenda 5-14-20	President’s Town Hall Agenda, May 14, 2020
III.D.2	20	PresTownHall-FY2019-20-Docs-Webpage	President’s Town Halls
III.D.2	21	PresCncl-Agenda 9-27-17	President Council Agenda, September 27, 2017
III.D.2	22	Coll-Day-Agenda 8-15-17	College Day Agenda, August 15, 2017
III.D.2	23	BdgSts-Smry-RstdFund 2-28-19	Budget Update Restricted General Fund, February 28, 2019
III.D.2	24	CLPCCD-PBC-Webpage	CLPCCD Planning Budget Committee Webpage
III.D.2	25	BdgSts-Smry-RstdFund 2-28-19	Budget Update Restricted General Fund, February 28, 2019
III.D.2	26	BdgSts-Smry-UnrstdFund 2-28-19	Budget Update Unrestricted General Fund, February 28, 2019
III.D.3	1	BP-BizFiscAffrs-Webpage	Board Policies Chapter 6 – Business and Fiscal Affairs

III.D.3	2	CLPCCD BdgDevCal 2020-21	Budget Development Calendar FY 2020–2021
III.D.3	3	CLPCCD-PBC-Webpage	CLPCCD Planning and Budget Committee Webpage
III.D.3	4	PRAC-Website	PRAC Website
III.D.3	5	IR-EmplSurv_Sp2021_p8	Institutional Research Employee Survey Spring 2021 (p. 8)
III.D.4	1	CLPCCD-PBC-Min 8-7-20	CLPCCD PBC Minutes, August 7, 2020
III.D.4	2	CLPCCD-PBC-Webpage	CLPCCD PBC Webpage
III.D.4	3	CLPCCD-FY2020-21-FacSalSched 6-3-20	Faculty Salary Schedule July 2020
III.D.4	4	CLPCCD-F2021-Adv-FON	FON for Fall 2020 and 2021, August 7, 2020
III.D.4	5	AdminSvcs-BdgtNewsWkshpsPresen-Webpage	Administrative Services Budget News, Workshop, & Presentation Webpage
III.D.5	1	CLPCCD-Web4Empl-RefGuide	Web for Employees Quick Reference Guide
III.D.5	2	CLPCCD-FA-Cntrct-TOC-Art10-Wkld 2019-2022	Faculty Association Contract (2019–2022)
III.D.5	3	CLPCCD-FA-Cntrct-TOC-Art26-EnrlMngmt 2019-2022	CLPCCD and CLPCCD Faculty Association Agreement, July 1, 2019–June 30, 2022, Article 26 (p. 283)
III.D.5	4	CLPCCD-EnrlAnlys 8-10-20	Enrollment Summary 2018–2020
III.D.5	5	CLPCCD-FTEF-Alloc FY2020-21	CLPCCD Allocation of FTEF by FTES (2020–2021)
III.D.5	6	CEMC-FTEF_Sum2020-Spr21	CEMC FTEF Summer 2020-Spring 2021
III.D.5	7	PBC-BAM-TimelineWksht 7-15-21	PBC Budget Allocation Model Timeline Worksheet July 15, 2021
III.D.6	1	CLPCCD-BOT-StudyMtg 9-10-19	BOT Study Meeting, September 10, 2019
III.D.6	2	CLPCCD-BOT-Audit-SubCmte 12-17-19	BOT Study Meeting, December 17, 2019
III.D.6	3	CLPCCD-FinStmnts 6-30-20	CLPCCD Financial Statements, June 30, 2020
III.D.6	4	CLPCCD-BizSvcs-Audits-Webpage	Business Services Audits Webpage
III.D.7	1	CLPCCD-AP6400-Audits	AP 6400 Audits
III.D.7	2	CLPCCD-BP6400-Audits	BP 6400 Audits
III.D.7	3	CLPCCD-CitzBondOversCmteRpt 1-22-20	Measure A/B Bond Program - Citizen’s Bond Oversight Committee Report
III.D.8	1	CLPCCD-RFP-IndAuditSvcs 19 20-11	Request for Proposal Independent Audit Services 2019-2020
III.D.8	2	CLPCCD-DBO-Agenda 4-28-21	CLPCCD District Budget Office Agenda, April 28, 2021
III.D.8	3	CLPCCD-AP6305-Reserves	AP 6305 Reserves
III.D.9	1	CLPCCD-AP6305-Reserves	AP 6305 Reserves
III.D.9	2	CLPCCD-BOT-Pkt-Pren-FY2021-22-TntvBdgt 6-15-21	Board of Trustees FY 2021–2022 Tentative Budget, June 15, 2021
III.D.10	1	CLPCCD-BizSvcs-Audit-2019-20-Webpage	Business Services Audit 2019–2020 Webpage
III.D.10	2	FrdsOfChabot-Bylaws 4-11-19	Friends of Chabot Bylaws, April 11, 2019
III.D.10	3	FrdsOfChabot-Website	Friends of Chabot Website
III.D.10	4	FrdsOfChabot-FinStmnts 2019 6-30-20	Friends of Chabot Financial Statements 2019
III.D.10	5	CLPCCD-BOT-Pkt 7-20-21	BOT Presentations, July 20, 2021
III.D.10	6	CLPCCD-BP6320-Invest	BP 6320 Investments
III.D.10	7	Restr-Funds-Lifecycle 2-26-21	Restricted Funds Lifecycle Diagram
III.D.10	8	FacilRentGuide-Webpage	Facilities Use and Rental

III.D.10	9	PAC-Website	Performing Arts Center
III.D.11	1	CLPCCD-BP6200-BdgtPrep	BP 6200 Budget Preparation
III.D.11	2	PlanBdgtCmte-Recomm-BAM- OPED 3-2-18 p3	PBC Recommendation to the Chancellor, March 3, 2018 (p. 3)
III.D.12	1	CLPCCD-OPEB-Trust Apr2020	CLPCCD Other Post-Employment Benefits Irrevocable Trust April 2020
III.D.12	2	CLPCCD-GASB7475- RetHealthLiab 7-29-21	CLPCCD Actuarial Study of Retiree Health Liabilities under GASB 74/75 July 29, 2021
III.D.13	1	CLPCCD-MeasB-BndPrgm- CitiznBndOversCmte-Webpage	Measure B Bond Program Citizen Bond Oversight Committee Webpage
III.D.14	1	Grnt-Categ-Cmte-Website	Grants and New Categorical Committee Website
III.D.14	2	Grnt-Categ-Cmte-Agenda 9-23-20	Grants and New Categorical Committee
III.D.14	3	GrntDevOff-FY19-20 Grnt-Categ- Presen 11-20-19	FY 2019–2020 Grant and Categorical Programs
III.D.14	4	Grnt-Categ-Prgms-Matrix 10-23-19	Grants Matrix, November 15, 2019
III.D.14	5	CLPCCD-MeasB-BndPrgm- CitiznBndOversCmte-Webpage	Measure B Bond Program Citizen Bond Oversight Committee Webpage
III.D.14	6	CLPCCD-MeasA-Bonds- FinStmts 6-30-20	CLPCCD Measure A Bond Financial Statements, June 30, 2020
III.D.14	7	FCC-Ldrsp-Website	Leadership – Friends of Chabot College Board Members
III.D.14	8	ScholarAwardPrgm Spr2019	Spring 2019 Scholarship Awards Program
III.D.14	9	StudSen-Website	Student Senate of Chabot College Website
III.D.14	10	SSCC-FinCmte-Mtg 10-26-20	Student Senate Finance Committee Agenda, October 26, 2020
III.D.14	11	ASCC-BalSht 6-30-20	ASCC Financials June 12, 2020
III.D.15	1	FedStudAid-StudDfltRate 1993-17	CDR History Chabot College December 1, 2020
III.D.15	2	CLPCCD-BizSvcs-Audit-2019-20- Webpage	Business Services Audit 2019–2020 Webpage
III.D.15	3	CLPCCD-FinAid-Audit-Find 6-30- 19	Financial Aid Audit Findings Ending June 30, 2019
III.D.16	1	CLPCCD-BP6340-Fml-Bid-Cntrct	BP 6340 Formal Bids and Contracts
III.D.16	2	CCC-CntrctBidThld 12-23-20	Contract Bid Threshold, Annual Adjustment
III.D.16	3	CLPCCD-AP6700-CivCntr FacUse	AP 6700 Civic Center and Other Facilities Use
III.D.16	4	CLPCCD-BP6700-CivCntr-FacUse	BP 6700 Civic Center and Other Facilities Use
III.D.16	5	PacDinningCntrct 5-18-16	Food Services Agreement Chabot College Pacific Dining June 2016
III.D.16	6	CLPCCD-BP6900-BkStore	BP 6900 Bookstore(s)
III.D.16	7	CLPCCD-AP6900-Bkstore	AP 6900 Bookstore(s)
III.D.16	8	BkStoreCntrct 6-1-19	Barnes & Noble Chabot Bookstore July 2019

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 while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. DECISION-MAKING ROLES AND PROCESSES

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. **(Institutional Excellence and Innovation)**

Evidence of Meeting the Standard

Leaders at the College lead for change, collaborating with others through established shared governance processes to support innovative programs and services that advance the College's mission to equitably serve students and the community. The Shared Governance and Collegial Consultation Manual, adopted in 2017, details shared governance processes at the College ([SharedGov-Process 2019](#)). Supported by a California Community Colleges Chancellor's Office (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI) grant ([IEPI-Website](#)), it was developed by a cross-college group of leaders that included representatives from the Academic, Classified, and Student Senates; the Planning and Resource Allocation Committee (PRAC); the Program and Area Review Committee; and administrators.

The document details the committee charges, responsibilities, membership, recommended voting procedures for recommendations, lines of reporting, and flow of recommendations. College committee roles cover the wide range of academic services, student services, and administrative/operational functions. Committees are categorized as Constituency, Operational, Participatory, Contractual, Participatory and Advisory, and College Administration ([SharedGov-OrgChart 2017](#)). This ensures each constituency group—administrators, faculty, classified professionals, and students—play a role in shared governance, each bringing their areas of interest, expertise, and responsibility to committee work ([CmteResp 2017](#)). Additionally, faculty, staff, and administrators are encouraged to propose, plan, and request resources for improvement initiatives through the annual program review process ([PrgmRev-Basics-Webpage](#)).

Membership and committee structures enable college constituencies to innovate and initiate improvements that lead to institutional excellence. The tri-chair committee structure ensures faculty, classified professionals, and administrators not only serve on all shared governance

committees but have a leadership role in each committee. Moreover, the inclusion of an administrative leader as co-chair assists committees in operationalizing innovative ideas and navigating processes. The success of the Shared Governance and Collegial Consultation processes are illustrated in responses to the 2021 Employee Accreditation Survey. Seventy-two percent of Chabot employees agree or strongly agree governance roles are designed to facilitate decisions that support student learning, programs, and services and to improve institutional effectiveness ([IR-EmplSurv_Sp2021_p8](#)). Additionally, employees believe innovation and improving practices and services are supported across employee classification. Sixty-six percent of classified professionals agree or strongly agree administration supports the role of classified professionals in shared governance ([IR-EmplSurvbyPosition_Sp2021_p7](#)). Seventy-two percent of full-time faculty agree or strongly agree administration supports the role of faculty in shared governance ([IR-EmplSurvbyPosition_Sp2021_p7](#)).

Evidence of meeting the standard includes the adoption of the Sanctuary Campus Resolution and implementation of a hiring process diversity statement. Both were initiated by faculty with the support of campus wide leadership (students, faculty, and staff) and then reviewed and passed by all three senates (Student, Classified, and Academic). The Sanctuary Campus Resolution was supported by the president and then adopted by the Board of Trustees at their meeting on December 5, 2017. The effective flow of recommendations and approvals is evidenced in the documents below:

Sanctuary Campus Resolution

Classified, Faculty, and Student Senates Joint Resolution	<ul style="list-style-type: none"> • JointSen_SanctuaryRes_5-1-17
Academic Senate Approval	<ul style="list-style-type: none"> • AcadSen-Min-SanctuaryCampusRes-Approv_4-27-17
Classified Senate Approval	<ul style="list-style-type: none"> • ClassSenMin-SanctuaryRes-Approv_5-3-17
Student Senate Approval	<ul style="list-style-type: none"> • StudSen-Min-SanctuaryRes-Approv_5-1-17_p3
Chabot-Las Positas Community College Board of Trustees Approval	<ul style="list-style-type: none"> • CLPCCD-BOT-Min-SanctuaryRes-Approv_12-5-17 • CLPCCD-BOT-Agenda-SanctuaryRes_12-5-17

Diversity Statement

SASE Committee Approval	<ul style="list-style-type: none"> • SASE-Min-EquityStmnt-Disc_2-6-20
Academic Senate Approval	<ul style="list-style-type: none"> • AcadSen-FacDiversityRes-Approv_3-12-20
Classified Senate Approval	<ul style="list-style-type: none"> • ClassSen-EquityHiringRes_4-24-20 • ClassSenMin-EquityInHiring-Approv_4-24-20

Significantly, the Diversity Statement was adopted by district leaders in Human Resources and is now included in all job postings district wide. These examples demonstrate how ideas for improvement arise from participatory processes with the support of all constituency groups and result in policy and significant institution wide changes that are aligned with the College’s Educational Master Plan (EMP) ([EMP_2021-26](#)).

Analysis and Evaluation

The College meets the standard. The College regards shared governance as a central part of innovation and institutional excellence and empowers administrators, faculty, classified professionals, and students to take leadership roles, no matter their official titles. This enables them to take initiative for improving the practices, programs, and services in which they are involved. As evidence demonstrates, when ideas for improvement have policy or significant

institution wide implications, systematic participative processes are used to assure effective planning and implementation.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special purpose committees. **(Participatory Governance: Policies and Procedures)**

Evidence of Meeting the Standard

As detailed in [Standard IV.A.1](#), the Shared Governance and Collegial Consultation document outlines all shared governance policies and procedures at the College. The document details the committee charges, responsibilities, membership, recommended voting procedures for recommendations, lines of reporting, and flow of recommendations. These procedures specify the manner in which college community members bring forward ideas and work together on appropriate policy, planning, and special purpose committees ([CmteCharges 2017](#), [GovStructure 2017](#)).

All committees include administrators, faculty, classified professionals, and students as members. Further, the tri-chair committee structure ensures faculty, classified professionals, and administrators not only serve on all shared governance committees but also have a leadership role in each committee ([SharedGovAndCollConsultPrsNarr 2019 pp2-3](#)). In addition, each college constituency (classified professionals, students, and faculty) is represented via their respective senates composed of elected representatives from the constituency groups. These senates have primary responsibility in populating committees with their members according to areas of expertise and professional interests. The senates are also key advisory bodies to the president as members of the President's Council. This further ensures college constituencies have a voice at the policy level. Further, as noted in [Standard IV.A.2](#), the Employee Accreditation Survey illustrates most classified professionals (66 percent) and full-time faculty (72 percent) agree or strongly agree administration supports their roles in shared governance processes ([IR-EmplSurvbyPosition Sp2021 p7](#)).

Students, specifically, are integral to the shared governance process. Students have seats on all standing committees and are represented through the Student Senate of Chabot College (SSCC). All meetings are open to the college community, and anyone can attend any meeting, including students. By way of example illustrating the critical role students play at Chabot, students were integral to the development of the 2021–2026 EMP process and task force ([EMP-Taskforce-Webpage](#)). At the district level, a student trustee appointed by the SSCC represents the College on the Chabot-Las Positas Community College District (CLPCCD) Board of Trustees, regularly reporting on issues impacting the educational community. At the college level, students were instrumental in the planning and implementation of Chabot's [Fresh Food & Life Pantry](#).

Students also have a voice in influencing decision making and recommending policy through the SSCC. For example, the SSCC initiated a resolution supporting international students that asserted its support and protection of students regardless of immigration status and country of origin and recommended the College develop and enhance resources for international students such as campus jobs, counseling resources, and tutoring services ([StudSen-SupportIntStud-](#)

[Res 7-27-20](#), [StudSen-Min-SupportIntStud 7-27-20](#)). This resolution was then later supported by both the Academic and Classified Senates ([AcadSen-Min-SupportIntStudRes 9-24-20](#), [ClassSen-Min-SupportIntStudRes-Approv 10-23-2020](#), [ClassSen-SupportIntStud-Res 10-23-20](#)).

Analysis and Evaluation

The College meets the standard. The College follows board policies, administrative procedures, and its Shared Governance Collegial Consultation Manual, which authorizes participation of faculty, classified professionals, administrators, and students in decision-making processes. The board policies and Shared Governance Collegial Consultation Manual specify the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special purpose committees. Further, the College prioritizes student participation and voice in the overall educational planning and direction of the College.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. (**Participatory Governance: Administrator and Faculty Roles**)

Evidence of Meeting the Standard

Administrators and faculty have a substantive and clearly defined role in institutional governance. These roles are detailed in the Shared Governance and Collegial Consultation Manual ([SharedGov-IntroAndPhilo 2019 pp2-3](#)) as well as Board Policy (BP). In recognition of matters over which faculty have primary responsibility, the manual delineates which committees report directly to Academic Senate ([PRAC-Charge 2017 p2](#), [GovStructure 2017](#)).

BP 1300 ([CLPCCD-BP1300-CollegialConsult p1](#)) delineates over which academic and professional matters the Board and administration will primarily rely upon the advice and judgment of the Academic Senate and over which matters it will reach mutual agreement.

BP 3250 ([CLPCCD-BP3250-InstPlng](#)) further details an integrated PR, planning, and resource allocation process. This process is intended to lead to the accomplishment of the mission, sustained financial stability, and continuous improvement of academic quality and institutional effectiveness.

Faculty and administrators have a substantial voice in institutional policies, planning, and budgets related to their areas of responsibility and expertise. College constituencies make recommendations for resources or policy through two primary processes, the PR process or through committees/senates. As part of a three-year cycle described under [Standard I.B](#), PR documents are completed each year by all areas in the College. PR includes an analysis of relevant data and trends as well as resource requests for personnel, supplies, conferences and travel, equipment, technology (hardware and software), and contracted services ([PrgmRev-Basics-Webpage](#)).

In recognition of faculty expertise, PRs for instructional and student services programs are completed by faculty and forwarded to deans who summarize the reviews and prioritize the resource requests. These requests are then forwarded to the cognizant vice president (VP) and/or committee according to the Shared Governance and Collegial Consultation Manual and the College Resource Allocation Model (CRAM) ([CRAM-HandOut 2-20-19](#)). Prioritization for

resources is done primarily at the dean or VP level with the exception of committee-based decisions where relevant committee perspective and expertise is needed.

By way of example around the primary role faculty and administrators make in decision making, requests for full-time faculty positions ([FacPrioritization-ReqForm F2021](#)) are made by faculty through PR ([FacPrioritization-Process-AnnRev 10-17-18](#)) and then reviewed in the Faculty Prioritization Committee ([FacPrioritization-CmteCharge 2017 p8](#)) as informed by PRAC's Synthesis Statements ([PRAC-SynthStmt-FacPrioritization-Draft 11-18-19 p2](#), [PRAC-Min-FacPrioritizationSynthStmt-Approv 11-20-19 p1-4](#)). Faculty representative and division deans prioritize positions by vote, and the final prioritized list is forwarded to the president for approval ([FacPrioritization-Rank 12-5-19](#)). Depending on the resources available, the president approves which positions to hire and issues a college wide memo explaining the recommendation ([Pres-FacPrioritizationRecomm-Memo 1-30-20](#)). The success of these varied and numerous policies and practices is demonstrated in the Employee Accreditation Survey in which most faculty (~ 67 percent) and administrators (85 percent) agree or strongly agree governance roles are designed to facilitate decisions that support student learning, programs, and services and to improve institutional effectiveness ([IR-EmplSurvbyPosition Sp2021 p7](#)).

