A

Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of the Standard are broadly applicable to all instructional activities offered in the name of the institution.

A1.

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. The academic and vocational programs at Chabot College prepare students to succeed in their educational goals and in the work place. Instructional programs reflect the diverse educational/career goals of students and respond to the educational needs of the local population and economy.

Chabot's mission statement was reviewed and revised in fall 2013, and approved by the Chabot Faculty and Classified Senates, the PRBC, and the District BOT in spring 2014 (Evidence I-13):

"Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Chabot students contribute to the intellectual, cultural, physical, and economic vitality of the region.

The college responds to the educational and workforce development needs of the regional population and economy. As a leader in higher education, Chabot promotes excellence and equity in academic and student support services. Chabot is dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals."

The appropriateness and integrity of courses and programs are ensured through the college's planning and PR process. The college's Curriculum Committee, Committee On Online Learning (COOL), PRBC, Office of Academic Services, and OIR all play integrated roles in meeting the community's educational needs. Alignment with the College mission and quality of programs is ensured via comprehensive curriculum review and PR processes (Evidence I-1). The OIR provides extensive quantitative and qualitative information about student's needs, perceptions, performance on their college experience and the community in which they live. The OIR has student interest trend data for the past ten years.

The College's offerings are designed to address the academic needs of the local population. To fulfill this need, the college uses its educational master planning, curriculum and PR processes and documents, advisory committees, and other research to design and provide the programs of study. Chabot currently awards degrees in 69 fields of study, including 18 Associate Degrees for Transfer, 36 Certificates of Achievement, 23 Certificates of Proficiency, and 5 other Certificates to meet the vocational training needs of the service area (Evidence RS-32).

In 2013-14, Chabot awarded 836 Associate Degrees, the highest in 16 years, and an increase of 125 degrees over the previous year. Half of the increase came from graduates in eleven new transfer degrees, which were developed to align degree and transfer requirements (Evidence RS-15). In 2013-14, Chabot awarded 241 certificates, a drop from the previous year of 297, but close to the average of 243 for the last 10 years (Evidence RS-16 and Evidence RS-17).

The total number of Chabot students transferring to four-year colleges in 2013-14 rose to 892, the second highest number in the last five years, and above the average of 866 (Evidence II-5). About 200 Chabot students annually transfer to in-state private and out-of-state four-year colleges, while the majority transfer to CSU or UC. In 2013-14, Chabot transfers to CSU rose to 525 after a dip to 449 the previous year. Chabot continues to recover from a statewide low point in transfers to CSU in 2009-10 due to cuts in transfer acceptances at CSU. The number of Chabot transfers to UC rose slightly in 2013-14 from 129 the previous two years to 144, which was higher than the average of 137 in the last ten years. Transfers from all community colleges to UC also rose slightly after a dip (Evidence RS-19).

A recent example of innovation to meet the needs of students and the community is the implementation of the Chabot BMW Program. This partnership added new vehicles, tooling, coursework, and faculty to Chabot's NATEF-certified automotive training programs. Students taking the Chabot/BMW training classes can earn up to six BMW of North America training certificates, which will position graduates to enter a BMW Dealership with a Level III training status. BMW has active dealership programs in the Bay Area, California, and 350 BMW Dealerships across the nation.

As part of the implementation of formal student learning assessment processes at Chabot, to assure that graduates achieve certain holistic and college-wide learning goals, in 2004 the College identified five institutional learning outcomes, known as CLWG. These outcomes are tied to the mission statement and are used to assess whether the College meets the mission. They inform the discussion of the GE requirements of AA and AS Degree programs. The CLWGs are, as follows:

- Global and cultural involvement
- Civic responsibility
- Communication
- Critical thinking
- Development of the whole person

All courses at Chabot contribute to learning in one or more of the areas. The mapping of existing courses and programs to the CWLGs occurred during the first cycle of formal assessment, where faculty identified one or more of the CWLGs for each course. Today, when faculty propose a new course, the CWLG mapping is submitted with the course proposal. During the three year SLO assessment cycle, the CWLGs are to be assessed. Thus, all courses at Chabot support the mission.

The Office of Academic Services implements curriculum changes approved by the Curriculum Committee and the BOT. Once a program or course within a program has been implemented, it is subject to PR and ongoing curriculum review. As a consequence, courses and programs are continually assessed for currency, teaching and learning strategies, student learning outcomes, and alignment with the mission ([Evidence I-20](#)). For Career Technical Education programs, the evaluation of the programs is further enhanced by advisory committees. Associate degree and certificate program outcomes have been developed for all degree and certificate programs. These program outcomes are assessed and reported on through the PR process. As previously noted, the academic courses map the learning outcomes of the course to the CWLGs. Hence, all academic programs support the institutional learning outcomes.

Evaluation

The College meets the Standard. The College's efforts to link the Mission, the five CWLGs, and instructional programs, through CLOs and PLOs, have been successful. Chabot's CWLGs are a reflection of both the mission statement and the GE philosophy. Program and course outcomes are correlated, and courses are to the institutional outcomes. As a result, all institutional offerings are aligned to the mission of the institution. Fall 2013 Student Surveys suggest that the college is making progress on all five institutional-level outcomes (Evidence II-4).

Chabot College's AA and AS graduation requirements were completely reviewed and updated by an Academic Senate committee in 2007 (Evidence II-2). The Senate also approved the "AA/AS Degree Philosophy Statements." These requirements and the philosophy statement directly support achievement of the mission. In 2011, The State of California mandated a new degree program, the Associate Degrees for Transfer. These new degrees, based on the requirements developed by a joint California Community College and California State University task force, are being developed and implemented. The degrees use the CSU GE course requirements in order to fulfill the Associate Degrees. As of fall 2014, 18 degrees have been approved.

Between fall 2011 and 2013, Chabot students had higher success rates and lower withdrawal rates than anytime in the last 15 years. Success rates, traditionally stable at 65-67 percent, rose to 69 percent in fall 2013. By fall 2014, they remained almost as high at 68 percent. Withdrawal rates, stable at 22-23 percent, dropped to 16-17 percent in the last five years. Non-success rates (D, F, No Credit, No Pass, or Incomplete) have gone up slightly from an average of 12 percent during the early 2000's to 15 percent in fall 2014. However, the percentage of students who withdrew from all their courses fell from 18 percent in the early 2000's to 10 percent in fall 2014. Compared to the late 1990's and early 2000s, students are

now more likely to stay enrolled in their classes, whether they are succeeding or not (Evidence II-4).

In the Spring 2014 Staff Survey, 60 percent agreed or strongly agreed that "Institutional planning and decision making are guided by the vision/mission statement" (up from 50 percent six years earlier) (Evidence OIR-21, page 1). Sixty-eight percent of staff agreed or strongly agreed that "Educational programs are continually reviewed for consistency with the mission," a considerable improvement from 56 percent in 2008 (Evidence OIR-21, page 10). Sixty-two percent felt that institutional research is used in the planning, development, evaluation, and revision of programs and services, up from 53 percent in 2008 (Evidence OIR-21, page 2).

Actionable Improvement Plan

None

A1.a.

Instructional Programs

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

Chabot's programs strive to meet the varied educational needs of the community. The College's commitment to diverse educational programs is expressed in its mission, values, and vision statements (Evidence RS-31). The College relies on data supplied by the OIR, input from the community, and the expertise of its faculty to identify the varied educational needs of its students. The CTE programs include community advisory committees to provide direct guidance and advice. The following advisory boards and committees presently operate: Accounting and Business, Administration of Justice, Architectural, Automotive Technology, Computer Applications Systems, Dental Health Programs, Disabled Students Programs and Services, Early Childhood Development, Electronics, Engineering, EOPS/CARE/CalWORKs, Film Production, Fire Technology, Graphic Design, Human Services, Interior Design, Machine Tool Technology, Medical Assisting, Nursing, Radio and Television Broadcasting, Real Estate, Service to Seniors, Welding Technology (Evidence RS-32). As new needs are identified, other advisory boards will be appointed to assist the college in developing appropriate programs. The OIR provides the staff and faculty with reliable research for planning. Recent institutional research has included information on the communities Chabot serves, student characteristics, and student success (Evidence I-2, Evidence RS-9). Students, faculty, and staff are also regularly surveyed to obtain current perceptions of satisfaction with various aspects of their educational experience.

The Evidence OIR-provided information is incorporated into the planning and evaluation of programs and services, primarily through the three-year PR cycle, with a "deep data review" required in year one. Included are data relating to enrollment management, success and withdrawal rates by race-ethnicity and gender, and success rates through a sequence of courses, if applicable (Evidence I-20).

Chabot's Assessment Center provides data for both institutional planning and for individual students' program planning. Currently, assessments in English, math, ESL, and chemistry are available to students, as is a vocational assessment. The Strong and Myers-Briggs tests are available to students with counselor referrals (Evidence II-5). Eighty-five percent of Chabot students are assessed as Basic Skills students, requiring development English and/or Math classes. As a result, the focus of the recently concluded Title III and ongoing state-funded Basic Skills Initiative grants has been on raising awareness of the needs of basic skills students and improving outcomes for these students (Evidence II-6). Research is conducted through the Assessment Testing Center and the OIR to determine student needs.

Institutional planning is guided by the *Educational Master Plan 2005-2015* (Evidence I-17). The Master Plan was developed with extensive input from faculty, staff, administrators, students, board members, and community representatives, and informed by current data on student characteristics, population statistics in the service area, labor market characteristics and projections, and the economic impact of Chabot on the community. The *Educational Master Plan* states broad institutional goals related to instruction and identifies a Statement of Philosophy, Description and Mission, and Goals for each program based on the analysis of research.

Numerous programs, learning communities, student services, and individual courses have been developed directly in response to student need:

- The Puente Project, which has expanded to 90 community colleges and high schools in California, was founded at Chabot College in response to a high drop-out rate of Latino students. Institutional research shows that students in the Puente program have significantly higher persistence rates than other Latino students and the general student population.

- Daraja Program, also founded at Chabot, was created in response to low retention and transfer rates among African-American students and has been cited by the American Association of Community Colleges as an "Outstanding Regional Program." Institutional research shows that students in the Daraja Program have a significantly higher persistence rates than other African-American students and, in most years, surpass the general student population.

- Chabot's PACE Program is a learning community and degree and transfer program designed to address the needs of Chabot's high number of working adult students.

- Aspire provides individual academic, career, and personal counseling to foster success of first generation, low income, or disabled students.

- Tech Prep provides articulation avenues for students in high school and regional occupational programs.

- CalWORKs provides accelerated career programs for working adults and welfare recipients. This program also provides educational and career opportunities that enable students to complete their educational goals, find meaningful employment and successfully transition into the workforce.

- The DSRC assists students with special needs to make the transition to college.

- The EOPS provides assistance to educationally disadvantaged students.

- The ESL program provides courses to help non-native speaking students acquire the language skills to succeed in college coursework.

Evaluation

The College meets the Standard. The institution uses research to ascertain student needs and develop and assess programs. The Spring 2014 Staff Survey indicate that 62 percent of respondents believe institutional research results are used in planning, development, evaluation, and revision of programs and services, up from 53 percent in 2008 (Evidence OIR-8). Student Surveys suggest that students perceive themselves as making progress towards the institutional learning outcomes (Evidence II-4).

Specific attention has been given to assessing Chabot's progress on student learning assessment. All courses have SLOs. Those outcomes are assessed during a three-year cycle, and reporting on both those outcomes and suggested changes to enhance student learning are a required element of PR (Evidence I-20). Program outcomes have been developed for all certificate and degree programs, and assessment and reflection occurs through the PR process. The computer software program, eLumen, has been utilized to compile documentation of SLOs, their assessment, and their correlation to the institutional outcomes. However, extensive technical difficulties with eLumen were experienced, and the College has opted for multiple data management strategies for the current cycle and is transitioning to a CurricUNET-based data repository (under testing spring 2015, with adoption in the 2015-16 academic year).

The College's *Educational Master Plan*, grant proposals, and numerous programs have been developed based on the educational preparation, diversity, demographics, and economy of Chabot's students and community. The success of these programs is assessed systematically through PR. Course and program outcomes have been written and are assessed through PR. Institutional research indicates that students perceive themselves as making progress on institutional learning outcomes (Evidence RS-21).

Actionable Improvement Plan

None

A1.b. | *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Description

Instruction at Chabot College is designed to facilitate student learning and success in a wide range of academic disciplines using delivery systems and modes of instruction compatible with curriculum objectives and appropriate to the diverse needs of its students. Courses are offered on weekdays, evenings, Saturdays, and online. Instructional methods include traditional lectures, interactive lectures, multimedia presentations, whole class discussions, small group work, hands-on activities, and one-on-one work with students. Faculty regularly experiment with these different instructional approaches and teaching methodologies to accommodate student learning styles.

Courses are offered in real time in campus classroom environments, as hybrid courses involving a combination of on-campus and web-based instruction and resources, and in synchronous and asynchronous mode via the internet, as determined by discipline faculty and after undergoing a rigorous approval process at the discipline, division, and institutional levels. (See IIA.2 for a description of the curriculum process.) Chabot currently uses the system, CurricUNET, to manage and access Course Outline of Records (CORs).

Chabot has developed numerous programs, learning communities, student services, and individual courses in response to student need. Among them are The Puente Project, Daraja, PACE, Aspire, Tech Prep, CalWORKS the DSRC, EOPS, and ESL, as previously discussed. The Learning Connection provides additional support to students seeking to achieve their learning and goals (Evidence II-7, Evidence II-8). The DSRC provides additional assistance to students with various disabilities (Evidence II-9).

Online learning offers flexible learning options and access for students who work or whose commitments preclude an on-campus class schedule. The online student demographic generally comprises working adults. Chabot College offers both fully online courses as well as hybrid courses (online courses with a varied number of required meetings).

California Code of Regulations, Title 5, Section 55206 requires that if any portion of the instruction for a new or existing course section will be offered through distance learning modes of delivery in lieu of face-to-face interaction between instructor and student, the course must undergo a separate approval process. All faculty who wish to teach an online or hybrid course at Chabot College must complete the Online/Hybrid Course Approval Process. This in-depth process includes background research, obtaining input from colleagues and administrators, explaining student benefits, a description of how the course content will be delivered, the nature of instructor-student and student-student interactions, how student learning will be assessed, how technology will be utilized, how students with disabilities will be accommodated, as well as a demonstration of course content (a requirement of instructors teaching online for the first time) (Evidence I-29). The DSRC, in collaboration with the faculty, provides accommodations to ensure all students have access to the content in every course, regardless of mode of delivery. Dialogue on online and hybrid online course delivery regularly occurs in workshops on Flex Days at Chabot and throughout the curriculum development process.

Evaluation

The College meets the Standard. Chabot utilizes various modes of instruction compatible with curriculum objectives and is responsive to student needs in the designing and delivery of instruction. Additionally, Chabot provides extensive learning communities and support services to enhance student success and to support the teaching goals of its instructors. Determination of delivery systems and modes of instruction rests with the faculty, which are subject to Chabot's rigorous curriculum development process.

Approximately 15 percent of all course offerings offered at the College are currently being taught in online or hybrid format. In fall 2013, Chabot offered 65 hybrid course sections and 108 online course sections (compared to 55 hybrid and 96 online course sections in fall 2012) (Evidence RS-37).

The College's supported web-based delivery platform for web-based, hybrid and online courses is the Learning/Course Management System (LMS/CMS) *Blackboard*. During spring 2014, approximately 62 percent of all course sections (online, hybrid, and face-to-face courses) utilized Blackboard as a primary or supplementary means for instructional delivery. Forty-nine percent of faculty report that they utilize Blackboard, up from just 3 percent in 2008 (Evidence OIR-21, page 13).

Actionable Improvement Plan

None

A1.c.

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

Description

Chabot College identifies and assesses SLOs for its courses, certificates and degrees and uses assessment results for course and program improvements. The SLOs include CLOs, PLOs, and CWLGs. The language used for the CLOs, PLOs and CWLGs is taken from Bloom's Taxonomy. Each active course is required to have CLOs. The number of CLOs needed per course is determined by the course content. In general, 3-5 CLOs are required to cover a 3-unit course. The PLOs assess program goals and are mapped to the CLOs. Faculty are asked to develop two PLOs per program. Every semester, primarily during Flex Days, faculty meet in their disciplines to share and discuss assessment results as part of the PR process. Plans are then developed for the improvement of instruction to enhance the learning process. This dialogue and evaluation is recorded in the division's PR (Evidence I-20).

Chabot supports SLO work through a comprehensive website that is available with links to the history and philosophy of the SLO work at Chabot, definitions, examples, contacts and resources (Evidence II-1, Evidence II-7). Fifty-nine percent of responding faculty in the Spring 2014 Staff Survey agree or strongly agree that the College has provided them with

training on assessing SLOs (Evidence OIR-5). The purpose and value of writing and assessing SLOs is clear to over two-thirds of the faculty. Over 70 percent have contributed to writing SLOs and 87 percent have assessed them in their course(s). 83 percent of the faculty responding agree or strongly agree to the statement, "My program/discipline has developed program-level student learning outcomes, a significant increase over the figure of 55 percent in 2008. While 72 percent of the faculty are familiar with the CWLGs, over 88 percent provide opportunities for their students to learn the major learning goals of communication, critical thinking, acting ethically, and thinking creatively (Evidence OIR-5).

Flex Days continue to provide opportunities for dialogue within the community to explore the area of improving student learning. When answering the question, "I participate in thoughtful, reflective dialogues about improving student learning on college-wide Flex Days," 76 percent of all staff agree or strongly agree. This is an increase over the 65 percent who agreed or strongly agreed in 2008 (Evidence OIR-1).

The SLOAC website provides a link to archives of the Flex Day presentations from fall 2010 related to SLO training (Evidence II-7). The site has a variety of links, including *Bloom's Taxonomy for the Cognitive Realm with Outcomes and Sample Assessments.* What follows is a brief summary of SLO assessment at Chabot.

- In the spring of 2008, Flex Day workshops on SLOs and assessment were held. Faculty and staff across campus attended and participated in college wide workshops on writing and assessing SLOs. The SLOAC website was launched, which provides links to course, program, and institutional learning outcomes.
- Faculty develop SLOs for new courses, and modify SLOs, for existing courses based on discipline proficiency and assessment. The CLOs are included in the official COR and are reviewed with each update. The CWLGs are mapped to CLOs during the curriculum process.
- PLOs are written by program faculty, and they are assessed when all CLOs have been assessed. At that time, the 'Closing the Loop' form, which summarizes the results, documents the reflections and recommendations for improvement, is completed. Chabot's PLO 'Closing the Loop' form was revised for PR in spring 2013. The PLO "Closing the Loop" form documents the evaluation and assessment of program-level outcomes and is embedded within the three-year assessment cycle.
- Assessment of CWLGs and student satisfaction is done biannually through the OIR. Results of the assessment for CWLGs from 2003 through 2013 are posted on the OIR website (Evidence II-4). Of the 19 components of the 5 CWLGs, 12 show some or a lot of progress for 75 percent of the students, and other 7 show progress of between 68 percent and 77 percent of students. More 75 percent of all Chabot Students feel they have improved in the five CWLGs (Evidence OIR-53).
- The CTE disciplines receive additional input from outside advisory committees to ensure that instruction is current and in line with industry standards. These advisory panels help the program respond to trends and emerging needs in the industry. Advisory panels often recommend revisions to curriculum and SLOs as they relate to the field of study.

- Programs and disciplines must establish an assessment schedule for courses in the area. Information on each program's schedule is available at the SLOAC website.

- In fall 2014, the College initiated PR for GE, and identified outcomes for this program.

- In the fall of 2015, Chabot College will adopt an integrated software program for PR and SLOs. This new software will provide greater accuracy, ease of use, mapping with existing Curriculum, and better reporting for course and program improvement throughout the institution.

The SLO work is a central element in Chabot's PR process, which is a three year, comprehensive, integrated system of review, discussion, planning, change, and resource allocation. The SLO role in PR is illustrated in the diagram below.
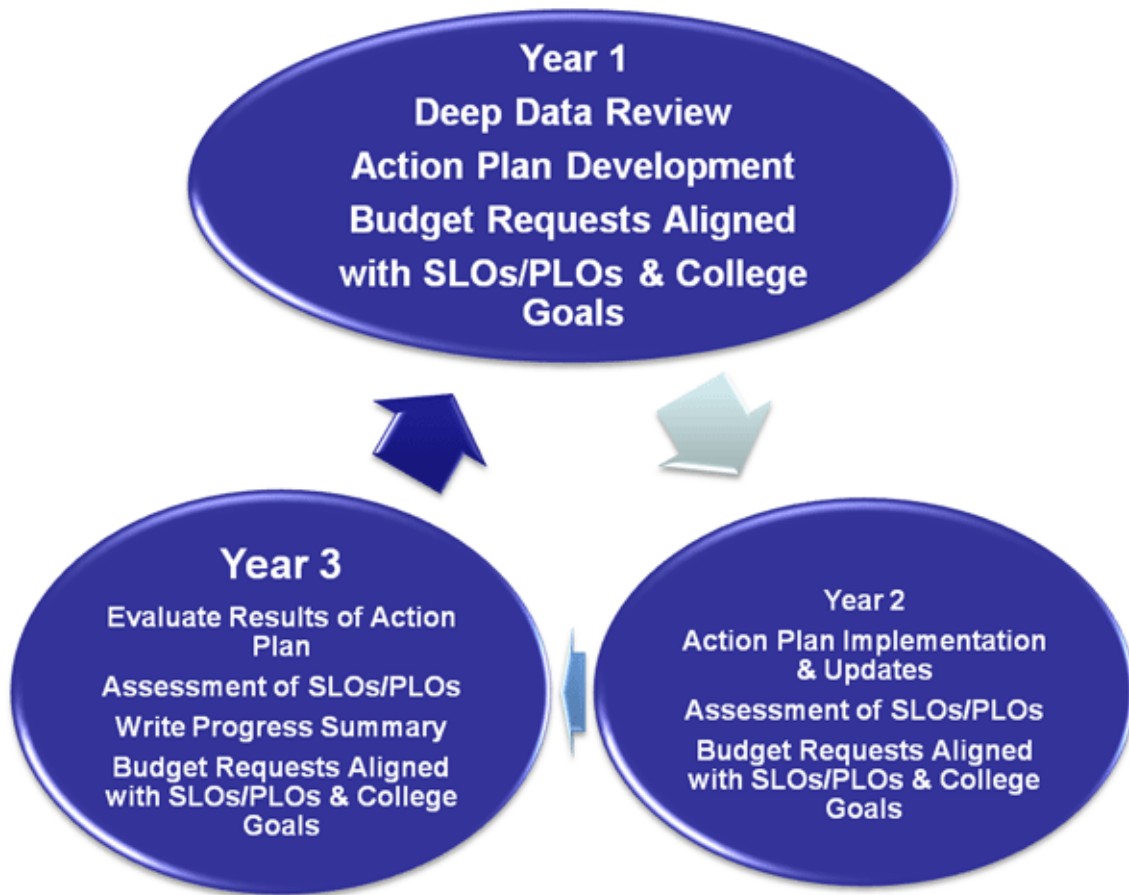
Evaluation

The College substantially meets the Standard. The College has devoted significant time and resources to learning assessment, with major efforts during Flex Days to train faculty, and release time and/or stipends for the chair of the SLOAC.

In many cases, faculty have made significant changes to their programs based on the results of the work done through the PR process and based upon the information learned from the SLO/CLO/PLO work. Following are several examples:

Mathematics

The faculty evaluated a gap between the students' perceived performance and their actual performance in MATH 103, 104, 65, 55, 53, and 37 courses. They compared the program-level course results with the content from the course level, and they found that students struggled with foundational concepts—concepts that will carry them through to the next course in the sequence. Almost all fulltime mathematics faculty teach higher level courses, so additional fulltime faculty are needed to address the lower-level mathematics classes. As a result, the mathematics discipline requested additional full-time faculty through PR.