Analysis and Evaluation

The College meets the standard. College policies and procedures outlined in shared governance documents outline clearly defined institutional governance roles for administrators and faculty. Through the PR process and committee representation, they exercise a substantial voice in institutional policies, planning, and budget related to their areas of responsibility and expertise. The Faculty Prioritization Process is a prime example of the substantial role faculty and administrators have in this process.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. (**Responsibility for Curriculum, Student Learning Programs and Services**)

Evidence of Meeting the Standard

BP 1300 ([CLPCCD-BP1300-CollegialConsult p1](#)) delineates over which academic and professional matters the Board and administration will primarily rely upon the advice and judgment of the Academic Senate and over which matters it will reach mutual agreement. This includes curriculum and student learning programs and services.

The Curriculum Committee reviews and approves all revisions to existing curriculum and new curriculum/courses ([Curr-N-COOL-Cmte-Charge 2017 p7](#), [CurrCmte-Min-CurrChanges-Approv 4-21-20](#)). As a subcommittee of Academic Senate, all curriculum changes are forwarded to Senate for approval ([AcadSen-Min-CurrChanges-Approv 5-14-20](#)) and then forwarded for final approval to the Board of Trustees ([CLPCCD-BOT-Min-CurrChanges-Approv 6-16-20](#), [CLPCCD-BOT-CurrChanges-Recomm 6-16-20](#)). In addition, the Committee on Online Learning, another subcommittee of Academic Senate, reviews and approves all online courses ([Curr-N-COOL-Cmte-Charge 2017 p7](#)). Although curriculum is primarily under the purview of faculty, placing courses on the class schedule is an administrative role. Faculty and instructional deans collaborate through the curriculum process with both approvals needed.

Faculty also make recommendations for student learning programs and services through other committee structures such as the Outcome and Assessment Committee and the Facilities Committee ([OA-Cmte-Charge 2017 p6](#)). For example, using the PR process, fire technology faculty initiated a request for a fire training facility ([PrgmRev-FireTech-FacilitiesReq 2017-18](#)). A funding proposal for the facility involved leveraging resources through a partnership with the City of Hayward. The proposal was reviewed and then supported by the Facilities Committee ([FIT-Cmte-FireFacilityPresentation 3-9-17](#), [FacsSustCmte-SptFireFacility-Vote-3-16-17](#)). Final funding was approved by the Board of Trustees through a memorandum of understanding (MOU) with the city ([BOT-MOU-With-CityOfHayward-Recomm 8-21-18](#), [CLPCCD-BOT-Min-MOU-With-CityOfHayward-Approv 8-21-18](#)). After the MOU was approved, and as the project progressed, periodic updates were given to the Facilities Committee to ensure continued faculty involvement and transparency ([FIT-Cmte-FireTrainFacility-Update 10-2020](#)).

Analysis and Evaluation

The College meets the standard. Board policy and college procedures ensure faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services through well-defined structures such as PR, the curriculum approval process, and college wide committees, such as the Committee for Online Learning.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. **(Decision Making: Consideration, Alignment, and Timely Action)**

Evidence of Meeting the Standard

Chabot College's system of governance and board approval ensures timely decision making aligned with expertise and the inclusion of relevant perspectives. As outlined under [Standard IV.A.1](#), the Shared Governance and Collegial Consultation Manual details shared governance processes at the College ([SharedGov-Process 2019](#)) in alignment with areas of responsibility and expertise ([SharedGovOrgChart 2017](#)). Administrators, faculty, classified professionals, and students bring relevant perspectives to the decision-making process based on their areas of interest, expertise, and responsibility ([CmteResp 2017](#)).

Committee chairs and all members are appointed by their respective senates (Academic, Classified, and Student) and the president (for administrators), ensuring all constituent groups share leadership responsibilities from their relevant perspectives in the college landscape. Members volunteer on committees based upon their area of expertise in a committee area and/or upon having an interest in learning more about a particular area of the College. All members with a seat have a vote.

Moreover, PR requests and other recommendations initiated by college constituencies are made to the appropriate committee based on each committee's relevant perspectives and areas of expertise ([PrgmRev-Basics-Webpage](#)).

PRAC is the primary committee whereby all planning and resource recommendations are coalesced ([PRAC-Charge 2017 p2](#)). The committee follows the CRAM, which details the timeline and process for college resource requests ([CRAM-HandOut 2-20-19](#)). The Program and Area Review (PAR) Committee develops Synthesis Statements that summarize PR requests,

noting college wide trends expressed in PR documents. Lists of all PR resource requests are also sent to PRAC for review. Additionally, Synthesis Statements are approved by PRAC and forwarded to other shared governance committees to inform their planning and prioritization processes.

After PRAC reviews PR requests, the committee forwards the budget recommendations to the president for review ([PRAC-Min-Fund-GenBdgtRecomm-Approv 4-15-20](#)). The president then makes the final approval ([PresApprov-Re-PRAC-Fund-Bdgt-Recomm 5-20-20](#), [PRAC-Fund-GenBdgt-Recomm 5-1-20](#)). When appropriate, requests requiring Board approval are forwarded to the Board of Trustees. In addition, all institutional plans such as the Student Equity & Achievement (SEA) Program Plan, EMP, and Facilities Master Plan are reviewed by PRAC and forwarded to the president and then the Board for final approval in a timely fashion, so the work of the college moves forward. For example, board approval for curriculum changes and Strong Work Force and SEA plans are regularly provided.

Analysis and Evaluation

The College meets the standard. Through its system of board and institutional governance, the institution ensures broad participation, leadership, and voice from all college constituencies: faculty, classified professionals, students, and administrators. Representatives provide relevant perspectives from their areas of expertise and move in a timely fashion to approve and implement plans such as those recommended in PR. Requests from PR and recommendations made by committees/senates are acted upon with communications from the president and Board of Trustees when appropriate.

IV.A.6 The processes for decision making and the resulting decisions are documented and widely communicated across the institution. (**Documentation and Communication**)

Evidence of Meeting the Standard

Decisions and decision-making processes are well documented and communicated across the College. To encourage participation in the governance process, college and committee leadership sends out committee meeting agendas via college wide emails. All committee agendas and minutes are posted publicly on the college website ([SharedGov-Webpage](#)). Agendas are accompanied by supporting documents and information items, thus offering all constituents an opportunity to attend committee meetings and provide public comment. On the website, the Shared Governance meeting calendar is also posted publicly to encourage participation ([Gov-Admin-MtgCal 2020](#)). When a committee makes a decision, the process is captured in the meeting minutes, and associated materials are posted on websites. As recommendations move from one committee to the next, they continue to be documented in subsequent agendas and minutes. For example, the Chabot Online Mapping Project to establish an online map with 3D virtual tour capability was initiated by faculty on the Facilities and Infrastructure Technology (FIT) Committee. From there, recommendations for resources went to PRAC, the president, and then to the Board of Trustees (see table below):

FIT Committee Presentations and Approval	<ul style="list-style-type: none"> • FIT-Min-COMP 3-14-19 • FIT-COMP-PresenDoc 3-14-19 • FIT-Min-Disc-Re-COMP 4-11-19 • FIT-Min-COMP-Approv 4-25-19 • FIT-RecommToPRAC-Re-COMP 4-25-19
PRAC Recommendation	<ul style="list-style-type: none"> • PRAC-Min-FIT-Recomm-FundApprov 5-1-19
Chabot-Las Positas Community College Board of Trustees Approval	<ul style="list-style-type: none"> • CLPCCD-BOT-Min-Item6Pnt4-Adopt-RezNo07-1920-Approv 4-21-20
FIT Budget Approval	<ul style="list-style-type: none"> • FIT-Min-COMP-BdgtApprov 5-14-20
FLEX Workshop and Map	<ul style="list-style-type: none"> • Flex Day Schedule COMP Workshop 11-3-20 • VisitChabot-Tours-Maps-Website

The EMP Process ([EMP-2021-26-Timeline-Webpage](#)) also illustrates how input on priorities and ideas for improvements are brought forth and discussed in committees, with drafts and final drafts reviewed by PRAC and all three senates until they reach the president. Finally, the EMP final draft underwent a first and second reading by the Board of Trustees and was approved at the March 2021 board meeting.

Additionally, President Town Hall meetings are held at least monthly and serve as the President’s forum for updating the college community on major initiatives, addressing college wide issues, facilitating communication between the District and the College, and providing a forum for the college community to provide input ([PresTownHall-Webpage](#)). For example, major college initiatives such as the Black Excellence Collective’s 10x10 Villages have been announced and launched during the Town Hall ([PresTownHall-Agenda-BEC-Update 7-9-20](#)).

College leadership communicates resource allocation decisions via email on a regular basis. As mentioned previously, this includes results of faculty and classified prioritization processes ([Pres-FacPrioritizationRecomm-Memo 1-30-20](#), [Pres-Memo-RE-ClassPrioritization 3-19-21](#)) and annual college resource allocations ([PreApprov-Re-PRAC-Fund-Bdgt-Recomm 5-20-20](#)).

Analysis and Evaluation

The College meets the standard. The College takes great effort to ensure robust participation and communication around processes for decision making. Resulting decisions are documented and widely communicated across the institution.

IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. (**Evaluation: Governance and Decision Making**)

Evidence of Meeting the Standard

The College’s Shared Governance and Collegial Consultation Manual ([SharedGov-CollegialCnsltManual 2019 p9](#)) outlines the annual process for evaluating leadership roles and the College’s shared governance and decision-making policies and procedures. The policy delineates the required assessment methods and process for approving and implementing recommended improvements. Evaluations and recommended improvements are presented and discussed across the campus in shared governance committee meetings and in meetings of the Academic, Classified, and Student Senates ([IE-Dir-Email-RE-SharedGov 8-19-19](#)). Results of

these evaluations and resulting decisions are widely communicated through summaries posted on the College’s public governance webpage ([GovAssess-Webpage](#)).

As outlined in the Shared Governance and Collegial Consultation Manual, the annual evaluation process consists of three different assessment methods: a campus wide survey, individual committee evaluations, and feedback gathered from committee chairs. The campus wide shared governance survey is conducted every spring using an online survey tool (e.g., SurveyMonkey). The survey assesses the effectiveness of the overall shared governance structure as well as individual committees. To evaluate the overall shared governance structure, respondents are asked questions using a matrix of statements with Likert scale response options. Comparing the 2019 survey responses to the 2020 survey responses ([SharedGov-AsmtSmry 2020](#)), we find all mean scores as well as percentages of somewhat or strongly agree responses for each item increased (see table below), which indicates improvement in the structure and process overall.

Question	2019 Mean	2019 Somewhat or Strongly Agree	2020 Mean	2020 Somewhat or Strongly Agree	Difference in Mean	Difference in Somewhat or Strongly Agree
All constituency groups are adequately represented.	3.42	55%	3.79	62%	0.37	8%
My constituency group is adequately represented	3.45	58%	4.03	71%	0.58	13%
Collaborative decision making through the Chabot College shared governance structure is clear.	3.08	41%	3.26	44%	0.18	3%
Decision making via the Chabot College shared governance structure is transparent.	3.02	36%	3.48	49%	0.46	13%
I can easily find the key decisions and discussion points from campus and district shared governance committees.	3.15	35%	3.25	51%	0.1	15%
The shared governance structure facilitates effective planning and resource allocation at Chabot College.	2.6	23%	3.23	41%	0.63	18%
Overall, the shared governance structure effectively engages the Chabot community in participatory governance.	3.23	45%	3.55	53%	0.32	8%

The individual committee evaluation provides each committee an opportunity to assess how well they are meeting their charge and goals, to highlight their successes, to identify barriers hindering their effectiveness, and to propose improvements. For example, in its 2018–2019 committee evaluation ([PRAC-CmteEvalForm 2018-19](#)), PRAC assessed that committee recommendations needed to be stored and publicized to improve committee effectiveness and increase transparency in the decision-making process. In response to this assessment, a standard

method for posting and publicizing committee recommendations was established, as evidenced on the PRAC website ([PRAC-Recomm-Webpage](#)).

Feedback from committee chairs is also gathered every spring during the annual Committee Chairs End-of-Year Meeting. This meeting provides committee chairs an opportunity to identify ongoing, unresolved issues and needed support; to share their successes; to discuss what has been working well; and to develop training tools and materials for future chairs. For example, in the 2019 meeting ([SharedGovCmteChairsMtg 4-26-19](#)), committee chairs drafted a chair job description that has since been incorporated into the Shared Governance and Collegial Consultation Manual ([SharedGov-CollegialConsultManual 2019 p5-7](#)).

The college's Institutional Innovation and Effectiveness Plan captures the results of evaluation and addresses identified areas of need as discussed previously under [Standard I.B.1](#), [Standard I.B.7](#), and [Standard IV.B.1](#). In March 2021, the document was updated to include the status of improvements organized under three foci, including the work of PRAC in communicating the planning process to the college ([CCC-InstEffPlan-Chabot-Approv 10-13-20](#)).

Analysis and Evaluation

The College follows its annual process for evaluating leadership roles, and the College's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. Results of evaluation processes are widely communicated to all constituents via senate and shared governance committee meetings and postings on the College's public website.

Conclusions on Standard IV.A. Decision-Making Roles and Processes

College decision-making roles and processes are participatory, transparent, and robust. Through established policies, procedures, and practices, the College demonstrates its commitment to promoting student success and sustaining academic quality, integrity, and fiscal stability. Staff, faculty, administrators, and students have clearly defined leadership roles in the decision-making process that are focused on taking advantage of the respective expertise of each group while promoting participation and collaboration for the improvement and support of academic programs and services. The Shared Governance Process clearly delineates and recognizes the roles committees and constituent groups have in the decision-making process while acknowledging the formal responsibilities of the president and the Board of Trustees. The College will continue to assess its governance and processes with an eye toward facilitating communication among and between college divisions and committees.

Improvement Plan

None

Standard IV.A. Acronym List

BP	Board Policy
CCCCO	California Community Colleges Chancellor's Office
CLPCCD	Chabot-Ls Positas Community College District
CRAM	College Resource Allocation Model
EMP	Educational Master Planning
FIT	Facilities and Infrastructure Technology
IEPI	Institutional Effectiveness Partnership Initiative
PAR	Program and Area Review
PR	Program Review
PRAC	Planning and Resource Allocation Committee
SEA	Student Equity & Achievement
SSCC	Student Senate of Chabot College
VP	Vice President

Standard IV.A. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
IV.A.1	1	SharedGov-Process 2019	Shared Governance-Introduction & Philosophy-Process -2019
IV.A.1	2	IEPI-Website	Institutional Effectiveness Partnership Initiative Website
IV.A.1	3	SharedGov-OrgChart 2017	Shared Governance-Organizational Chart-2017
IV.A.1	4	CmteResp 2017	Campus Committee Responsibilities-2017
IV.A.1	5	PrgmRev-Basics-Webpage	Program Review-the Basics-Webpage
IV.A.1	6	IR-EmplSurv_Sp2021_p8	IR Employee Survey Spring 2021 (p. 8)
IV.A.1	7	IR-EmplSurvbyPosition_Sp2021_p7	IR Employee Survey by Position Spring 2021 (p. 7)
IV.A.1	8	IR-EmplSurvbyPosition_Sp2021_p7	IR Employee Survey by Position Spring 2021 (p. 7)
IV.A.1	9	JointSen_SanctuaryRes_5-1-17	Join Senate(Classified, Faculty, Student)-Sanctuary Campus Resolution, May 1, 2017
IV.A.1	10	AcadSen-Min-SanctuaryCampusRes-Approv_4-27-17	Academic Minutes-Sanctuary Campus Resolution-Approved, April 27, 2017
IV.A.1	11	ClassSenMin-SanctuaryRes-Approv_5-3-17	Classified Senate-Minutes-Sanctuary Campus Resolution-Approved, May 3, 2017
IV.A.1	12	StudSen-Min-SanctuaryCampusRes-Approv_5-1-17_p3	Student Senate Minutes-Sanctuary Campus Resolution-Approved, May 1, 2017
IV.A.1	13	StudSen-Min-SanctuaryRes-Approv_5-1-17_p3	Board of Trustee Minutes-Sanctuary Resolution Approved, December 5, 2017
IV.A.1	14	CLPCCD-BOT-Agenda-SanctuaryRes_12-5-17	Board of Trustee-Agenda-Sanctuary Resolution-Review, December 5, 2017
IV.A.1	15	AcadSen-FacDiversityRes-Approv_3-12-20	Academic Senate-Faculty Diversity Resolution-Approved, April 24, 2020
IV.A.1	16	ClassSen-EquityHiringRes_4-24-20	Classified Senate-Resolution on Equity in Hiring, April 24, 2020
IV.A.1	17	ClassSenMin-EquityInHiring-Approv_4-24-20	Classified Senate Minutes-Equity in Hiring Resolution-Approved, April 24, 2020
IV.A.1	18	JobDescr-AdoptedEquityStmnt_11-30-20	Chabot Job Description-Adopted Equity Statement Included, November 30, 2020
IV.A.1	19	SASE-Min-EquityStmnt-Disc_2-6-20	Student Access, Success & Equity Committee Minutes-Equity Statement Discussion, February 6, 2020
IV.A.1	20	StudSen-Min-DiversRes-Approv_5-1-17_p3	Student Senate Minutes Diversity Resolution May 1, 2017 (p. 3)
IV.A.2	1	CmteCharges 2017	Chabot Campus Committee -Responsibilities Described, 2017
IV.A.2	2	GovStructure 2017	Governance Structure-Organizational Chart, 2017
IV.A.2	3	SharedGovAndCollConsultPrsNarr_2019_pp2-3	2017 Revisions to the Shared Governance Structure, Process, and Narrative-Updated 2019
IV.A.2	4	IR-EmplSurvbyPosition_Sp2021_p7	IR Employee Survey by Position Spring 2021 (p. 7)
IV.A.2	5	EMP-Taskforce-Webpage	Educational Master Plan-Chabot College Task Force-Webpage
IV.A.2	6	Fresh Food & Life Pantry	Fresh Food and Life Pantry
IV.A.2	7	StudSen-SupportIntStud-Res_7-27-20	Student Senate-Resolution on Support for International Students