Another program-level discussion also considered topics from the MATH 103, 104, 65, 55, 53, and 37 courses. Most topics that appeared at the top of the respective lists are foundational in nature with connections to prerequisites. The discussion also brought up the validity of placement exams—do the exams place students in the appropriate class? As a result, the faculty decided to investigate not only the validity of the exams but if there are other placement exams in the market.

Dental Hygiene

The Dental Hygiene Program is required by its accrediting body to assess SLOs at least once per year. Data from the assessments (tests, student didactic grades, student clinical competencies as well as graduation rates and success rates on the National Board Dental Hygiene Exam and the Clinical State Board Exam are reviewed and assessed by program faculty at their bi-annual collaboration meetings (clinical) and their annual curriculum review meeting (held in the summer each year). Also, students complete an online survey for each class to aid in determining if the SLOs have been met from the student perspective. As a result of these assessments, changes are made to SLOs and CORs. These are then submitted to the curriculum committee for review. The dental hygiene program has been doing course level assessment as required for the past 14 years.

Auto Tech

In the fall 2012 semester the discipline successfully implemented a large-scale revision of its entire program. These changes affected all courses, certificates, degrees, and provided students with improved learning opportunities and shorter completion times. Students have responded with positive feedback regarding the changes, and the improvements to class availability. The changes also directly impacted SLOs, since hands-on experience has increased and provides greater application focus. Implementation was the culmination of two years of review, revision, and implementation of a foundation that will serve the program for years to come. Recently, the program received approval on two new certificates, Hybrid and

Service Consultant, with a third certificate awaiting approval, BMW. Students have shown the following changes since the revisions were implemented:

- 5 percent increase in Core 1 (Evidence II-11)

- 12 percent increase in Student Success (Evidence II-12)

A key implementation component of the program revisions is the ability to develop instructional schedules that allow a breadth of course offerings each semester, address prerequisite requirements, and reduces program completion times due to greater course availability across morning, afternoon, and evening instructional periods. The use of multi-cycle schedules is a method that could address challenges for other disciplines on the campus.

Kinesiology and Physical Education

In response to the prompt, "Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights," faculty in Physical Education report that they continue to refine and re-evaluate all of their coursework and incorporate greater health-related personal assessments into their activity courses. "On the physical education activity side, the division is committed to educating students about adult type II diabetes and metabolic syndrome. Due to the health risks presented by metabolic syndrome and adult diabetes, the present student population at Chabot College is predicted to have a shorter lifespan than their parents. The goal of Chabot Kinesiology and Physical Education is to be at the forefront in the education and prevention of this deadly disease."

Art History

In the Art History discipline, instructors have used successfully a method referred to as the "Pre-test/Post-test Evaluation," which is endorsed by the National Institute for Learning Outcomes Assessment. This method calls for use of locally developed tests and examinations, which are administered at the beginning, then again at the end of courses or academic programs. The results of these two tests are compared for an assessment of student progress. This method is especially effective for assessment of Chabot students because it factors in an institution-wide picture of what is known as "direct value-added" education. "Value-added" education considers not just student "outcomes," but also "incomes" (such as preparation and socioeconomic status). The importance of taking pre-existing student characteristics into account has been stressed for years and with great intensity by Chabot faculty.

In the Spring 2014 Staff Survey, 70 percent of faculty indicated that the purpose and value of writing and assessing SLOs was clear, 55 percent agreed that they had received training from Chabot in writing SLOs, 59 percent that they had received training from Chabot in assessing SLOs, and 48 percent that they had received training outside of Chabot College in writing or assessing SLOs (Evidence OIR-21, page 11). 73 percent indicated that they had contributed to the development of SLOs, and 87 percent agreed that they had assessed or plan to assess within the year SLOs in their course(s). 83 percent affirmed that their program/discipline has developed PLOs. All of these represent significant increases over the

2008 Survey. Chabot has completed at least one outcomes assessment cycle for all courses with a second due for completion in spring 2015. The assessment cycle is embedded into the PR process and tied to requests for resources to improve student learning.

Actionable Improvement Plan

College Plan 2: Student Learning Outcomes

1. The College commits to increase to 100 percent the number of programs with ongoing assessment of learning outcomes by June 2017. Complete PLO assessment and reflection, and use achievement of these outcomes as an additional basis for awarding degrees and certificates by June 2016.

2. The College commits to increasing course level assessments to 100 percent. The college commits to assessing institutional level assessments. The college commits to completing comprehensive learning outcomes assessment for all GE courses by June 2016.

3. The College commits to complete its comprehensive learning outcomes assessment for all GE courses by June 2016.

4. The College commits to achieving the ACCJC SLO rubric from Proficiency to Sustainable Continuous Quality Improvement.
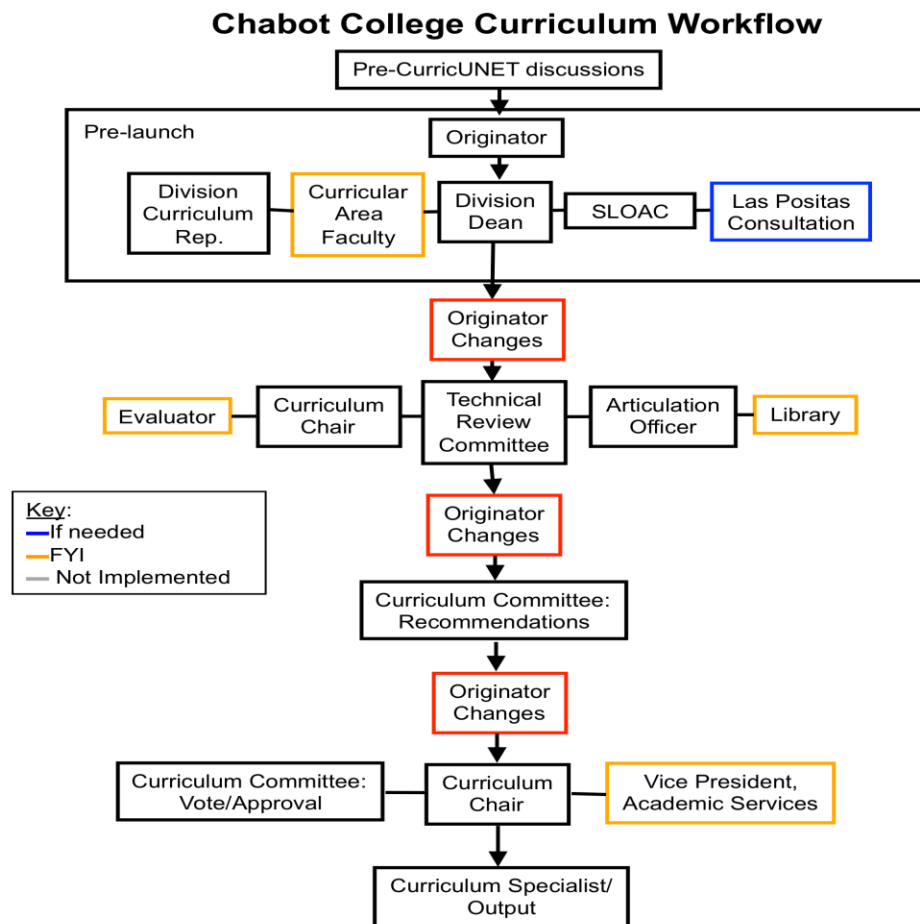
A2. | *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

Description

Chabot College offers collegiate, developmental and precollegiate courses and programs, community education, short term training and international student programs. Planning and decision-making are guided by information and analyses provided by the OIR. Through environmental scans, labor market information, and surveys of community groups, the PRBC develops an understanding of both internal and external "community expectations" for development of the vision, mission, and value statements, which serve as the touchstones for course and program development.

Collegiate courses and programs are developed and implemented based on faculty expertise in their disciplines, faculty experience of student needs, input from advisory committees, when appropriate, and requirements of transfer institutions. Additionally, the need for new courses and academic programs become apparent in study of new students' placement test results and high school records, student persistence and success rates, student requests,

surveys, and citizens' advisory boards. Proposed courses and programs, and modification of existing courses and programs undergo rigorous Curriculum Committee review and discussion. Online and hybrid courses undergo additional scrutiny by the COOL Committee. The curriculum process requires submission of proposed CORs, including proposed CLOs, PLOs, and mapping to the CWLGs. The curriculum development process ensures that proposed courses and programs fit the mission, SLOs have been identified, and that courses and programs are of appropriate content and rigor. After approval, courses and programs enter the PR cycle, which is a three-year process of assessment, reflection, planning, and implementing of needed changes (Evidence I-3). A diagram of the curriculum development process at Chabot College follows.