IV.A.2	8	StudSen-Min-SupportIntStud 7-27-20	Student Senate-Minutes-Approval of Board of Trustee Resolution in Support International Students, July 27, 2020
IV.A.2	9	AcadSen-Min-SupportIntStudRes 9-24-20	Academic Senate-Minutes-Approval of Student Senate Resolution, September 24, 2020
IV.A.2	10	ClassSen-Min-SupportIntStudRes-Approv 10-23-2020	Classified Senate-Minutes-Sanctuary Campus Resolution-Approved, October 23, 2020
IV.A.2	11	ClassSen-SupportIntStud-Res 10-23-20	Classified Senate Resolution on Support for International Students, October 23, 2020
IV.A.3	1	SharedGov-IntroAndPhilo 2019 pp2-3	Shared Government-Introduction and Philosophy-2019 (pp. 2–3)
IV.A.3	2	PRAC-Charge 2017 p2	Planning & Resource Allocation Committee-Responsibilities-2017 (p. 2)
IV.A.3	3	GovStructure 2017	Shared Governance Structure-Organizational Chart, 2017
IV.A.3	4	CLPCCD-BP1300-CollegialConsult p1	Board Policy 1300-Collegial Consultation
IV.A.3	5	CLPCCD-BP3250-InstPlng	Board Policy 3250-Institutional Planning
IV.A.3	6	PrgmRev-Basics-Webpage	Program Review-the Basics-Webpage
IV.A.3	7	CRAM-HandOut 2-20-19	College Resource Allocation Model-Handout February 20, 2019
IV.A.3	8	FacPrioritization-ReqForm F2021	Faculty Prioritization-Requesting New Faculty Positions-Form, Fall 2021
IV.A.3	9	FacPrioritization-Process-AnnRev 10-17-18	Process for Prioritization of New and Replacement Full-Time Faculty Positions, October 17, 2018
IV.A.3	10	FacPrioritization-CmteCharge 2017 p8	Faculty Prioritization Committee-Responsibilities-2017 (p. 8)
IV.A.3	11	PRAC-SynthStmt-FacPrioritization-Draft 11-18-19 p2	Planning & Resource Allocation Committee-2020-2021 Synthesis Statements for Consideration, October 18, 2019
IV.A.3	12	PRAC-Min-FacPrioritizationSynthStmt-Approv 11-20-19 p1-4	Planning & Resource Minutes-Synthesis Statement-Approved, November 20, 2019
IV.A.3	13	FacPrioritization-Rank 12-5-19	2019 Faculty Prioritization Ranking
IV.A.3	14	Pres-FacPrioritizationRecomm-Memo 1-30-20	Memorandum, To: Faculty Prioritization Committee, From: Present, RE: Prioritization (2019–2020)
IV.A.3	15	IR-EmplSurvbyPosition Sp2021 p7	IR Employee Survey by Position Spring 2021 (p. 7)
IV.A.4	1	CLPCCD-BP1300-CollegialConsult p1	Board Policy 1300-Collegial Consultation
IV.A.4	2	Curr-N-COOL-Cmte-Charge 2017 p7	Curriculum and Committee on Online Learning Responsibilities-2017 (p. 7)
IV.A.4	3	CurrCmte-Min-CurrChanges-Approv 4-21-20	Curriculum Committee-Minutes-Curriculum Changes-Approved, April 21, 2020
IV.A.4	4	AcadSen-Min-CurrChanges-Approv 5-14-20	Academic Senate-Minutes-Curriculum Changes-Approved, May 14, 2020
IV.A.4	5	CLPCCD-BOT-Min-CurrChanges-Approv 6-16-20	Board of Trustee-Minutes-Curriculum Changes-Approved, June 16, 2020
IV.A.4	6	CLPCCD-BOT-CurrChanges-Recomm 6-16-20	Board of Trustee-Curriculum Changes-Recommended, June 16, 2020
IV.A.4	7	Curr-N-COOL-Cmte-Charge 2017 p7	Curriculum and Committee on Online Learning Responsibilities-2017 (p. 7)

IV.A.4	8	OA-Cmte-Charge 2017 p6	Outcome and Assessment Committee-Responsibilities-2017 (p. 6)
IV.A.4	9	PrgmRev-FireTech-FacilitiesReq 2017-18	Program Review-Fire Technology-Facilities Requests-2017-2018
IV.A.4	10	FIT-Cmte-FireFacilityPresentation 3-9-17	Facilities and Infrastructure Technology Committee-Fire Training Facility-Presentation, March 9, 2017
IV.A.4	11	FacsSustCmte-SptFireFacility-Vote-3-16-17	Facilities & Sustainability Committee-Minutes-Supporting the Chabot/Hayward Fire Department Offsite Facility, March 16, 2017
IV.A.4	12	CLPCCD-BOT-MOU-With-CityOfHayward-Recomm 8-21-18	Board of Trustees-Memorandum of Understanding with the City of Hayward-Recommendation, August 21, 2018
IV.A.4	13	CLPCCD-BOT-Min-MOU-With-CityOfHayward-Approv 8-21-18	Board of Trustees-Memorandum of Understanding with the City of Hayward-Approved, August 21, 2018
IV.A.4	14	FIT-Cmte-FireTrainFacility-Update 10-2020	Facilities and Infrastructure Technology Committee-Updated on the Fire Training Facility, October 2020
IV.A.5	1	SharedGov-Process 2019	2017 Revisions to the Shared Governance Structure, Process, and Narrative-Updated 2019
IV.A.5	2	SharedGov-OrgChart 2017	Shared Governance-Organizational Chart-2017
IV.A.5	3	CmteResp 2017	Chabot Committee Responsibilities-2017
IV.A.5	4	PrgmRev-Basics-Webpage	Program Review-the Basics-Webpage
IV.A.5	5	PRAC-Charge 2017 p2	Planning and Resource Allocation Committee-Responsibilities-2017 (p. 2)
IV.A.5	6	CRAM-HandOut 2-20-19	College Resource Allocation Model-Handout, February 20, 2019
IV.A.5	7	PRAC-Min-Fund-GenBdgtRecomm-Approv 4-15-20	Planning & Resource Allocation Committee General Budget Recommendations-Approved, April 15, 2020
IV.A.5	8	PresApprov-Re-PRAC-Fund-Bdgt-Recomm 5-20-20	Presidents Approval of PRAC's Funding Budget Recommendation, May 20, 2020
IV.A.5	9	PRAC-Fund-GenBdgt-Recomm 5-1-20	Planning and Resource Allocation Committee-General Budget Recommendation, May 1, 2020
IV.A.6	1	SharedGov-Webpage	Shared Governance Webpage
IV.A.6	2	Gov-Admin-MtgCal 2020	Chabot College Governance & Administrative Meeting Calendar: 2020-2021
IV.A.6	3	FIT-Min-COMP 3-14-19	Facilities and Infrastructure Technology Committee-Chabot's Online Mapping Project, March 14, 2019
IV.A.6	4	FIT-COMP-PresenDoc 3-14-19	Facilities and Infrastructure Technology Committee-Chabot's Online Mapping Project-Presentation, March 14, 2019
IV.A.6	5	FIT-Min-Disc-Re-COMP 4-11-19	Facilities and Infrastructure Technology Committee-Minutes-Chabot's Online Mapping Project-Discussion, April 11, 2019
IV.A.6	6	FIT-Min-COMP-Approv 4-25-19	Facilities and Infrastructure Technology Committee-Minutes-Chabot's Online Mapping Project-Approval, April 25, 2019
IV.A.6	7	FIT-RecommToPRAC-Re-COMP 4-25-19	Facilities and Infrastructure Technology Committee-Recommendations to the Planning & Resource Allocation Committee-Regarding Chabot's Online Mapping Project-Approval, April 25, 2019

IV.A.6	8	PRAC-Min-FIT-Recomm-FundApprov 5-1-19	Planning & Resource Allocation Committee-Minutes-Approving Funding for Chabot's Online Mapping Project, May 1, 2019
IV.A.6	9	CLPCCD-BOT-Recomm-Res-No-07-1920 4-21-20	Board of Trustees Recommendation-Resolution 7-1920, April 21, 2020
IV.A.6	10	CLPCCD-BOT-Min-Item6Pnt4-Adopt-RezNo07-1920-Approv 4-21-20	Board of Trustees Minutes-Item 6.4-Adoption of Resolution 7-1920-Approved, April 21, 2020
IV.A.6	11	FIT-Min-COMP-BdgtApprov 5-14-20	Facilities and Infrastructure Technology Committee-Minutes-Chabot's Online Mapping Project-Budget Approval, May 14, 2020
IV.A.6	12	Flex Day Schedule COMP Workshop 11-3-20	Flex Day Schedule-COMP Workshop, November 3, 2020
IV.A.6	13	VisitChabot-Tours-Maps-Website	Visit Chabot Website-Links to Tours and Maps of the Campus
IV.A.6	14	EMP-2021-26-Timeline-Webpage	2021–2026 Educational Master Plan-Timeline-Webpage
IV.A.6	15	PresTownHall-Webpage	President's Town Hall-Webpage
IV.A.6	16	PresTownHall-Agenda-BEC-Update 7-9-20	President's Town Hall-Agenda-Black Excellence Collective Project-Update, July 9, 2020
IV.A.6	17	Pres-FacPrioritizationRecomm-Memo 1-30-20	Faculty Prioritization Committee Memo January 30, 2020
IV.A.6	18	Pres-Memo-RE-ClassPrioritization 3-19-21	President's Memorandum-Regarding Classified Prioritization, March 29, 2021
IV.A.6	19	PreApprov-Re-PRAC-Fund-Bdgt-Recomm 5-20-20	Planning and Resource Allocation Committee Budget Recommendation May 20, 2020
IV.A.7	1	SharedGov-CollegialCnsltManual 2019 p9	Shared Governance-Collegial Consultation Manual-2019 (p. 9)
IV.A.7	2	IE-Dir-Email-RE-SharedGov 8-19-19	Institutional Effectiveness Director Email-Regarding-Shared Governance, August 19, 2019
IV.A.7	3	GovAssess-Webpage	Governance Assessments and Recommendations for Changes-Webpage
IV.A.7	4	SharedGov-AsmtSmry 2020	Shared Governance
IV.A.7	5	PRAC-CmteEvalForm 2018-19	Planning & Resource Allocation Committee-Committee Evaluation Form, 2018–2019
IV.A.7	6	PRAC-Recomm-Webpage	Planning & Resource Allocation Committee-Recommendations-Webpage
IV.A.7	7	SharedGovCmteChairsMtg 4-26-19	2018–19 Chabot College Shared Governance Committee Chairs End of Year Meeting, April 26, 2019
IV.A.7	8	SharedGov--CollegialConsultManual 2019 p 5-7	Shared Governance-Collegial Consultation Manual-2019 (pp. 5–7)
IV.IP	1	CCC-InstEffPlan-Chabot-Approv 10-13-20	Chabot Community College-Institutional Innovation and Effectiveness Plan

IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. **(College CEO: Primary Responsibility)**

Evidence of Meeting the Standard

The institutional CEO has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The college president serves as campus chief executive and reports to the chancellor. The college president's job description outlines the primary responsibilities including:

- responsible for broad decision making; has administrative authority and leadership responsibility for all aspects of the College's programs and instructional and student services
- supervision and evaluation of all staff
- planning and budgeting
- technology
- outreach and public relations ([CLPCCD-BOT-Coll-Pres-JobDescr 11-13-01](#))

Board Policy (BP) 3100 identifies the College as a comprehensive institution, offering a wide range of educational opportunities to include transfer programs, career technical education, general education, continuing education, community services, and student services ([BP3100-OrgStruc](#)). The college president, or CEO, has primary oversight of the institution and all programs and operations and sets annual performance objectives to ensure the quality of the institution. Annually, the college president reports to the chancellor on progress and achievement of the performance objectives ([CLPCCD-BOT-Coll-Pres-JobDescr 11-13-01](#)).

Analysis and Evaluation

The College meets the standard. The college president serves as the institutional CEO and has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The college president's job description outlines the primary duties and responsibilities. Annually, the college president sets performance objectives related to these duties and responsibilities and assesses achievement of the performance objectives to ensure institutional quality and effectiveness.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. **(College CEO: Administrative Structure and Delegated Authority)**

Evidence of Meeting the Standard

The CEO plans, oversees, and evaluates the administrative structure of Chabot College. The administrative structure is organized and staffed to reflect the purpose, size, and complexity of the institution. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. Chabot College operates under three primary areas led by the

vice presidents (VPs) of academic services, student services, and administrative services. These areas report to the college president, along with the Institutional Advancement, Institutional Effectiveness (IE), and Institutional Research (IR) departments and the college webmaster ([Admin-OrgChart](#)). Educational administrators exercise direct responsibility for supervising the operation of or formulating policy on instructional or student services programs ([BP7250-EdAdmin](#)).

The Office of Academic Services administers the instructional services of Chabot College. Academic Services aims to fulfill the academic mission of the college through preparation and support of faculty in delivering academic services for Chabot students to meet their academic achievements and success ([AcadSvcs-Webpage](#)). Seven divisions, each managed by a division dean, report to the VP of academic services, along with classified professionals responsible for curriculum, scheduling, student learning outcomes (SLO) assessment, and web services ([AcadSvcs-OrgChart](#)). The academic divisions include Academic Pathways and Student Success; Applied Technology and Business; Arts, Media and Communications; Health, Kinesiology and Athletics; Language Arts; Science and Math; and Social Sciences.

The Office of Student Services provides a variety of programs and procedures through which individuals are brought into the College for instruction, assisted in career planning and development, assisted in planning for pursuing courses of study, provided with avenues for obtaining financial aid and employment, and given an opportunity to participate in many different activities. Student Services is also responsible for record keeping and reporting in matters related to student progress, attendance, and status; for health and emergency care procedures; and for general supervision and control of the campus ([StudSvcs-Webpage](#)). Two deans, counseling and special programs, report to the VP of student services, along with directors of admissions and records, financial aid, and student life. Many classified supervisors and professionals also support student services and these departments ([Stud-Srvcs-OrgChart](#)).

The Office of Administrative Services primarily supports college financial operations but also includes business services, campus safety and security, reprographics, the switchboard, and the mailroom ([AdminSvcs-Webpage](#)). A director of campus safety and security manages the department and reports directly to the VP of administrative services. Many classified supervisors and professionals support all of the departments in administrative services, including the Performing Arts Center, the cafeteria, and the bookstore, which are also part of Administrative Services ([AdminSvcs-OrgChart](#)).

Institutional Advancement, IE, and IR also report directly to the college president ([Admin-OrgChart](#)). The Grants Development Office and the Friends of Chabot College Foundation are managed by the executive director of institutional advancement. The Grants Development Office works with faculty, staff, and administrators to research, develop, and write proposals that advance the mission and strategic plan of Chabot College ([Grnt-Off-Webpage](#)). The Friends of Chabot College Foundation supports the college community through philanthropic activities like alumni and donor events and scholarships ([FrdsOfChabot-Fndn-Webpage](#)). The Office of Institutional Effectiveness (OIE), managed by the director of institutional effectiveness, works closely with many campus partners to support integrated planning and resource allocation, program review, shared governance, and accreditation. OIE supports the continuous cycle of data-informed assessment, planning, and evaluation to improve student success and achievement ([IE-Webpage](#)). The Office of Institutional Research (OIR) provides the Chabot community with

data for evidence-based decision making and inclusive excellence in support of equity ([IR-Webpage](#)).

Analysis and Evaluation

Chabot College meets the standard. The major areas of college operations and responsibility are managed by an appropriate structure and team of administrators. Academic Services, Student Services, Administrative Services, Institutional Advancement, IE, and IR report to the college president for oversight, planning, and evaluation. Academic Services, Student Services, and Administrative Services operate within their own comprehensive structure and division of pertinent responsibilities.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities. The process ensures institutional performance standards support student achievement; evaluation and planning rely on high quality research and analysis of external and internal conditions; educational planning is integrated with resource planning and allocation to support student achievement and learning; the allocation of resources supports and improves learning and achievement; and institutional planning and implementation efforts are evaluated in alignment with the mission of the institution. (**College CEO: Institutional Improvement**)

Evidence of Meeting the Standard

The CEO guides institutional improvement of the teaching and learning environment by establishing and ensuring a number of policies and processes related to institutional planning, evaluation, and resource allocation. The CEO ensures data-driven and high-quality processes for setting values, goals, and priorities, and institutional performance standards for student achievement. The CEO ensures that educational planning is integrated with resource planning and allocation and that resource allocation supports student learning and achievement. The CEO also establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of Chabot College.

These processes are led and facilitated by two departments that are under the direct purview of the college president: IR and IE ([PresOff-OrgChart](#), [IR-Webpage](#), [IE-Webpage](#)). These departments work closely together and collaborate with each other, shared governance committees, and the college president to ensure the institution has the data and information needed to plan, to evaluate achievement of the college mission and programs and services, and to improve student learning and achievement continuously. Recommendations related to college goals, educational planning and evaluation, and resource allocation are made through the shared governance process and are ultimately recommended to the college president ([Gov-Struc](#)).

The 2019 Strategic Plan (SP) and 2021 Educational Master Plan (EMP) processes included reviewing and updating college values, goals, and priorities. The SP Goal, SP objectives, college values, and mission critical priorities were reviewed and discussed college wide, recommended to the college president by the Planning and Resource Allocation Committee (PRAC), and approved by the college president ([PRAC-Recommendation-SPG-2019](#), [PRAC-Recommendation-2021-EMP-Approv 2-6-21](#)). Foundational to these processes was an extensive review of internal and external data, compiled by IR in the 2021 Environmental Scan Report. In regard to the role of the president in supporting collegial processes, 74 percent of respondents on the 2021

Employee Survey agreed or strongly agreed the president establishes collegial processes that set values, goals, and priorities that support the teaching and learning environment ([IR-EmplSurv-Spr2021-Pres](#)).

Annually, the College reviews the Institution-Set Standards (ISS) in PRAC. IR presents student success and achievement data to evaluate and update the ISS. The ISS help the college establish targets for improving student learning and achievement. The updated ISS are approved by PRAC and submitted annually in the Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report ([PRAC-Min-ISS 2-17-21](#)).

The IE department, under direction of the college president, and in collaboration with the OIR and PRAC, leads the integrated planning and resource allocation process ([IE-Webpage](#)). The OIR collects student achievement data to support program review (PR), a key component of college planning that connects program and service area goals and objectives to college goals and priorities ([IR-PrgmRev-Data-Webpage](#)). Assessment and data analysis in the PR informs resource request recommendations, which are prioritized by shared governance committees and recommended to the college president ([Gov-Struc](#)). The OIE and OIR evaluate these processes in annual shared governance surveys and the Employee Survey. Most of the college community agrees the president supports the use of high-quality research and analysis that supports the teaching and learning environment. Seventy-two percent of respondents in the 2021 Employee Survey agreed or strongly agreed. Sixty-seven percent of survey respondents agreed or strongly agreed the president ensures educational planning is integrated with resource planning and allocation in ways that support the teaching and learning environment ([IR-EmplSurv-Spr2021-Pres](#)).

The college president continuously monitors these processes and refines and improves them as needed. In 2016 and 2019, under the direction of the college president, Chabot College applied to participate in the Institutional Effectiveness Partnership Initiative (IEPI). The areas of focus included integrated planning and resource allocation, college wide communication, and shared governance processes ([IEPI-Webpage](#)). In 2020, to address an uncertain budget status due to the repercussions of COVID-19, the president convened a presidential taskforce to recommend a process for budget reduction and effective integration of grant/categorical funds into the college budget ([Pres-Bdgt-Taskforce](#)).

Analysis and Evaluation

The College meets the standard. The CEO guides institutional improvement of the teaching and learning environment by providing direction and oversight for a number of key institutional processes, including institutional research, integrated planning, resource allocation and budgeting, and shared governance. These processes are supported by the OIE and OIR, which report directly to the college president. Shared governance committees make recommendations about college goals, priorities, and resources directly to the college president. The president continuously monitors and guides these processes and ensures their continuous improvement.

- IV.B.4** The CEO has the primary leadership role for accreditation, ensuring the institution meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
(Accreditation Roles)

Evidence of Meeting the Standard

The CEO has the primary leadership role for accreditation, ensuring the institution meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times. Accreditation is a collaborative effort at Chabot College that involves a number of faculty, classified professionals, and administrative leaders of the institution who have responsibility for assuring compliance with accreditation requirements.