Chabot College Curriculum Workflow

```
                          Pre-CurricUNET discussions
                                    │
                                    ▼
Pre-launch                      Originator
                                    │
                                    ▼
  Division      Curricular     Division                      Las Positas
  Curriculum    Area      ──── Dean      ──── SLOAC ──────── Consultation
  Rep.          Faculty
                                    │
                                    ▼
                               Originator
                               Changes
                                    │
                                    ▼
  Evaluator ── Curriculum ──  Technical   ── Articulation ── Library
               Chair           Review          Officer
                               Committee
                                    │
Key:                                ▼
─ If needed                    Originator
─ FYI                          Changes
─ Not Implemented                   │
                                    ▼
                           Curriculum Committee:
                           Recommendations
                                    │
                                    ▼
                               Originator
                               Changes
                                    │
                                    ▼
  Curriculum Committee: ──   Curriculum   ──  Vice President,
  Vote/Approval              Chair            Academic Services
                                    │
                                    ▼
                           Curriculum Specialist/
                           Output
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Once approved, curriculum is evaluated within the institution through the PR process to identify strengths and to recommend improvements, based on assessment of SLOs and other student data. Health programs such as Emergency Medical Technician, Medical Assisting, Registered Nursing, and Dental Hygiene receive additional evaluation by external accreditation agencies. Technical programs such as Automotive Technology, Real Estate, Apprenticeship Programs, Computer Application Systems, Welding, and Fire Technology assure program quality by success on licensure exams, optional certification, and job placement and promotion rates.

Developmental and pre-collegiate courses are developed in disciplines through analysis of data supplied by the OIR (Evidence II-15) and by faculty who observe that students entering their courses and programs lack sufficient skills to succeed and when the anecdotal evidence offered by faculty for these courses is supported by data compiled by the OIR. Chabot has a long history of course offerings in developmental and precollegiate courses and programs in ESL, English, and mathematics. Increasing "the number of students that achieve their educational goal within a reasonable time…" is the paramount goal of Chabot's strategic plan (Evidence I-17).

The College offers over approximately 100 short-term courses during each of the fall and spring semesters and over 500 community education courses each year. Many of these are short term training courses for those seeking particular technical skills in order to "progress in the workplace" or courses designed to allow students to "engage in the civic and cultural life of the community." Both of these goals are included in the Mission Statement (Evidence RS-31). The offering of Community Education courses is determined based on the Mission Statement and uses criteria established by the California Community Colleges Guidelines for Community Services Offering (Evidence II-13). The program is self-supporting. Courses are developed under the supervision of the Community Education Program. Some prerequisite classes for credit programs are offered on a not-for-credit basis through the Community Education program. For example, the nursing program requires CPR certification as a prerequisite, and the Community Education program offers it as a fee-based class, thus meeting the needs of nursing students, along with a variety of health care/emergency response fields within the community. Every Community Education course is evaluated through student surveys handed out at the end of the course, which are then reviewed.

The College also has a program to host and support international students. Over 50 students from 22 countries attended Chabot in 2013-2014 (Evidence RS-17). The presence of international students on the campus affords students the opportunity to understand people from other cultures and nations.

Evaluation

The College meets the Standard. The College assures the quality and improvement of all courses and programs offered in the name of the institution regardless of type of credit awarded, delivery mode, or location. The Curriculum Committee approves and through PR all courses and programs are evaluated on a regular, cyclical basis. Community advisory boards, vocational accreditation agencies, licensing boards, and transfer institutions provide further evaluation of course content and program rigor.

Actionable Improvement Plan

None

A2.a.

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

Faculty play the central role in designing, establishing quality, and improving instructional programs. Faculty representatives participate in the development of the Educational Master Plan as well as all of the academic PRs, which include specific curriculum and program development goals. Nine faculty and one student comprise the voting members of the Curriculum Committee, which approves all changes and additions to the curriculum. Curriculum is re-evaluated by this committee on a five-year cycle, and PR forms require disciplines to report on their currency within this five-year cycle. All CLO outcomes are written and assessed by faculty within the discipline. Proper fit of the SLO to the course is collaboratively established by faculty teaching the course and evaluated by faculty during the SLO assessment cycle. Faculty are responsible for designing courses with pedagogy appropriate to students' abilities and course content. Courses are delivered by faculty using modes they deem appropriate. Faculty control over class design and delivery is upheld by the CLPCCD Academic Freedom statement (Evidence RS-35). Official CORs include a catalog description, expected outcomes for students (related to but not identical to student learning outcomes, course content, methods of presentation, typical textbook(s), and methods of evaluating student progress. In addition to the list of expected outcomes found in the CORs, CLOs are filed with each course proposal. Filing the SLOs separately allows for the expeditious modification of any SLOs deemed necessary by faculty assessing them in their courses and programs, since the changes would not invoke the curriculum review process.

Each discipline undertakes comprehensive PR and within this process completes course and program evaluation and makes recommendations. Each discipline submits PR documentation every year (as part of a three-year cycle) to evaluate progress toward the strategic plan goals, program, discipline, and course goals, to identify accomplishments, and to make necessary adjustments. This process includes significant focus on both course and program learning outcome evaluation and improvement recommendations. The three-year PR cycle includes the following elements (Evidence I-20):

- Year 1
  - Section 1: Where We've Been
  - Section 2: Where We Are Now
  - Section 3: The Difference We Hope to Make
- Year 2
  - Section A: What Progress Have We Made?

- o Section B: What Changes Do We Suggest?
- Year 3
    - o Section A: What Have We Accomplished?
    - o Section B: What's Next?
- Required Appendices:
    - o A: Budget History
    - o B1: Course Learning Outcomes Assessment Schedule
    - o B2: "Closing the Loop" Assessment Reflections
    - o C: Program Learning Outcomes
    - o D: A Few Questions [including those regarding SLO developing, assessment, and actions for improvement based on SLO assessment]
    - o E: New Initiatives
    - o F1: New Faculty Requests
    - o F2: Classified Staffing Requests
    - o F3: FTEF Requests
    - o F4: Academic Learning Support Requests
    - o F5: Supplies and Services Requests
    - o F6: Conference/Travel Requests
    - o F7: Technology and Other Equipment Requests
    - o F8: Facilities

Additionally, faculty serve on the PRBC that establishes institutional goals and resource allocation following review of requests from PR submissions.

Evaluation

The College meets the Standard. Chabot College uses well-established procedures in its course development and PR processes to design, identify student learning outcomes for, approve, and evaluate courses and programs.

The central role played by faculty in these processes is evidenced in the fact that that faculty design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. In the Spring 2014 Staff Survey, 72 percent of faculty agreed that faculty and have sufficient opportunities for input on matters of curriculum review, evaluation and revision, and 73 percent agreed that educational programs are assessed, reviewed and modified regularly (Evidence OIR-20, page 6).

Actionable Improvement Plan

None

A2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

Chabot faculty lead in maintaining the integrity of courses, certificates, programs, and degrees. The College has created faculty-driven committees for Curriculum, SLOAC, and the COOL to oversee all aspects of instruction. Competency levels for individual courses are identified on official CORs and with SLOs, and requirements for the AA degree, AS degree and each individual certificate, established during the faculty-driven curriculum process, are stated in the *Catalog* (Evidence RS-32). All of these competency levels and requirements have been developed by faculty, with the assistance, when appropriate, of advisory committees. Presently, 18 Citizens' Advisory Boards provide information and make recommendations to the College. As an example, the Automotive Technology Advisory Committee includes professionals from local automotive dealerships, automotive retail supply stores, and independent repair shops, and well as automotive technology instructors from local high schools and the College. This mix of professionals provides insight into the potential student pool, industry advancements, and needs of the local community.

Another example is the Dental Hygiene Advisory Committee which includes a current first year student, a current second year student, graduates from the past two years, local dentists in the community, a public health dentist, dental faculty from affiliate schools at the University of California, San Francisco, a representative from the local Dental Hygiene Society at East Bay Component, classified staff, and current faculty members. The advisory board provides insight on the current trends, the current job market, valuable feedback on professional competencies of Chabot graduates and needs of the local community.

The SLOS, which are aligned with the Expected Student Outcomes found in every COR, have been established for Chabot courses, certificates and degrees, and these outcomes are assessed by faculty and shared with the college through the PR process, which requires that learning outcomes be specifically addressed. The PLOs, in turn, are developed holistically from SLOs in a program's individual courses. These outcomes are the basis for evaluating student achievement in course and certificate and degree programs. Faculty map CLOs to PLOs for courses to insure that there is a strong relationship between the two, and identify CWLGs (Evidence II-7). Faculty create a clear path to achieving SLOs by incorporating CORs into their work. Assessing faculty performance in this regard is part of the faculty evaluation process and is published in the Faculty Handbook (Evidence II-14) and in the Faculty Contract (Evidence I-34).

Evaluation

The College meets the Standard. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable

SLOs for courses, certificates, programs in both general and vocational education, and degrees. For years, faculty have evaluated students based on measurable objectives found in the "Expected Student Outcomes" section of the official COR. Now, in addition, faculty are using SLOs and evaluating students based on their achievement of these outcomes. Program outcomes are being assessed as well, and mapping SLOs at the course, program, and college levels reinforces the linkage between the three. Seventy-three percent of faculty agreed that educational programs are assessed, reviewed, and modified regularly, 87 percent agreed that they have assessed (or plan to assess within the year) SLOs in their course(s), and 83 percent agreed that their program/discipline has developed PLOs ([Evidence OIR-19](#), pages 10 and 12). Additionally, the College PR process requires that CLOs and PLOs be assessed and actions formulated to improve areas where weaknesses have been revealed. Doing so is a predicate for requesting resources for courses and programs. The CWLG and any additional SLOs that may be created for GE programs were developed in 2014-2015 and assessment began in spring 2015.

Actionable Improvement Plan

None

A2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

High-quality instruction begins with hiring and evaluating high-quality faculty. Fulltime and part-time faculty applicants alike are interviewed and must provide evidence of content expertise and references before being offered a position. In addition, all fulltime faculty and many part-time faculty are required to give a teaching demonstration. (See discussion in Standard III.) Once employed, regular peer reviews for full-time and part-time faculty are performed according to the Faculty Contract ([Evidence I-34](#)). These include a review of CORs, syllabi and possibly other teaching materials, an observation of instruction, and a review of student surveys. Peer reviews are discussed with the faculty member observed and sent to the Division Dean, and Vice President of Academic Services. Instruction is evaluated regardless of location or mode of instruction mode. Full-time and part-time faculty are invited to participate in staff development activities throughout the academic year, and part-time faculty are eligible for compensation when they participate.

All course and program proposals are scrutinized by the Curriculum Committee for approval. Breadth, depth, rigor, and sequencing of courses are considered, and transfer courses are articulated ([Evidence I-1](#)). The PR process affords an additional, ongoing, and comprehensive look at courses and programs ([Evidence I-20](#)). The GE requirements for all Associate Degree candidates provide students with broad exposure to subject areas outside of their major fields of study.

Sequencing and course coordination are given particular attention in pre-collegiate/developmental and learning community programs. In English and Mathematics for example, courses are carefully sequenced from precollegiate to collegiate, building competencies as progress is made through the programs. Time to completion is an issue for community college students, and the College has committed to supporting students in completing in a reasonable time ([Evidence I-16](#)). As part of planning to achieve this goal, the College extensively researched which courses were creating significant "bottlenecks" to completion, and how Chabot could ease those bottlenecks to improve time to completion (Evidence II-15). That research has been widely shared throughout the during Flex Day activities and has informed the deliberations of Faculty Senate, CEMC, and PRBC. As a result, additional sections of precollegiate and transfer-level courses have been placed on the class schedule to shorten time to completion for many of students. Course sequences in certificate and degree programs are included in the *Catalog* to help students and counselors efficiently plan programs of study ([Evidence RS-32](#)). Student Education Plans (SEPs) are developed for individual students to help them complete their studies in a timely manner.

Evaluation

The College meets the Standard. The institution provides high-quality instruction of appropriate breadth, depth, rigor, and sequencing. A majority of students, 84 percent, surveyed were satisfied or very satisfied with their instructors, and 75 percent stated that faculty demonstrate a commitment to a high standard of teaching. Seventy-five percent responded that they believe their course work has adequately prepared them for the next level of instruction ([Evidence OIR-14](#), p.1 and p.3). A 2013 graduation survey showed that of the students who did graduate, 61 percent did so in 3 or fewer years ([Evidence RS-18](#)).

Synthesis of learning is a goal of all programs and most courses. A majority of students (83 percent) agreed that they had made some or a lot of progress on their critical thinking skills, and 80 percent reported the same for their problem-solving skills ([Evidence OIR-52](#)).

The Curriculum and PR processes facilitate institutional dialogue regarding course and program quality. Reducing bottlenecks in course sequences has reduced time to completion for many students and enhanced their educational experience. Inclusion of program course sequencing in the *Catalog* helps students plan semester-to-semester class schedules efficiently, allowing them to complete their studies in a timely manner. For many students the development of a SEP further increases their ability to complete their studies in the least amount of time.

Actionable Improvement Plan

None

A2.d.

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description

Multiple delivery modes, instructional methodologies, and support services are in place to address the diverse needs and learning styles of Chabot students. The College offers traditional, semester long lecture/lab courses, short term courses, lecture/lab courses with significant online or other technological components. These types of courses are offered on and off campus. The College also offers courses in a purely online format. Various learning communities offer support to students who might otherwise find it difficult to persist in their studies.

Online courses provide educational access to students who cannot attend school during traditional hours and give students the flexibility to learn at their own pace. The COOL, a subcommittee of the Curriculum Committee, provides assistance to faculty wanting to develop high quality online course offerings. Online courses are offered throughout the academic year including summer session. In the summer 2014 through spring 2015 academic year, a total of 413 online sections were offered. Approximately 4202 students were enrolled in 189 online sections in spring 2015. A rigorous review process by the COOL ensures that these courses are of high quality (Evidence I-29).

Learning communities bring together students with similar backgrounds and similar interests to provide additional support and individual attention to those who are in the greatest need. Students can participate in several learning communities and programs designed for specific cohorts, including high school students, African-Americans, Latinos, science, technical, engineering, and mathematics majors, non-traditional working students, non-native English speakers, educationally disadvantaged, and disabled students. Over the past few years, new projects have been piloted to address the student needs that can be addressed through cohorts and interest groups. In fall 2014, the College embarked on a pilot of a FYE pathway program for students with specific goals (Evidence I-7).

The LC further addresses the needs of students by providing one-on-one tutoring and small-group conversations through the Language Center (ESL), the WRAC Center, the STEM Center, Peer Academic Tutoring Help (PATH), and the learning assistant and peer-led team learning programs.

Evaluation

The College meets the Standard. Chabot College offers numerous modes of instructional delivery targeting the diverse needs of students. Faculty are aware of different learning styles, and vary their teaching methodologies to accommodate the various learning styles of their students. They also assess student learning in multiple ways. Chabot's Staff Development Committee has organized on-campus workshops on teaching and learning during Flex Days.

Flex activities provide faculty the opportunity to learn about and share new pedagogical approaches. Surveys of both faculty and students indicate that multiple teaching methodologies are utilized to improve student learning. In response to the question of how much classroom time is devoted to the following types of activities, the response was "most" or "all":

Spring 14 Faculty Survey		Fall 13 Student Survey
Lectures	25%	55%
Interactive lectures	53%	57%
Multimedia presentations	42%	38%
Whole class discussions	38%	33%
Small group work	32%	32%
Hands-on activities	44%	30%
One-on-one work with students	17%	13%

Faculty and staff have piloted many successful learning interventions and curriculum models. Faculty agree or strongly agree that they regularly experiment with different instructional approaches (91 percent) and use a variety of teaching methodologies as a response to the learning styles of students (92 percent). Ninety-two percent of faculty also indicated that they use multiple methods of classroom assessment to measure student progress. (Evidence OIR-5).

Actionable Improvement Plan

None

A2.e. | *The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Description

The institution evaluates all courses and programs for their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans through the Curriculum and PR processes. In 2012 the College implemented a new curriculum management system, CurricUNET. The introduction of the new system enabled broader access to curriculum development and the opportunity to monitor the entire process. Faculty have been trained in the use of CurricUNET by members of the Curriculum Committee, and documentation for using CurricUNET for curriculum submission is available on the Chabot College CurricUNET website (Evidence I-1). The 2012-2013 Curriculum cycle was an especially challenging one as the implementation of new Title 5 regulations regarding repeatability cause a significant number of courses to be modified and new courses to be created. The new curriculum management system became a welcome addition as faculty became familiar with the ease of modifying/creating courses and programs. The review process was more transparent and the articulation element was streamlined with the uploading of courses into OSCAR/ASSIST. Additional modules for PR and SLO assessment

have been purchased and being implemented. The Assessment module is expected to be piloted in fall 2015, with the PR module as quickly as possible thereafter.

Proposals for curriculum include a statement of rationale, the COR, SLOs, required library resources, prerequisites and corequisites, and articulation with other institutions. Curriculum review and approval by faculty within the discipline, the Division Dean, and the Curriculum Committee are required. Final approval is made by the BOT (Evidence I-1).

PR takes an even deeper look at programs through analysis of student success data spanning several years, review of CORs and SLOs, and relevancy of the program to the needs of Chabot students. The PR encourages faculty to identify problems faced by their students, to develop inquiry projects to study how they might be overcome, and to request resources to improve student learning. The PR forms and data are supplied to faculty before they begin their analyses. Faculty evaluate data to assess such things as equity in course offerings, efficiency, and productivity in terms of Weekly Student Contact Hours (WSCH) and Full Time Equivalent Faculty (FTEF) WSCH/FTEF (Evidence II-16). Finally, the analysis takes into account Chabot's Strategic Goals and CLO, PLO, and CWLG assessment, and all PR submissions must include documentation of SLO and CLO results and reflections. Requests for additional resources to support program changes or growth must justify those requests based on these factors. Completed documents are reviewed by PRBC or its specialized subcommittees as well as the Office of Academic Services.

The requests for resources to improve student learning and/or advance progress toward the Strategic Plan goal are then forwarded to the relevant shared governance committees: Faculty Prioritization, Facilities, Budget, Enrollment Management, and Staff Development. In the 2013-14 academic year, the PR submission date was moved from spring to fall to ensure that these shared governance groups have adequate time to review requests and make thoughtful resource allocation decisions to strengthen student learning and achievement (Evidence I-23).

Evaluation

The College meets the Standard. Chabot College has processes in place for evaluating classes and programs. Curriculum is introduced and reviewed by the Curriculum Committee following well-established procedures. Programs are evaluated in an ongoing, comprehensive manner through the PR process. PR resource requests are justified based on improvements in student learning and keeping programs current, and are then channeled to the appropriate shared governance resource allocation committee for action.

Actionable Improvement Plan

None

A2.f.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description

Planning and decision-making are guided by information and analyses provided by the OIR. Through environmental scans, labor market information and the PRBC develops an understanding of both internal and external analysis of student learning outcomes, success and completion data (Evidence RS-32). The revised mission statement and validated vision and values statements serve as touchstones in the planning, developing, and evaluating of courses and programs at the College. The educational master plan revolves around a cycle of program development and delivery, data gathering to ascertain program effectiveness, analysis of student success and community satisfaction, planning for improvement, and implementation of improvement strategies.

Within this planning, the currency and completion of student learning assessment for courses, certificates, and programs has been addressed. A stated goal of the Educational Master Plan is to: Develop student learning outcomes at the college, program, and course levels for instruction and student services, assessing students to determine if they have achieved these levels, evaluating, and making changes to improve outcomes. Chabot's PR process is the vehicle for assessing learning outcomes, and planning and budgeting based on those assessments. Allocation of resources to programs does not occur without the data gathering, assessment, and analysis required by PR. A three-year Strategic Plan developed by the PRBC updates and refines the goals of the educational master plan. The current 2012-15 Strategic Plan focuses on a single goal: Increase the number of students that achieve their educational goal within a reasonable time by clarifying pathways and providing more information and support."

This goal provides additional focus for the PR process, which, like strategic planning, is on a three-year cycle. This process requires programs to assess and report on student learning for courses and programs. Significant data is provided by the OIR, and that data is analyzed in PR submissions. Those submissions also include resource requests (facilities, FTEF, new faculty, budget, technology), which are then provided to the appropriate shared governance committees for deliberation. All PR submissions and resource requests are publicly available on the PRBC website (Evidence I-20).

Evaluation

The College meets the Standard. The 2005-2015 *Educational Master Plan* has guided long-term planning. However, a new *Educational Master Plan* is currently being developed with on anticipated major draft being completed by September 2015. Every three years, the college develops a new strategic plan to focus efforts in the subsequent three years. Progress toward achieving those goals, and evaluating and improving student learning, is a primary

focus of the PR process, which is directly connected to resource requests and is heavily driven by institutional data. 58 percent of respondents agreed that they were familiar with the strategic plan goal (versus 40 percent in 2008), 62 percent agreed that institutional research results are used to design and develop programs (vs. 53 percent in 2008), 51 percent agreed that the PR process has helped to evaluate student learning in classes (versus 36 percent in 2008), and 73 percent agreed that educational programs are assessed, reviewed and modified regularly (versus 60 percent in 2008) ([Evidence OIR-21](#)).

Actionable Improvement Plan

None

A2.g.

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

Most departments and programs do not use standardized exams. In some instances, anatomy for example, standardized questions are imbedded into nonstandardized exams to assess SLOs. These questions have been written jointly by faculty who attempt to eliminate biases. In the Chemistry Department, the ACS Division of Chemical Education Examination for General Chemistry is given as a final in most Chemistry 1B sections, and the ACS Division of Chemical Education Examination for Organic Chemistry is given as a final exam in all Chemistry 12A courses. These exams have been carefully designed by the American Chemical Society to eliminate biases. See Standard IIB for more discussion on standardized exams.

For the past three-four years the following health programs have used standardized exams to prepare students for licensing examination:

- Clinical Nutrition

- Pharmacology

- Fundamentals of Nursing

- Maternal-Newborn Nursing

- Nursing Care of the Child

- Psychiatric/Mental Health Nursing

- Leadership

- Community Health

- Medical-Surgical Nursing

- NCLEX (licensing examination) predictor

These are administered upon course completion. Online normed and standardized achievement tests from Associated Technologies Institute are used. The researchers developing these tests have examined the tests for reliability and validity (content) as well as bias. If the student does not pass the achievement test at the 50th percentile or higher, s/he must complete remediation, which consists of taking two (non-proctored) online tests until they score 100 percent on the test. (Wrong answers are pointed out to the student and the student can then check on the content.) Copies of the non-proctored test results are emailed to the instructor.

The Fire Technology Program employs standardized testing in the courses specific to the Fire Fighter-1 Certification Preparation. These courses are linked to a State of California Fire Fighter-1 Training Record that confirms successful completion of cognitive and psychomotor skills required by the California Office of State Fire Marshal—State Fire Training Division. These courses are:

- FT50, Fire Protection Organization

- FT51, Fire Services Operations

- FT52, Fire Fighter Safety and Public Education

- FT89, Fire Fighter-I Academy Introduction

- FT90A, Fire Fighter-I Certification Preparation I (Basic)

- FT90B, Fire Fighter-I Certification Preparation II (Intermediate)

- FT90C, Fire Fighter-I Certification Preparation III (Advanced)

- FT91A, Wildland Firefighting

- FT91B, Hazardous Materials First Responder -Operational Level

- FT91C, I-200: Basics (Incident Command System)

The remaining Fire Technology Curriculum is required to comply with the Uniform Fire Technology Curriculum as approved by the State Chancellor's Office, which is modeled on the Fire and Emergency Services Higher Education curriculum provided by the United States Fire Administration. These courses are not required to use Standardized Testing. However, instructors choose to do so.

Evaluation

The College meets the Standard. Standardized course-and program-level examinations are not standard practice at Chabot. When they are used, every practical attempt is made to eliminate bias.

Actionable Improvement Plan

None

A2.h.

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

The Curriculum Committee reviews all courses to assure that the credit awarded is consistent with institutional policies and the generally accepted norms of higher education. Credit hours assigned and expected hours of study per credit hour are specified in the Chabot College Faculty Handbook (Evidence II-14). The CORs clearly state expected outcomes, course content, and methods of evaluating student progress. Additionally, Chabot's grading policy is clearly stated in the College Catalog. Faculty are expected at the start of the semester to provide to the students, in writing, a summary of the objectives of the course, methods of evaluation to be employed, and the Standards for assigning letter grades. These grading practices are stated in the Faculty Handbook. Communication of learning goals and grading policies is evaluated by students.

The expected outcomes and SLOs have been established and assessed for all courses. Although this is not the only basis for awarding units of credit, it is a key factor, as these outcomes are the critical learning for each course. Grading is always based on clearly stated standards included in course syllabi and mandated by the faculty contract ([Evidence I-34](#)).

Evaluation

The College meets the Standard. All courses at Chabot College are approved by the Curriculum Committee, which assures that units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, along with requirements found in Title 5 and the California Education Code. Faculty assign grades based on clearly stated standards.

Actionable Improvement Plan

None

A2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

Chabot College awards degrees and certificates after a student has demonstrated competence in appropriate program coursework and satisfied additional standards approved by the BOT and those found in the California Education Code. All programs at the College have developed PLOs and are being assessed. The PLOs are derived from the SLOs found in all

program courses, and student progress within a program depends on the achievement of those outcomes. Program faculty assess student achievement in order to make changes and improvements that might increase the success of their students. The College's PR requires a discussion of SLOs and PLOs as part of the integrated planning and budgeting process. During review of PR documents in campus governance committees, dialogue occurs about these outcomes and their relationship to the college's strategic plan and educational master plan.

Evaluation

The College substantially meets the Standard. The college is currently engaged in assessing PLOs for all of its programs and will complete assessment by the end of the spring 2015. Currently, degree and certificate awards are based on successful completion of required courses, which would include satisfactory achievement of associated CLOs. While these roughly correlate with PLOs, the College needs to complete program outcomes assessment.

Actionable Improvement Plan

College Plan 2: Student Learning Outcomes
1. The College commits to increase to 100 percent the number of programs with ongoing assessment of learning outcomes by June 2017. Complete PLO assessment and reflection, and use achievement of these outcomes as an additional basis for awarding degrees and certificates by June 2016.

2. The College commits to increasing course level assessments to 100 percent. The college commits to assessing institutional level assessments. The college commits to completing comprehensive learning outcomes assessment for all GE courses by June 2016.

3. The College commits to complete its comprehensive learning outcomes assessment for all GE courses by June 2016.

4. The College commits to achieving the ACCJC SLO rubric from Proficiency to Sustainable Continuous Quality Improvement.

A3.	*The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course or inclusion in the general education curriculum by examining the stated learning outcomes for the course.*
A3.a.	*General education has comprehensive learning outcomes for the students who complete it, including the following:*
	An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Description