Dr. Susan Sperling has served as the president of Chabot College since 2012. Leadership for the College's accreditation process is clearly outlined in the job description of the college president ([CLPCCD-BOT-Coll-Pres-JobDescr 11-13-01](#)). Since 2012, Dr. Sperling has overseen a successful self-evaluation cycle in 2015, a midterm report in 2019, and all annual report submissions ([Accred-Website](#)). The college president delegates direct oversight of accreditation to the VP of academic services as the accreditation liaison officer ([Accred-2022-ISER-Webpage](#)). In 2017, in consultation with college leadership, the president created the director of institutional effectiveness position. The director provides additional leadership for accreditation and is charged with developing a framework for ongoing focus on accreditation standards ([CLPCCD-HR-JobDiscr-Dir-of-IE](#)).

During the 2022 ISER process, the president provided guidance to the campus through messages in the *Accreditation Spotlight* newsletter, participating in Accreditation Steering Committee meetings, meeting regularly with the Accreditation Leadership Team, and agendaing monthly updates on progress to the 2022 Institutional Self-Evaluation Report (ISER) at President's Council Meetings ([AccredSteerCmte-Min 10-19-20](#), [Accred-Newsletr 2-15-21](#), [CAL-Team-Pres-Agenda 10-29-20](#), [PresCncl-Agenda 03-04-21](#)). The Fall 2021 College Day program, organized under the leadership of the college president, dedicated a significant amount of time for a college wide review of the 2022 ISER ([Coll-Day-Agenda-F2021 8-17-21](#)).

A diverse number of faculty, classified professionals, and administrators participated in the development of the 2022 ISER and carried out roles and responsibilities to demonstrate and to assure the College's compliance with accreditation standards and requirements. College VPs of academic services, student services, and administrative services provided oversight for several areas related to the eligibility requirements, accreditation standards, and commission policies. They, along with the president of the Academic and Classified Senates, and other faculty, classified professionals, and administrative colleagues, served as leads of Standard Teams and contributed to drafting responses and narratives ([2022-ISER Steer-Cmte-Roster](#)).

Analysis and Evaluation

The College meets the standard. The CEO has the primary leadership role for accreditation, ensuring the College meets eligibility requirements, accreditation standards, and commission policies. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. The college president has ultimate responsibility for accreditation processes and has successfully led accreditation efforts during the president's ten-year tenure. The college president ensures roles and responsibilities related to accreditation are delegated to the VP of academic services and the director of institutional effectiveness for day-to-day oversight. Faculty, classified professional, and administrators have provided leadership for the current 2022 ISER process.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. **(College CEO: Consistency of Mission, Policies, Practices)**

Evidence of Meeting the Standard

With primary responsibility for oversight of Chabot College as a comprehensive institution ([BP3100-OrgStruc](#)), the college president, or CEO, assures the implementation of statutes, regulations, and governing board policies and assures institutional practices are consistent with the institutional mission and policies, including effective control of budget and expenditures. The college president demonstrates commitment to aligning institutional practices to the mission by implementing a college structure that supports educational, career, job skill, and personal needs of the community, as evidenced by the breadth of programs in transfer and career education. A commitment to social justice, equity, and inclusion is embedded in this structure and supported by numerous special programs, services, and grants to support Chabot's diverse community and student population. The college president delegates the responsibility for day-to-day operations and programs to the administrative team, including VPs, deans, and directors over each of the primary units: Academic Services, Student Services, and Administrative Services ([Admin-OrgChart](#)).

The VP of administrative services manages the day-to-day operations of the college budget and expenditures, supervises budget preparations and management, and oversees fiscal management in accordance with board policy ([CLPCCD-BOT-VP-AdmonSvcs-JobDescr 7-17-12](#)). The VP of administrative services serves on the district Planning and Budget Council (PBC) that discusses and makes recommendations on district wide budget policies, including the Budget Allocation Model (BAM) and accreditation standards related to planning and budget ([CLPCCD-PBC-Charge](#)). The VP of administrative services works closely with the District Business Services department and reports directly to the college president. The VP of administrative services provides updates on PBC discussions and recommendations, as well as district and college budget and expenditures, to the Chabot community at PRAC meetings ([PRAC-Min-BAMupdate 03-03-21](#)).

Analysis and Evaluation

The College meets the standard. The college president, or CEO, assures the implementation of statutes, regulations, and governing board policies and assures institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The college president provides direct and comprehensive oversight of college programs and operations, including oversight of the administrative structure. The college president demonstrates the alignment of institutional programs and practices to the mission through educational and equity-driven programs and services.

The president delegates management of day-to-day college budget operations to the VP of administrative services and assures effective control of the budget and expenditures. The VP of administrative services works closely with the District Budget Services Department, the District PBC, and PRAC.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution. (**College CEO: Effectiveness**)

Evidence of Meeting the Standard

The college president, or CEO, works and communicates effectively with the communities served by the institution. The college president supports many campus- and community-based programs that serve Chabot College's diverse and growing service area. The college president communicates with the college and community via regular board reports and townhall meetings and by maintaining a public website of updates and communications.

Under the president's leadership and in support for the growing Hispanic/Latinx community, Chabot College developed El Centro and the Dream Center. El Centro is a one-stop bilingual resource center dedicated to Chicana/Latina and low-income student success ([Webpage-ElCentro](#)). In support of low-income community members, Chabot College established the Fresh Food & Life Pantry in 2017, providing food resources and education to stop hunger for the public ([FRESH-Food-Pantry-Webpage](#)). Since the beginning of the COVID-19 pandemic, Chabot College has also partnered with the City of Hayward to offer drive-thru, contactless food distribution for the community ([CommunRes-Food-Res-Webpage](#)).

Chabot College partners with the Hayward Police Department to provide campus safety services ([Coll-Hayward-PD-P-ship-Webpage](#)) and partnered with the City of Hayward to develop a new regional center for firefighter, paramedic, rescue, and emergency response education and training ([Coll-Hayward-FireTrainCtr-P-ship-News_10-16-18](#)).

The president maintains community partnerships by serving on boards and executive committees. The college president serves on the Hayward Promise Neighborhood (HPN) Chief Executive Officers Committee ([HPN_CEO-ExecGrp-Webpage](#)). The HPN advances both student and community success by working together to provide comprehensive support throughout the "cradle to college to career" pipeline for the Hayward community and beyond ([HPN-Vis-Webpage](#)). President Sperling was the founding proxy of the Chabot College foundation, Friends of Chabot College, and currently serves on the Board of Directors ([FrdsOfChabot-Fndn-Leadership-Webpage](#)). The Friends of Chabot College Foundation serves as a support system to students and the community and coordinates philanthropic activities for Chabot College. The president and Chabot College remain connected to alumni via the Alumni Affinity Group and alumni events organized through the Foundation. Scholarships for students and special donation campaigns for programs like the Fire Tech Program and the Hispanic-Serving Institution (HSI) Endowment are organized via the Foundation ([FrdsOfChabot-Fndn-2021-Campaigns_Webpage](#)).

The president provides updates to the college community monthly through reports to the Board of Trustees. These reports are emailed campus wide and posted on the President's Office webpage ([Pres-MonthlyMsg-Rpt-Webpage](#)). These updates celebrate and share information about new programs, college and faculty or staff accomplishments, and upcoming events that are open to the community ([Pres-Rpt_3-16-21](#)). The president also hosts public townhall meetings to share pertinent information on the budget, safety and security, program development, and student achievement data ([Pres-Townhall-Agenda_5-14-21](#)). Townhall meetings and materials are emailed campus wide and posted to the President's Office website ([Pres-Townhall-Mtgs-Webpage](#)).

Analysis and Evaluation

The College meets the standard. The college president, or CEO, works and communicates effectively with the communities served by Chabot College. The president demonstrates broad support for the diverse service areas by supporting campus programming and community partnerships that provide support for students and the public. The president serves on boards and committees and is active in the College's Foundation, which provides social and financial support for students and alumni. The president communicates regularly with the campus community through a number of venues, including regular reports, townhall meetings, and a public webpage.

Conclusions on Standard IV.B. Chief Executive Officer

The college president serves as the CEO of Chabot College and has a broad range of responsibilities for overall institutional quality and effectiveness. The college president ultimately is responsible for college programs and services that meet the needs of students and the community in the surrounding service area. The president oversees the institutional structure, including the administrative team, and assures the implementation of statutes, regulations, and governing board policies. The institutional structure ensures all areas of academic services, student services, and administrative services are managed and supported. The college president provides leadership and oversight for the key institutional processes of institutional research and analysis, planning and evaluation, and accreditation.

The college president effectively communicates and works with the community. As a longstanding member of the Chabot College community, the president is familiar with community needs and initiates and supports college programs and partnerships accordingly. The president maintains regular and frequent communication with faculty, staff, and community members through service on community-based boards and leadership teams, regular reports to the CLPCCD Board of Trustees, public townhall meetings, and website communications. Through this leadership, planning, evaluation, and community involvement, the college president supports the overall achievement of the College's mission, goals, and continuous improvement of student learning and achievement.

Improvement Plan

None

Standard IV.B. Acronym List

ACCJC	Accrediting Commission for Community and Junior Colleges
BAM	Budget Allocation Model
BP	Board Policy
CEO	Chief Executive Officer
CLPCCD	Chabot Last Positas Community College District
EMP	Educational Master Plan
HIS	Hispanic-Serving Institution
HPN	Hayward Promise Neighborhood
IEPI	Institutional Effectiveness Partnership Initiative
ISS	Institution Set Standards
OIE/IE	Office of Institutional Effectiveness/Institutional Effectiveness
OIR/IR	Office of Institutional Research/Institutional Research
PBC	Planning and Budget Council
PRAC	Planning and Resource Allocation Committee
SLO	Student Learning Outcomes
SP	Strategic Plan
VP	Vice President

Standard IV.B. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
IV.B.1	1	CLPCCD-BOT-Coll-Pres-JobDescr_11-13-01	Chabot College President Job Description
IV.B.1	2	BP3100-OrgStruc	Board Policy 3100 Organizational Structure
IV.B.1	3	CLPCCD-BOT-Coll-Pres-JobDescr_11-13-01	Chabot College President Job Description
IV.B.2	1	Admin-OrgChart	Organizational Chart – All Administrators
IV.B.2	2	BP7250-EdAdmin	Board Policy 7250 Educational Administrators
IV.B.2	3	AcadSvcs-Webpage	Academic Services Webpage
IV.B.2	4	AcadSvcs-OrgChart	Organizational Chart – Academic Services
IV.B.2	5	StudSvcs-Webpage	Student Services Webpage
IV.B.2	6	Stud-Srvcs-OrgChart	Organizational Chart – Student Services
IV.B.2	7	AdminSvcs-Webpage	Administrative Services Webpage
IV.B.2	8	AdminSvcs-OrgChart	Organizational Chart – Administrative Services
IV.B.2	9	Admin-OrgChart	Organizational Chart – All Administrators
IV.B.2	10	Grnt-Off-Webpage	Grants Office Webpage
IV.B.2	11	FrdsofChabot-Fndn-Webpage	Foundation Webpage
IV.B.2	12	IE-Webpage	Institutional Effectiveness Webpage
IV.B.2	13	IR-Webpage	Institutional Research Webpage
IV.B.3	1	PresOff-OrgChart	Organizational Chart – President’s Office
IV.B.3	2	IR-Webpage	Institutional Research Webpage
IV.B.3	3	IE-Webpage	Institutional Effectiveness Webpage
IV.B.3	4	Gov-Struc	Shared Governance Structure
IV.B.3	5	PRAC-Recommendation-SPG-2019	PRAC Recommendation – Strategic Plan Goal
IV.B.3	6	PRAC-Recommend-2021-EMP-Approv_2-6-21	PRAC Recommendation – 2021 Educational Master Plan
IV.B.3	7	IR-EmpI Surv-Spr2021-Pres	2021 Employee Survey Results – Standard IV.B CEO
IV.B.3	8	PRAC-Min-ISS_2-17-21	PRAC Minutes – Institution Set Standards, February 12, 2021
IV.B.3	9	IE-Webpage	Institutional Effectiveness Webpage
IV.B.3	10	IR-PrgmRev-Data-Webpage	Program Review Data
IV.B.3	11	Gov-Struc	Shared Governance Structure
IV.B.3	12	IR-EmpI Surv-Spr2021-Pres	2021 Employee Survey Results – Standard IV.B CEO
IV.B.3	13	IEPI-Webpage	Institutional Effectiveness Partnership Initiative (IEPI) Webpage
IV.B.3	14	Pres-Bdgt-Taskforce	President’s Budget Taskforce
IV.B.4	1	CLPCCD-BOT-Coll-Pres-JobDescr_11-13-01	Chabot College President Job Description
IV.B.4	2	Accred-Website	Accreditation Webpage
IV.B.4	3	Accred-2022-ISER-Webpage	2022 ISER Webpage
IV.B.4	4	CLPCCD-HR-JobDiscr-Dir-of-IE	Director of Institutional Effectiveness Job Description
IV.B.4	5	AccredSteerCmte-Min_10-19-20	Example Steering Committee Minutes October 10, 2020
IV.B.4	6	Accred-Newsletr_2-15-21	Example Accreditation Spotlight Newsletter
IV.B.4	7	CAL-Team-Pres-Agenda_10-29-20	Example Agenda – Accreditation Leadership Team with President
IV.B.4	8	PresCncl-Agenda_03-04-21	Example President’s Council Agenda

IV.B.4	9	Coll-Day-Agenda-F2021_8-17-21	Fall 2021 College Day Agenda
IV.B.4	10	2022-ISER_Steer-Cmte-Roster	2022 ISER Steering Committee Roster
IV.B.5	1	BP3100-OrgStruc	Board Policy 3100 – Organizational Structure
IV.B.5	2	Admin-OrgChart	Organizational Chart – All Administrators
IV.B.5	3	CLPCCD-BOT-VP-AdmonSvcs-JobDescr_7-17-12	Vice President of Administrative Services Job Description
IV.B.5	4	CLPCCD-PBC-Charge	CLPCCD Planning and Budget Council Charge
IV.B.5	5	PRAC-Min-BAMupdate_03-03-21	Example PRAC minutes, BAM and Budget Update, March 3, 2021
IV.B.6	1	El-Centro-Webpage	El Centro Webpage
IV.B.6	2	FRESH-Food-Pantry-Webpage	FRESH Food Pantry
IV.B.6	3	CommunRes-Food-Res-Webpage	Chabot College Food Distribution
IV.B.6	4	Coll-Hayward-PD-P-ship-Webpage	Chabot-Hayward Police Department Partnership
IV.B.6	5	Coll-Hayward-FireTrainCtr-P-ship-News_10-16-18	Chabot-Hayward Fire Training Partnership
IV.B.6	6	HPN_CEO-ExecGrp-Webpage	Hayward Promise Neighborhood Leadership
IV.B.6	7	HPN-Vis-Webpage	Hayward Promise Neighborhood Vision
IV.B.6	8	FrdsOfChabot-Fndn-Leadership-Webpage	Friends of Chabot College Leadership
IV.B.6	9	FrdsOfChabot-Fndn-2021-Campaigns_Webpage	2021 Friends of Chabot College Foundation Donor Campaigns
IV.B.6	10	Pres-MonthlyMsg-Rpt-Webpage	President’s Monthly Board Reports
IV.B.6	11	Pres-Rpt_3-16-21	President’s Board Report March 2021
IV.B.6	12	Pres-Townhall-Agenda_5-14-21	President’s Townhall Agenda, May 14, 2020
IV.B.6	13	Pres-Townhall-Mtgs-Webpage	Townhall Meetings Webpage

IV.C. GOVERNING BOARD

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (Eligibility Requirement 7) (**Governing Board: Existence and Authority**)

Evidence of Meeting the Standard

The District is governed by its Board of Trustees (BOT), an independent governing body whose seven voting members are residents from the District's service area. Board members are elected by voters, one board member for each of the seven component areas, making up the District as a whole (in accordance with California Education Code 70902). In addition to these voting members, two students, one selected by the student body of each college, also serve as student trustees. Student trustees serve as nonvoting members. The BOT carries out its governance functions in accordance with Board Policy (BP) 1200 District Mission Statement ([CLPCCD-BP1200-Mission](#)):

The Chabot-Las Positas Community College District (CLPCCD) offers innovative educational opportunity and support services to prepare students to succeed in a diverse global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills.

The BOT reviews the mission statement periodically and revises it when the Board agrees change is appropriate. It was last revised and approved in June 2019 ([CLPCCD-BOT-Min-Mission-Approv 6-18-19 p19](#)).

The BOT adopts and reviews policies and procedures that lead to the fulfillment of this mission. In addition, the Board regularly establishes and prioritizes Board Priorities ([CLPCCD-BP-Website](#)) that provide the District with areas of special focus to support its mission and the mission of each of its colleges. Most recently, the BOT prioritized the following:

1. Develop a system of student support that provides access and equity of outcomes for all students
2. Develop a system of effective communication
3. Create a culture of collaboration among staff and the community
4. Continue developing systems that support student achievement
5. Provide effective management of district fiscal resources

These Board Priorities were adopted on April 16, 2019, reviewed and reaffirmed in April 2021, and extend to June 30, 2022.

The BOT ensures policies are consistent with the District's mission and are properly carried out. Administrative procedures describe how these policies are to be implemented and carried out. In this way, the Board acts to assure the academic quality, integrity, and effectiveness of the student learning programs and services at its colleges.

BP 2200 Board Duties and Responsibilities describes the BOT's commitment to fulfilling its responsibilities. This policy identifies the Board's responsibilities as to:

1. Represent the public interest.

2. Establish, review, and revise policies that define the institutional mission and set prudent, ethical, and legal standards for college operations aligned with appropriate State and Federal policies affecting community colleges.
3. Assure fiscal health and stability.
4. Monitor institutional performance and educational quality.
5. Hire and evaluate the chancellor.
6. Delegate power and authority to the chancellor to effectively lead the District ([CLPCCD-BP2200-Brd-Duties-Resp](#)).

BP 2740 Board Education provides for the orientation of new board members ([CLPCCD-BP2740-BrdEd](#)). Additionally, the Board has also developed an orientation handbook that covers a broad range of areas including the Brown Act, ethics, and the district and college missions ([CLPCCD-BOT-TrainHdbk](#)). BP 2745 Board Self-Evaluation sets forth guidelines for the BOT to evaluate its performance annually in terms of defining and making progress toward its established and approved goals ([CLPCCD-BP2745-BrdSelfEval](#)). The process of assessing its progress begins with an annual self-evaluation, usually conducted in late fall or early spring, and the establishment of new or continuing goals for the following year. On April 20, 2021, the Board reviewed a summary of individual board members' evaluations. Results were used to identify accomplishments achieved over the past year and the establishment of goals for the following year ([CLPCCD-BOT-Min-Brd-Eval-Presn 4-20-21 p6](#)).

BP 4020 Program, Curriculum, and Course Development states, "All new programs and program deletions shall be approved by the Board of Trustees" ([CLPCCD-BP4020-Prgm-Curr-CrseDev](#)). Further, AP 4020 Program, Curriculum, and Course Development states all new and modified curriculum proposals developed by discipline faculty, with their dean's approval, are reviewed and approved by the Curriculum Committee (subcommittee of the Academic Senate) and ultimately forwarded to the BOT for approval prior to submission to the California Community Colleges Chancellor's Office (CCCCO).

In addition, BP 4100 Graduation Requirements for Degrees and Certificates ([CLPCCD-BP4100-GradReq-DegCert](#)) addresses degrees and certificate requirements; BP 4220 Standards of Scholarship ([CLPCCD-BP4220-StandOfSchlrshp](#)) addresses standards for scholarship; BP 4100 addresses graduation requirements for degrees and certificates offered; and Chapter Five: Student Services of Board Policies covers a variety of student services-related items, such as admissions, tuition, fees, refunds, student records, enrollment priorities, and course adds and drops ([CLPCCD-BP-Chpt5-StudSrvcs-Webpage](#)).