All students receiving an Associate degree from Chabot College must complete a minimum of 18 semester units of GE coursework in the areas of language and rationality, natural science, humanities (including fine arts), and social and behavioral sciences. In addition, all Associate degree graduates must complete 1-4 units of wellness and one course in American Cultures that may also satisfy one of the other GE requirements. The college's GE requirements are consistent with the District policy on the awarding of degrees and certificates (Evidence RS-34).

Within each of these general areas of knowledge, students are presented a wide range of course offerings. All offerings within a course grouping include methodologies characteristic of the group and fulfill the GE requirement (this is assured by the curriculum review process), yet the course choices are broad to satisfy student interests and program needs. There are differences in the requirements of the Associate in Arts and Associate in Science degrees, but each has a strong GE component. The Associate in Arts degree requires a minimum of three semester units in each of the areas of natural science, humanities, and social and behavioral sciences and nine units from the area of language and rationality including three in English composition, three in communication and analytical thinking, and three in writing and critical thinking. Associate in Arts candidates must also complete four semester units of wellness and a course in American Cultures.

Chabot College requires Associate in Science degree candidates to complete a minimum of three semester units in each of the areas of natural science, humanities, and social and behavioral sciences and six units from the area of language and rationality including three in English composition and three in communication and analytical thinking. One credit of wellness, one course in American cultures, and three credits of a program-based GE requirement are also required. The GE requirements, all major requirements, and electives must total a minimum of 60 semester units with a cumulative grade point average of 2.0 or better for the granting of an Associate Degree. The relatively new AA-T and AS-T, degrees also have substantial GE requirements, requiring students to meet either the California State University GE transfer requirement or Intersegmental GE Transfer Curriculum (IGETC) of the University of California. The current GE and Associate degree requirements were revised in 2006-2007 by a cross-discipline committee of faculty and approved by the Academic Senate (Evidence II-2). Courses included as GE have been developed by faculty and reviewed and approved by the Curriculum Committee to assure that the CORs and stated SLOs support the philosophy of GE outlined in Chabot College *Catalog* (Evidence RS-32), as follows:

> *"General education programs have come to be accepted as a significant part of the program of studies in American colleges and universities. The term general education refers to a program of studies which introduces the student to areas of study that mature the mind, enrich family and widen social and ethnic relationships, and develop skills and aptitudes that can aid the student in furthering personal and social usefulness, and to live in the environment as a thinking and contributing citizen. It is a program, furthermore, that activates the imagination, deepens the perspective of life, and gives life direction and purpose. The general education program is eminently well suited to a democracy where*

every person is eligible to enjoy the cultural riches of the world and to become a useful citizen in dealing with local, national and world economics, cultural, social and political problems."

Chabot's statement of philosophy on general education appears in its printed and online catalogs along with listings of specific courses fulfilling the College's GE requirements. Numerous printed flyers also outlining GE requirements for degree and transfer are readily available for students in the College's admissions and counseling areas. The information contained in these flyers is also available online and in the college catalog.

Our GE requirements include the following comprehensive learning outcomes:

- Understanding the basic content and methodology of the major areas of knowledge, including:
  o Humanities
  o Fine arts
  o Natural sciences
  o Social sciences

The content and methodology for these major areas of knowledge are determined by the faculty, working in their respective disciplines, who develop courses that satisfy specific GE requirements. Course development and implementation undergo Chabot's rigorous curriculum process, as discussed above.

The purpose of Chabot GE courses is to develop students who are productive individuals and lifelong learners with skills in the following areas:

- Oral and written communication
- Information competency
- Computer literacy
- Scientific ad quantitative reasoning
- Critical analysis and logical thinking
- Acquisition of knowledge through a variety of means

In addition to these understandings and skills, the College seeks to help students recognize what it means to be an ethical human being and effective citizen by imparting the following qualities:

- Appreciation of ethical principles
- Civility and interpersonal skills
- Respect for cultural diversity
- Historical and aesthetic sensitivity
- Willingness to assume civic, political, and social responsibilities locally, nationally, and globally

Courses with these learning goals are listed in the College *Catalog* and on Chabot's website along with information about how they fit into degree requirements.

The purposes and skills listed previously are mirrored in Chabot's CWLGs and all of the GE CLOs were mapped to one or more of the CWLGs in eLumen when first created. Assessment of the CWLGs is an ongoing process that occurs from students' perspective, using student surveys, and from faculty assessments of their students' performance. In 2012, Flex Day presentations and video were presented to the faculty to enhance their understanding of the mapping process and, in the case of faculty teaching GE courses, to assist them in mapping GE course outcomes to CWLGs (Evidence II-7).

Assessment criteria used to measure how well students have attained the skills and knowledge associated with GE areas are developed by SLOAC. In 2014-2015, the committee selected a representative group of GE courses from across the college to assess the critical thinking component of the GE curriculum. The CLO for the GE program coincided with Chabot's CWLG. A rubric was adopted and used by faculty in these courses to assess the achievement of learning outcomes. The assessment revealed that over 70 percent of Chabot students were at the accomplished or competent levels of achievement, while the remaining group was at the developing or beginning level.

Evaluation

The college substantially meets the Standard. Chabot's GE requirements include an understanding of the basic content and methodology of the major areas of knowledge, including the humanities and fine arts, the natural sciences, and the social sciences. The philosophy of GE at Chabot College is clearly stated in the College *Catalog* and on the college website.

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Actionable Improvement Plan

College Plan 2: Student Learning Outcomes

1. The College commits to increase to 100 percent the number of programs with ongoing assessment of learning outcomes by June 2017. Complete PLO assessment and reflection,

and use achievement of these outcomes as an additional basis for awarding degrees and certificates by June 2016.

2. The College commits to increasing course level assessments to 100 percent. The college commits to assessing institutional level assessments. The college commits to completing comprehensive learning outcomes assessment for all GE courses by June 2016.

3. The College commits to complete its comprehensive learning outcomes assessment for all GE courses by June 2016.

4. The College commits to achieving the ACCJC SLO rubric from Proficiency to Sustainable Continuous Quality Improvement.

A3.b.

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description

Skills in oral and written communication, information competency, computer literacy, scientific and qualitative reasoning and critical analysis are practiced throughout the GE program. Students may choose within the GE offerings courses such as speech, library studies, or computer science, each of which emphasize particular skills. Mathematics and English proficiencies must also be demonstrated. Mathematics proficiency may be demonstrated by passing an exam or passing a designated course. English proficiency is demonstrated through passing English 1A, which is required of all Associate degree candidates (Evidence RS-32). The GE courses for degrees are approved by the Curriculum Committee to ensure they meet collegiate standards. (Evidence I-1). College level Mathematics and English courses and GE courses which fulfill transfer requirements are articulated with four-year colleges to ensure that they meet collegiate standards.

The articulation of GE courses is part of the college's curriculum regimen, which requires faculty proposals to undergo a rigorous dialogue and examination of course content and expected outcomes starting at the discipline level and moving through the Curriculum Committee to BOT approval. Courses approved for satisfaction of the GE requirement must satisfy transfer requirements of the CSU and UC systems.

Evaluation

The college meets the Standard. Students develop skills, as part of Chabot's GE requirements, in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical thinking. Courses satisfying the Standard are developed by the faculty and evaluated before approval in the rigorous curriculum development process, which requires appropriate course content and expected

outcomes, in addition to CLOs. Once approved courses are assessed as part of Chabot's SLO process.

Actionable Improvement Plan

None

A3.c.	*Recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historic and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally, and globally.*

Description

The rationale for GE is presented in the Chabot College *Catalog* ([Evidence RS-32](#)) and asserts the GE is "designed to prepare the student to acquire a greater understanding of the self, the physical, and the social world." The catalog more completely defines GE as

> *"….a program of studies…that can aid the student in furthering personal and social usefulness, and to live in the environment as a thinking and contributing citizen …The general education program is eminently well suited to a democracy where every person is eligible to enjoy the cultural riches of the world and to become a useful citizen in dealing with local, national, and world economics and cultures as well as social and political problems."*

The GE philosophy is also present within Chabot's vision, mission, and institutional learning outcomes: global and cultural involvement, civic responsibility, communication, critical thinking, and development of the whole person. A close study of these learning goals will reveal that Chabot has made a commitment to include ethics and effective citizenship as College and GE priorities.

There is a close alignment between the commitment to the GE philosophy and the Mission statement ([Evidence RS-31](#)). The college strives to achieve this Mission inside the classroom and with activities linked to educational programs. For example, in 2006 Chabot opened a new art gallery, which over the past nine years has presented numerous exhibits that are well-attended by both students and community members. The College's Public Art Committee oversaw the process of selecting and installing artwork for public display on campus. Chabot offers programming through student-run television and radio stations, and brings a rich and diverse array of cultural events to the community through the Performing Arts Center.

The College sponsors many student organizations as a way to foster student civic and cultural involvement outside of the classroom. Chabot models civic responsibility in numerous ways, including following "green" building principles in the Measure B building projects, which incorporated a sustainability commitment for the college, sponsoring, through student organizations, broad and inclusive dialogue on contemporary issues and concerns.

Evaluation

The College meets the Standard. Chabot fosters a learning environment that recognizes and models being an ethical human being and effective citizen, appreciates civility and interpersonal skills, respects for cultural diversity, historic, and aesthetic sensitivity, and the willingness to assume civic, political and social responsibilities locally, nationally, and globally. These ways of being are encouraged and practiced through various student organizations and programs.

Three examples student groups that reflect civic responsibility are the Striving Black Brothers Coalition and CIN.

Chabot's Striving Black Brothers Coalition (SBBC) assists African American males attending Chabot College in excelling academically, socially, culturally, and professionally. Participants are encouraged to embrace leadership by being positive role models for each other through a strong commitment to academic achievement, brotherhood, and community service (Evidence II-18). The CIN is a rigorous, academic, leadership program designed to empower students interested in social change, who would also like to transfer to four-year colleges and universities. Within their designated courses, students have the opportunity to select various community issues to explore in the areas of education, health care, budget cuts, environmental issues, poverty, violence or other issues that they find relevant to their lives (Evidence II-19).

The Passion and Purpose Initiative is another example of a new (2 years old) program that includes courses and out of class experiences for students. The goals and aims of the program include "Our specific goals are to increase students' engagement with their education and their community. This will foster a sense of belonging at Chabot College that will translate into more successful students…." It's where you take your passion(s), transform it into a real life application through self-discovery and peer supported exploration of personal projects…"(Passion & Purpose) (h)elps bring self-awareness to students/participants by creating a safe environment for possibilities through peer and teacher support in personal projects" (Evidence II-20).

In the Fall 2013 Student Survey, 72 percent of students stated that they had made some or a lot of progress on becoming informed about current issues facing the US and the world, 68 percent that they had advanced their ability to make a positive contribution to their community, and 74 percent that they had progressed in developing a personal code of ethics and values during their time at Chabot (Evidence OIR-52). Ninety-three percent of faculty stated that they consciously encourage their students to act ethically and responsibly as citizens (Evidence OIR-49).

Actionable Improvement Plan

None

A4.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

The academic and vocational programs at Chabot College reflect the diverse educational/career goals of the student population. Students attending Chabot College intending to transfer to a four-year institution and students pursuing terminal degrees or certificates who successfully complete the course of study and apply for graduation will be awarded an Associate Degree or Certificate. The program of study leading to the Associate in Arts Degree (A.A.) and the Associate in Science Degree (A.S.) has two primary components, (1) a focus of study in some field of knowledge or established interdisciplinary coursework (the major) and (2) a broad exposure to additional subject areas that are designed to prepare the student to acquire a greater understanding of the self, the physical and the social world (GE requirements), as required by Title V standards. Students are eligible to receive an Associate in Arts or Associate in Science Degree after they have successfully completed an outlined program of study of a minimum of 60 semester units with a grade-point average of 2.0 or better, as set forth in the *Catalog* (Evidence RS-32).

Evaluation

The College meets the Standard. Degree programs include focused areas of study. All degree programs at Chabot College provide students with an introduction to broad areas of study in the GE courses and include focused study in at least one area of inquiry or in an established interdisciplinary core.

Actionable Improvement Plan

None

A5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description

Program and curriculum design is the foundation for Chabot students' competitiveness in the employment market and in obtaining external licensures and certifications. Chabot vocational, occupational and CTE faculty rely on their extensive professional background, active advisory committees, and external accrediting agencies in designing and refining individual courses and programs that yield completers who meet professional and industry standards. No career field is static, and Chabot CTE program faculty observe and refine programs through professional development within their skill areas, and many continue to practice their craft.

Through curriculum development, testing protocols, and discipline PRs, CTE programs strive to ensure that students acquire and demonstrate technical and professional competence. Programs evaluate the quality and efficacy of lecture/lab/clinical hours, facilities, and measure student success. Where mandated, vocational and occupational programs meet all external accreditation requirements, including Dental Hygiene, Nursing, and Automotive Technology. All CTE programs use local advisory committees to assist with annual reviews, course enhancements, and student success indicators. Local employers on advisory committees give feedback on recent graduate performance.

The official COR is the starting point for developing a strong vocational or occupational program. Occupational and vocational faculty develop course outlines often with input from advisory boards, specialized accreditation agencies, and licensing organizations. Dental Hygiene, for example, uses standardized learning outcomes specified by their accreditation agency (Evidence II-21). Chabot's CTE programs have also embedded critical skill competencies within the curriculum to meet industry standards. Each lecture and laboratory topic covers a required competency or certification component. In both formal and informal testing modes, faculty assess student competency.

A second crucial element in assuring that students are learning relevant industry skills is to hire faculty who are competent and current in their discipline. In addition to the careful scrutiny that all new hires undergo, Chabot's CTE program provides opportunities for professional development and re-enrichment and puts a major emphasis on hiring faculty who have current industry knowledge. Most of the CTE part-time faculty are working or have worked in discipline-specific business or industry segments. The dental hygiene faculty, for example, maintain private practice, completing the mandatory 25 units of continuing education courses, and teaching methodology courses every two years for licensure renewal (Evidence II-22).

The CCCCO gathers "Core Data" to comply with Federal requirements related to federal funding of CTE programs. Skill Attainment, Completion, Persistence, Employment, Participation of Special Populations, and Completion of Special populations are six areas where programs are compared to state averages, goals, and other community colleges. During PR, program faculty will analyze this and other data and make recommendations for program improvements.

Evaluation

The College meets the Standard. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Results on external licensure certificate exams provide a quantitative measure of preparedness. For the past 10 years, Chabot's Dental Hygiene students have had a 100 percent pass rate on the National Dental Hygiene Board Exam and an average 95 percent pass rate on the State clinical exam (first try) with a 100 percent pass rate on the second attempt, and results are documented in PR (Evidence I-20). Students must pass both the National Dental Hygiene Board Exam and the State Clinical exam to be licensed. Chabot's nursing students have had a pass rate of over 97 percent to 96.3 percent on their first attempt

of the nursing licensing examination and 100 percent on the second attempt (NCLEX-RN exam) (Evidence II-25). Fire technology students graduate from an industry-certified academy.

Employability is another indicator of student preparedness. The Board of Registered Nursing conducts surveys to determine the percentage of students gaining employment as entry-level staff nurses from each nursing cohort. These surveys are conducted annually. Chabot students typically report nearly 100 percent employment in local hospitals and clinics within six months after graduation (Evidence II-24).

Advisory boards provide valuable feedback on the professional competencies of former Chabot students. For example, nursing faculty meet with hospital representatives serving on their advisory committee twice a year to evaluate the performance of Chabot's nursing graduates. In general, hospitals are highly satisfied with Chabot students and comment favorably on their readiness for entry-level jobs. The Automotive Technology Advisory Board plays a very active role in ensuring that the program prepares students for employment and licensure. Faculty in each discipline in CTE meet with local employers, four-year transfer program partners, and secondary feeder schools to review programs and discuss student performance. Agenda items include curriculum, laboratory equipment, staff development needs, employment trends, employment skills, and anything else that will help students meet the needs of the employers. Documentation of working with advisory boards is documented often in program review, for example, Automotive Technology, Mass Communication/Radio, and Engineering (Evidence II-23). Finally, many students work in their professions while attending Chabot to upgrade their skills, and these students bring us a fresh perspective on real world job demands.

Actionable Improvement Plan

None

A6. | *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

Description

Current and prospective students receive regularly updated information regarding educational courses and programs and transfer policies. This information is available through the College *Catalog* ([Evidence RS-32](#)), the website (Evidence II-26), in person from the counseling staff, and in program-specific brochures and web pages. The *Catalog*, printed every two years with addenda printed in alternate years, is distributed at the college and is available online at the

college website. It includes, among other things, information on degree and certificate programs, graduation requirements, transfer information, and course content and is made available in print and digital form on the College website. Students may discuss this information with counselors by appointment or through drop-in counseling. The *Class Schedule* is published well in advance of each semester and is available in the Bookstore, Admission and Counseling offices, distributed at local high schools and posted online ([Evidence RS-36](#)). It also provides students with basic information related to degree and certificate program requirements and transfer information. Both of these publications are also available at college outreach functions such as Early Decision Registration Day and Hayward Promise Neighborhood events, held throughout the year.

Official CORs contain a course description, prerequisites, expected outcomes, course content, methods of presentation, typical assignments, methods of evaluation, and typical textbooks and other required materials (Evidence II-27). The College Curriculum Committee reviews all CORs to verify that the content of the course is consistent with college wide and discipline-specific learning goals. All CORs are housed in the Office of the Vice President of Academic Services and are available online through CurricUNET, the curriculum management platform utilized by the college. Each part-time and full-time instructor assigned a particular course is required to utilize the COR for developing his/her approach to the course. All faculty are required by contract to cover, at a minimum, the content described in the COR and to distribute a course syllabus (content specified) at the beginning of the semester ([Evidence I-34](#)). The course syllabus identifies specifically how the content of the official COR is addressed in a particular course section by a particular instructor and is a contract between the students and instructor. Course syllabi are examined by colleagues during the process of peer review. Copies of course syllabi are collected and held in the divisional offices. Students are able to access SLOs for a particular course through PR documents that are publicly available on the Chabot website ([Evidence I-20](#)).

Evaluation

Information about educational courses, programs, and transfer policies is easily accessible to all students. Processes are in place to assure that students receive a syllabus in every class that accurately reflects the COR. In the fall 2013 Student Survey, 76 percent of the students agreed that "course requirements and expectations are provided in writing." Eighty-one percent of students agreed that "Written class requirements and grading policies are followed by instructors." Seventy-nine percent of the students in this same survey agreed that "It is clear to me what I am expected to learn in each class" ([Evidence RS-21](#)). Expected learning outcomes are included in every COR, and CLOs are developed for each course. According to the faculty contract article 9B, Faculty are expected to put the course expected outcomes and may include the CLOs on their course syllabi ([Evidence I-34](#)).

Actionable Improvement Plan

None

A6.a. | *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.*

Description

The institution makes available to its students clearly stated transfer-of-credit policies to facilitate the mobility of students without penalty. Current information is available from the *Catalog* (Evidence RS-32), on printed information sheets in the Articulation and Counseling offices, and in the Career and Transfer Center. Transfer information is accessible via the Career and Transfer Center website (Evidence II-28). Entering transfer-bound students are required to meet with a counselor to develop a SEP that identifies the courses required by transfer institutions.

There are distinct differences between transferring Chabot courses out to other institutions and transferring courses in to Chabot College. The Articulation Office acquires and houses course-to-course articulation agreements with baccalaureate granting institutions. Transfer and articulation policies are set by the receiving institutions. These transfer institutions review Chabot's CORs to assure that corresponding courses have comparable content and outcomes. The web site for official articulation with public four year schools (CSU and UC) is on the ASSIST web site (Evidence II-29). The Articulation Officer maintains the database with approved Chabot curriculum changes of transferable courses. In addition to articulation agreements with all CSUs and all UCs, Chabot has out-going articulation agreements with a number of private institutions. For the most part, these agreements are not bilateral.

A number of avenues are available for students to access information about transferring to other institutions.

- Read the *Catalog* regarding transfer policies to the UC and CSU systems and to private institutions (Evidence RS-32). In the fall 2013 Student Survey, 57 percent of the students responded that they use the *Catalog* for information on program and transfer requirements (Evidence RS-21).

- Meet with a Chabot counselor: All Chabot counselors are well versed in policies for courses coming to Chabot College or being transferred to other institutions.

- Read print media provided by the Articulation Office, which maintains printed and online flyers regarding CSU/GE, CSU Course Transfer, IGETC, and UC course transfer, all of which are updated at least once a year (Evidence II-17).

- Access internet-based ASSIST, the official web site for articulation between California community colleges and UC and CSU institutions. Out-going articulation

agreements that California public transfer institutions have with Chabot College are posted on ASSIST. All counselors are trained on how to effectively utilize ASSIST as part of a student's educational planning process.

- Attend workshops: Regular workshops in the Career and Transfer Center are offered for students (Evidence II-27).

The Counseling Division in collaboration with the Career and Transfer Center offers transfer-focused workshops that cover topics including Transfer Basics, AA-T/AS-T degrees, Major Exploration, and Transfer Admission Guarantee preparation, which gives students the research tools to make knowledgeable transfer decisions. Transfer information is also part of course content in PSCN classes, for example, PSCN 10, 15, 18, 20, 22, 23, 25, 26, and 36.

Chabot hosts two transfer events each year, one daytime event in the fall term and one evening event in the spring term. Approximately 40 transfer institutions send representatives to answer questions on transfer requirements, programs, housing, and financial aid. During the rest of the school year, individual school representatives do tabling outreach to students, and admissions counselors from the most common transfer schools (CSU East Bay, UC Berkeley and UC Davis) hold individual advising appointments with students in the Career and Transfer Center.

Incoming articulation decisions are made in a course-to-course comparison by an instructional faculty member within the discipline, who determines whether expected learning outcomes for the incoming course align with those of the Chabot course. Courses transferring to Chabot may fulfill AA/AS Degree GE requirements. Counselors determine applicability with the final approval by the Dean of Counseling, with the findings recorded on the SEP and/or notes in the student's academic record. The Counselor and/or student can also use a "GE Petition" to request review of a course for applicability of an AA/AS GE area. The Dean of Counseling approves these petitions. Counselors use Title V and Chabot College Curriculum guidelines as resources to determine comparable learning outcomes for AA/AS GE area requirements.

Courses transferring to Chabot to fulfill specific course requirements in an AA/AS major are handled via the "Course Substitution" petition process. The petition and documentation are reviewed by a faculty member who teaches a possible comparable course. Documentation by the student may be in the form of a skill-based certificate, such as an EMT card, transcripts, a catalog description, an official COR, or an instructor's syllabus. If the Chabot faculty member determines that expected learning outcomes are comparable to the Chabot course, the "Substitution Petition" will be forwarded to the Division Dean, then to the Dean of Counseling for approval. Once approved, one copy of the petition is sent to the student and another is scanned into the student's academic record.

In 2011, SB 1440 was passed, resulting in the development of a common course numbering system and process for approval, the California Identification Number (C-ID). Along with the development of C-ID, new degrees have been developed to ensure that community college students, who complete the specified program, are accepted into CSUs as upper-division students. These new degrees are called Transfer Model Curriculum (TMC). Colleges were mandated to align their courses with C-ID numbers and to develop and approve AA-

S/AA-T degrees for each existing local AA/AS degree. Chabot has 18 approved transfer degrees.

Chabot has developed a number of useful articulation tools that assist counselors in determining incoming course articulation, for example, mathematics and English equivalency grids, the Early Childhood Development Reciprocity Agreement, and the GE Reciprocity Agreement with community colleges in Region IV. Since fall 2007, the District has participated in reciprocal GE agreements with seven other local community colleges (known at the GE Reciprocity Agreement with Region IV community colleges). A student can complete GE requirements and graduation proficiencies at any of the participating colleges and they will be accepted by the others without penalty.

The *Catalog* contains a chart of Advanced Placement International Baccalaureate and CLEP test (used only for transfer) course-to-course comparability and use of courses to satisfy CSU/GE and IGETC transfer requirements. The Articulation Office and the Dean of Counseling continual work to develop additional incoming articulation agreements, for example, articulation agreements with private colleges, and to provide information on the Career Technical Center and the Counseling web site.

Evaluation

The College meets the Standard. The College provides information and assistance to students to facilitate the transfer of credits both into and out of the College. In the Fall 2013 survey, 56 percent of students were satisfied with their preparation for transfer. This is up 2 percent from 2008 (Evidence OIR-56).

Actionable Improvement Plan

None

A6.b.

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.

Description

Curriculum and course offerings undergo regular review and must of necessity change to be responsive to the needs of the students and the community. When significant changes are necessary, the district and college follows board policy, which outlines a course of action for program revitalization or discontinuance. This is generally a two-year process that provides opportunity for the Vice President and an ad hoc committee to study the need for and consequences of, the proposed change. Recommendations for change must be shared in writing with the College President and Academic and Classified Senates and approved by the Chancellor and BOT. All concerned parties are consulted and reasonable efforts are made to provide opportunities for students to finish the program or transfer to a related program.

Evaluation

The District and the College meet the Standard. The district and the college have policies in place for the revitalization or discontinuance of programs. Students may petition for reasonable accommodation if courses are unavailable for them to complete a program. Counseling plays the lead role in assisting students when programs are eliminated or program requirements change. When this occurs, students can file a Course Substitution/Waiver Petition. Depending on the individual situation, the petitioned course may be waived or another course substituted. Students are encouraged to work with the instructional faculty and the Division Dean. The approved petition is scanned into the student's academic record as an official change of program for awarding certificates or degrees.

Actionable Improvement Plan

None

A6.c.

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

Description

Several publications are printed and distributed in the community and much of the information is available on the Chabot website. The *Class Schedule* is available online (Evidence RS-36), and print copies are distributed in the Bookstore, Admissions and Counseling offices, and local high schools. The *Catalog* is printed every two years with addenda printed in alternate years (Evidence RS-32). Brochures are distributed at school functions that are open to the public, such as Early Decision Day and the HPN community events.

The Chabot College website is also used to communicate information to students (Evidence II-26). In fall 2010, the college introduced a more up-to-date, clear, and efficient website design that helps students, faculty, staff and the public find the information they need. The college homepage has links to the "Current Students" and "Future Students" pages where all programs, departments, and college resources are linked. The student web portal, THE ZONE, directs students to needed information. The Vice-Presidents of Academic and Student Services, along with their respective deans, regularly review information published in any format to assure currency and accuracy.

The OIR regularly conducts surveys and publishes the results via email and makes the information available to the public on the college website.