BP 6200 Budget Preparation outlines the criteria upon which the District's annual budget shall be prepared in accordance with Board-approved planning priorities and relevant State requirements. These criteria include:

1. The annual budget shall support the District's master and educational plans.
2. Assumptions upon which the budget is based are presented to the Board for review.
3. A schedule is provided to the Board by January 31st of each year that includes dates for presentation of the tentative budget, required public hearing(s), Board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
4. Unrestricted general reserves shall be no less than five percent (prudent reserve is defined by the CCCCCO as five percent).

5. Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.
6. Budget projections address long-term goals and commitments ([CLPCCD-BP6200-BdgtPrep](#)).

Analysis and Evaluation

Board policies are in place to inform and guide trustees on their role and responsibilities to ensure academic quality, support student learning, and provide for the financial stability of the District. Additionally, the BOT use the following documents to ensure new and returning trustees fully understand their role and responsibilities:

1. New Trustees' Orientation Manual,
2. Trustee Handbook,
3. Board Chair Handbook, and
4. Board Policies

Trustees participate in state and national conferences ([CCLC-2021AnnuConv-Website](#), [ACCT-LdrshpConf-Website](#)) that enhance their knowledge of the role and stay informed about educational trends, initiatives, and laws.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. (**Governing Board: Collective Entity**)

Evidence of Meeting the Standard

The Trustee Handbook, BP 2010 Board Membership, and BP 2200 Board Duties and Responsibilities guide Trustees to act as a whole once a decision is made ([CCCLC-Trustee-Hdbk 2019](#), [CLPCCD-BP2010-Brd-Mbrshp](#), [CLPCCD-BP2200-Brd-Duties-Resp](#)).

The CLPCCD BOT carries out its responsibilities collaboratively. The district chancellor advises the BOT after conferring with various groups established for that purpose. One is the Chancellor's Council, which includes representation from all constituent groups ([CLPCCD-BP1300-CollConsult](#)). Specifically, members of Chancellor's Council advise and make recommendations to the chancellor regarding district wide governance, institutional planning, and policies and procedures that promote the educational mission and goals of the colleges and the District. In addition, the chancellor meets regularly with the Senior Leadership Team (SLT), which includes the president of each college; vice chancellors; chief technology officer; and director of public relations, marketing, and governmental affairs.

Board members discuss relevant issues in public meetings open to anyone who wishes to attend. In accordance with BP 2330 Quorum and Voting, board members reach decisions by a majority vote on most matters. Once the Board reaches a decision, each board member agrees to uphold that decision ([CLPCCD-P2330-Quorum-Vtg](#)). BP 2715 Code of Ethics – Standards of Practice states, "Work with fellow Board Members in a spirit of harmony and cooperation in spite of differences of opinion that arise during discussions on points of issue" ([CLPCCD-BP2715-CodeOfEthics-StdPract](#)).

Analysis and Evaluation

Board policies state when the BOT adopt a policy or position on an issue, each member agrees to uphold that policy or position. Further, board policy emphasizes that the Board acts as a single entity on matters of Board authority.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the District/system. **(Governing Board: Selection and Evaluation of CEO)**

Evidence of Meeting the Standard

BP 2431 Chancellor Selection ([CLPCCD-BP2431-ChanSlctn](#)), BP 7250 Educational Administrators ([CLPCCD-BP7250-EdAdmin](#)), and the CLPCCD Administrative Hiring Procedures ([CLPCCD-HR-AdminProcForHiring](#)) define and outline the process for selecting the CLPCCD chancellor and college presidents. BP/AP 2435 Evaluation of the Chancellor ([CLPCCD-BP2435-EvalChan](#), [CLPCCD-AP2435-EvalChan](#)) states the chancellor shall be evaluated annually and outlines the process for evaluation of the chancellor. BP/AP 7150 Evaluation and the CLPCCD Administrator Performance Evaluation System manual ([CLPCCD-BP7150-Eval](#), [CLPCCD-AP7150-Eval](#)) detail the process for evaluating college presidents.

The BOT employs, upon the recommendation of the chancellor, educational administrators to conduct the operations of the District and the colleges. In addition to the provisions in board policy and accompanying procedures, finalists for the position of president participate in forums in a public session on the college campus. During these forums, finalists present an introduction and answer prepared questions as well as questions from attendees (faculty, staff, students, and community members). Attendees are asked to complete questionnaires providing feedback. These questionnaires are provided to the hiring manager for input and consideration ([CLPCCD-HR-ProcForHiring](#)).

Analysis and Evaluation

Board policies and procedures lay out a clear process for hiring the district chancellor and college presidents. The District's policies and procedures for evaluating the chancellor and the college presidents provide for a thorough, careful consideration of their respective performance and include feedback from across the district or college community.

IV.C.4 The governing board is an independent, policymaking body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (Eligibility Requirement 7) **(Governing Board: Independent Body and Advocate)**

Evidence of Meeting the Standard

As described in [Standard IV.C.1](#), the CLPCCD BOT is an independent governing body. Each of its seven voting members represent one of the voting areas in the District's service area ([CLPCCD-BOT-OurBrd-Website](#)). Two students, one from each college, serve as student trustees. Student trustees are nonvoting.

The Trustee Handbook ([CCCLC-Trustee-Hdbk 2019](#)) guides trustees on the roles and responsibilities of a board member and educates board members on how to be an advocate for the District. BP 2200 Board Duties & Responsibilities ([CLPCCD-BP2200-Brd-Duties-Resp](#)) further articulates the Board's responsibilities to represent the public interest and to establish, review, and revise policies that define the institutional mission and set prudent, ethical, and legal standards for college operations aligned with appropriate state and federal policies affecting community colleges. They are responsible for balancing and integrating the wide variety of interests and needs into policies that support the mission and values of the District and the colleges in pursuit of service to students and community.

The 2019 Trustee Handbook, AP 2200 Board Duties & Responsibilities, AP/BP 2710 Conflict of Interest, and BP 2715 Code of Ethics/Standards of Practice prohibit trustees from unethical behavior ([CCCLC-Trustee-Hdbk 2019](#), [CLPCCD-AP2710 Conf-Of-Int](#), [CLPCCD-BP2710-Conf-Of-Int](#), [CLPCCD-BP2715-CodeOfEthics-StdPract](#)).

To maintain effectiveness in carrying out their duties, the Board conducts an annual self-evaluation with questions relating to this standard ([CLPCCD-HR-BOT-SelfEval](#)). The Board reviewed the annual self-evaluation at the regular Board Meeting held on March 16, 2021 ([CLPCCD-BOT-Agenda9-1-SelfEval 3-16-21 p7](#)).

Analysis and Evaluation

The BOT is an independent body that makes decisions that reflect the public interests and its commitment to educational quality. Further, the BOT advocate in support of the interests of the District, the colleges, and students.

IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. (**Governing Board: Responsibility**)

Evidence of Meeting the Standard

The CLPCCD BOT has adopted policies that support the respective missions of the District and the District's two colleges to ensure the quality, integrity, and improvement of student learning programs and services and the resources that support them.

The establishment and revision of Board Policy and Administrative Procedures is governed by BP/AP 2410 Board Policies & Administrative Procedure ([CLPCCD-AP2410-BrdPol-AdminProc](#)). Chapter Four of the Board Policies includes various policies designed to assure the effectiveness, quality, and integrity of student learning programs. Chapter Five of the Board policies includes policies that have been adopted to assure the academic quality, integrity, and effectiveness of the student learning services at the colleges. Chapter Six of the Board Policies include those policies that provide direction and mandates to ensure fiscal stability and integrity. Lastly, Chapter Seven of the Board Policies include those that provide direction on matters related to employment (recruitment, hiring, and dismissal), compensation, benefits, whistleblower protection, and retiree benefits.

Agendas for regular BOT meetings include reports from board members, the chancellor, college presidents, academic senate president of each college, classified senate president of each college, student senate president (i.e., associated students) of each college, SEIU 1021, and Faculty Association ([BOT-Agenda 9-14-21 p5 p7](#)). Reports on student performance, such as key performance indicators, are routinely placed on the board agenda. The Board maintains a master planning calendar inclusive of important items such as budget approval, AB 705, Guided Pathways, Board Priorities and Goals, and Vision for Success ([CLPCCD-BrdCal](#)).

The Trustee Handbook and BP 2200 Board Duties & Responsibilities guides the Board to act with integrity and work in the best interest of the colleges and student success and gives the Board ultimate responsibility for educational quality, legal matters, and integrity. To this end, the

Board has established institutional values that are reviewed and updated ([CCCLC-Trustee-Hdbk 2019](#), [CLPCCD-BP2200-Brd-Duties-Resp](#)).

In accordance with BP 2305 Annual Organization Meeting ([CLPCCD-BP2305-AnnuOrgMtg](#)), the BOT holds an annual meeting after the election of board members to choose its officers. Additionally, the Board holds two retreats each year focused on updates and accomplishments of board priorities and goals and professional development.

Analysis and Evaluation

The BOT establishes and approves policies that are consistent with and support the missions of the District and the two colleges. The BOT engage in short- and long-range planning of student learning programs and services in support of achievement of the District's and the colleges' goals and priorities.

The BOT fulfills its obligation to make decisions regarding legal matters. This function occurs primarily in regular meeting closed sessions. Finally, the BOT assures the District and its colleges operate in a manner that ensures financial integrity and stability through discussion and deliberation leading to decision making on financial matters.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures. (**Governing Board: Organization and Operation**)

Evidence of Meeting the Standard

Chapter Two of Board Policies and Administrative Procedures that pertain to the BOT are publicly available on the District's website, including BP 2010 Board Membership and BP 2200 Board Roles & Responsibilities ([CLPCCD-BP-Chpt2-BOT-Webpage](#)). These policies and procedures outline the number of trustees, structure of the Board, and duties and responsibilities of the Board. The duties and responsibilities of the Board can be found in Board Policies and Administrative Procedures and in the Trustee Handbook ([CCCLC-Trustee-Hdbk 2019](#)).

Analysis and Evaluation

The Board of Trustees publishes the board policies that specify size, duties, responsibilities, structure, and procedures.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/District/system mission and revises them as necessary. (**Governing Board: Policies and Bylaws**)

Evidence of Meeting the Standard

All actions taken by the CLPCCD BOT are consistent with its policies and procedures, which are referenced in all actions formally adopted at board meetings ([CLPCCD-BrdMtgArchives-Webpage](#)). This ongoing process requires the District to review all of its policies and procedures continually according to a six-year timeline and to revise them when necessary to bring them up to date with statutes or when policies and/or procedures are amended to help achieve objectives consistent with the District's and its colleges' respective missions.

AP 2410 Board Policies & Administrative Procedures ([CLPCCD-BP2410-BrdPol-AdminProc](#)) establishes points of accountability for the review process. BP/AP review starts with an

originator and concludes with either approval of the Board (Board Policy) or presentation to the Board as an information item (Administrative Procedure). The Chancellor's Council, a committee constituted with representatives of all constituent groups, helps ensure all new or revised policies and procedures are well vetted. Chancellor's Council members are responsible for ensuring input by subject area experts and preventing conflicts with other district BPs/APs. The BP/AP review cycle was reviewed at Chancellor's Council in Spring 2019 ([CLPCCD-ChanCnsl-Agenda3A-BP-AP 2-12-19 p4](#)).

Items deemed academic and professional matters are sent to the academic senates of the colleges for their consideration. Senate responses are sent to the Chancellor's Council for first and second readings. Other items are sent to the appropriate constituency groups for consideration and responses. After reviewing responses, the Chancellor's Council may amend or reject proposals.

To further assist the BOT in revising its policies and procedures, the District uses the services provided by the Community College League of California (CCLC), which provides templates for all participating state public community colleges with language that aligns with legislative and accreditation requirements ([CCLC-Srvc-BP-AP-Tmpl](#)).

Analysis and Evaluation

Board policies and procedures are continuously reviewed by the Board in accordance with the established policy and procedure. All proposals for new or revised policies and procedures undergo both a thorough technical review as well as broad and robust opportunity for vetting and feedback. All recommended new or revised policies conclude with a first and second reading by the Board, prior to adoption. All recommended new or revised administrative procedures are presented to the Board as information items prior to implementation.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. (**Governing Board: Key Indicators and Institutional Plans**)

Evidence of Meeting the Standard

The BOT review progress toward the completion of institutional and college level student success goals throughout the years. For example, in May 2019, the Board reviewed and approved each college's established Vision for Success goals. Each college underwent a broad and inclusive process for identifying and establishing Vision for Success goals, in alignment with the State's mandate. Following each college's process, the recommended goals were presented and reviewed by the BOT. The Board supported and approved the goals ([CLPCCD-BOT-Min-AgnItem9-Approv 5-21-19 pp13-14](#)).

Subsequently, at a board retreat held in August 2020, the Board reviewed each college's progress toward achieving its Vision for Success goals as well as efforts and initiatives underway that will enable completion of the goals by 2022 ([CLPCCD-BOT-Min-Accred 8-8-20 pp6-14](#)). The Board has placed on its annual meeting calendar meeting dates in which the Board will continue to review progress toward the achievement of these goals ([CLPCCD-BOT-Mtg-Cal 2021](#)). Further, it should be noted and identified that each college's Vision for Success goals are also incorporated into their respective EMP and in the district wide strategic plan.

Analysis and Evaluation

The Board regularly reviews key indicators of student success, learning, and achievement in the form of success and completion numbers, progress toward full implementation of guided pathways, full implementation of AB 705, and other student success and achievement data incorporated into the colleges' 2020 EMPs and the CLPCCD district wide SP. The colleges' EMPs and district wide SP were approved by the BOT in April 2021. Additional information on student success and achievement is presented to the Board on a regular basis.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. (**Governing Board: Development and Continuity**)

Evidence of Meeting the Standard

The CLPCCD BOT provide for the orientation of new board members and participate in ongoing training for improvement in the performance of all board members ([CLPCCD-NewTrusteeOrienProc](#)).

Trustees receive CCLC Trustee Training ([CCLC-TrusteeTrainPrgm-Webpage](#)). The Trustee Handbook is designed to complement, augment, and expand upon the CCLC Trustee Training. The Trustee Handbook contains topics in which all trustee members receive training to support their work at the local level ([CCCLC-Trustee-Hdbk 2019](#)).

A third publication provided to the BOT is the California Community Colleges Trustees Board Chair Handbook, published by the Advisory Committee on Education Services of the CCLC ([CCLC-BrdChairHdbk 2019](#)). This publication covers such varied topics as the roles and responsibilities of the chair, elections, the board chair and chancellor relationship, representing the Board and the District, involvement in accreditation, responding to campus crises, and maintaining relations with public media.

An important part of BOT development is the annual board self-evaluation ([CLPCCD-BP2745-BrdSelfEval](#), [CLPCCD-BOT-Agenda9-1-SelfEval 3-16-21 p7](#)), described in [Standard IV.C.10](#). BP 2100 Board Elections ([CLPCCD-BP2100-Brd-Election](#)) states board members serve four-year staggered terms. Elections for members are held "every two years, in even numbered years, for four-year overlapping terms. Terms of trustees are staggered so, as nearly as practical, one half of the trustees shall be elected at each trustee election." Beginning in January 2012, trustees have been and continue to be elected by one of the seven trustee areas of the District. There is no limit on the number of terms a trustee may hold office.

Analysis and Evaluation

Trustees receive ongoing professional development at retreats, conferences, and study sessions. Board members participated in Trustee Training and the CCLC Annual Conference ([CCLC-ETP-Website](#), [CCLC-2021AnnuConv-Website](#)). The February 23, 2019, and March 30, 2021, study sessions included effective trusteeship and best practices ([CLPCCD-BOT-Retreat-Agenda 2-23-19](#), [CLPCCD-BOT-Retreat-Agenda 3-20-21](#)). The Board also has a mechanism for providing for continuity of its membership with staggered terms of office.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. Results are used to improve board performance, academic quality, and institutional effectiveness. **(Governing Board: Evaluation)**

Evidence of Meeting the Standard

The Board is committed to assessing its own performance to identify its strengths and areas in which it may improve its function. To this end, the Board has established the following processes for evaluation:

1. The Board and the chancellor shall establish goals and objectives to be accomplished each fiscal year ([CLPCCD-BOT-Retreat-Agenda-Item6 3-20-21](#), [CLPCCD-BOT-Pkt-Mtg-Agenda-Item4-5 4-20-21](#), [CLPCCD-BOT-Pkt-Retreat-Agenda-Item6 4-20-21](#), [CLPCCD-DistWideStrtPln 2021-2026 pp15-18](#)).
2. Each board member will complete an annual self-evaluation instrument according to BP 2745 Board Self-Evaluation and submit it to the board president ([CLPCCD-BP2745-BrdSelfEval](#)).
3. The chancellor shall compile board members' self-evaluations and present results to the full board at a regularly scheduled board meeting.
4. Results of the self-evaluation are used to identify accomplishments during the evaluation period and identify goals for the subsequent year.

Analysis and Evaluation

The 2019–2020 Board Priorities and 2019–2020 Board Goals were approved at the board meeting on April 16, 2019. Chancellor performance evaluation goals were established and approved by the Board in accordance with AP 2435 and the chancellor's employment contract.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The Board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Eligibility Requirement 7) **(Governing Board: Ethics and Conflict of Interest)**

Evidence of Meeting the Standard

BP 2715 Code of Ethics/Standards of Practice ([CLPCCD-BP2715-CodeOfEthics-StdPract](#)), last reviewed in 2020, presents the code of ethics, which includes 14 responsibilities of a board member. This policy includes a process for member censure in the event of a violation. Individual members adhere to this code of ethics.

The Board also has a conflict of interest policy and code. The policy is embodied in BP 2710 ([CLPCCD-BP2745-BrdSelfEval](#)). The Board's conflict of interest code is embodied in AP 2710 ([CLPCCD-AP2710 Conf-Of-Int](#)). The Board's Conflict of Interest policy has recently been updated, and its associated Conflict of Interest Code is regularly reviewed and updated.

None of the current board members has employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed through annual filing of the Economic Interest Form (Form 700) under California law. These forms are available for inspection in the Chancellor's Office. Board members' economic interests do not interfere with their impartiality nor do their interests outweigh the Board's duty to ensure the academic and fiscal integrity of the institution. The CLPCCD is a public institution; none of the board members holds an ownership interest.

Analysis and Evaluation

The Board meets the standard. The 14 responsibilities include performing board duties effectively and credibly; working with fellow board members cooperatively; voting fairly and without bias; representing all community members; welcoming the active involvement of students, employees, and citizens; and striving to provide the most effective district board service possible.

- IV.C.12** The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or college, respectively. **(Governing Board: Delegation to the CEO)**

Evidence of Meeting the Standard

BP 2431 Chancellor Selection specifies that the BOT is responsible for the selection and evaluation of the chancellor ([CLPCCD-BP2431-ChanSlctn](#)). The job description for the chancellor details the responsibility and authority granted to this individual to administer board policies ([CLPCCD-ChanJobDescr](#)). As stated in BP 2435 Evaluation of the Chancellor, the chancellor is evaluated annually under the terms of their contract ([BP2435-ChanEval](#)).

BP 2430 Delegation to the Chancellor ([CLPCCD-BP2430-DelegAuth-Chan](#)) states the board clearly delegates to the chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action, including but not limited to administration of the colleges and recommending appropriate actions that need to be taken when no written board policy is available. The chancellor is expected to perform the duties contained in the chancellor's job description and fulfill other responsibilities as may be determined in annual goal setting or evaluation sessions. The Board holds the chancellor accountable for the operations of the two colleges and all other sites and locations where the CLPCCD operates.