Evaluation

The College meets the Standard. Chabot College provides accurate and current information in multiple formats to its employees and students, and to the general public.

Actionable Improvement Item

None

A7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Description

Academic freedom, free speech, and integrity among faculty, staff, and students are highly valued at Chabot. The College's institutional outcome of civic responsibility includes "promoting the development of values, integrity, and ethical behavior." The outcome of global and cultural involvement includes "familiarity with multiple paradigms and methodologies" and the Critical Thinking outcome includes "analysis of multiple paradigms and methodologies." Each of these is fostered in an environment that allows for the open and honest exchange of ideas.

The Chabot-Las Positas BOT has approved clear policies on academic freedom and student academic honesty (Evidence RS-35, Evidence RS-45). These policies are available to the public via the District website. The academic freedom policy is further described for faculty in the *Faculty Handbook* and Faculty Contract (Evidence II-14, Evidence I-23). Policies on academic honesty are printed in the *Catalog* (Evidence RS-32)

Evaluation

The College meets the Standard. The college has clear policies on academic freedom and student academic honesty and makes the policies available to the public. In the Spring 2014 Staff Survey, 78 percent of Chabot faculty and staff agreed or strongly agreed that academic freedom is upheld at Chabot (Evidence OIR-19, p. 4).

Actionable Improvement Item

None

A7.a.

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

Faculty are expected to behave professionally and monitor themselves to assure that they are expressing professionally accepted views in their discipline. When voicing personal opinions, it is incumbent upon faculty members to make sure that they are not interpreted as representing the institution. These and related issues are addressed in the Academic Freedom Statement of the *Faculty Contract* (Evidence I-23).

Evaluation

The College meets the Standard. In the fall 2013 Student Survey, 68 percent of students responded that instructors present material objectively without imposing their personal convictions; 73 percent responded that instructors encourage students to examine different points of view; and 82 percent agreed that instructors encourage their participation in class without regard to race/ethnicity, cultural background, gender, sexual orientation, or other non-academic characteristics (Evidence OIR-58, p.3). Seventy-eight percent of faculty and staff stated that academic freedom is upheld at Chabot and 88 percent that they are able to provide balanced perspectives without the influence of personal convictions (Evidence OIR-19, p.4).

Actionable Improvement Item

None

A7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Description

The current policy on cheating was approved by the Academic Senate in fall 2008 after two years of discussion and development (Evidence II-2). The College's expectations regarding student academic honesty and the penalties for dishonesty are published in the *Catalog* (Evidence RS-32) and are reinforced by faculty on course syllabi and in class discussions. Instances of alleged plagiarism or any form of academic dishonesty may be referred to the Vice President of Student Services for action, in accordance with the established disciplinary procedures as set forth in Board Policy (Evidence RS-45). Procedures to be followed when an accusation of academic dishonesty is made are detailed on the Student Conduct and due Process Policy page of the College website (Evidence II-26).

Evaluation

The institution has established clear expectations concerning academic honesty and the consequences of dishonesty. These expectations are published and communicated to the students in a variety of media. Ninety-three percent of faculty report (Evidence OIR-19, p.7) that they consciously encourage students to act ethically and responsibly as citizens, and 66 percent agree that the college provides students with clear expectations about academic honesty and sanctions for violations (Evidence OIR-19, p.4).

Actionable Improvement Plan

None

A7.c.	*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 or student handbooks.*

Not applicable to Chabot.

A8.	*Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Not applicable to Chabot.

B | *Student Support Services*

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

Introduction

Chabot College recruits and admits diverse students who are able to benefit from the college programs and services, and ensures the entire student pathway through the institutional experience is characterized by a concern for equitable access, progress, learning and success.

Chabot College's demonstrated commitment to access to higher education for all students who may benefit from its programs is consistent with the California State regulations for community colleges, and is described in the BP 5127 which states, "In accordance with the provisions of the California Code of Regulations, Title 5, it is the policy of this District that the admission, registration and enrollment procedures shall be fair and equitable to all students" (Evidence II-31).

Board Policy 5124 provides the access for concurrent enrollment for high school students as it states, "The Chabot-Las Positas College District will provide opportunities for high school students to enroll in courses at Chabot and Las Positas Colleges" (Evidence II-32)

Chabot College Student Services Division provides important, multifaceted roles in facilitating student engagement, progress and success throughout the entire pathway including initial contact with the institution through to graduation and/or transfer to baccalaureate institutions (Evidence II-33). The college also shows its commitment to its open access mission, vision and values as evidenced by the following value statements:

Community and Diversity

- Building a safe and supportive campus community
- Treating one another with respect, dignity, and integrity
- Practicing work in an ethical and reflective manner
- Honoring and respecting cultural diversity
- Encouraging diversity in the curriculum and community of learners

The entire pathway through Chabot College is nurtured by support for equitable access, student progress, learning and success toward each student's educational goals including graduation and/or transfer. Chabot College provides multilayered, wrap-around services from outreach and pre-admissions services, to comprehensive student support, including services for special populations, through follow-up services to facilitate graduation and/or transfer. Academic and student engagement activities and programs are provided throughout the entire

student pathway, to ensure the diverse student population has enriching and meaningful activities that support student learning and development.

The college determines that admitted students are able to benefit from its programs through the "Pathways to Success" matriculation/SSSP including assessment of basic skills in English, ESL, and math (chemistry as needed), followed by an Online Orientation and group SEP session lead by a counseling faculty member. The process is described in the college's SSSP Plan and required for new students pursuing a certificate, degree or transfer as a condition of priority enrollment. After 15 units of coursework, nonexempt students are required to complete a SEP with a Counselor to assess academic progress, identify a major course of study and educational goal such as a Certificate of Achievement, Associates Degree, or transfer certification, and support services recommended to be successful in completion of identified program.

Chabot identifies the needs of the diverse student body, develops and maintains a variety of support services to address the identified needs and enhance a supportive learning environment. In many ways, Chabot College is a pioneer in this area as the original home of the Puente Project and Daraja Program, two programs which have been adopted system wide since Chabot's inception of these learning communities decades ago to better serve the needs and interests of under-served students who are interested in Chicano/Latino and African American themes and need additional counseling, cohort and collaborative support with instruction and services partnerships both inside and outside of the classroom. Beyond these two legacy programs, Chabot provides a wide variety of student support services to meet the identified needs of the diverse community and student body. These support services are described in Section B.1.

Student support programs and services are provided to all students throughout their educational pathway, with particular attention to transitions as students matriculate and progress toward graduation and/or transfer. Chabot's Early Decision, FYE, and Pathways programs provides learning communities for new, first year students, and the Career and Transfer Center provides assistance with part-time employment, career development events and activities, and comprehensive transfer support services for continuing students in partnership with discipline-based faculty, employers and university representatives. Student engagement is facilitated by Student Life in partnership with faculty and classified staff which provides opportunities for students to participate in cocurricular activities, such as public lectures, student organizations, Student Senate-sponsored Chabot College Town Hall forums, social activities and other leadership arenas, such as committee representation as part of shared governance.

Prospective, new, continuing, and returning students can obtain information about the variety of student support services by visiting the college website, reading the *Catalog* and the *Class Schedule,* which is produced for each term, with online and print copies available in the Community and Student Services Center, Building 700 ([Evidence RS-32](#), [Evidence RS-36](#)). Student Services maintains a comprehensive website, which hosts information and links to the service areas including contact and location information including Admissions and Records, Counseling, Children's Center, Financial Aid, Special Programs and Student Life. The College website home page and all webpages include a template with links to these services. Links to vital student services such as the Bookstore, Library, ClassWeb (online

class registration, financial aid, and transcript system) and student email are embedded at the bottom of the college's home page and are embedded within the template used for all college websites.

B1. | *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Description

Chabot College students are supported by a comprehensive array of student outreach, access, matriculation, now known as SSSP services, counseling, learning and academic support, special programs, retention, and transition student support programs and services. Open admissions policies are published in the College *Catalog*, *Class Schedule*, and on the Admissions and Records website ([Evidence RS-32](#), [Evidence RS-36](#), Evidence II-34). Admissions and Records services are available throughout the year, including semester breaks and summer sessions.

Core Services including Admissions and Records, Financial Aid, the Assessment Center and Online Services computer laboratory are all located on the first floor of the Community and Student Services Center near the core of campus, intentionally located in view of Hesperian Boulevard. The Career and Transfer Center, Counseling, and Special Programs are located on the second floor integrated with comfortable student-friendly spaces. The Special Programs "living room" hosts the EOPS/CARE, CalWORKs, Puente, and Daraja programs as well as the U.S. Department of Education TRIO Aspire, Excel, and Educational Talent Search programs for service area schools. The Counseling Division coordinates the liaison activities with service area schools through the Early Decision Program for high school seniors. Counseling liaisons attend college and career high school events and a variety of community partnership events. They interact with partners through the HPN collaborative grant and with regional consortia CPT partners in and beyond the traditional service area. Chabot College students, prospective students, parents, and the general public have access to services and information regarding the college's student support services online.

Pre-Enrollment Services

Student and Community Outreach and Recruitment: Aligning with the College Mission, the College has engaged in extensive outreach efforts throughout the area, including but not limited to, targeted populations. Community outreach includes year-round city and community organization sponsorship of tables for recruitment, public engagement with college faculty and staff, and in recognition of students pursuing higher education such as Hayward Summer Street Fairs, Chamber of Commerce shows and mixers, Hayward Library Speaker Series, the *Great Debate* hosted at Hayward City Hall, and the Chabot Faculty Public Lecture Series hosted in the College Community Events Center.

The College sends postcards to ~155,000 service area residents informing the public of the programs and opportunities available prior to the registration period for each academic term as well as advertises in the local print and online news media, local radio and, at times, television. The college ensures admission information is prominent and available in the *Class Schedule*, College *Catalog* and college website, both online and in print formats.

Application for Admission: Chabot College provides an online application for admission through Open CCCApply, the statewide online application system for community colleges. Counselors visit over 25 service area high schools to provide an orientation to the admissions process and encourage high school seniors to apply and participate in the SSSP and FYE and Pathways Programs. Chabot students have direct access to their instructors, financial aid, student records, class schedule/information, etc. with the use of the college's ZoneMail (email) and ClassWeb online student portal (Evidence II-35).

Assessment Center: The Assessment Center providing testing services to the students for placement into mathematics, English, ESL, and Chemistry courses (Evidence II-36). It is the next step after applying online for admission, and the intake place for all new students to receive support and direction for participation in the SSSP.

Early Decision Program: Chabot offers service area high school seniors the Early Decision Program (Evidence II-37) that provides for early commitment to attending Chabot College, with associated early access to matriculation services, with demonstrated improved student success, persistence, and retention (Evidence RS-20). Over five hundred students participate each year, representing the diversity of the service area.

Financial Aid Office: The Financial Aid Office provides information on grants, loans, and work-study programs to students and members of the community and helps students process financial aid applications and paperwork.

Student Online Services: Student Online Services provides computer access and support for students as they apply for financial aid, register for classes, apply to the college, complete financial aid applications and assessment, learn how to use ClassWeb, complete job searches, and utilize internet resources. Student Online Services also issues student IDs. An online learning Student Assistant helps students learn how to use Blackboard for online classes. The schedule is posted online (Evidence II-38).

SSSP: The College provides a comprehensive Pathways to Success program through the SSSP, which was legislated as the Student Success Act of 2012. The SSSP includes the following core services: Assessment, Orientation, and SEP/Counseling. The SSSP also provides academic support for students on academic or progress probation/dismissal, and follow-up services for students who are in basic skills and/or undecided in their major or educational goal (Evidence II-39).

Student Support Services

Admissions and Records: The Admissions and Records (A&R) Office establishes and maintains academic enrollment records of the college using the Banner student administration system and evaluates for graduation for all students. The A&R also oversees International Students admissions, concurrent enrollment of special admission students, and Veterans benefits services.

Articulation Office: The Articulation Office is housed in the Counseling Division and works to establish course to course and major to major agreements to support the transfer process for students. Chabot College maintains articulation with the CSU and UC systems and a number of independent colleges and universities within California. The Articulation Officer (full-time counselor) participates on the Curriculum Committee, Curriculum Implementation Committee, Instructional and Student Service faculty and other Intersegmental (CCC/CSU/UC) committees.

Career and Transfer Center (CTC) provides resources and assistance to meet students' academic and employment needs, including career choice, major preparation, transfer and scholarship information, job listing referrals, resume writing assistance, and job interview techniques. Four-year college & university representatives meet with Chabot students to answer questions and provide resources for transfer success.

Counseling: The Counseling Division's mission is to provide essential support services to a diverse student population by offering an array of programs, classes, and counseling services (Evidence II-40).

Counseling services include:

- SEPS, Abbreviated (1-2 terms) and Comprehensive (2 or more terms)
- Academic Division liaisons, working with other academic units to share information
- Cooperative agreements with MESA/STEM, Hispanic Serving Institution grant, Title III and Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants, Nursing, Mental Health, and HPN
- Student Follow-up Services for basic skills, undecided and students on probation
- Career and Transfer Services: major exploration, transfer workshops, job search help, etc.
- High School Liaisons
- Psychology-Counseling (PSCN) Curriculum courses, including transition to college orientation/education planning, college study skills, and Human Services degree and certificate courses

Financial Aid Office: The Financial Aid Office provides in-person and online information and services on grants, loans, and work-study programs to students and members of the community. Financial Aid hosts Federal Applications For Student Aid help nights in the weeks leading up to the March 2 priority filing deadline, processes financial aid applications and award packages, and works with Counseling and Admissions on satisfactory academic progress and completion. The Financial Aid Office plays a critical role in the academic success and retention of students since the OIR reports that over half (56 percent) of Chabot students are low-income (Evidence RS-12) and likely not be able to afford attendance without it.

Health Services: The Chabot College Student Health and Wellness Center, in affiliation with Valley Care Health System, provides quality health care services to all registered students. Most services are included in the College health fee, including assessment, evaluation and treatment of minor illnesses/injuries, nonurgent care, crisis intervention and short-term mental health counseling. Community and physician referrals, health education, and consultation services are provided as needed (Evidence II-41).

Student Life Office: The Student Life Office coordinates campus activities and provides opportunities for leadership and engagement, such as the Student Senate of Chabot College and the Inter-Club Council. The Student Life office offers a multitude of campus events and activities for students. The Office collaborates with campus divisions, programs, and organizations to develop, plan, and implement college activities for a diverse student population (Evidence II-42).

Special Programs and Services for Underserved and Diverse Student Populations

Career and Education Pathways Program -TAACCCT is a workforce initiative providing community colleges and other eligible higher education institutions with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, preparing program participants for employment. The TAACCCT offers employment readiness workshops, resume building, job search, job fairs, and career forums.

CalWORKs: California Work Opportunity and Responsibility to Kids program provides temporary financial assistance and employment-focused services to families with minor children who have income and assets below state limits for their family size. Chabot CalWORKs is a program of services for recipients of Temporary Assistance to Needy Families or Aid to Families with Dependent Children intended to help families receiving state aid achieve economic self-sufficiency. The program serves CalWORKs students by providing educational and career opportunities that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce (Evidence II-42, Evidence II-43).

Cooperative Agencies Resources for Education: The Cooperative Agencies Resources for Education (CARE) program provides services for EOPS students who are welfare-dependent single heads of household enrolled full-time in community college (Evidence II-44).

Daraja: The Daraja Program is a learning community designed to promote transfer and to increase academic and personal success (Evidence II-45). This program addresses students' needs through academic support services and a curriculum focused on African-American literature, history, and issues facing the African-American community. Daraja students persist longer in college with better grades and transfer to four-year colleges and universities at a higher rate.

DSPS: The DSPS offers services to individuals with a physical, communicative, and psychological or learning disability. The DSPS is an instructional and service program. Instructional programs provide students with a disability essential instruction in Computer Application Systems, English (Learning Skills), Adaptive Physical Education, and Psychology Counseling. The specialized counseling faculty provides academic, career, personal and crisis counseling, and offers a variety of PSCN courses to assist students make a successful transition to college and beyond. They provide academic assessment, SEPs, and referrals for diagnostic evaluations, in addition to help meeting Department of Rehabilitation requirements (Evidence II-46).

EOPS: Chabot College offers EOPS to assist students with meeting the social, financial, and academic requirements of completing a college education. The EOPS provides services to students affected by language, social, and economic hardships to achieve their educational objectives and goals, including but not limited to, obtaining job skills, vocational certificates, associate degrees, and/or transferring to four-year institutions.

Foster and Kinship Care and Education (FKCE) provides training for prospective and current foster/kinship parents, as well as staff working with children in the foster care system, through informational seminars, workshops, miniconferences, and courses.

HPN Initiative: The HPN Initiative is a grant-supported place-based network of support for all children growing up in the Jackson Triangle Neighborhood in South Hayward. This network of support prepares them to attain an excellent education, to transition to college or post-secondary training, and to enter successful and rewarding careers. The HPN seeks to impact local students from "cradle to career" by linking stakeholder organizations and educational institutions, led by CSU East Bay and including Chabot, to strengthen the educational pipeline.

PACE: The PACE program serves students working full-time, who plan to transfer to a four-year institution, by attending classes one to two nights a week and every other Saturday. The program is designed so that students can meet Associate's degree requirements and transfer requirements in three years. A counselor is available via in person and online for all program students (Evidence II-47).

Puente Project: The mission of the Puente Project is to increase the number of educationally underserved and under-represented students who enroll and earn degrees in four-year colleges and universities, and to increase the number of those who return to the community as leaders and mentors in service of succeeding generations. Puente is open to all interested students. Puente is an academic, counseling and mentoring program of support for students to build the skills necessary for success in both academic and career goals while at Chabot College (Evidence II-45, Evidence II-48).

The *SBBC* is a club with an EOPS staff member as its advisor that assists African-American males attending Chabot College to excel academically, socially, culturally, and professionally. The SBBC serves the college and the community, while building participants' confidence, personal, and academic success.

TRIO Aspire Program: The Aspire program is a federally granted program designed to assist low-income, first generation Chabot students transfer to a four year institution. Aspire supports students by offering counseling, workshops, priority registration, and tutoring to students who qualify.

TRIO ETS Program: The Educational Talent Search Program is designed to help young first generation and low income students stay in school, improve their grade point averages, graduate from high school, and go to college. Educational Talent Search serves 600 junior high and high school students in the Hayward and San Lorenzo School District by offering a comprehensive program of educational and motivational intervention strategies.

TRIO EXCEL Program: The EXCEL program is designed to assist low-income and first-generation ESL students complete a college degree at Chabot College or transfer to a four-

year institution. The program provides ESL support to 140 students. The program also provides specific support assistance such as ESL group conversation club, computer programs, and language support workshops to assist students in learning English.

Veteran's Services: The Veteran's Services Office provides for administration of veteran educational benefits programs and resource referral (Evidence II-49). The office also coordinates activities for student veterans such as health fairs and recognition events.

Assessment Model for Student Services

Chabot College assures the quality of student support services, regardless of location or means of delivery, by regularly and systematically assessing students' needs for support programs and services, and determining if the provided services support student learning and the mission of the institution.

Ongoing Assessment and Dialogue Regarding Student Needs

The institution assures the quality of student support services through strategic discussions on issues of quality at weekly division/department meetings such as Counseling Division, Special Programs Division, Admissions and Records, and Financial Aid. Issues of quality of student support services are also addressed in related committee and management meetings. Student Services Administrators meets every Monday morning to address items critical to the successful delivery of quality programs and services. This team, comprised of the Vice President of Student Services, Directors of Admissions and Records, Financial Aid and Student Life, and Deans of Counseling and Special Programs, coordinates timing and input on class schedule and registration cycle development, any changes to hours of operations, events, activities and programs where teamwork is needed, outreach and community relation activities, and review of service area staffing, budget and outcomes assessment data. For example, PR findings, position control review and staffing requests are reviewed for all areas of student services so each area is familiar with and can ask questions and provide input on how they can connect effectively to the other areas.

Each unit within the Student Services Division also holds weekly meetings on Wednesday, from 1:00 – 3:00 P.M., including Special Programs and Services Division, Counseling Division, Admissions and Records, and Financial Aid departments. The built-in strategic meeting time provides the opportunity to address issues of quality of student support services, including student service forms, intake and referral processes, technology issues, SSSP changes to data collection and reporting, student retention communications and follow-up, and changes to curriculum that counselors need to know to provide accurate information on programs and pathways.

Classified professionals, faculty and administrators stay up to date on the latest student support services effective practices, transfer policies and regulatory changes, including professional association conferences, counselor conferences, and targeted professional trainings such as Title IX nondiscrimination training, management training topics and research-based institutes in student engagement, equity and success. The weekly meetings provide a venue to share the discoveries of the conferences attended by representatives, and discuss implications for possible program improvement strategies in the unit and/or division.

Multiple Measures and Integrated Outcomes Assessment and Planning

The Student Services units also analyze service area usage and reasons for use data collected through SARS for the assurance of quality. The Counseling Division Dean and Counselor Assistant look at the top reason codes for student visits each term, the number of total visits, and the Front Desk Counseling activity data to determine the most need for this drop-in counseling resource and for counseling services requiring an appointment. The Probation Counselor Coordinator reviews the list of students on probation levels one and two provided by the Director of Admissions and Records, and determines the plan for Success Contract counseling appointments and if there will be a self-report and counselor review process. In another example of quality assurance through data review, the Financial Aid director reviews the loan default, satisfactory academic progress, and disqualification rates for students receiving financial aid and shares this data analysis with the counselors, so they have an idea about the trends in financial aid for the most current group of student recipients and any changes needed in advisement provided.

Finally, student support services quality is assured through the regular monitoring of the bi-annual Student Satisfaction Survey, Student Characteristics and Outcomes Surveys administered by the OIR. The most recent Fall 2013 Student Satisfaction Survey indicated that 80 percent of students feel the online application for admission was easy to complete and two-thirds felt their privacy was being protected ([Evidence OIR-3](#)). The area that shows the greatest decrease in satisfaction is being able to enroll in a course during the semester when the student needs it. Student satisfaction dropped from 58 percent during fall 2007, to 46 percent during fall 2013 ([Evidence OIR-4](#)). This shows, how even with the concerted college wide efforts to preserve pathways during the recession course reductions, students encountered more difficulties than prior to the recession in enrolling in the course they need during the semester needed, which is largely a product of the workload reductions of fiscal years 2010-11, 2011-12, and 2012-13.

Students also indicated a 72 percent satisfaction with the student support services found on the lower level of Building 700, the Community and Student Services Center where Admissions and Records, Financial Aid, Online and Assessment Services, Veteran's Benefits, and International Students offices are located. The students rated the upstairs areas which include CTC, Counseling and Special Programs, with a 69 percent satisfaction rate ([Evidence OIR-58](#)). Delivery of student support services is often challenging with a high need population with limited financial and staffing resources. This was particularly true especially during the four years of the recession. The weekly department/division meetings worked toward streamlining processes and services as much as possible to try to better meet the needs and satisfaction of Chabot's very diverse and high need population. For example, during the year-long planning for the implementation of SSSP mandates, a workgroup met weekly. The workgroup focused on implementation while considering how various strategies would increase student satisfaction and convenience. The group was able to implement changes to the automated new student email that each new applicant receives upon completing the application for admission to include the student's "W#" student identification number and explicit directions on next steps in the SSSP process. Another outcome was the use of embedded links in the email to provide additional resources, with one click the new applicant is sent to a website with more information or the online form required for a process.

Another significant change that came out of the weekly SSSP Implementation Workgroup was the emphasis on providing new students who complete the core components of SSSP (assessment, orientation and SEP) with a higher registration priority than continuing students who do not complete the core services. This change provided newly matriculated students a much better initial class schedule, including more access to basic skills English and mathematics courses to get off to an academic strong start. This change was critical and was supported by OIR findings and recommendations of the Basic Skills Committee, since 85 percent of Chabot College students place into basic skills English and mathematics, and need foundation skills to succeed at higher rates in degree applicable and transferable coursework.

The OIR has provided quantitative data that these services support student learning through "programs and services that work" in supporting student persistence and success (Evidence RS-20). Participation in Early Decision, Orientation, Assessment and Counseling programs are all correlated with increased persistence. Puente, Daraja, and EOPS all show significant increase in English 1A completion and student persistence. The Early Decision program shows increases in student success and transfer preparation. The CIN learning community is also showing promising evidence of supporting student learning and persistence.

Student Pathways Characterized by Attention to Access, Progress, Learning, and Success

The college continuously works to provide student pathways through the institution that are characterized by ensuring access, guidance toward progress, learning support, and success in completing educational goals. These continuous improvement efforts take place through data analysis and dialogue in a variety of integrated planning venues including, the PRBC, Faculty Senate, Staff Development, SSSP and Equity Council meetings, Counseling and Special Programs Division, CEMC, and College Council meetings. For example, in fall 2012, the entire faculty, staff, and administration of the college came together to build the Spring 2013 class schedule. This planning was critical because of the potential effect of either passage or defeat of prior Proposition 30. If the proposition was defeated, then significant cuts would have to be made to course offerings in the spring. If it passed, then rapidly, the college would need to adjust course offerings needed to be made, with the possibility of adding (restoring) sections. During a specially planned Flex Day, a proposed spring schedule was built in discipline cluster teams, with each team including a counselor, discipline-based faculty, and student services professionals. The guiding principles were designed to provide and protect pathways through the college programs with consideration for access, progress, learning and successful certificate, degree, program or transfer completion. The courses that were listed as potentially affected by reductions were "red-lined" in the printed and online PDF class schedule to communicate the two scenarios explicitly. This example of working to provide pathways through the institution reflects a key milestone event within a continuous improvement cycle that is woven into enrollment management, PR, and unit/discipline planning, budget, schedule and staff development.