Analysis and Evaluation

Through board policy, the Board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operations at all locations where the district operates.

- IV.C.13** The governing board is informed about eligibility requirements, accreditation standards, commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The Board participates in evaluation of governing board roles and functions in the accreditation process. **(Governing Board: Role in Accreditation)**

Evidence of Meeting the Standard

The Board is informed about accreditation and supports the College's efforts to improve and excel. Board orientations and workshops have contained information about accreditation standards. Not only is accreditation included in New Trustee Orientation materials, but accreditation training, information, and updates are also consistently provided as part of board presentations, professional development, and periodic reports and communications.

BP 3200 Accreditation ([CLPCCD-BP3200-Accred](#)) sets the requirements for preparation for reaffirmation of accreditation and requires that the district chancellor ensure "the District complies with the accreditation process and standards of an approved accrediting agency and of other District programs that seek special accreditation." This policy also calls for the chancellor to keep the BOT informed of the District's obligations related to accrediting organizations and progress in meeting those obligations. The chancellor is, therefore, expected to involve the Board in any accreditation process requiring board participation. The chancellor provides the BOT with a summary of reports that are submitted as part of the accreditation process and any actions in response to recommendations in an accreditation report.

The Board is knowledgeable about accreditation standards, including those that apply to the Board itself. In its workshop in August 2020, the Board was briefed on the accreditation standards, with emphasis on those that apply to the Board ([CLPCCD-BOT-Min-Accred 8-8-20 pp6-14](#)). Again, more recently, the Board reviewed [Standard IV.C](#) and [Standard IV.D](#) in August 2021 ([CLPCCD-BOT-Retreat-Agenda-Item4-Train 8-21-21 p3](#)).

The Board's development program addresses the need to learn about accreditation standards and expectations. BP 2740, which describes the Board's development program, stipulates specifically that the orientation of board members include the most recent accreditation reports ([CLPCCD-BP2740-BrdEd](#)). In addition, actual orientation materials include the accreditation standards, as was the case for the orientation held in August 2020 ([CLPCCD-BOT-Retreat-Accred 8-8-20](#), [CLPCCD-BOT-NewTrusteeOrien-Accred p8 pp48-60](#)).

Analysis and Evaluation

The governing board receives regular updates on eligibility requirements, accreditation standards, commission policies, accreditation processes, and the College's accredited status. The Board supports through policy the colleges' efforts to improve and excel. Accreditation is part of the board self-evaluation.

Conclusions on Standard IV.C. Governing Board

The BOT maintains appropriate board policies and administrative procedures. The BOT is guided by board policies, orientation materials provided during orientation, and the CCLC Trustee Handbook, and engages in ongoing professional development and training. The BOT has two retreats a year to review, evaluate, and set district priorities and engage in long-range planning.

Improvement Plan

None

Standard IV.C. Acronym List

BOT	Board of Trustees
SLT	Senior Leadership Team
CCLC	Community College League of California
CEO	Chief Executive Officer

Standard IV.C. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
IV.C.1	1	CLPCCD-BP1200-Mission	CLPCCD Board Policy 1200 Mission Statement
IV.C.1	2	CLPCCD-BOT-Min-Mission- Approv 6-18-19 p19	CLPCCD Board of Trustees Meeting Minutes Mission Statement Approval June 18, 2019 p.19
IV.C.1	3	CLPCCD-BP-Website	CLPCCD Board Policy Website
IV.C.1	4	CLPCCD-BP2200-Brd-Duties- Resp	CLPCCD Board Policy 2200 Board Duties and Responsibilities
IV.C.1	5	CLPCCD-BP2740-BrdEd	CLPCCD Board Policy 2740 Board Education ACCJC Accreditation Standard IV.C.9
IV.C.1	6	CLPCCD-BP2745-BrdSelfEval	CLPCCD Board Policy 2745 Board Self Evaluation
IV.C.1	7	CLPCCD-BOT-Min-Brd-Eval- Presn 4-20-21 p6	CLPCCD Board of Trustees Meeting Minutes Board Evaluation Presentation April 20, 2021
IV.C.1	8	CLPCCD-BP4020-Prgm-Curr- CrseDev	CLPCCD Board Policy 4020 Program, Curriculum, and Course Development
IV.C.1	9	CLPCCD-BP4100-GradReq- DegCert	CLPCCD Board Policy 4100 Graduation Requirement Degree Certificate
IV.C.1	10	CLPCCD-BP4220- StandOfSchlrshp	CLPCCD Board Policy 4220 Standards of Scholarship
IV.C.1	11	CLPCCD-BP-Chpt5-StudSrvc- Webpage	CLPCCD Chapter 5 Student Services Webpage
IV.C.1	12	CLPCCD-BP6200-BdgtPrep	CLPCCD Board Policy 6200 Budget Preparation
IV.C.1	13	CCLC-2021AnnuConv-Website	CCLC 2021 Annual Convention Website
IV.C.1	14	ACCT-LdrshpConf-Website	AACT Leadership Conference Website
IV.C.2	1	CCCLC-Trustee-Hdbk 2019	CCLC Trustee Handbook 2019
IV.C.2	2	CLPCCD-BP2010-Brd-Mbrshp	CLPCCD Board Policy 2010 Board Membership
IV.C.2	3	CLPCCD-BP2200-Brd-Duties- Resp	CLPCCD Board Policy 2200 Board Duties and Responsibilities
IV.C.2	4	CLPCCD-BP1300-CollConsult	CLPCCD Board Policy 1300 Collegial Consultation
IV.C.2	5	CLPCCD-P2330-Quarum-Vtg	CLPCCD Board Policy 2330 Quorum and Voting
IV.C.2	6	CLPCCD-BP2715- CodeOfEthics-StdPract	CLPCCD Board Policy Code of Ethics/Standards of Practice
IV.C.3	1	CLPCCD-BP2431-ChanSlctn	CLPCCD Board Policy 2431 Chancellor Selection
IV.C.3	2	CLPCCD-BP7250-EdAdmin	CLPCCD Board Policy 7250 Education Administrator
IV.C.3	3	CLPCCD-HR-ProcForHiring	CLPCCD Human Resources Procedure for Hiring
IV.C.3	4	CLPCCD-BP2435-EvalChan	CLPCCD Board Policy 2435 Evaluation of the Chancellor
IV.C.3	5	CLPCCD-AP2435-EvalChan	CLPCCD Administrative Policy 2435 Evaluation of the Chancellor
IV.C.3	6	CLPCCD-AP7150-Eval	CLPCCD Administrative Policy 7150 Evaluation
IV.C.3	7	CLPCCD-BP7150-Eval	CLPCCD Board Policy 7150 Evaluation
IV.C.3	8	CLPCCD-HR-ProcForHiring	CLPCCD Human Resources Procedure for Hiring
IV.C.4	1	CLPCCD-BOT-OurBrd-Website	CLPCCD Board of Trustees Our Board Website
IV.C.4	2	CCCLC-Trustee-Hdbk	CLPCD Trustee Handbook
IV.C.4	3	CLPCCD-BP2200-Brd-Duties- Resp	CLPCCD Board Policy 2200 Board Duties and Responsibilities
IV.C.4	4	CLPCCD-AP2710 Conf-Of-Int	CLPCCD AP 2710 Conflict of Interest
IV.C.4	5	CLPCCD-BP2710-Conf-Of-Int	CLPCCD BP 2710 Conflict of Interest
IV.C.4	6	CLPCCD-BP2715- CodeOfEthics-StdPract	CLPCCD BP 2715 Code of Ethics/Standards of Practice

IV.C.4	7	CLPCCD-HR-BOT-SelfEval	CLPCCD Human Resources Board of Trustees Self Evaluation
IV.C.4	8	CLPCCD-BOT-Agenda9-1-SelfEval_3-16-21_p7	CLPCCD Board of Trustees Agenda Self Evaluation March 16, 2021 (p. 7)
IV.C.5	1	CLPCCD-AP2410-BrdPol-AdminProc	CLPCCD Administrative Policy 2410 Board Policy and Administrative Procedure
IV.C.5	2	BOT-Agenda_9-14-21_p5_p7	Board of Trustees Meeting Agenda September 14, 2021 (pp. 5–7)
IV.C.5	3	CLPCCD-BrdCal	CLPCCD Board Calendar
IV.C.5	4	CLPCCD-BP2200-Brd-Duties-Resp	CLPCCD Board Policy 2200 Board Duties and Responsibilities
IV.C.5	5	CCCLC-Trustee-Hdbk	CCCLC Trustee Handbook
IV.C.5	6	CLPCCD-BP2200-Brd-Duties-Resp	CLPCCD Board Policy 2200 Board Duties and Responsibilities
IV.C.5	7	CLPCCD-BP2305-AnnuOrgMtg	CLPCCD Board Policy 2305 Annual Organization Meeting
IV.C.6	1	CLPCCD-BP-Chpt2-BOT-Webpage	CLPCCD Chapter 2 Board of Trustees Webpage
IV.C.6	2	CCCLC-Trustee-Hdbk	CCCLC Trustee Handbook
IV.C.7	1	CLPCCD-BrdMtgArchives-Webpage	CLPCCD Board Meeting Archive Webpage
IV.C.7	2	CLPCCD-BP2410-BrdPol-AdminProc	CLPCCD Board Policy 2410 Board Policies and Administrative Procedures
IV.C.7	3	CLPCCD-ChanCnsl-Agenda3A-BP-AP_2-12-19_p4	CLPCCD Chancellor’s Council Agenda item 3A BP/AP February 12, 2019 p.4
IV.C.7	4	CCLC-Srvc-BP-AP-Tmplt	CCLC Statewide Policy and Procedure Services
IV.C.8	1	CLPCCD-BOT-Min-AgnItem9-Approv_5-21-19_pp13-14	CLPCCD Board of Trustees Minutes agenda Item 9 May 21, 2019
IV.C.8	2	CLPCCD-BOT-Min-Accred_8-8-20_pp6-14	CLPCCD Board of Trustees Minutes Accreditation-August 8, 2020-pages 6-14
IV.C.8	3	CLPCCD-BOT-Mtg-Cal_2021	CLPCCD 2021 Board of Trustees Meeting Calendar
IV.C.9	1	CCLC-TrusteeTrainPrgm-Webpage	CCLC Trustee Training Program Webpage
IV.C.9	2	CCLC-TrusteeTrainPrgm-Webpage	CCLC Trustee Training Program Webpage
IV.C.9	3	CCCLC-Trustee-Hdbk_2019	CCLC Trustee Training Handbook 2019
IV.C.9	4	CCLC-BrdChairHdbk_2019	CCLC Board Chair Handbook 2019
IV.C.9	5	CLPCCD-BP2745-BrdSelfEval	CLPCCD Board Policy 2745 Board Self Evaluation
IV.C.9	6	CLPCCD-BOT-Agenda9-1-SelfEval_3-16-21_p7	CLPCCD Board of Trustees Meeting Agenda March 16, 2021 (p. 7)
IV.C.9	7	CLPCCD-BP2100-Brd-Election	CLPCCD Board Policy 2100 Board Elections
IV.C.9	8	CCLC-ETP-Website	CCLC ETP Website
IV.C.9	9	CCLC-2021AnnuConv-Website	CCLC 2021 Annual Convention Website
IV.C.9	10	CLPCCD-BOT-Retreat-Agenda_2-23-19	CLPCCD Board of Trustees Retreat Agenda February 23, 2019
IV.C.9	11	CLPCCD-BOT-Retreat-Agenda_3-20-21	CLPCCD Board of Trustees Retreat Agenda March 20, 2021
IV.C.10	1	CLPCCD-BOT-Retreat-Agenda-Item6_3-20-21	CLPCCD Board of Trustees Meeting Agenda Item 6 March 20, 2021
IV.C.10	2	CLPCCD-BOT-Pkt-Mtg-Agenda-Item4-5_4-20-21	CLPCCD Board of Trustees Packet Meeting Agenda Item 4.5 April 20, 2021
IV.C.10	3	CLPCCD-BOT-Pkt-Retreat-Agenda-Item6_4-20-21	CLPCCD Board of Trustees Retreat Agenda Item 6 April 20, 2021

IV.C.10	4	CLPCCD-DistWideStrtPln 2021-2026 pp15-18	CLPCCD District Wide Strategic Plan 2021–2026 (pp. 15–18)
IV.C.10	5	CLPCCD-BP2745-BrdSelfEval	CLPCCD Board Policy 2745 Board Self Evaluation
IV.C.11	1	CLPCCD-BP2715-CodeOfEthics-StdPract	CLPCCD Board Policy 2715 Code of Ethics/Standard of Practice
IV.C.11	2	CLPCCD-BP2745-BrdSelfEval	CLPCCD Board Policy 2745 Board Self Evaluation
IV.C.11	3	CLPCCD-AP2710 Conf-Of-Int	CLPCCD Administrative Policy Board Self Evaluation
IV.C.12	1	CLPCCD-BP2431-ChanSlctn	CLPCCD Board Policy 2431 Chancellor Selection
IV.C.12	2	CLPCCD-ChanJobDescr	CLPCCD Chancellor Job Description
IV.C.12	3	BP2435-ChanEval	Board Policy 2435
IV.C.12	4	CLPCCD-BP2430-DelegAuth-Chan	CLPCCD Board Policy Delegation of Authority of the Chancellor
IV.C.13	1	CLPCCD-BP3200-Accred	CLPCCD Board Policy 3200 Accreditation
IV.C.13	2	CLPCCD-BOT-Min-Accred 8-8-20 pp6-14	CLPCCD Board of Trustees Minutes Accreditation-August 8, 2020-pages 6-14
IV.C.13	3	CLPCCD-BOT-Retreat-Agenda-Itm4-Train 8-21-21 p3	CLPCCD Board of Trustees-Retreat-Agenda Item 4-Training-August 21, 2021-Page 3
IV.C.13	4	CLPCCD-BP2740-BrdEd	CLPCCD Board Policy 2740 Board Evaluation
IV.C.13	5	CLPCCD-BOT-Retreat-Accred 8-8-20	CLPCCD Board of Trustees Retreat Accreditation August 8, 2020
IV.C.13	6	CLPCCD-BOT-NewTrusteeOrien-Accred p8 pp48-60	CLPCCD Board of Trustees New Trustee Orientation Accreditation (pp. 8, 48–60)

IV.D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the District/system. **(Role of the District CEO)**

Evidence of Meeting the Standard

The chancellor works with the campuses and district support services to provide direction for the Chabot-Las Positas Community College District (CLPCCD). The chancellor works with the Chancellor's Council, a multi-constituency advisory body, and the Senior Leadership Team (SLT) to ensure educational excellence and integrity throughout the District. There are clearly defined roles within the District and the colleges as expressed in the CLPCCD organizational charts ([CLPCCD-OrgCharts BizSrvcs](#), [CLPCCD-OrgCharts Chan 2020-21](#), [CLPCCD-OrgCharts Facil-Bnd-Prgm](#), [CLPCCD-OrgCharts-HR](#), [CLPCCD-OrgCharts-ITS](#), [CLPCCD-OrgCharts-M-And-O](#)) and BP/AP1300 Collegial Consultation ([CLPCCD-BP1300-CollConsult](#), [CLPCCD-AP1300-CollConsult](#)). The chancellor communicates with the various constituencies through the Chancellor's Council, email communications, board reports, dissemination of information through committee processes (e.g., Integrated Planning and Budget Model), and updates directly to constituency groups (e.g., senates) ([ChanCnsl-Agenda 5-11-21](#)).

The CLPCCD Function Map distinguishes functions for which the District is primarily responsible, those for which primary responsibility rests with the individual colleges, and some for which responsibility is shared ([CLPCCD-FuncMap 2018](#)).

The Function Map is intended to illustrate how the colleges and the District manage the distribution of responsibility by function as it pertains to the Western Association of Schools and Colleges (WASC)/Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. It was produced as the result of a collaborative process among the two colleges of the District—Chabot College and Las Positas College—and the Chabot-Las Positas Community District Office. The Function Map includes indicators that depict the level and type of responsibility as follows:

1. P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment, and planning for improvement.
2. S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.
3. SH = Shared Responsibility: Shared responsibility indicates the District and the College are mutually responsible for the leadership and oversight of a given function or engage in logically equivalent versions of a function (e.g., there are mission statements at the colleges and at the District). This leadership may include design, development, implementation, assessment, and communication processes.
4. N = Not Involved or Not Applicable

It is assumed in this mapping design that the term “institution” generally refers to the individual colleges of the District and not to the CLPCCD as a whole, because the standards in many cases address the conditions or practices present at the colleges. However, there are several areas in which “institution” may be reasonably interpreted to mean “actors at both the College and District levels working together.”

In addition to the Function Map, the roles, authority, and responsibilities are also included and communicated through organizational charts for the District, Chabot College, and Las Positas College. The organizational charts are updated annually ([CLPCCD-BizSvracs-OrgChart](#)).

The chancellor expresses his and the Board’s expectation of educational excellence and integrity throughout the District through various methods: The chancellor holds an annual management retreat within the District, the chancellor communicates his vision of excellence through communications to Integrated Planning and Budget Model (IPBM) committees, which include representation from all constituent groups, through weekly SLT meetings, and through the establishment of performance goals with direct reports (college presidents and vice chancellors).

Analysis and Evaluation

Working through established district wide and college level structures and channels, the chancellor constantly and consistently communicates expectations of educational excellence and Chancellor’s Council composition, charge, meeting calendars, and meeting minutes can be found on the District’s website ([CLPCCD-ChanCnsl-Webpage](#)).

The Chancellor’s Council, Planning and Budget Committee (PBC), Educational Support Services Committee, Facilities Committee, Technology Coordinating Committee, and Enrollment Management Committee develop, monitor, and update various activities based on data and solicit campus input with appropriate distribution of college members in each group. Information or potential action items are brought back to the campus community with the intent of improving services of the colleges ([CLPCCD-FuncMap 2018](#)).

The SLT is comprised of the vice chancellors (vice chancellor of business services, vice chancellor of human resources, vice chancellor of facilities and bond program, vice chancellor of educational services and student success and chief technology officer) and campus presidents. SLT meets weekly.

The CLPCCD Function Map further delineates areas of primary, secondary, and joint responsibility between the campuses and the District. The Function Map was collegially developed and mutually agreed upon ([CLPCCD-FuncMap 2018](#)).

CLPCCD’s distribution of resources is dependent upon the source of funds. The largest source of operational revenue that comes to CLPCCD is in the form of general apportionment from the State. Previously, the most significant factor in determining the amount of general apportionment was the generation of full-time equivalent students (FTES). Using the CLPCCD Budget Allocation Model (BAM), resources are allocated to all sites. The current BAM has been in existence since 2015 but is being evaluated and updated based upon the State’s new Student Centered Funding Formula (SCFF). Presently, CLPCCD is in hold-harmless under the SCFF. CLPCCD does receive other sources of revenue from local, state, and federal sources that are either allocated entirely to one particular campus (e.g., grants) or based on FTES (e.g., safety money and block grants).

The CLPCCD CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the colleges. Working with and through the college presidents, as well as other members of the SLT, the district/system CEO establishes and reinforces clearly defined roles, authority, and responsibility between the colleges and the District/system.

IV.D.2 The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the colleges and consistently adheres to this delineation in practice. The District/system CEO ensures the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the standards, and its performance is reflected in the accredited status of the institution. **(District/College Responsibilities, Functions, and Support)**

Evidence of Meeting the Standard

The CLPCCD IPBM provides the structure by which the district support centers support the colleges' mission and functions by providing fiscal, business, human resources, payroll, purchasing, warehousing, information technology, facilities, maintenance and operations, and risk management services.

The Chancellor's Council was created to provide a venue for communication between the District Offices and the colleges to review district policy and assign appropriate committees to resolve issues. Chancellor's Council members are appointed for all constituencies and locations.

Analysis and Evaluation

Under the leadership of the district chancellor, the District Office provides support for the colleges in the clearly delineated areas of human resources, educational technology, facilities, and fiscal services. The District ensures these services are sufficient to support the colleges in achieving their respective missions.

IV.D.3 The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and District/system. The District/system CEO ensures effective control of expenditures. **(District Resource Allocation)**

Evidence of Meeting the Standard

Allocations of resources to the campuses and district support centers are guided by the District's BAM ([CLPCCD-BAM-Recomm 3-2-18](#), [CLPCCD-AdoptedBdgBk-BAM 2019-20](#), [CLPCCD-ChanMemo-RE-BAM 6-18-20](#), [CLPCCD-IBPM-GuidePrinc-BAM](#)), Board Priorities ([CLPCCD-BOT-Pri-Webpage](#), [CLPCCD-BOT-Pri 4-16-19](#)), and district and campus budget processes in accordance with BP 6100 Delegation of Authority ([CLPCCD-BP6100-DelegOfAuth](#)), BP 6200 Budget Preparations ([CLPCCD-BP6200-BdgtPrep](#)), and BP 6250 Budget Management ([CLPCCD-BP6250-BdgtMgmt](#)). The District Planning and Budget Committee is currently working on a revised BAM, with the advent of the State's SCFF ([CCCCO-StudCntrFundForm-Webpage](#)).

Approval processes for expenditures exist at the campus and at the District for budget oversight. Contracts and budget information are published monthly in the Board's monthly regular business

meeting ([CLPCCD-BrdMtgArchives-Webpage](#)). Accounts are audited on an annual basis or as required by law.

Analysis and Evaluation

CLPCCD has a model for allocation of resources to the colleges and district service centers. Further, the colleges and service centers have processes informed by program review (PR) to identify trends and needs and the allocation of resources. The district chancellor ensures effective control of expenditures.

IV.D.4 The CEO of the District or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges. **(District CEO: Delegation to College CEOs)**

Evidence of Meeting the Standard

The CLPCCD college presidents' job description clearly delineates that the presidents' responsibilities to the campus are to plan, organize, coordinate, direct, and administer all departments, programs, activities, budgets, and personnel of the colleges ([CLPCCD-HR-MgmtJobDescr-Coll-Pres-Chabot](#)). The presidents work under general direction of the chancellor who holds the presidents accountable for their performance through the evaluation procedure described in AP 7250 Educational Administrators and annual performance goals established pursuant to their employment contracts ([CLPCCD-BP7250-EdAdmin](#)). College presidents serve as members of the SLT and Chancellor's Council, which provides a mechanism for communication between the chancellor and the colleges ([CLPCCD-ChanCncl-Coll-Pres-Webpage](#)).

Analysis and Evaluation

The district chancellor delegates responsibility and authority to the college presidents to implement and administer delegated district policies without interference. The presidents' responsibilities to the campus are detailed in the president's job description ([HR-MgmtJobDescr-Coll-Pres-Chabot](#)). BP 7250 Educational Administrators and employment contracts are mechanisms used to hold the presidents responsible for their performance. The presidents' evaluations have taken place in a timely manner ([CLPCCD-BP7250-EdAdmin](#)).

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. **(Integration of District and College Planning and Evaluation)**

Evidence of Meeting the Standard

The District's IPBM was collaboratively designed and developed to serve as the institution's planning model that informs, guides, and evaluates progress toward completion of district and college goals, including goals to improve student learning, achievement, and institutional effectiveness ([CLPCCD-IPBM-GuidPrinc](#)).

For example, in May 2019, the Board reviewed and approved each college's established Vision for Success goals. Each college underwent a broad and inclusive process for identifying and establishing Vision for Success goals in alignment with the State's mandate. Following each college's process, recommended goals were reviewed and discussed with appropriate IPBM

committees prior to presentation and approval by the BOT ([CLPCCD-BOT-Min-AgnItem9-Approv 5-21-19 pp13-14](#)).

Most recently, the IPBM was evaluated by constituent members who serve on the various committees. In summer of 2021, a 35-question survey was provided with the intention of evaluating the IPBM framework and to identify areas for improvement. Overall, 86 percent of survey respondents felt the IPBM structure allows for effective shared governance participation, 82 percent responded they had an opportunity for meaningful dialogue and decision making, and 82 percent felt decisions and recommendations made by the committees consider the college EMPs and/or the district wide SP, as appropriate.

Analysis and Evaluation

The District's IPBM structure provides for an effective and inclusive system of planning and evaluation and is integrated with college level planning and evaluation to review and improve student learning and achievement and institutional effectiveness.

IV.D.6 Communication between colleges and the district/system ensures effective operations of the colleges and should be timely, accurate, and complete for the colleges to make decisions effectively. (**Effective Communication**)

Evidence of Meeting the Standard

The chancellor and CLPCCD use several mechanisms for communicating with the colleges and District Office support centers. CLPCCD provides annual reports pertaining to student achievement, finance, facilities, and personnel ([CLPCCD-AnnuRpt-Webpage](#)). Chancellor's Council, SLT meetings, and district-level collegial consultation committees (IPBM) act as primary conduits for exchanging information and ideas between the District and its colleges. Members of the SLT include the vice chancellor of business services; vice chancellor of educational services and student success; vice chancellor of facilities and bond program; vice chancellor of human resources; director of public relations, marketing and government affairs; chief technology officer; and the two college presidents ([CLPCCD-DSP-SLT-Mbr 2-22-21 p2](#)).

District wide committees such as the Chancellor's Council, District Planning and Budget Committee, District Educational Support Services Committee, District Facilities Committee, District Technology Coordinating Committee, and District Enrollment Management Committee facilitate the sharing of information, which is disseminated to constituency groups throughout the District ([CLPCCD-ChanCnsl-Webpage](#), [CLPCCD-DEMC-Webpage](#), [CLPCCD-ESS-Cmte-Webpage](#), [CLPCCD-IPBMCmte-Facilites-Webpage](#), [CLPCCD-IPBMCmte-PBC-Webpage](#), [CLPCCD-TechSvracs-Cmtes-Webpage](#)). BOT meetings are held once a month, with occasional study sessions scheduled to focus on special topics of interest. Board agendas, minutes, and supporting documents are made available online from the district website ([CLPCCD-BrdMtgArchives-Webpage](#)).

Analysis and Evaluation

The District effectively uses a variety of means to communicate timely, accurate, and complete information between the colleges and the District that aid in informing discussions and decision making.

IV.D.7 The District/system CEO regularly evaluates District/system and college role delineations, governance, and decision-making processes to assure their integrity and

effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District/system widely communicates results of these evaluations and uses them as the basis for improvement. **(Evaluation of District and College Processes)**

Evidence of Meeting the Standard

The IPBM was evaluated by constituent members who serve on the various committees ([DistWideCmtes-IPBM-Webpage](#)). In Summer 2021, a 35-question survey was provided with the intention of evaluating the IPBM framework and to identify areas for improvement. Overall, 86 percent of survey respondents felt the IPBM structure allows for effective shared governance participation, 82 percent responded they had an opportunity for meaningful dialogue and decision making, and 82 percent felt decisions and recommendations made by the committees consider the college EMPs and/or the district wide SP, as appropriate ([CLPCCD-DistCmteSurv_7-8-21](#)).

In an IPBM retreat, planned for Fall 2021, results and evaluation of this survey will be reviewed with all IPBM members with a focus on acknowledging what works, identifying improvements that should be evaluated, and establishing committee level annual goals aligned with the district and college annual goals and master plans ([CLPCCD DistCmteSurv_F2021](#)).

Analysis and Evaluation

The District uses its IPBM structure to inform and assist in institutional decision making. This structure is evaluated to assure transparency, integrity, effectiveness, and inclusiveness in assisting the colleges in meeting institutional goals. Results of the evaluation are broadly disseminated and used for reflection and continuous quality improvement.

Conclusions on Standard IV.D. Multi-College Districts or Systems

The district chancellor provides leadership over all district functions. Functions are delineated as district, college, or shared responsibilities, based on ACCJC standards. The chancellor reports directly to the BOT and works through the SLT, district IPBM committees, and the Chancellor's Council on strategic planning, student success and achievement, budget development and monitoring, and communication.

The chancellor delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with collegial consultation processes. The chancellor ensures all statutes, regulations, and board policies are implemented and work in accord with the District's mission and values.

Improvement Plan

None

Standard IV.D. Acronym List

BAM	Budget Allocation Model
CLPCCD	Chabot-Las Positas Community College District
FTES	Full Time Equivalent Student
IPBM	Integrated Planning and Budget Manual
PBC	Planning and Budget Committee
SCFF	Student Centered Funding Formula
SLT	Senior Leadership Team

Standard IV.D. Evidence List

Standard	Ordinal Number	Evidence Document File Name	Evidence Document Name
IV.D.1	1	CLPCCD-BP1300-CollConsult	CLPCCD Board Policy 1300 Collegial Consultation
IV.D.1	2	CLPCCD-AP1300-CollConsult	CLPCCD Administrative Policy 1300 Collegial Consultation
IV.D.1	3	CLPCCD-ITS-OrgCharts-Webpage	CLPCCD ITS Department Organizational Charts Webpage
IV.D.1	4	CLPCCD-BizSvrcs-OrgChart	CLPCCD Business Services Organizational Chart
IV.D.1	5	ChanCnsl-Agenda 5-11-21	Chancellor's Council Agenda May 11, 2021
IV.D.1	6	CLPCCD-FuncMap 2018	CLPCCD Functional Map 2018
IV.D.1	7	CLPCCD-BizSvrcs-OrgChart	CLPCCD Business Services Organizational Chart
IV.D.2	1	CLPCCD-ChanCnsl-Webpage	CLPCCD Chancellor's Council Webpage
IV.D.2	2	CLPCCD-FuncMap 2018	CLPCCD Task Map Summary of Functions 2018
IV.D.3	1	CLPCCD-AdoptedBdgBk-BAM 2019-20	CLPCCD Adopted Budget Book BAM 2019–2020
IV.D.3	2	CLPCCD-AdoptedBdgBk-BAM 2019-20	CLPCCD Adopted Budget Book 2019–2020
IV.D.3	3	CLPCCD-ChanMemo-RE-BAM 6-18-20	CLPCCD Chancellor's Memo Budget Allocation Model June 18, 2020
IV.D.3	4	CLPCCD-IBPM-GuidePrinc-BAM	CLPCCD Integrated Planning and Budget Model Guiding Principles
IV.D.3	5	CLPCCD-BOT-Pri-Webpage	CLPCCD Board of Trustee Board Priorities Webpage
IV.D.3	6	CLPCCD-BOT-Pri 4-16-19	CLPCCD Board of Trustees Agenda Board Priorities April 16, 2019
IV.D.3	7	CLPCCD-BP6100-DelegOfAuth	CLPCCD Board Policy 6100 Delegation of Authority
IV.D.3	8	CLPCCD-BP6250-BdgtMgm	CLPCCD Board Policy 6250 Budget Management
IV.D.3	9	CCCCO-StudCntrFundForm-Webpage	CCCCO Student Centered Funding Formula Webpage
IV.D.3	10	CLPCCD-BrdMtgArchives-Webpage	CLPCCD Board Meeting Archives Webpage
IV.D.4	1	HR-MgmtJobDescr-Coll-Pres-Chabot	HR Management Job Description College President Chabot
IV.D.4	2	CLPCCD-BP7250-EdAdmin	CLPCCD Board Policy 7250 Educational Administrators
IV.D.4	3	CLPCCD-ChanCncl-Coll-Pres-Webpage	CLPCCD Chancellor Council College President Webpage
IV.D.4	4	HR-MgmtJobDescr-Coll-Pres-Chabot	HR Management Job Description College President Chabot
IV.D.4	5	CLPCCD-BP7250-EdAdmin	CLPCCD Board Policy 7250 Educational Administrators
IV.D.5	1	CLPCCD-IPBM-GuidPrinc	CLPCCD Integrated Planning and Budget Model Guiding Principles
IV.D.5	2	CLPCCD-BOT-Min-AgnItem9-Approv 5-21-19 pp13-14	CLPCCD Board of Trustees Minutes agenda Item 9 May 21, 2019
IV.D.6	1	CLPCCD-AnnuRpt-Webpage	CLPCCD Annual Report Webpage
IV.D.6	2	CLPCCD-DEMC-Webpage	CLPCCD District Enrollment Management Committee Webpage

IV.D.6	3	CLPCCD-ESS-Cmte-Webpage	CLPCCD Educational Support Services Committee Webpage
IV.D.6	4	CLPCCD-DSP-SLT-Mbr 2-22-21 p2	CLPCCD District Wide Strategic Plan February 22, 2021 (p. 2)
IV.D.6	5	CLPCCD-IPBMCmte-Facilites-Webpage	CLPCCD IPBM Committee Webpage
IV.D.6	6	CLPCCD-ChanCnsl-Webpage	CLPCCD Chancellor's Council Webpage
IV.D.6	7	CLPCCD-DEMC-Webpage	CLPCCD District Enrollment Management Committee Webpage
IV.D.6	8	CLPCCD-ESS-Cmte-Webpage	CLPCCD Educational Support Services Committee Webpage
IV.D.6	9	CLPCCD-IPBMCmte-PBC-Webpage	CLPCCD IPBM Committee Planning and Budget Committee Webpage
IV.D.6	10	CLPCCD-TechSvracs-Cmtes-Webpage	CLPCCD Technology Services Committees
IV.D.6	11	CLPCCD-TechSvracs-Cmtes-Webpage	CLPCCD Technology Services Committee Webpage
IV.D.6	12	CLPCCD-BrdMtgArchives-Webpage	CLPCCD Board Meeting Archives
IV.D.7	1	DistWideCmtes-IPBM-Webpage	CLPCCD District Wide Committees Webpage
IV.D.7	2	CLPCCD-DistCmteSurv 7-8-21	CLPCCD District Wide Committee Survey – July 8, 2021
IV.D.7	3	CLPCCD DistCmteSurv F2021	CLPCCD District Wide Committee Survey – Fall 2021

Part H: Quality Focus Essay

The Quality Focus Essay (QFE) is the component of the Institutional Self-Evaluation Report (ISER) that provides an opportunity to highlight and advance new and/or current project initiatives aimed at improving student learning and achievement. Moreover, it engages the College (students, faculty, classified professionals, and administrators) in campus wide conversations on the topic of continuous quality improvement, particularly institutional projects in need of update, expansion, or further development. To this end, the Chabot Accreditation Leadership Team (CALTeam) gathered feedback from the College via multiple methods: (1) QFE presentation at College Day (Fall 2021), (2) QFE Survey, (3) dialog with the College's senates (student, classified, faculty) and shared governance committees, and (4) the QFE Information Guide. The analysis of the data collected, coupled with the careful review of the ISER, provided the CALTeam with the following areas of interest for the QFE:

- Equity-minded initiatives
- Technology-centered projects
- Guided Pathways efforts

Taken together, the areas identified informed the selection process of the QFE project ideas, which were vetted in close consultation with the College's Accreditation Steering Committee, Planning and Resource Allocation Committee (PRAC), and President's Council. It was through this collaborative process that two QFE projects emerged:

1. QFE Project 1: Building upon the Guided Pathways framework with an equity and technology lens
2. QFE Project 2: Further Development of the Black Excellence Collective 10x10 Village Project with a mental health and technology lens

The two projects selected for the QFE are of significant importance to student success and institutional effectiveness, as both projects are closely aligned with Chabot's 2020 Three-Year Strategic Planning Objectives (SPO) and Educational Master Plan (EMP) Mission Critical Priorities (MCP):

- **Equity:** Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees.
- **Access:** Removing barriers, from application through enrollment, and expanding opportunities for a strong start at Chabot College.
- **Critical Pedagogy and Praxis:** Engaging in teaching and learning aimed at developing content knowledge, critical thinking, and skills development.
- **Academic and Career Success:** Providing holistic and integrated support and services to ensure students reach their educational and career goals.
- **Community and Partnerships:** Cultivating strategic relationships that support the needs and goals of the college community.

QFE PROJECT 1: BUILDING UPON THE GUIDED PATHWAYS FRAMEWORK WITH AN EQUITY AND TECHNOLOGY LENS

Chabot’s Guided Pathways Initiative follows a student-centered approach to college services, counseling and program design that empowers all students to realize their educational goals by providing clear navigation to degrees, certificates, transfers, careers, and personal growth ([GuidedPathway-Website](#)). Since Fall 2018, the College has embarked on a five-year phased process of inquiry, design, and implementation with the end goal of decreasing students’ time to degree completion through Chabot’s Guided Pathways Initiative. More specifically, the Guided Pathways framework is designed to better integrate services and instruction in the areas of new student onboarding and Learning and Career Pathways. Thus, the Chabot College QFE builds upon a strong foundation in the Guided Pathways work completed to date and grounds its project activities on the four pillars of Guided Pathways:

1. **Clarifying the Path:** Create clear curricular gateways to employment and further education.
2. **Enter the Path:** Help students choose and enter their pathway.
3. **Stay on Path:** Help students connect to and receive the supports they need to succeed.
4. **Ensure Learning:** Ensure learning is happening with intentional outcomes.

The aim of this holistic and integrated care and guidance is to serve and enrich students’ lives through their academic and social experiences at Chabot College. Expanding on this perspective and experience, **QFE Project 1** provides an opportunity to redesign Chabot’s new student onboarding process in accordance with the development of the Learning and Career Pathways at Chabot College.

To this end, **QFE Project 1** calls for three major project 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

QFE Project 1 Action Plan

Activity	Responsible Party	Resources	Timeline
Activity #1: Implementing and embedding Student Success Teams in Learning and Career Pathways	Guided Pathways (GP) Steering Committee (various stakeholders include administrators, classified professionals, faculty, including part-time faculty, students, and community members) Guided Pathways (GP) Leads (2) administrators, (2) faculty, (4) counselors (2) classified professionals	Calls for budget to compensate faculty and classified professionals supporting the Student Success Teams. Additional funding will also be needed to be able to attain disaggregated data from IR to build a dashboard to access pathway specific data.	<u>Inquiry Phase:</u> Fall 2020 – Spring 2021 <u>Strategy Development Phase:</u> Fall 2021- Spring 2022 <u>Implementation Phase:</u> Fall 2022 – Spring 2023 <u>Assessment Phase:</u> Fall 2023 – Spring 2024
Activity #2: Establishing a Guided Pathways Student Council (GPSC)	Guided Pathways (GP) Leads	Calls for budget to compensate students participating in the GPSC. Also, budget item for food needed	<u>Inquiry Phase:</u> Fall 2019 – Spring 2020 <u>Strategy Development Phase:</u> Fall 2020- Spring 2021

		when meetings are in-person	<u>Implementation Phase:</u> Fall 2021 – Spring 2022 <u>Assessment Phase:</u> Fall 2022 – Spring 2023
Activity #3: Integrating Learning and Career Pathways in Current Systems	Guided Pathways (GP) Leads	Calls for budget to hire a Guided Pathways (GP) Coordinator to support the inclusion of maps on the website and transition to META and a Technology Consultant to provide feedback on connectivity points throughout the website.	<u>Inquiry Phase:</u> Fall 2020 – Spring 2021 <u>Strategy Development Phase:</u> Fall 2021- Spring 2022 <u>Implementation Phase:</u> Fall 2023 – Spring 2024 <u>Assessment Phase:</u> Fall 2024 – Spring 2025

Anticipated Impact on Student Learning and Achievement

The proposed redesign of new student onboarding and Learning and Career Pathways using the Guided Pathways framework with an equity and technology lens in mind will create coherent templates for students to reach their degree and transfer goals, reducing confusion in course selection and delay in degree and transfer achievement. Also, institutionally, the onboarding redesign project will further increase the collaboration between academic and student services to continuously implement and assess new student Action Steps; for example, the following is a selected list of Action Steps that resulted from the Guided Pathways inquiry phase process:

- Coordinate first semester planning sessions aligned with Chabot’s new Learning and Career Pathways.
- Provide financial aid reminders and supports to students, especially throughout their first academic year.
- Expand Student Orientation and Registration (SOAR) Program for high school seniors.
- Increase collaboration with high school counselors to develop and deploy “virtual” counselors to local high schools and provide First Semester Planning Sessions.
- Incorporate Special Programs and Learning Communities Interest Form to better inform students and provide another virtual “touchpoint” to request more information.
- Adopt an early alert system to communicate academic progress, share resources, and provide feedback to students.
- Upgrade to a more dynamic career exploration tool (i.e., Career Coach) for students to search and explore a major and/or career of their choice.
- Leverage the partnership with Earn and Learn to codify work-based learning opportunities for students to connect with industry partners.