Student support services utilize continuous, ongoing, systematic evaluation and planning facilitated by student learning and SAO assessment to improve the effectiveness of the services. Each area of student services reviews and updates the SAOs to assess institutional progress in its continuous improvement efforts during the annual PR and unit planning process, and through the Student Services Advisory Council, which meets monthly throughout the year. Unit planning is tied to resource allocation and budget development

through the PR process, which is strategically connected to the college's Strategic Plan and Educational Master Plan through prompts provided in PR. The Deans and Directors provide a summary of PRs, and the Vice President of Student Services provides a summary of outcomes assessed and program and service development budget, facilities, and other resource requests prioritized by the college's Strategic Plan.

The college has a deep commitment to access and uses the identified needs of the student body as a foundation for the systematic review and development of admissions policies and procedures. All courses are open to the public as long as they meet the minimum age requirement of 18 years old, or have graduated from high school or are specially admitted as a concurrent enrollment high school student and meet course prerequisites or program requirements. The application for admission is provided primarily online on the college home web page, and print applications are available upon request and for special population programs such as DSPS, EOPS and Puente. Additionally, the college's Counselors meet with high school counselors to explain admissions and matriculation procedures through the Counseling Liaisons.

Issues associated with student access, progress, learning, and success are continually discussed in the weekly Student Services Administrators meetings. Participants include the Vice President of Student Services, Directors of Admissions and Records, Financial Aid and Student Life, and Deans of Counseling and Special Programs. The outcomes of these discussions that include Service Area and Student Learning Outcome assessment and analysis are shared with the Deans' Council, chaired by the Vice President of Academic Services, and each of the Student Services units represented in their division/department meetings each week. Additionally, the BSC has representatives from both Academic and Student Services, and issues related to supporting student access, progress, learning and success are discussed continuously in relation to basic skills access, progress, learning and completion into degree and transfer applicable courses. The Staff Development Committee addresses student access, progress, learning and success in relation to planning professional development activities and Flex Days where sessions are offered to enhance college wide awareness and effectiveness in supporting students through these success indicators. The PRBC also focuses on enhancing support for student access, progress, learning and success through the development of the college Strategic Plan and reading all PRs to make recommendations to College Council on resource allocation. Additionally, the Student Equity Council, formed in April 2014, is a cross-representative group of discipline, library, research, and counseling faculty, classified professionals, deans, directors and administrators, as well as Student Senate representatives. The Council meets twice per month to review student equity data provided by the OIR, to develop and further refine the Student Equity Plan, to coordinate initiatives specified by the plan, and staff development on student equity. The Student Equity Council is chaired by the Vice President of Student Services and reports to the College Council and Academic Senate.

The institution assesses student support using SLOs and SAOs, faculty, staff, and student input, and PR to improve the effectiveness of these services. These key institutional documents, reviewed regularly by the College, through its PRBC committee and within disciplines, provide student services personnel valuable information regarding student access, progress, learning and success that inform and guide short-term and long-term planning for student services. The entire student pathway, from outreach and admissions, to assessment

and counseling, to student education planning and follow-up on course and program completion, is assessed with concern for access, progress, learning and success including how student support services affect student access, persistence, and success. Student Services are formally evaluated annually through the college PR using a three-year cycle. Each unit reviews service area data, staffing, supplies, services requirements and previous cycle SAOs, then develops new SAOs and for instructional programs, SLOs for assessment toward continuous improvement. Each SAO is evaluated in a cycle of data collection, assessment, discussion, evaluation, and recommendation for program improvement. Data collection includes capturing student (W#) identification numbers at the point of service contact as well as through the admissions application data that feeds into the Banner student administration system. The service area data is collected via the Scheduling and Reporting System (SARS) used throughout the Student Services Division and academic support service areas, such as the PATH Center, WRAC Center, and STEM Center.

Evaluation

The College meets the Standard. Chabot College provides a wide spectrum of student support services that fulfill the College's mission. Student Services is embedded in the Educational Master Plan. Student Services PRs demonstrate planning, assessment and ongoing improvement of their services (Evidence I-20). The Student Services staff uses institutional research surveys, service area outcome assessments, and SARS) data for planning. The specific evaluation for each area follows.

Admissions and Records Office

Questions regarding Admissions and Records on the Spring 2014 Staff Survey indicate that 95 percent of staff who knew of the outcome when they referred students to A&R were satisfied (Evidence OIR-11). Of those that used A&R services themselves, 87 percent were satisfied (Evidence OIR-12, p.8). Other questions that relate to A&R staff also showed satisfaction rates in the 80-97 percent range. Students who had experience using Admissions and Records had a satisfaction rate of between 85-93 percent over the years 16 years (Evidence OIR-58).

Admissions and Records SAOs

SAO 1: Full implementation of the automated process of evaluation (Degree Works)

Outcomes: The Degree Audit/SEP Coordinator position was prioritized in the SSSP Plan through evaluating the needs of students in the SSSP Advisory Council. The College needs to provide more up-to-date transcript evaluation data for counselors and student in SEP process. Students need to have online access to evaluated transcripts.

SAO 2: Provide educational records management systems to ensure fail safe security and compliance with FERPA and CCCCO regulations

Outcomes: All employees who may work with student records are trained each year in FERPA compliance, and each individual user is assigned a unique username and password to access the system so tracking of use can be accounted for. Some "shared" log-in profiles were eliminated in 2011 to eliminate any possible unaccounted record logins. All student record authorization forms are scanned into BDMS and indexed to each student record, so

that records are released in accord with the permission if a third party requests it (for example, parents).

SAO 3: Provide more intervention and automated processes to support student success

Outcomes: Much of the evaluation to assure the quality of Admissions and Records services has been done by the SSSP Implementation Workgroup (Fiscal year 2013-14), which was replaced by the SSSP Advisory Council (Fiscal Year 2014-15). Through careful examination of the automated processes, the SSSP Implementation Workgroup modified the "new student" email message that is automatically sent to each new applicant to include providing the new students with their Student Identification (W#) number to facilitate immediate use of the SSSP core services and the ClassWeb online registration system. Admissions also converted the online admissions application to Open CCCApply which provides: 1) improved user interface, which is easier to navigate due to prompts to answer specific questions and for any errors; 2) hover feature for Spanish translation; and 3) statewide application that combines individual college identity and processing, with system-wide consistency, compliance and support.

Financial Aid Office SAOs

In spring 2011, the Financial Aid Outreach Liaison began regular web, email, and written communication with students and the campus at each step along the process of application, verification, awarding, and disbursement to help answer general questions and help students move along the complicated path of the annual financial aid cycle. This individual meets regularly throughout the year with classes, campus cohorts, and high schools to provide financial aid workshops and orientations. This dedicated proactive "outreach" assists in reducing students standing in line or calling with questions because focused, strategic information was being provided to students more regularly and effectively. Financial Aid has worked to enhance its relationships with groups on campus to redouble efforts to provide students on campus with financial aid information and assistance, including but not limited to, ASCC, Puente, CalWORKs, EOPS, DSRC, and Athletics.

The Financial Aid Office had established three campaigns throughout the year (fall, winter, spring) to provide information and application assistance at the beginning of the financial aid process and saw significant improvements in timely and accurate applications. The dedicated investment at the beginning of the process resulted in smoother verification and awarding processes later, for both students and staff.

Financial Aid SAOs

SAO 1: Students will be able to apply for financial aid independently, online and on time. This includes students taking personal responsibility for financial aid eligibility and process, making informed decisions and taking appropriate action when needed during the financial aid application process.

Outcomes Assessment: Use of the Financial Aid office services by students has increased according to the 2013 Student Survey. In 1995, the use was by 47 percent of the surveyed students, while in the 2013, 68 percent used the services. The satisfaction rate of those students went from 80 percent in 1995 to 78 percent in 2013 (Evidence OIR-56, p.9).

SAO 2: Provide a financial aid award process that is fair, equitable, and meets the needs of qualified students needing assistance while ensuring compliance with federal, state and institutional requirements

Outcomes Assessment: The Financial Aid Office questions on the Spring 2014 Staff Survey indicate that 91 percent of staff who knew the outcome when they referred students to Financial Aid were satisfied. In the Student Survey, of the 68% of students who reported experience with the Financial Aid office, 78 percent reported being satisfied (Evidence RS-28). Longitudinally, the rate of satisfaction has moved with a range of 85 percent in 1997 to a low of 74 percent in 2011. Use of the Financial Aid office has increased from a low of 41 percent in 2003 to 68 percent in 2013 (Evidence RS-28).

Assessment (Testing) Center

The Assessment Center is the starting place for Chabot's SSSP (formerly Matriculation) after the initial Application for Admission. Assessment now affects priority registration for all new and continuing students as one of the three core services. Use of the Assessment Center services by students has increased according to the 2013 Student Survey (Evidence OIR-56, p.8). In 1995, 56 percent of the surveyed students used the center, while in the 2013 survey, 72 percent used the services, an increase of 18 percent. The satisfaction rate of those students went from 74 percent in 1995 to 90 percent in 2013, which given the dramatic increase in access, is very positive feedback regarding quality assurance in this area and access to services. The Assessment Center questions on the Spring 2014 Staff Survey indicate that 91 percent of staff who knew of the outcome when they referred students to the Assessment Center were satisfied (Evidence OIR-19, p.8, Evidence RS-27). Therefore, the Assessment Center, as an intake and testing center for students declaring an educational goal of certificate, degree or transfer or those working on basic skills, has strong evidence of support for student learning and satisfaction.

Counseling

Counseling directly impacts student learning through the SSSP work, such as the Early Decision program, which has results in transfer preparation: and (Evidence II-50, Evidence II-51). In spring 2014, over 569 students participated in the Early Decision Program that culminated in a Mega Day registration and campus orientation event in May, and a Gladiator Welcome Day event when classes began in August. Almost the entire Student Services Division and some instructional faculty worked at these new student and welcome back events, providing personalized service to students beyond the normal work week in a welcoming environment. Due to consistent problems associated with testing in the schools, such as students arriving late to the sessions, bells ringing during testing, and students who were not planning to attend Chabot not taking the testing seriously, the College redesigned how assessment is completed within the Early Decision program this year. After the counselors provided an introductory visit that promoted the program, Early Decision assessments are conducted on campus in the Assessment Center. Students apply then schedule an assessment appointment. Once assessed, they schedule themselves in special Early Decision Psychology-Counseling 25 classes (Transition to College) to receive group counseling and an abbreviated SEP. Assessment staff observed the testing sessions to be free of interruptions, and more students indicating they reviewed the study guides prior to testing.

The Counseling Division uses SAOs to look continually at student data to drive planning and decision–making, and utilized cross-functional teams to gain input on improving services to students. For example, the following SAOs were developed and assessed:

SAO 1: Counseling Division personnel will participate in Division Meetings and Retreats and propose solutions to policy and procedural issues identified.

Measurement: Tally of meeting and retreat attendance and list of solutions to problems/issues identified.

Outcomes: Attendance has been consistent and a number of solutions have been implemented, including a streamlined appointment referral slip, new process and forms for academic probation, and new process and forms for financial aid educational planning.

SAO 2: Counseling Division will utilize cross-functional teams to improve service to students, such as the Front Desk Committee, Dean's Advisory, International Students Program Council, Matriculation Advisory Committee, and new technology initiative core groups, such as Degree Audit and Web Portal design teams, utilizing Division Meetings to report back and solicit input on recommendations.

Measurement: Review of meeting schedules and membership – does it reflect an ongoing effort to ensure services are student-centered, systems-oriented, and contributing to SLOs and student success?

Outcomes: Based on meeting discussions and constituency feedback, new forms and procedures were created, such as a more precise prerequisite override form, new SEP Readiness screening form to maximize appointment time, and request to repeat course forms to reflect new regulations for repeating credit classes. Joint meetings with LPC Counseling and Area Deans have been conducted, and recommendations from those meetings have served as guidance to program development and continuous improvement.

With the new priority appointment system, front desk counseling, and accountability policies on tardiness and missed appointments, Counseling has been able to reduce the student appointment "no show" rate to just 13 percent, down from over 25 percent before the system was implemented. Use of counseling services by students has decreased since 1997. In 1997, the use was by 77 percent of the surveyed student, while in the 2013 survey 71 percent used the services. The satisfaction rate of those students ranged up and down between 79 percent in 1997 to 69 percent in 2013. This decrease in satisfaction is concurrent with the reduction in counselors as a consequence of a series of state budget reductions, and increases in graduation requirements (that is, Intermediate Algebra, College Composition) (Evidence OIR-56, p.8).

However, the Front Desk Counseling (quick questions) has a satisfaction rate of 80 percent. Three other questions in the 2013 student survey concerning Counseling assistance with career and education goals as well as encouragement and support are at around 50 percent (Evidence OIR-58, p.2). The overall experience with counselors from increased from 49 percent in 1999 to 53 percent in 2013 (Evidence OIR-56, p.1). Counseling Service questions on the Spring 2014 Staff Survey indicate that 73 percent of staff who knew of the outcome when they referred students to Counseling were satisfied; if the student was referred to the

Front Desk Counseling (quick questions) the satisfaction rate increased to 84 percent (Evidence OIR-19, p.8).

SAO 3: Develop a fully-functional online orientation.

The Counseling Division has met the SAO of developing and implementing an Online Counseling program. This program is a new feature integrated into SARS Grid that the counselors use daily. The new button link allows a counselor to log-in to the "eAdvising" system, review questions and initiate responses. Counselors can view e-advising comments made by other counselors, unless marked confidential. The program has user authentication, so counselors can be confident student records are private, and the system requires students to log-in to generate questions and to view responses without the security risks presented by the old email advising system.

Student Health & Wellness Center

Health Services are evaluated through annual PR, the Student Satisfaction survey every two years and the internal patient survey. According to the 2013 student survey only 31 percent of students has used the service; however, 89 percent of students who used it were satisfied (Evidence OIR-58, p.2). The Center's patient satisfaction survey reports that satisfaction with medical services continues to remain high with 90% ratings over the last three years (Evidence OIR-55). The results of the patient satisfaction survey suggest that students are very satisfied with health services. Nevertheless, efforts will continue to improve patient education, follow-up appointment, coordination of mental health care, and referrals to medical care for chronic illnesses

The student health center has participated at the NCHA College Health Assessment II Survey in spring 2010. The survey supports that the health of the campus community relies on its academic mission by supporting the short and long-term healthy behaviors that can impact the student's academic performance. The preventative health and wellness program developed for the student health center was based on the ACHA (American College Health Association) Healthy Campus 20/20 objectives. This initiatives focuses on campus outreach programs in addressing identified health issues that affects the student's academic performance (Evidence I-20).

The Health Center questions on the Spring 2014 Staff Survey indicates that 96 percent of staff who knew of the outcome when they referred students to the Health Center were satisfied. Of the staff who personally used the service, 96 percent were satisfied (Evidence RS-27).

SSSP

Chabot College provides a comprehensive student success program through the SSSP (formerly, Matriculation). Assessment places students in their appropriate mathematics, English, ESL, and chemistry courses. The orientation process provides students with essential college survival information and helps give students a blueprint to navigate college systems. The SSSP services also direct students to resources on campus that can help them be successful in college, including PSCN classes, counseling services, tutoring, Special Programs (EOPS, DSPS, CARE, CalWORKs, Puente, Daraja), Veterans Services, financial

aid, Admissions and Records, Health and Wellness Center, etc. Area SAOs include the following:

SAO 1: Increase the number of Chabot College students completing Assessment, Orientation, and SEPs, and continue to support the Early Decision Program.

SAO 2: Develop, maintain, and regularly update SSSP materials, such as counseling website information, online orientation, and the assessment website.

SAO 3: Expand retention and follow-up services to include all students on all levels of academic and/or progress probation/dismissal.

Student follow-up services were reinitiated in Fall 2013 with a Counselor Assistant who developed HTML-based emails with links to related website resources for students on probation and initiated student follow-up emails about how to file for graduation evaluation. Those emails plus 18 new Transfer Degree options (AA-T's/AS-T's) led to a 25 percent increase in number of certificates and associate degrees awarded (highest number in 16 years).

SAO 4: Develop cost-effective and effectual services and processes to implement Student Success Act mandate, and SAO #5: Increase the accuracy of the online orientation's student name and ID collection process

Online Orientation was originally developed in-house. The system enables students to become familiar with needed information. Through a series of questions and answers, students learn about the programs, policies, resources of the college. The updated and fully functional system now allows students enter their student identification number at the end of the online orientation, which provides the data element collection needed for SSSP reporting.

The Assessment Center provides year-round, centralized, computerized, web-based testing in an quiet testing environment to administer assessment tests on 35 computers across morning, evening and weekend sessions (during peak enrollment periods) to provide as much access and efficiency as possible. A second half-time Counselor Assistant has been added to the 1.5 FTE assessment staff.

Student Online Services

Use of Student Online Services has increased according from 32 percent to 51 percent in the 2013 Student Survey (Evidence OIR-58, p.2). The satisfaction rate of those students went from 80 percent in 1995 to 90 percent in 2013. The Student Online Services questions on the Spring 2014 Staff Survey indicate that 95 percent of staff who knew of the outcome when they referred students to Student Online Services were satisfied (Evidence RS-27).

SAO 1: Improve Student Online Services (Room 709) by extending hours and staffing to meet student demand.

A Counselor Assistant II (.5 FTE) was added to staffing April 2015 to provide extended hours.

Student Life Office

According to the 2013 student survey only 26 percent of students have used the service however, 82 percent of student who used it were satisfied (Evidence OIR-58, p.2). The Student Life Office questions on the Spring 2014 Staff Survey indicate that 85 percent of staff who knew of the outcome when they referred students to Student Life Office were satisfied. 87 percent of staff who used these services were satisfied (Evidence RS-27).

Student Life has accomplished three out of four SAOs, including holding a Student Assistant retreat, providing leadership trainings to club officers each semester, and increasing participation of clubs in the monthly Flea Market on campus. The last SAO was to offer monthly events to increase visibility in the community and satisfaction with student life as assessed in annual PR. New SAOs were established by then recently hired Director of Student Life in fall 2014 (Evidence I-20).

Student Senate of Chabot College

The SSCC is made up of students that represent the student body at the College to the local and state administrators (Evidence II-54). This organization sponsors the Inter-Club Council, club events and programs, monthly Flea Markets, and many other events. According to the mission statement, the Student Senate of Chabot College challenge themselves to form a more united student body in the following ways: seek student needs and help students achieve their goals; use resources according to the best interests of students; educate students about and help shape the policies that affect them; make college a memorable experience. SSCC acts as a liaison between students and other government structures on campus; generate and facilitate the process for allocating student-generate resources to foster community at Chabot; and serve as the heartbeat of students on the campus.

According to the 2013 Student Survey, only 21 percent of students has used the service (Evidence OIR-57, p.2); however, 80 percent of students who used it were satisfied. 52 percent of students agree there is enough opportunity for involvement in co-curricular student activities. 82 percent of students agree that student interests are adequately represented in student government. 44 percent of students agree they are likely to respond to communications by the Student Senate. 29 percent of Students agree that they are likely to attend meetings of the Student Senate. (Evidence OIR-58, p.4).

There are enough opportunities for involvement in cocurricular student activities (52 percent). Student interests are adequately represented by the student government (82 percent). I am likely to: Respond to communications by the Student Senate (44%) and to Attend meetings of the Student Senate (29 percent) (Evidence OIR-58). The Student Government questions on the Spring 2014 Staff Survey indicate that 85 percent of staff who knew of the outcome when they referred students to Student Government were satisfied. Eighty-seven percent of staff who used these services were satisfied. Also, 53 percent of the staff felt that Students are adequately involved in the governance of the college (Evidence OIR-19, p.19).

Veteran's Services

The Chabot College Veteran's Services Office is primarily responsible for administration of veteran educational benefits programs. About 3 percent of the student population are veterans based on data from ITS. The Veteran's Benefits Specialist assesses the following SLO:

Students will express their satisfaction with receiving information packets from the Veterans Services office, having comprehensive information available on the Chabot College's Veterans website, and in receiving their benefits to enroll in their college program. The SLO is measured through the Student Satisfaction Survey and observation of behaviors in office visits. According to the 2013 Student Survey, only 14 percent of students has used the service (that may include family members); however, 84 percent of student who used it were satisfied (Evidence OIR-58, p.2). The Veterans Services question on the Spring 2014 Staff Survey indicates that 98 percent of staff who knew of the outcome when they referred students to Veterans Services were satisfied (Evidence OIR-19, p.8).

Multiple Measures and Integrated Outcomes Assessment and Planning

The Student Services units also analyze service area usage and reasons for use data collected through SARS for the assurance of quality. The Counseling Division Dean and Counselor Assistant look at the top reason codes for student visits each term, the number of total visits, and the Front Desk Counseling activity data to determine the most need for this drop-in counseling resource and for counseling services requiring an appointment. The Probation Counselor Coordinator reviews the list of students on probation levels one and two provided by the Director of Admissions and Records, and determines the plan for Success Contract counseling appointments and if there will be a self-report and counselor review process. In another example of quality assurance through data review, the Financial Aid director reviews the loan default, satisfactory academic progress, and disqualification rates for students receiving financial aid and shares this data analysis with the counselors, so they have an idea about the trends in financial aid for the most current group of student recipients and any changes needed in advisement provided.

Finally, student support services quality is assured through the regular monitoring of the bi-annual Student Satisfaction Survey, Student Characteristics and Outcomes Surveys administered by the OIR. The most recent Fall 2013 Student Satisfaction Survey indicated that 80 percent of students feel the online application for admission was easy to complete and two-thirds felt their privacy was being protected (Evidence OIR-47). The area that shows the greatest decrease in satisfaction is being able to enroll in a course during the semester when the student needs it. Student satisfaction dropped from 58 percent during fall 2007, to 46 percent during fall 2013 (Evidence OIR-48). This shows, how even with the concerted college wide efforts to preserve pathways during the recession course reductions, students encountered more difficulties than prior to the recession in enrolling in the course they need during the semester needed, which is largely a product of the workload reductions of fiscal years 2010-11, 2011-12, and 2012-13.

Students also indicated a 72 percent satisfaction with the student support services found on the lower level of Building 700, the Community and Student Services Center where Admissions and Records, Financial Aid, Online and Assessment Services, Veteran's Benefits, and International Students offices are located. The students rated the upstairs areas which include CTC, Counseling and Special Programs, with a 69 percent satisfaction rate (Evidence OIR-58, p.1). Delivery of student support services is often challenging with a high need population with limited financial and staffing resources. This was particularly true especially during the four years of the recession. The weekly department/division meetings worked toward streamlining processes and services as much as possible to try to better meet

the needs and satisfaction of Chabot's very diverse and high need population. For example, during the year-long planning for the implementation of SSSP mandates, a workgroup met weekly. The workgroup focused on implementation while considering how various strategies would increase student satisfaction and convenience. The group was able to implement changes to the automated new student email that each new applicant receives upon completing the application for admission to include the student's "W#" student identification number and explicit directions on next steps in the SSSP process. Another outcome was the use of embedded links in the email to provide additional resources, with one click the new applicant is sent to a website with more information or the online form required for a process.

Another significant change that came out of the weekly SSSP Implementation Workgroup was the emphasis on providing new students who complete the core components of SSSP (assessment, orientation and SEP) with a higher registration priority than continuing students who do not complete the core services. This change provided newly matriculated students a much better initial class schedule, including more access to basic skills English and mathematics courses to get off to an academic strong start. This change was critical and was supported by OIR findings and recommendations of the Basic Skills Committee, since 85 percent of Chabot College students place into basic skills English and mathematics, and need foundation skills to succeed at higher rates in degree applicable and transferable coursework.

The OIR has provided quantitative data that these services support student learning through "programs and services that work" in supporting student persistence and success (Evidence RS-20). Participation in Early Decision, Orientation, Assessment and Counseling programs are all correlated with increased persistence. Puente, Daraja, and EOPS all show significant increase in English 1A completion and student persistence. The Early Decision program shows increases in student success and transfer preparation. The CIN learning community is also showing promising evidence of supporting student learning and persistence.

Student Pathways Characterized by Attention to Access, Progress, Learning, and Success

The college continuously works to provide student pathways through the institution that are characterized by ensuring access, guidance toward progress, learning support, and success in completing educational goals. These continuous improvement efforts take place through data analysis and dialogue in a variety of integrated planning venues including, the PRBC, Faculty Senate, Staff Development, SSSP and Equity Council meetings, Counseling and Special Programs Division, CEMC, and College Council meetings. For example, in fall 2012, the entire faculty, staff, and administration of the college came together to build the spring 2013 class schedule. This planning was critical because of the potential effect of either passage or defeat of prior Proposition 30. If the proposition was defeated, then significant cuts would have to be made to course offerings in the spring. If it passed, then rapidly, the college would need to adjust course offerings needed to be made, with the possibility of adding (restoring) sections. During a specially planned Flex Day, a proposed spring schedule was built in discipline cluster teams, with each team including a counselor, discipline-based faculty, and student services professionals. The guiding principles were designed to provide and protect pathways through the college programs with consideration for access, progress, learning and successful certificate, degree, program or transfer completion. The courses that were listed as potentially affected by reductions were "red-lined" in the printed and online PDF class schedule to communicate the two scenarios explicitly. This example of working to

provide pathways through the institution reflects a key milestone event within a continuous improvement cycle that is woven into enrollment management, PR, and unit/discipline planning, budget, schedule and staff development.

Student support services utilize continuous, ongoing, systematic evaluation and planning facilitated by student learning and SAO assessment to improve the effectiveness of the services. Each area of student services reviews and updates the SAOs to assess institutional progress in its continuous improvement efforts during the annual PR and unit planning process, and through the Student Services Advisory Council, which meets monthly throughout the year. Unit planning is tied to resource allocation and budget development through the PR process, which is strategically connected to the college's Strategic Plan and Educational Master Plan through prompts provided in PR. The Deans and Directors provide a summary of PRs, and the Vice President of Student Services provides a summary of outcomes assessed and program and service development budget, facilities, and other resource requests prioritized by the college's Strategic Plan.

The college has a deep commitment to access and uses the identified needs of the student body as a foundation for the systematic review and development of admissions policies and procedures. All courses are open to the public as long as they meet the minimum age requirement of 18 years old, or have graduated from high school or are specially admitted as a concurrent enrollment high school student and meet course prerequisites or program requirements. The application for admission is provided primarily online on the college home web page, and print applications are available upon request and for special population programs such as DSPS, EOPS and Puente. Additionally, the college's Counselors meet with high school counselors to explain admissions and matriculation procedures through the Counseling Liaisons.

Issues associated with student access, progress, learning, and success are continually discussed in the weekly Student Services Administrators meetings. Participants include the Vice President of Student Services, Directors of Admissions and Records, Financial Aid and Student Life, and Deans of Counseling and Special Programs. The outcomes of these discussions that include Service Area and Student Learning Outcome assessment and analysis are shared with the Deans' Council, chaired by the Vice President of Academic Services, and each of the Student Services units represented in their division/department meetings each week. Additionally, the BSC has representatives from both Academic and Student Services, and issues related to supporting student access, progress, learning and success are discussed continuously in relation to basic skills access, progress, learning and completion into degree and transfer applicable courses. The Staff Development Committee addresses student access, progress, learning and success in relation to planning professional development activities and Flex Days where sessions are offered to enhance college wide awareness and effectiveness in supporting students through these success indicators. The PRBC also focuses on enhancing support for student access, progress, learning and success through the development of the college Strategic Plan and reading all PRs to make recommendations to College Council on resource allocation. Additionally, the Student Equity Council, formed in April 2014, is a cross-representative group of discipline, library, research, and counseling faculty, classified professionals, deans, directors and administrators, as well as Student Senate representatives. The Council meets twice per month to review student equity data provided by the OIR, to develop and further refine the Student Equity Plan, to

coordinate initiatives specified by the plan, and staff development on student equity. The Student Equity Council is chaired by the Vice President of Student Services and reports to the College Council and Academic Senate.

The institution assesses student support using SLOs and SAOs, faculty, staff, and student input, and PR to improve the effectiveness of these services. These key institutional documents, reviewed regularly by the College, through its PRBC committee and within disciplines, provide student services personnel valuable information regarding student access, progress, learning and success that inform and guide short-term and long-term planning for student services. The entire student pathway, from outreach and admissions, to assessment and counseling, to student education planning and follow-up on course and program completion, is assessed with concern for access, progress, learning and success including how student support services affect student access, persistence, and success. Student Services are formally evaluated annually through the college PR using a three-year cycle. Each unit reviews service area data, staffing, supplies, services requirements and previous cycle SAOs, then develops new SAOs and for instructional programs, SLOs for assessment toward continuous improvement. Each SAO is evaluated in a cycle of data collection, assessment, discussion, evaluation, and recommendation for program improvement. Data collection includes capturing student (W#) identification numbers at the point of service contact as well as through the admissions application data that feeds into the Banner student administration system. The service area data is collected via the Scheduling and Reporting System (SARS) used throughout the Student Services Division and academic support service areas, such as the PATH Center, WRAC Center, and STEM Center.

Actionable Improvement Plan

None

B2.	*The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:*
B2.a.	*General Information: official name, address(es), telephone number(s) and Web site address of the institution; educational mission; course, program and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty, names of governing board members*
B2.b.	*Requirements: admissions, student fees and other financial obligations; degree, certificates, graduation and transfer*
B2.c.	*Major Policies Affecting Students*
B2.d.	*Academic Regulations, including Academic Honesty, Nondiscrimination, Acceptance of Transfer Credits, Grievance and Complaint Procedures, Refund of Fees*
	Locations or Publications where other policies may be found

Description

Chabot College provides all prospective and currently enrolled students current and accurate information regarding programs, policies, procedures and standards. The *Catalog* is the source of all information about college programs, policies, and procedures in a variety of formats and venues. Important sections of the *Catalog* are found in the *Class Schedule,* on various flyers and handouts, and on the website (Evidence RS-32, Evidence RS-36, Evidence II-26).

The *Catalog* contains the following essential sections:

- Admissions and registration procedures

- Course add and withdrawal procedures

- Description of fees and general expenses

- Student Services and Special Programs Descriptions

- Graduation requirements and commencement information

- General Education, major and certificate and CSU/UC/IGETC transfer requirements

- Articulation information for transfer preparation

Additionally, the *Catalog* contains information about numerous policies affecting students, including:

- Academic freedom

- Student nondiscrimination

- Scholastic standards

- International student admission

- Transcripts

- Course repetition

- Academic renewal

- Student rights and responsibilities

- Sexual harassment

- Americans with Disabilities Act

- Student grievances, student conduct and due process

The *Catalog* is updated and reproduced biannually. The Office of Academic Services traditionally sent out hard catalog copy to department heads for review, edits and submission. Addenda reflecting curricula changes are produced biannually between catalog printing years. The *Catalog* is available online and in hard copy format in various campus locations (for example, Counseling, Admissions and Records, Special Programs, Dean's offices, and the Library). Physical copies are also available for purchase in the Bookstore at a cost of $3.00. In April 2014, a catalog committee was formed to set editing time line, responsible parties, and include new content. Additionally, an electronic review and submission process was developed using email, Adobe Acrobat and Word documents for edited content. A longer redesigned time line and the idea of including program outcomes were are planned for the 2015 addendum to the 2014-2016 catalog. Other issue for the committee include the timing of new transfer degree approvals that affected the last catalog production timeline as the college wanted to include as many new degrees as possible, but state approval is required prior to listing in the catalog. Thus, the catalog committee adopted a new planning structure prepared for substantive changes, electronic review and submission, longer term redesign considerations and quality control under these conditions.

The *Class Schedule* is produced for the summer/fall and spring terms. To effectively respond to resource constraints, to promote online usage, and respond to environmental considerations, the college has reduced its carbon footprint by printing the necessary volume of the C*lass Schedule,* reducing the number of copies from 25,000 to ~7,500 to 10,000 copies The printed copies are made available, free of charge, in a variety of locations, including the online services center and during educational planning sessions for new students. The *Class Schedule* is also posted online at the Chabot College website (Evidence II-26). In addition to a comprehensive listing of course offerings, the *Class Schedule* includes the following information:

- Academic calendar

- Contact directory

- A step-by-step guide for new students

- Admission eligibility and procedures

- Priority registration information

- SSSP core services

- Assessment schedule

- English and mathematics course progression

- Registration procedures

- Fees and refund policy

- Counseling information

- Financial aid guidelines

- Learning communities

- Campus safety and parking policies

- Non-Discrimination and FERPA policies

- AA/AS general education and degree requirements

- Campus map

Currently, over two-hundred new SEP planning sessions are held during the academic year. These planning sessions are one of the core SSSP services, and they are an integral part of new student admissions to the college. During these sessions, students use the *Catalog*, the *Class Schedule*, handouts, and the website to become acquainted with the college's policies, procedures, and programs. Special Program orientations offer additional information specific to the needs of identified groups.

The website provides critical college information including: the Mission Statement; Adobe Acrobat versions of the current and previous catalogs and class schedules; academic calendars; college director;, division-, program-, and discipline-specific web pages; confidentiality and privacy policies; registration procedures for new, returning, and concurrent enrollment students; fees; transcript requests; awarding of degrees and certificates; adding and dropping courses; prerequisites, corequisites, and course overlap policies; late registration; extenuating circumstance withdrawals; student identification card procedures; and Financial Aid processes, procedures, forms, and applications (Evidence II-26).

Various informational flyers and handouts are sent to students and/or made available at various campus locations year-round and during college events (for example, education planning sessions, Financial Aid workshops, Early Decision workshops, Gladiator Day, Registration Awareness Day, etc.). Typical flyers and handouts include:

- General education, graduation and transfer requirement flyers

- Tuition and fee payment plan flyer

- Commonly used terms and definitions for new students

- Step-by-step registration guide

- Sample schedules and course registration worksheet

- Mathematics and English progression chart

- Emergency notification system information sheet

- Academic regulations brochure

- Financial Aid Office brochure

- Satisfactory Academic Progress Policy for Financial Aid applicants brochure

- BOG Fee Waiver online application information brochure

Evaluation

The College meets the Standard. The OIR administers a student satisfaction survey every two years in the fall semester and a student accreditation survey every six years. Together with the student characteristic report (prepared each semester), student needs, satisfaction and demographics can be assessed. Surveys are administered through selected courses during peak instructional periods. The results are shared in emails to the College and posted on the OIR website (Evidence I-28).

Fifty-seven percent of students responding to the Fall 2013 Student Survey indicated that they used the *Catalog* for information on program and transfer requirements. Fifty-six percent of students responded that it was clear to them what they needed to do to complete their program (degree, certificate, or transfer) requirements, while 21 percent responded that it was not clear (Evidence OIR-47). Analysis shows that more and more students are using online resources, including college websites with program and major degree information and relying heavily on counseling and student services for college policies and program information.

Fifty-three percent of the students responding to the Fall 2013 Student Accreditation Survey indicated that they used the paper class schedule for information on course time and services, while 79 percent use the online version of the class schedule (Evidence OIR-3). This trend of online usage mirrors that of the *Catalog*. The increasing use of online resources requires the college to provide all information in both print and electronic formats, and to improve communications with students using electronic and social media while maintaining traditional formats for those in the community without access.

Actionable Improvement Plan

None

B3.

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Description

Chabot College's Student Services regularly works cooperatively with the OIR to identify learning support needs of its students and fully participates in the PR process. The OIR conducts a Student Satisfaction survey to identify overall student perceptions of their experience at Chabot College. The survey helps the College identify learning support needs and evaluate student services. The OIR office helps the College identify learning support needs through the Student Success/Equity Scorecard (Evidence II-52). The OIR also helps by providing presentations of student success and persistence data for various groups of students such as basic skills students, students of different ethnicities and genders, athletes, veterans, foster youth and students in special programs. (Evidence II-44, Evidence II-15).

 In the institutional budget and planning process, the Scorecard identifies key effectiveness indicators, desired outcome measures, strategies and goals. Additionally, the OIR office provides data on success rates and student persistence from one semester to the next for leaders of the PRBC and College Council as well as Basic Skills and other shared governance and planning venues such as Educational Master Planning. This data allows the college to make informed decisions about support needs for students in programs with low success or persistence rates. Student Services also researches and identifies the learning support needs of the student population through the assessment of SLOs and SAOs. The College uses the PR process, a three-year cycle with annual updates, in which the data previously described is assessed and evaluated to determine instructional and student services efficacy in identifying and addressing student learning support needs. The College uses these mechanisms to make the improvements to services and programs that impact student success.

Evaluation

The College meets the Standard. Coordinating shared governance groups, the OIR, and the Office of Academic Services, and Student Services work together and as individual division, areas, programs, and service area to ensure services and programs address the learning support needs of students enrolled in traditional and distance education courses and programs. Through PR, Student Services assesses and evaluates the effectiveness of services, using extensive data provided by the OIR, to make recommendations for improvement and to request resources.

Actionable Improvement Plan

None

B3.a.

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.

Description

Chabot College supports online, hybrid, or web-based learning through a variety of methods and support services. Prior to the start of the semester, students receive a "Welcome to Online Learning" email containing instructions and resources for getting started in their online or hybrid class. An online, self-paced, Orientation to Online Learning is available to all students, can be completed/revisited at any time, and consists of video demonstrations and step-by-step instructions. The Orientation includes information for getting started in an online/hybrid class, using Blackboard, as well as tips for succeeding in an online/hybrid class. On-campus, drop-in assistance with an experienced online student is also available. In addition to the Orientation, many support resources including success tips, guides, along with methods for requesting assistance can be found on the Online Learning website (Evidence II-53).

Off-campus and Evening/Weekend Instruction and Support Services are offered to all students. Chabot also offers classes in several high schools, at the Alameda Fire Department, sometimes uses a couple of classrooms in San Leandro and several local hospitals.

The College offers day and evening student support services, as well as online access to many student services. The SSSP is outlined on the website (Evidence II-26). Students are led to an online orientation immediately following the CCCApply online admissions application. After the online orientation, students are directed to sign up for PSCN 25, Transition to College, where they progress through the rest of the matriculation process. Students are sent emails from Financial Aid, Veteran's Affairs, the DSRC, and EOPS when they indicate an interest in more information on the CCCApply admission application. All new students are sent a welcome email, or letter if no email address is provided, with the steps they should take to successfully enroll.

The Counseling Department is open throughout the year, including academic breaks between semesters on Mondays and Tuesdays from 8:30 A.M. to 5 P.M., on Wednesdays and Thursdays from 8:30 A.M. to 7:30 P.M. and on Fridays from 8:30 A.M. to noon. The Assessment Center is open throughout the year, including during academic breaks between semesters. All assessment sessions are offered on a drop-in basis. Students can choose from morning or afternoon assessments on Mondays and Tuesdays, morning and evening assessments on Wednesdays and Thursdays, and morning assessments on Fridays.

Email counseling appointment requests are also available to online learners. Students may email the Counselor Assistant II to request a counseling appointment through the following email address: cc-counseling@chabotcollege.edu. The Counseling Division has a counselor who is assigned online advising, so students can log-in and ask questions and receive a response via secured email, usually within a couple days (barring academic breaks). Using the web portal called "The Zone," all students receive an email account that they can use throughout their enrollment for official correspondence with the college (Evidence II-35).

Also of note for online learners is the Degree Works degree audit program. This program provides an online advising tool for students to create, verify, and modify their SEPs in consultation with a counselor. The degree audit function provides an online resource for students to see which courses meet requirements toward their selected Associate degree or Certificate program. Student Services has established an SAO to fully implement the system and make it available to all students.

The table below outlines the various availability of services, both online and in-person, including online services that have interactive features.

Student Support Services	Available in Person	Information Available Online	Interactive Services Available Online
Admissions & Records	X	X	X
Assessment	X	X	X
Bookstore	X	X	X
Career & Transfer Services	X	X	X
Counseling	X	X	X
DSPS	X	X	X
EOPS	X	X	X
Financial Aid	X	X	X
Health Services	X	X	X
International Students	X	X	X
Safety and Security	X	X	X
Special Programs	X	X	X
Student Life	X	X	X

Evaluation

The College meets the Standard. Online course offerings continue to expand as does the need for more comprehensive online student support services. The college application for admission, an online orientation, schedule of classes, the *Catalog*, and course registration are available through the CLASS-Web online registration system. In addition, online advising is available, as well as student email accounts, a single sign-on web portal that includes access to all online courses via Blackboard, and email counseling appointment requests for in-person counseling.

In the Chabot College Fall 2013 Student Survey, 77 percent of students indicated, "It was easy to register for classes on-line." Additionally, 80 percent of students surveyed indicated, "My Chabot on-line application was easy to complete." These statistics are important as 79

percent of the students surveyed responded that they "rely on the online class schedule for information on course times and services" (Evidence OIR-47).

Actionable Improvement Plan

None

B3.b.

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description

Chabot College's overall mission is to: "prepare students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Chabot students contribute to the intellectual, cultural, physical, and economic vitality of the region." The College is committed to the following values:

Learning and Teaching

- Supporting a variety of teaching philosophies and learning modalities

Community and Diversity

- Encouraging diversity in the curriculum and community of learners

- honoring and respecting cultural diversity

- Cultivating a sense of social and individual responsibility

- Embracing thoughtful change and innovation

Chabot College promotes an overall environment that encourages students to explore all levels of personal growth. The college's CWLGs include:

- Global and cultural involvement
- Civic responsibility
- Communication
- Critical thinking
- Development of the whole person

Chabot College faculty, student clubs, and Student Senate have taken an interdisciplinary approach in providing a learning environment that encourages personal and civic responsibility. The Office of Student Life supports the SSCC and InterClub Council. The Office of Student Life plays a key role in collaborating with campus divisions and service areas, programs, and organizations to develop, plan, and implement college activities. The Student clubs and organizations represent Chabot's diverse student population and place a great emphasis on volunteer and community services for the community at large. On the

current Office of Student Life website, there is a list of active students clubs (Evidence II-42). The goal is of the office is as follows:

> *"to create academic excellence by helping college clubs to enhance in leadership development opportunities, and by providing various experiences to cultural diversity for the Chabot College students. Education happens both inside and outside the classroom, and a successful college career includes social as well as intellectual development."*

The SSCC sponsors activities that promotes understanding of social justice issues, civic responsibility, and intellectual/personal development (Evidence II-54):

- Speakers Event including Tim Wise, well-known American antiracism activist and writer, and Alexa Koeniga, Executive Director Human Rights Center, UC Berkeley
- Gladiator Day and March Madness, promotes clubs on-campus to meet/greet with students
- Funding for First Monday's panel discussion of contemporary topics
- Funding Social Problems Student Research Poster for spring 2014
- Townhalls to educate students on how the student government works

Evaluation

The College meets the Standard. The College provides a multicultural learning environment that encourages personal development, civic responsibility, as well as aesthetic and intellectual development for all students through a variety of cocurricular events and activities.

Success Stories and Ongoing Efforts

Chabot College offers a variety of events that reflect the intellectual, aesthetic, and personal development of the student. These events include collaboration across several academic disciplines, involving the cooperation of faculty and students regarding issues concerning the Chabot campus and the surrounding city of Hayward. Two examples of this collaboration include *The Great Debate* and the FYE program. In the fall 2011 Student Satisfaction Survey, 60 percent of Chabot students responded that they have never had serious conversations with students of different religious beliefs or political opinions. In the spring of 2013, an interdisciplinary collaboration among the Chabot Forensics and Communications Studies program, the Law & Democracy Projects, and CIN spearheaded an event titled, *The Great Debate*. In fall 2013, *The Great Debate* took place at Hayward City Hall, where Chabot College students, community leaders and the city residents participated in a guided discussion revolved around "hot topics." The Hayward Great debate met several goals:

- Chabot students collaborate with civic leaders in the Hayward area and participated in civic engagement with city government, and non-profit and community agencies.
- Students improved and developed public speaking and communication skills.
- Provided a community event that invites the public to learn and engage in the diverse types of thinking, learning, and research within the College.

- Implemented an interdisciplinary collaboration among faculty member, involving the Chabot Forensics and Communications Studies program, the Law & Democracy Projects, and CIN.

The FYE Communities were created to improve completion rates of students. The FYE provides access to counselors, mentoring, reserved courses for UC/CSU transfer, individual or group tutoring, and pathways into several academic programs, which include:

- STEM
- Business
- Social Justice (CIN)
- Athletics
- Hayward Promise Neighborhood
- African American Themes (Daraja)
- Latino Theme (Puente)

The list of events demonstrates the ongoing and continuous efforts of Chabot Faculty, Counseling, and students engaging in both personal and civic responsibility as well as intellectual, aesthetic, and personal development. Events include the Chabot Gay Straight Alliance National Coming Out Day and Hayward Gay Prom in June, *Emerging Work,* a series of plays written and performed by students that is featured every Spring and Fall, or guest speakers invited to campus discuss higher education and institutional racism, human trafficking, or social justice issues.

The most recent student survey included questions concerning civic or personal engagement, which were not previously asked. Questions included: 1) becoming informed about current issues affecting the US and the world; and 2) developing a personal code of values and ethics. Seventy-seven percent of the respondents reported making "some" or "a lot" of progress to Question 1, and seventy-four percent of the respondents reported making "some" or "a lot" of progress to Question 2 ([Evidence OIR-58](#)).

Actionable Improvement Plan

None.

B3.c.

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description

Chabot College designs, maintains and evaluates a variety of comprehensive counseling services to support student development and success. Chabot prepares counseling faculty responsible for the counseling and advising function, which encompasses academic, career,

and personal counseling services. All counseling services are regularly evaluated through the PR processes and Advisory Committees. All the Psychology-Counseling discipline courses have CLOs, which have been assessed. Moreover, SAOs or CLOs have also been developed for student probation, new student orientation, and front desk counseling services. Counseling and Special Programs Divisions meet together the 1st and 3rd Wednesdays, 1-3 P.M., and in their own areas for the 2nd and 4th Wednesdays. Counseling meets on the 2nd Wednesday to discuss discipline and operational issues, and uses the 4th Wednesday for standing committees such as Front Desk and Critical Incident Response Committees. Often Admissions and Records and Financial Aid Directors and staff are invited to these meetings to facilitate discussion about important changes or area improvements based on identification of student need.

Each full-time counseling faculty member serves as an Academic Division liaison, and collegially participates in shared governance committees including Basic Skills, Curriculum Committee, Facilities, PRBC, Student Equity, and SSSP.

Delivery of Counseling Services

Front Desk Counseling: This service makes counselors more readily available to students to provide information and answers to urgent questions as they arise. This service is also available to prospective students and community members.

Individual Counseling Appointments: Individual Counseling Appointments are available to currently enrolled students and current applicants, and may consist of academic, career, or personal counseling. Academic Counseling begins with educational goal-setting, exploring educational options and opportunities, evaluating educational background, and providing the student with clear, concise, and up-to-date educational information of all types. Typical appointment content includes:

- *Course Selection and Planning.* Counselors are help students select courses that will meet specific areas of interest or goals
- *Transfer Planning.* Counselors provides students with information on admissions requirements and procedures, which can include appropriate sequencing of their classes and support in making informed decisions about their transfer options. Chabot offers Transfer Admission Agreements (TAA), which guarantee admission to participating universities. In the Career/Transfer Center, trained staff help students research potential careers and transfer institutions. Chabot is leading the state with the most AA-T and AS-T degrees to the California State Universities. The Transfer Center sponsors Transfer Day, transfer workshops, and University Representative visits to further support student's transfer goals.
- *Student Educational Plans.* Are completed in compliance with the SSSP. The following formats are available: SEPA (SEP Abbreviated 1-2 semesters), SEPC (SEP Comprehensive 2-3 semesters), and SEP (SEP up to six semesters). All SEPs include specific courses that will be taken by the student for each term until their academic objective is obtained. Students must have a major or goal selected, completed online orientation and Mathematics and English Assessment tests completed before formulating a Student Educational Plan.

- *Previous Course Evaluation.* Counselors work with students with coursework taken at other institutions of higher learning to have this work unofficially evaluated for applicability to degree, certificate, transfer, or prerequisite requirements.
- *Academic Probation and Dismissal.* Students who are on Academic Probation must see a counselor and complete an "Academic Success Contract" before registering for the next term. Students who meet any of the following conditions are required to meet with a counselor:
  - Students who have attempted at least 12 semester units of college courses (not including Ws) and has a cumulative grade point average of less than 2.0 will be placed on Academic Probation I.
  - A student on Academic Probation I who does not raise his/her cumulative grade point average to a 2.0 or higher in the following semester will be placed on Academic Probation level II.
  - A student on Academic Probation II who does not raise his/her cumulative grade point average to a 2.0 or higher in the following semester of attendance will be dismissed. The first time a student is dismissed he or she may apply for re-admission after one semester (summer session not included) of nonattendance. In the case of a second dismissal, the student may apply for readmission after 5 years of nonattendance. Summer session does not count as a semester in determining academic status.
- *Academic Difficulty.* Counselors are available to help students having academic difficulties find the assistance they need to improve their academic performance. Problems may stem from a variety of areas including personal or social challenges. Crisis Counseling and referral are also available. These students may not be on academic probation.
- *Choosing a Major.* Students who have not chosen a major or career field or who are considering a change of major or career may see a counselor for assistance.
- *Career Counseling.* Students are supported as they clarify and integrate career and educational goals, study of careers and lifestyles, vocational and career testing, and presentation of resource speakers. Counselors also provide courses and one-to-one career counseling.
- *Personal Counseling.* Counselors support students who need and seek assistance in resolving personal issues that interfere with school. These problems can include dealing with death, illness, divorce, or relationships with parents, spouses or significant others. Problems can include dealing with feelings that arise because of lack of financial or emotional support. Help with improving self-esteem is offered through counseling and courses. Counselors as well as Mental Health Interns are available for brief/solution-based counseling for up to 6 sessions per semester through the Student Health Center. Referrals are made to community-based agencies for personal counseling needs beyond this scope of practice.

Early Alert Intervention and the Mid-Term Progress Report

At the sixth week of the fall and spring Semesters, instructors may report the progress of their students using the online Mid-Term Progress Report (MTPR) system. The Probation Coordinator reminds all Faculty to submit their MTPRs online by the end of the eighth week of instruction. Students who receive comments from instructors that indicate academic problems are mailed and emailed a list of available support services and interventions available on campus including counseling for academic advisement.

The MTPR provides the opportunity for faculty to submit negative and positive comments regarding student progress. Approximately 50 percent of the full-time faculty submit MTPRs and only 10 percent of the total enrollment receive comments, positive or negative. The MTPR comment information is stored in BANNER, and counselors, special programs staff, and athletic coaches have ready access to the information when working with students. Staff routinely email students reminders, for example, to schedule a counseling appointment to complete an Academic Success Contract or to apply for graduation.

Evaluation

The College meets the Standard. The Counseling Division holds weekly meetings to provide adequate opportunity for staff development, curriculum updates, policy and procedural analysis and modification, and technology training. Participants include Special Programs counselors as well as the general counselors. Information about student contacts, counseling discrepancies, changes to state regulations regarding academic records (that is, Title 5) student retention, and grant opportunities is made available by the Dean of Counseling, with support from inquiry-based groups/committees. Critical inquiry groups that meet regularly include:

- The **Dean's Advisory Committee** is made up of several (3-4) counselors, a classified professional and the Dean of Counseling and it meets weekly to identity areas of improvement on policy, procedure, staffing, budget, curriculum, technology and facilities.
- The **Front Desk Committee** meets monthly and discusses issues and recommendations for improvement with front desk counselor role and duties, intake and screening procedures, FAQ's, appointment availability, and needs of students.
- The **Mental Health and Wellness Advisory** addresses crisis response, mental health services, incident analysis and follow-up, policy and procedure analysis and modification.
- **SSSP Advisory**. Representatives from Counseling, Admission and Records, Special Programs and IT meet weekly to develop procedures and tools to implement the state legislated SSSP core requirements.
- **Student Services Advisory**: Representative from all Student Services meet monthly to update and evaluate delivery of services to students.

Highlights of Accomplishments in Assessing Student Need and Implementing Change

Examples of completed initiatives to support student development and success and prepare faculty for the advising function follow:

- Created an Online Orientation that is accessible to all students 24 hours a day, and provide computer access for students who do not have computers.
- Expanded service hours in the Assessment Center to accommodate a flexible schedule
- Expanded access to SEPs. In spring 2014, Counseling redesigned SEPs to accommodate the increasing demand to meet state requirements.
- Revised the Priority Registration Review form to evaluate requests for service exemptions.
- Created appeal petition for loss of priority registration to address extenuating circumstances, high unit majors, disability accommodations, and improvement of academic standing.
- Worked with Information Technology to determine and implement a continuous data updating, assuring expedient registration.
- Replaced Matriculation Passport with Student Success Passport to guide new students through the core services.
- Implemented automatic admission confirmation that provides the Student ID Number to all new and returning students.
- Added a link to Class-Web (student's college account) to report status of core service completion.
- Improved Online Counseling services, so students have access to direct secure counseling online. As students are become aware of this service, use is expanding.
- Prioritized Counseling appointment availability to ensure students with the most critical access need can be served during periods of highest demand.