Moreover, the aim of these new student Actions Steps is to *increase* the following success indicators/rates: (a) the conversion rate from applicant to enrolled student, (b) the completion rate of math and English in the first year, (c) the rate of financial aid/basic aid recipients, (d) the orientation and Student Education Plan (SEP) rates, (e) student persistence and course success rates, (f) the number of attempted and completed units, (g) completion of 9 CTE units, and (h) number of students moving from noncredit to credit. In sum, the underlying goal of these Action Steps is to ensure first-time students follow intentionally designed processes, which, in turn, provide an equity-driven onboarding process.

Outcome Measures

The College's transformation under the Guided Pathways framework builds on Chabot's campus wide strategic planning processes (e.g., Program and Area Review, Environmental Scan, and Educational Master Plan) and incorporates continually evolving efforts to meet the needs of students. Informed by the same continuous improvement approach, as outlined below, the **QFE Project 1** activities will follow the same implementation and assessment cycle:

1. **Examine our best practices**; keep them moving and/or expand.
2. **Look at the gaps we've identified** through this inquiry process, and start addressing them as a community.
3. **Provide students opportunities** to explore, offering more guidance, support, and resources as they make their own choices.

QFE Project 1 Activities

Activity #1: Implementing and embedding Student Success Teams in Learning and Career Pathways

Project Activity #1 expands on Chabot's Guided Pathways prior work, particularly during the inquiry phase, which brought forth the strategy of implementing and embedding Student Success Teams in the College's Learning and Career Pathways. The QFE will drive this project activity forward by focusing on the implementation and assessment of the Student Success Teams. To this end, the underlying goal of this activity is to support the evolving and diverse needs of students within each Learning and Career Pathway. Currently, the plan is for Guided Pathways Counseling Leads to manage this project activity with the support of the Guided Pathways Leads and Steering Committee. The primary role of Student Success Teams is to lead students into a network of support based on the Learning and Career Pathways and thus connect students with resources to provide them with sustained, strategic, and personalized support. The implementation of Student Success Teams is scheduled to begin Fall 2022 and assessed the following academic year (see complete Action Plan above).

Expected Outputs	Expected Outcomes
<ul style="list-style-type: none">• The establishment of six (6) of Student Success Teams for each of the Learning and Career Pathways.• Composed of (minimum)- three (3) faculty, three (3) classified, two (2) students, and one (1) administrator	<ul style="list-style-type: none">• Chabot employees who are members of the Student Success team will assess the teams as supportive to students learning and achievement.• Students who participate in the Student Success teams will assess the teams as supportive to their learning and achievement.

Activity #2: Establishing a Guided Pathways Student Council:

Chabot's Guided Pathways Initiative places students at the center of all campus wide activities. The goal is to create a student-ready college informed by student voices and experiences. In this same spirit, Project Activity #2 looks to Chabot students for direction to establish a Guided Pathways Student Council (GPSC). The GPSC includes Chabot students in the conversation around the redesign of new student onboarding processes and Learning and Career Pathways (e.g., creation of Student Success Teams, onboarding revamping, and mapping projects). The aim is to represent a diverse group of students from various backgrounds, lived experiences, and majors, especially students from racially minoritized and disproportionately impacted populations. This speaks to the College's priority of acknowledging and listening to students' voices, ideas, and perspectives as we vision our work. Activity #2 is already underway: The

implementation phase began this semester (Fall 2021), and assessment will ensue the following academic year (2022–2023).

Expected Outputs	Expected Outcomes
<ul style="list-style-type: none"> The establishment of a Guided Pathways Student Council with at least three (3) students representing each pathway. Institutionalization of funding so that the students on the council are compensated for their time. 	<ul style="list-style-type: none"> Student Council members will believe the Council impacts <ul style="list-style-type: none"> Guided Pathways decisions on campus College policies on Guided Pathways

Activity #3: Integrating Learning and Career Pathways in Current Systems

The third activity involves the completion of two major tasks: (1) building the Pathway content management system (META) to store and manage the program Major Academic Plans (MAPs) in a way that intersects with the existing curriculum workflow and provides a way to export that data into the program webpages and/or other customer relationship management (CRM) systems and 2) constructing student-focused Pathway and Program webpages that integrate each degree and certificate with various resources and support services that complement that program. This will provide linkages to relevant resources and just-in-time information about activities and supports appropriate for the student’s stage on their educational path; for example:

- Program MAPs (Major Academic Plans)
- Learning and Career Pathways webpages
- Links to support services (e.g., Financial Aid, Mental Health Services, Tutoring)
- Links to resources (e.g., Open Educational Resources [OER], Library resources)
- Link to Onboarding Action Steps (e.g., Early Alert System, Career Exploration tool)

In short, the end goal of Activity #3 is to clarify the various Learning and Career Pathways at Chabot College by providing students with just-in-time information, including links to a spectrum of resources and services to support students toward their academic and career goals. This activity is scheduled for implementation beginning Fall 2023, followed by an assessment phase the subsequent academic year (2024–2025).

Expected Outputs	Expected Outcomes
<ul style="list-style-type: none"> The establishment of a new Learning and Career Pathways website. 	<ul style="list-style-type: none"> A redesigned Learning and Career Pathways website that students believe is user-friendly and helpful through user-based focus groups and surveys.

QFE PROJECT 2: FURTHER DEVELOPMENT OF THE BLACK EXCELLENCE COLLECTIVE 10X10 VILLAGE PROJECT WITH A MENTAL HEALTH AND TECHNOLOGY LENS

The Black Excellence Collective (BEC) 10x10 Village Project is another equity-minded and innovative initiative at Chabot College. Historically, Chabot has served as the birthplace for groundbreaking programs like Puente and Daraja (now Umoja), which continue to facilitate the success of underrepresented and marginalized college students, both locally and statewide. Grounded in this history and aligned with the College’s Student Equity and Achievement Plan, the BEC 10x10 Village Project was launched as a collaborative effort. The Student Access, Success and Equity (SASE) Committee supported the BEC to address the persistent equity gaps in student outcomes data for Chabot’s Black students. The BEC is a collective group of efforts

drawing together the successful practices of many of the groups on campus that are led by Black students, faculty, administrators, and classified professionals and scaling up these successful practices by using project ideas from Umoja student leaders. In response to the racial uprisings that erupted after the murder of George Floyd, Dean Wilson and Dean Cooks conceptualized transforming the BEC into the BEC 10x10 Villages to increase the services, spaces, and structures needed for Black students to feel a sense of belonging at Chabot and receive the support needed to achieve their goals. In June 2020, when President Sperling called for a Presidential Task Force for Black Student Excellence, the Task Force developed a cohesive strategy to work toward scaling these and other successful learning community practices to reach all Black students at Chabot College and the BEC 10x10 Villages were launched.

This campus wide effort resulted in the 10x10 Village Project (a nod to the African proverb, it takes a village to raise a child), which enlisted more than 100 Chabot College volunteers—faculty, classified professionals, administrators—to support the learning and achievement of the approximately 1,100 Black students at Chabot. To this end, the 1,100 students are divided into ten villages, with each village consisting of a minimum of ten staff volunteers who work as a team to connect and refer students to services and resources at Chabot College. Each village team focuses on increasing impact in one of ten areas of focus identified by Black students, classified professionals, faculty, and administrators. The table below lists the ten areas of interest and corresponding BEC Villages.

BEC 10x10 Villages
Academic Support & Retention (Tutoring)
Black Cultural Resource Center (BCRC)
CCEPG (Chabot Collaborative for Equity in Professional Growth)
Community & Campus Safety & Relations
Data & Research
Equity in Hiring
Financial Literacy (Sparkpoint)
Graduation (Certificate & Degree Completion, Career Transition)
Health & Wellbeing (Mental Health)
Onboarding (Welcome & Orientation)

The formation of the BEC and groundwork done by the Villages to date serves as the launching point for Chabot’s **QFE Project 2: Further development of the Black Excellence Collective 10x10 Village Project with a mental health and technology lens.**

In alignment with the College’s Strategic Planning Objectives and Educational Master Plan (EMP) Mission Critical Priorities (e.g., Equity, Access, Critical Pedagogy and Praxis, Academic and Career Success, and Community and Partnerships), **QFE Project 2** builds on prior campus wide activities designed to increase the success and graduation rates of Black students. Moreover, one village in particular, Health & Wellbeing (Mental Health), was identified as a top priority by the BEC and thus became the focus of the **QFE Project 2**. This project, as well as ongoing work by the other nine villages, aim to support equitable success outcomes for Black

students, from the moment they enter the College to graduation and/or transfer. Taken together, these activities advance the BEC’s two overarching goals and corresponding objectives:

- Goal #1—Student Focus: Support 1,100 Black Students
 - Connect and refer to current resources
 - Decide how many and what types of touch points to make each semester
- Goal #2—Institutional Transformation Focus: Increase Impact for 1,100 Black Students
 - Improve college support services
 - Work to improve college policies

In sum, **QFE Project 2**, as with **QFE Project 1**, builds on Chabot’s commitment to equity by identifying and leveraging each student’s strengths and addressing their challenges and needs by providing them with the support, resources, and tools they need to realize their educational goals. Case in point, the College has supported the BEC since its inception by securing funding to hire student mentors, building a collaborative village of volunteers and paid support, and addressing structural barriers to student achievement in the ten distinct areas listed above. These campus wide efforts demonstrate Chabot’s continuous dialog and action in support of student achievement, equity, and institutional effectiveness. Using this as a point of departure (and strength), the intention of **QFE Project 2** is to build out Chabot’s mental health services, with special attention to Black students, in an effort to advance and institutionalize the BEC’s overarching goals (see above) and, in turn, have an impact on student learning and achievement.

To this end, **QFE Project 2** calls for three major project activities:

- Mental Health Outreach & Capacity Building
- Integrating a Mental Wellness Mobile App
- Student Engagement & Mental Health Services

QFE Project 2 Action Plan

Activity	Responsible Party	Resources	Timeline
Activity #1: Mental Health Outreach & Capacity Building	Black Cultural Resource Center (BCRC) Staff & Student Assistants	Current funding (AY 21-22) provided by BEC 10x10 (SEA) funds and BCRC annual budget. Future funding may include SASE Grant funds, SCCC Grant funds. Staffing/Funding: Potential need for permanent Mental Health/Basic Needs Outreach Coordinator, and Mental Health Outreach Student Assistants.	<u>Inquiry Phase:</u> Fall 2020 – Spring 2021 <u>Outreach Development Phase:</u> Fall 2021- Spring 2022 <u>Implementation Phase:</u> Fall 2022 – Spring 2023 <u>Assessment Phase:</u> Fall 2023 – Spring 2024
Activity #2: Student Engagement & Mental Health Services	Pranamind Staff & Chabot CARES Mental Health Counseling Staff	Current funding (AY 21-22) provided by CARES Mental Health. Future funding sources may need to be determined. Current funding (AY 21-22) provided by BEC 10x10 (SEA)	<u>Inquiry Phase:</u> Fall 2019 – Spring 2020 <u>Implementation Phase:</u> Fall 2021 – Spring 2022 <u>Assessment Phase:</u>

	External presenters/workshop facilitators	funds and BCRC annual budget. Future funding sources may need to be determined.	Fall 2022 – Spring 2023 <u>Revise Program as needed:</u> Fall 2023 – Spring 2024
Activity #3: Integrating Mental Wellness Mobile App	BEC 10x10 Mental Health Advisory Group Members BCRC Staff & CARES Mental Health Team	Current funding (AY 21-22) for 1-year Contract with App developer provided by BEC 10x10 (SEA) funds. Future funding sources may need to be determined.	<u>Inquiry Phase:</u> Fall 2021 – Spring 2022 <u>Outreach Development Phase:</u> Fall 2022- Spring 2023 <u>Implementation Phase:</u> Fall 2022 – Spring 2023 <u>Assessment Phase:</u> Fall 2023 – Spring 2024

Anticipated Impact on Student Learning and Achievement

Recent educational research on mental health showed young people are being affected by various social emotional concerns, which in turn can influence their academic achievement in school (Meadows & Ramirez, 2018). What is more, these mental health issues are impacting student learning and thereby resulting in reduced academic achievement. The literature, however, also has pointed to comprehensive wellness programs that address students’ needs from all angles to support student success and well-being. Drawing from the research, coupled with the lived experiences of Black students at Chabot College, the BEC’s Health & Wellbeing (Mental Health) Village provides a culturally responsive approach to mental wellness that is a critical component of the College’s mission and values.

Under this model, student wellness is treated as an integral part of learning and interconnected with the other nine villages that make up the 10x10 Village Project. Moreover, it is not considered an add-on or standalone service or program. Instead, it is a “village effort” that includes all campus stakeholders—classified professionals, faculty, and administrators. Thus, the three major activities that make up **QFE Project 2** will continue to push the work of the Health & Wellbeing (Mental Health) Village forward with the deliberate intention of impacting Black students’ learning and achievement as well as their well-being. Ultimately, the project’s purpose (Nia) is “to make our collective vocation the building and developing of our community in order to restore our people to their historical greatness” ([BEC-Website](#)).

Outcome Measures

Activity #1: Mental Health Outreach & Capacity Building

Activity #1 supports the work already underway by the Health & Wellbeing (Mental Health) Village, in collaboration with Chabot’s CARES Mental Health Counseling staff, to establish culturally responsive mental health services to better serve Black students campus wide. This project activity involves learning more about Black students’ interests in mental health services—both current and future services. The use of student surveys and focus groups will help identify the most appropriate mental health services as well as students’ willingness to engage in such services. Survey results will also inform the design of a mental health outreach plan to promote current and new services, and marketing efforts may include the use of social media,

print media, and in-person outreach on campus. The implementation of the mental health outreach plan is scheduled to begin Fall 2022 and to be assessed the following academic year (see complete Action Plan above). This activity will be spearheaded by the BCRC (Black Cultural Resource Center) staff and student assistants.

Expected Outputs	Expected Outcomes
<ul style="list-style-type: none"> • Develop culturally responsive mental health services best suited for Black students at Chabot College. • Serve 150–175 Black students with mental health services. • Design a survey for students participating in the BEC’s 10x10 Village Project about their willingness to engage in mental health services. • Conduct focus groups to identify appropriate mental health services. • Design and implement an outreach plan to promote current and/or new mental health services. 	<ul style="list-style-type: none"> • Currently, 49% of African American students believe there is an emotionally supportive climate at Chabot for students with mental health needs. In the Fall 2024 Student Satisfaction Survey, we aim to increase the percentage of Black students who agree with this statement.

Activity #2: Student Engagement & Mental Health Services

Activity #2 builds out the existing mental health services being provided by Chabot’s CARES Mental Health counseling staff and Pranamind psychologists, who are also part of the 10x10 Health & Wellbeing (Mental Health) Village. The underlying goal of this activity is to augment mental health services that are tailored to serve Chabot students who identify with the Black/African diaspora. Currently, students can access a variety of counseling services, including (1) weekly group sessions focused on mindfulness and Black mental wellness, (2) one-on-one counseling, and (3) large roundtable discussions and workshops on mental wellness. The implementation of these services began in Fall 2021 and will be assessed next academic year (2022–2023).

Expected Outputs	Expected Outcomes
<ul style="list-style-type: none"> • Provide weekly group sessions addressing mindfulness and Black mental wellness: <ul style="list-style-type: none"> • 2–3 workshops weekly • Serving 25–30 students per workshop • Offer one-on-one counseling sessions: <ul style="list-style-type: none"> • Serving 15–20 students per semester • Increase reach by 25% annually (if need persists) • Engage students in larger workshops and/or roundtable discussions on mental wellness <ul style="list-style-type: none"> • 2–3 workshops per semester • 15–20 students per workshop • Increase reach by 25% annually 	<ul style="list-style-type: none"> • Assess the impact of mental health services on student wellbeing as well as student learning and achievement. • Upon evaluation, revise program and services as needed.

Activity #3: Integrating a Mental Wellness Mobile App

Activity #3 introduces the integration of a mental wellness mobile app to support Black students’ mental well-being and success at Chabot College. The evaluation of different mobile apps is currently underway as part of the inquiry phase followed by an outreach and implementation phase in 2022–2023. Once in use, the impact of the mobile app services (e.g., daily affirmations,

mindfulness and breathing exercises) on students’ mental well-being will be assessed after one year of implementation. The use of surveys will help determine the best ways to deploy the mobile app, for example: (1) referral by a Chabot mental health counselor and/or (2) after participating in a counseling group and/or one-on-one session. These assessment efforts and overall support of this activity will be managed by the BEC 10x10 Health & Wellbeing (Mental Health) Village, BCRC staff, and Cares Mental Health Team.

Expected Outputs	Expected Outcomes
<ul style="list-style-type: none"> • Provide access to a mental health and wellness mobile app to students participating in the BEC’s 10x10 Village: <ul style="list-style-type: none"> • Provide access to 150–175 students per year • Increase annually if need and/or interest persists 	<ul style="list-style-type: none"> • Assess students’ perceptions of the impact of the mental health mobile app on their well-being.

References

Meadows, J., & Ramirez, T. (2018). Student mental health and wellness: Best practices for educational leaders. *Leadership*, 48(1), 16–19.

PART H. ACRONYM LIST

AY	Academic Year
BEC	Black Excellence Collective
BCRC	Black Cultural Resource Center
CARES	Coronavirus Aid, Relief, and Economic Security (Act)
CRM	Customer Relationship Management
EMP	Educational Master Plan
GP	Guided Pathways
MCP	Mission Critical Priorities
OER	Open Educational Resource
PRAC	Planning and Resource Allocation Committee
QFE	Quality Focus Essays
SASE	Student Access, Success and Equity
SEA	Student Education & Achievement (Program)
SOAR	Student Orientation and Registration
SPO	Strategic Planning Objectives

PART H. EVIDENCE LIST

ISER Section	Ordinal Number	Evidence Document File Name	Evidence Document Name
QFE	1	GuidedPathway-Website	Guided Pathways-Website
QFE	2	BEC-Website	Black Excellence Collective-Website

Institutional Self-Evaluation Report

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