- Expanded front desk counseling service to provide continuous counseling access without an appointment.
- Provided training twice a year to update all Classified Professionals, Part-time Counselors, and Full-time Counselors on new procedures and state mandates.
- Increased PSCN Course Offerings to Support Student Success. With the increasing need for basic skill students to receive instruction in study skills, three sections of the PSCN 15, Study Skills course, are now offered in the fall and spring Semesters (started in fall 2013 and continued through fall 2014.) Additionally, the Counseling Division plans to offer PSCN 10 Career and Educational Planning courses (4 sections per semester) in both online and face-to-face formats to help students who are undecided about their major move closer to choosing relevant educational goals.
- Implemented annual registration awareness campaigns, starting in spring 2012

Fifty-nine percent of the students surveyed in the fall 2013 Student Survey indicated that they were satisfied with their preparation for transfer, a similar percentage as the last 3 surveys. About one third are usually neutral on this question, perhaps because they do not know until they transfer how well prepared they are (Evidence OIR-56, p.3). Regarding front desk counseling services, 80 percent indicated satisfaction with services received (Evidence OIR-56, p.3 and p.9).

Actionable Improvement Plan

None

B3.d.

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description

Chabot College is proud that students come to us with a rich variety of backgrounds, cultures and beliefs, and it has designed appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity. The diversity of Chabot's student body is apparent in the Fall 2014 Final Census released by the OIR that reports student characteristics of Race-ethnicity and Age as follows (Evidence I-28):

Race-ethnicity	Age
African-American 12%	19 (or younger) 25%
Asian American 16%	20-21 19%
Filipino 8%	22-24 17%
Latino 37%	25-29 15%
Native American <1%	30-39 13%
Pacific Islander 2%	40-49 6%
White 18%	50 (or older) 5%
Other 6%	
Unknown 2%	

With the passing of the 2014-15 budget, equity funding was committed to address access, success, completion, success, and retention gaps among the population attending community colleges. The legislation required that the College identify its affected populations and devise plans to address the gaps. Responding to this challenge, the College brought together a strong and diverse combination of academic and student services, with good representation of faculty, staff, administrators, and students. Careful scrutiny of data around equity gaps led to deep conversations about how best to address those gaps. The group requested proposals from any interested group on campus. Proposals identified the population to be addressed, the intervention, program, services, outreach, resources, and measurable outcomes. These proposals were prioritized. Funded projects included establishing or expanding programs, new services, interventions, a wide variety of immediate interventions and support, including student needs for food, books, and transportation, and a substantial commitment for professional development of faculty and staff as well identify and train students to act as leaders and mentors in the Chabot and greater community.

Chabot creates and maintains a climate that serves and supports its diverse student population through programs, services, events, and courses. Long-standing, culturally-relevant learning communities are firmly established at Chabot, including the following programs designed and maintained to support and enhance student understanding and appreciation of diversity:

- **The Daraja Program** is a learning community designed to promote transfer and to increase academic and personal success. This program addresses students' needs through academic support services, professional mentorship, and a curriculum focused on African-American literature, history, and issues facing the African-American community. The Daraja Program promotes self-confidence and pride in one's cultural heritage, critical thinking, reading, and writing skills, and occupational research skills that are needed for college and future career success.
- **Puente Project** is a state-wide learning community designed to support students to build the skills necessary for success in both academic and career goals while at Chabot College. Students in Puente work closely with their Counselor, English instructor and Mentor to prepare for transfer to four-year colleges and universities. The Puente curriculum focuses on Chicano/Latino literature, history, and issues facing the Chicano/Latino community. The Puente Project promotes self-confidence and pride in one's cultural heritage, critical thinking, reading, and writing skills, and occupational research skills that are needed for college and future career success.

The college also designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity through a variety of planned events including the following:

- **Sexual Assault Awareness Day and Title IX Student Training** event was held in fall 2014 to provide a sexual assault awareness event to over 420 students from various classes throughout the college in a context related to their everyday lives by professional acting troupe, "Sex Signals."
- **Suicide Prevention Gatekeeper Training** is provided to student assistants, student leaders, faculty, staff and administrators to contribute to a greater understanding of mental health issues as related to student academic achievement as well as steps to take in recognizing students in need of help
- **Annual Student Health & Safety Fair** is held to provide health and safety related outreach to all members of the campus community.
- **Disability Awareness Day,** also known as Hands across Chabot. The DSRC sponsors this event each year to promote faculty and staff awareness of resources available within the community and state agencies that serve persons with disabilities.
- **DSRC Appreciation Day** is an event held in recognition of DSRC student graduation, transfer and academic success, including scholarships and faculty/student assistant appreciation.
- **Recognition Ceremonie**s. Each program in the Special Programs sponsors recognition ceremonies, highlighting the accomplishments of program students for their invited friends and families.

- **Latino Education Summit**. The Chicano Latino Education Association (CLEA) of Chabot College, the Chabot Puente Project, and Chabot College Student Senate have hosted the annual Latino Education Summit since 2002. The Latino Education Summit is coordinated by faculty and staff to offer workshops to the Chicano/Latino community, especially families of high school youth. This conference provides students and parents with motivational, academic, and social networks that provide access and resources to information on higher education. Guest speakers from Chabot College, local universities, and the community give informative workshops to students and parents on becoming eligible for Chabot College and other institutions of higher learning. These workshops provide information on high school graduation, college and university access, civic engagement, and cultural pride.
- **Gladiator Welcome Day** is a welcome day event for all new and continuing/returning students that takes place the first week of the fall semester. Hundreds of students attend the event to learn about the student services and academic programs available at the college, including the student organizations that promote understanding and appreciation of diversity such as the Able-Disabled Club, American Sign Language Club, Black Student Union, Japanese Anime Club, Gay-Straight Alliance, Latin@s with Purpose, and SBBC. Special Programs that promote and understanding and appreciation of diversity such as Puente and Daraja learning communities are represented.
- **Chican@/Latin@ Recognition Awards Ceremony** is an annual event that is hosted by the CLEA and the SSCC to recognize Chicano/Latino students who have achieved their academic goals while at Chabot College, including any of the following: receiving an AA/AS or Certificate degree, being awarded a scholarship, or transferring to a four-year university.

Evaluation

The College meets the Standard. Highly relevant work at improving awareness and addressing equity gaps is taking place at the College. The Equity Coordinating Council, a highly representative and collaborative group, is steering the equity effort at Chabot. The first year projects, and the vision for the future, which includes professional development and training for fall 2015, have a great deal of promise for raising diversity and equity awareness, in addition to closing equity gaps that affect many of Chabot students.

The degree to which students feel the College serves and supports its diverse student population is reflected in the Chabot College Fall 2013 Student Survey (Evidence OIR-58, p,4). Student responses agreeing or strongly agreeing to the statement, "At Chabot, there is general respect for differences in: race-ethnicity (84 percent), gender (84 percent), physical disability (84 percent), age (83 percent), sexual orientation (81 percent), native language (81%), and religion (79 percent)", validate the effectiveness of the people, programs, services, and courses that sustain and promote diversity on the campus. Students recognize faculty promotion of diversity in the classroom. To the statement, "Instructors encourage my participation in class no matter what my race-ethnicity, cultural background, gender, sexual orientation, or other non-academic characteristics," 82 percent of students agree or strongly

agree (Evidence OIR-58, p.3). These programs, services, and dedicated efforts of faculty and staff to maintain and develop a campus climate in which diversity can flourish have resulted in positive experiences at Chabot College. Students agree or strongly agree with the following statements: "I feel welcome at Chabot," (76 percent); "I am treated with respect by college staff," (84 percent); "There is respect for differences in race-ethnicity," (84 percent); and "I would encourage others to attend this college," (72 percent) (Evidence OIR-45).

Additional evaluations are done through PRs. Each year, each program within the Student Services Division completes a PR which evaluates the programs services and goals as it relates to students, the college strategic plan and the overall master plan.

Actionable Improvement Plan

None

B3.e.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

The College is an open-access institution that admits all applicants who have a high school diploma or equivalent, or who are 18 years of age or older and who can benefit from instruction. The only exceptions to this admission policy are for international and concurrent enrollment high school students who must meet additional admission criteria. These policies are outlined in the *Catalog*, *Class Schedule*, and website (Evidence RS-32, Evidence RS-36, Evidence II-26).

The majority of students apply to the college using the California Community Colleges statewide online admission application (CCCApply). Paper applications are also available at the Office of Admissions and Records. Students may also access the online application through the Student Online Service center where staff are available to assist students in navigating the admissions application process. The District annual audits help to ensure the Office of Admissions and Records Office comply with state and federal regulations related to admissions and residency requirements. The electronic admission application is provided through CCCApply, a statewide, online admission application system owned by the CCCCO and governed by the CCCApply Steering Committee. The Steering Committee is responsible for system design and issue resolution, and holds regular meetings and workshops to address and interpret the laws governing admission to the California Community Colleges. As a member of this committee, the college plays an active role in ensuring the effectiveness of the admission instrument and admission practices. Additionally, by providing the application in multiple formats, and offering application assistance from staff throughout the campus (that is, in the Admissions and Records Office, DSRC, International Admissions Office, Student Online Services, and through application workshops), the college minimizes biases in the admissions process.

After the student applies to the college, depending on their academic history and educational goals, he or she will be referred to the English, mathematics, ESL, and/or chemistry assessments. The college uses State approved assessment instruments for English, Math, ESL, and Chemistry placement. English and Math levels are assessed with the ACCUPLACER tests of Reading Comprehension, Sentence Skills, Arithmetic, Elementary Algebra and College Level Math. The ACCUPLACER Math test questions are based on responses t previous questions. Questions either increase or decrease in difficulty depending on the answer. Among the math tests, this process enables students to branch up or down within the different math levels. ESL levels are assessed with the Combined English Language Skills Assessment (CELSA). The California Diagnostic Test is used for Chemistry placement. The chemistry assessment determines the suitability of placement into Chemistry 1A for students who have some knowledge of the subject but who have not taken the prerequisite course. Both the ACCUPLACER and CELSA instruments are second-party approved, meaning the test developer submits validation studies to the State Chancellor's Office for approval of usage statewide and the individual schools submit second-party data regarding their specific schools for approval (Evidence II-55, Evidence II-56). According to the criteria set forth by the State Chancellor's Office, the College is responsible for evaluating 1) validity and fairness, 2) reliability, and 3) impact of testing on various groups when utilizing a second-party or locally managed test in order to get approval for usage of the assessment instrument.

After conducting content review and setting initial cut scores, a College using second-party instruments are responsible for conducting studies on cut scores and disproportionate impact of testing on various groups of students on a ongoing basis and for maintaining files and documentation of those studies at the college, according to the criteria set forth by the State Chancellor's Office. The OIR conducts and monitors yearly consequential validity studies on the ACCUPLACER and CELSA recommendations that are used to evaluate cut scores. Disproportionate impact of assessment recommendations by ethnicity, age, gender and disability is examined every 3 years. When results warrant a discussion, the studies are presented to the English, Math and ESL faculty for review and discussion on whether cut scores need to be changed.

The results from the assessments, along with self-reported information about academic history, are used to give the student a recommended course placement in English, mathematics, and ESL. This use of multiple measures for placement purposes helps to ensure that students are not misplaced in courses. The scoring system takes into consideration the self-reported information that students provide in making its final course recommendations. Students who feel that an assessment does not accurately reflect their skills may be given an opportunity to retest. These assessments are provided to students as a tool to determine appropriate placement and are not used for admission purposes. Information regarding the assessment instruments and sample questions are posted on the College's website, as well as online study guides (Evidence II-36). Students wishing to improve their assessments scores are permitted to retake the assessment once every six months.

All new students are encouraged to take their Assessments in English/ESL and math, and with the SSSP mandates, priority registration is not given to students who do not complete assessment, if needed. Students may elect to start at beginning English, mathematics, ESL, and chemistry classes without having to take assessments but have to wait until open

registration. Students may opt to be placed into an English, mathematics, ESL, and/or chemistry class by submitting a Prerequisite Override Request in-person or online to General Counseling. This request must be supported by documentation of one of the following: a) college transcripts confirming successful completion of prerequisite course equivalence, b) AP Test Score of 3 or higher in English, Math, or Chemistry, or c) EAP Test Score of "College Ready."

If the Prerequisite Override Request is not the appropriate initial process or is disapproved by a counselor, students have the right to submit a Prerequisite Challenge to the appropriate Division Dean to request enrollment approval in the desired course. Students may submit a Prerequisite Challenge when one of the following circumstances applies: 1) the prerequisite has not been made reasonably available, 2) the prerequisite was established in violation or in violation of District approved processes, 3) the prerequisite is discriminatory or applied in a discriminatory manner, 4) knowledge or ability to succeed in the intended course for enrollment has been acquired outside prerequisite parameters stated in the Chabot College Catalog, or 5) the Prerequisite Override Request for the course was denied by a counselor. Prerequisite Challenge forms are available in General Counseling Office or in the Academic Division Offices.

Evaluation

The College meets the Standard. The College complies with the Standards for admission required by California Education Code, Title V. The admission application is free and may be submitted electronically using the online application system or in-person or via postal mail using the paper application form.

In fall 2009, cut scores for English and Math assessments were raised based on research by the OIR. In spring 2012, the Math faculty reviewed OIR data and decided not to change the ACCUPLACER Math cut scores. During fall 2014, the English faculty considered OIR data on English cut scores, multiple measures and disproportionate impact and decided to lower the ACCUPLACER English cut scores in fall 2015. In review of the ESL success rates by assessment recommendations and course sequences in spring and fall 2014, the ESL faculty found that there was no reason to change the CELSA cut scores.

The California Chemistry Diagnostic Test is now a locally managed test, which means that unless a critical mass of six colleges provide evidence for approval, each college must provide its own evidence to the State for approval. After 12 years of contributing to the critical mass approval, there was not a critical mass of colleges available when it came time to renew approval, so Chabot submitted its own evidence for approval in fall 2014 and received probationary approval through March 2017.

The schedule of assessment dates and times is published in the *Class Schedule* and online each term. The Assessment Center works closely with the DSRC to provide necessary accommodations to students with disabilities. A note on the Assessment Schedule directs students needing special accommodations to contact the DSRC. ACCUPLACER tests are untimed; however, it is important to allow enough time to complete the test since test results are a key factor in determining the course(s) to enroll in. ACCUPLACER test results are available within 24 hours following the test and are posted into the students' account.

Actionable Improvement Plan

None.

B3.f. | *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.*

Description

The College adheres to provisions of state laws and regulations, the FERPA, and District BP 5310 regarding Student Records: Maintenance, Retention, and Destruction (Evidence II-57). Student records are securely maintained by both the District and the College. Imaged document storage is maintained by District ITS, and scanned documents are shared between the colleges.

Student records from summer 1994 to present are maintained on Banner, an online automated Enterprise software package provided by the Ellucian vendor (formerly Sungard Higher Ed). The CLPCCD ITS personnel support the Banner baseline system and unique CLPCCD customizations, with access granted to ITS staff as appropriate to install new modules or upgrade and fix existing modules. The Banner System is configured to comply with FERPA, American with Disabilities Act, and PCI credit card requirements. The Banner System resides on two IBM Enterprise Servers. To maintain maximum system availability, one serves as the primary computer for production operation, and the second serves as the redundant backup computer to be used for disaster recovery purposes when hardware or software failures occur. The Banner server is housed at LPC in a restricted Technology Building 1900, and within that building the server resides in a separate district data center computer room, where only district ITS and security personnel have access. Entry into this restricted server room is controlled by magnetic cards with additional PIN numbers required. Keys to the computer room are only used for emergency purposes, and only security and the district Chief Technology Officer (CTO) possess such keys.

Banner data is backed up daily on tape and stored in a locked fireproof unit within the secured building, which is accessible only to ITS staff who are responsible for the tape backups and tape rotations. District system backups are performed on an automatic nightly and weekly schedule. Full weekly backup tapes are stored offsite in an alternate computer room at the district office. Offsite tapes are rotated back to the central data center as new tapes are generated. As this is a district-maintained function, access to documentation or Banner system processes requires district login, which is restricted to ITS staff responsible for the Banner modules.

Access to the Banner system is available through several methods: 1) web self-service (CLASS-Web), which provides local or remote access; 2) Banner client feature called Internet Native Banner (INB), which is restricted to local on-campus access only; 3) the Zone, which is the Banner portal that provides single sign-on features for the Banner and

CLASS-Web functions; and 4) Banner Mobile App that is the most recent addition to the Banner Enterprise System. The web self-service uses a HTTPS browser, which requires server authentication using a VeriSign certificate. This allows the user's browser session to be encrypted over the Internet. The Zone portal and the new Mobile App are also protected in a similar manner through a HTTPS browser with authentication using a VeriSign certificate. The user then logs into the system using a system generated W-ID and a six-digit PIN number, which must be updated by the user on an annual basis. The Banner INB client portion of the system is not available via the internet, and it is limited to local on-campus access the CLPCCD internal network from either one of the two college sites or the district site. The Banner client requires a login ID and password that is also updated by the user and expires within twelve months. For all Banner access, the Banner role security defines what forms and functions the user has access to and the Director of Admissions and Records authorizes what access is granted, either update or query, through a Computer Access Request form submitted to the district ITS department. Besides the login access with user ID and password or PIN, the Banner system is configured with a built-in timeout of 15 minutes to prevent inadvertent intrusions. Currently enrolled students can access their current registration status and academic history online. Each student is assigned a random ID number (system generated W-ID), which is used with a student PIN number for secure student access to online personal information.

To maintain confidentiality and ensure compliance with federal and college regulations, document security levels have been established. Beginning in 1998, the college implemented an image scanning system, ATIFiler, for electronic storage of permanent records. Scanned images were backed up daily and stored in a fireproof safe. Security levels for viewing and scanning student records were established by division deans and directors and enforced by Chabot ITS system administrators. Access to the server was restricted and was only accessed through the Chabot ITS administrative users. In 2012, the district implemented the Banner Document Management System (BDMS) for the colleges, which replaced the previous ATIFiler System for storage and retrieval of scanned images. This migration provided a fully integrated system whereby the Banner student data and the electronic documents for transcripts and other student submitted forms to Admissions and Records were merged into one seamless point of access. Besides the Admissions and Records student data, the student information related to Financial Aid was also included in BDMS. With the transition to the new BDMS system, the responsibility for the imaging system shifted from the local college technology department to district ITS, since this new system is now part of the Banner Enterprise System.

The BDMS servers are housed in the same district data center where the Banner Enterprise System resides with the same security access levels. Storage of the electronic images has been expanded to a next-generation storage solution to accommodate the large volume of data. The BDMS adheres to the same Banner role security to define the level of access to forms and functions as described previously for the Standard Banner security methods. District ITS maintains the BDMS, and the tape backup procedures also follow the same procedures as the Banner Enterprise System. Electronic student records may only be accessed by authorized viewers. The authorized view cannot edit or delete student records since this is reserved for document administrators. The Admissions and Records administrator must approve requests for access.

Active student records are housed in Admissions and Records within the Student Services building. This area is locked and is accessible to authorized personnel only. Microfilm copies of Chabot student records prior to 1994 are located at Chabot and the CLPCCD offices. Original microfilm tapes are stored at Chabot College. The copy of the microfilm sent to LPC is for access only.

Evaluation

The District and the College meets the Standard. All Admissions and Records and ITS Staff are knowledgeable about FERPA and college guidelines related to student record confidentiality. Information is not released to a third party without written authorization from the student. Records are retained, scanned, and destroyed according to FERPA and Board Policy. In addition, computer access to the Banner system is reviewed periodically and access is restricted to a "need-to-know" basis. The Admissions and Records Administrator must approve all requests for access. All users are required to sign an agreement stating they will adhere to FERPA mandates. As staff who have Banner access are terminated due to resignations or retirements, the appropriate manager submits a revoke request to remove system access privileges.

Actionable Improvement Plan

None

B.4. | *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.*

Description

Chabot College evaluates student support programs and services systematically to assure their adequacy in meeting identified student needs using SLOs and SAOs, surveys (campus climate surveys, student engagement surveys and satisfaction surveys), extensive data provided by the OIR within the PR process (Evidence I-29, Evidence II-16). With the assistance of the OIR, the survey results used during PR are reviewed prior to deployment to ensure currency and scope, so that Student Services can develop plans to increase Student Services' effectiveness and impact on student success. The PR process provide recommendations for improvement and resource requested which are then used to improve services. For example, in academic year 2014-15 Student Services has purposefully filled positions or designated assignments in student services to oversee areas that impact students' goals and college experience that were outlined in previous PRs, specifically:

- The OIR data showed 66 percent of students indicate transfer as their educational goal so Counseling documented this data analysis in its PR and hired a full-time Transfer Counselor/ Coordinator. Given that the persistence rate is as much as 14 percent higher

for students who utilize the Career Transfer Center, it has been crucial that a Transfer Counselor be identified to help coordinate the variety of services the center offers to students. (Evidence RS-11)

- Using the Fall 2013 Student Survey to assess student's experience of campus climate, a majority of Chabot students describe a positive campus climate, specifically 72 percent of students would encourage others to attend this college. (Evidence RS-28)
- To meet the needs of 450 Athletes, a new full-time counselor for athletics was hired in 2014.
- Nineteen percent of students are evening students, so Counseling is open two evenings every week until 7:30pm. Additionally, 13 percent of Chabot's student population is online, so the College has increased accessibility for distance learners by implementing the online counseling services in a secured log-in environment.
- As a result of student surveys of mental health needs administered by Counseling Mental Health Coordinator, new training was provided college wide to students, staff, and faculty:
  - o Spring/fall 2013 Kognito Suicide Prevention Gatekeeper training
  - o Fall 2014 Title IX Sexual Harassment training provided on Flex Days
  - o Student Health 101 Web-based magazine implementation
- Using SAOs, counseling has reduced the no show rate of counseling appointments to as low as 13 percent by making reflective changes in front desk counseling and appointment procedures.

Evaluation

Chabot College meets the Standard. Student Services are regularly evaluated through unit-specific surveys, the assessment of SLOs and SAOs using annual student campus climate and satisfaction surveys and Evidence OIR-provided data. Through PR, the results of these evaluations drive the development of strategies and resource requests to improve services and their subsequent assessment. In sum, Student Services Committees, Coordinators, and Administration utilize student data to inform decision-making on policies, procedures, and curriculum that affect student access, retention, and success.

Actionable Improvement Plan

None

C | *Library and Learning Support Services*

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

C1. | *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

The College's learning support services include the Library, the student computer laboratory and audiovisual center, and the LC Program, which includes the WRAC, the LC Center (formerly PATH -Peer Academic Tutoring Help), the STEM Center (formerly Math Lab), the Communication Laboratory, and the ESL Language Center.

C1.a. | *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 of the institution.*

Description

Library

The mission of the Library, as set forth by the governing board of the CLPCCD, is to support the institution's instructional programs. To this end, the Library provides educational equipment and materials in all media of communication and encompassing all reasonable points of view on issues to promote the practice of critical thinking by students. The acquisition of materials is informed by the Library's Collection Development Policy, which is periodically updated (revised in 2012). This guiding document outlines the policies and procedures under which faculty and staff "are encouraged to inform the Library of collection development needs in their subject areas" (Evidence II-58), Accordingly, the Library selects and maintains a collection, including books, periodicals, online databases, audiovisual materials, and other electronic media to support student learning and enhance the achievement of the mission of the institution. By communicating and collaborating with

faculty and staff, the Library meets the Standard. Furthermore, the process supports and enables the library's mission, vision, and core values, as follows:

Mission: The Chabot College Library is committed to teaching and promoting the use of information resources to support students' information literacy and critical thinking. In support of this mission, the Chabot College Library provides all users with a safe and welcoming environment conducive to learning, collaborating, and encouraging lifelong learning.

Vision: As a focal point of the College, the Library identifies and meets the needs of students, faculty and staff. In support of the College Mission, the Library continues to acquire and maintain a diverse collection of information resources and services.

Core Value: We believe in the following:

- In facilitating access to information by providing multiple access points that support diverse student needs.

- In teaching students, faculty, classified professionals, and administrators how to find, evaluate, and ethically use information in their respective academic, professional and personal lives.

- In operating at a high level of professionalism and service.

- In creating a safe and welcoming environment where all students want to come.

- In fostering lifetime relationships with libraries.

The Learning Connection
Currently in its eighth year, the LC is the umbrella program for a variety of academic support programs across campus, including the WRAC Center; the ESL Language Center; the LC center (formerly PATH) which serves all disciplines; the STEM Center; the Learning Assistant program (tutors embedded into classrooms); Communication Studies Laboratory and a World Language Laboratory. The mission of the LC is best summarized by its PLOs and SAOs, as follows:

- Students who take advantage of the LC's learning support programs will succeed and persist in the course(s) for which they receive support at higher rates than students who do not.

- Students who receive learning support will actively engage in the learning process at higher rates than those who do not.

- The LC will maintain a supportive environment that enhances student learning.

To achieve and assess these outcomes, LC faculty and staff work closely with discipline leads across campus, the 'Making Visible' documentary film project, the BSC, Special Programs, Grants, and the OIR to build and maintain its programs.

The program is led by faculty discipline leads, who rotate responsibility for assessing and running support programs designed to meet the unique needs of students in their disciplines. These discipline liaisons meet regularly with the Coordinator of the LC, a faculty member on 60 percent reassign time, who facilitates interdisciplinary cooperation, supervises the budget, and together with discipline leads and staff, recruits and trains tutors and learning assistants. The PR is similarly organized: each discipline or program completes their own PR integrating learning support while the LC's central PR accounts for SLOs, SAOs and requests pertinent to the entire program and to the success of individual programs under its umbrella.

Through the LC, students have access to learning support of various types, including one-on-one or small-group tutoring (both drop-in and scheduled); peer study groups; peer-led workshops; conversation groups; in-class tutor support; drop-in peer advisor support; communication coaching; computer-aided-instructional support; and faculty-student tutorial support courses, including ESL 127 (Pronunciation Lab), ESL 128 (Faculty-Student Tutorial), and ENGL/GNST 115 (Faculty-Student Tutorial).

Instructors and counselors are closely involved in the learning support made available to their students: The LC offers tutoring only in subjects whose instructors have recommended tutors. When instructors or counselors believe that learning support in addition to or other than tutoring is appropriate, they develop pilot programs that the LC helps implement. For example, Social Science and Business instructors have successfully piloted peer study groups, and the LC supported a Title III-funded online tutoring pilot. The Learning Assistant program, piloted through Title III funds, has been institutionalized through the LC. The ESL program also successfully piloted cross curricular Writing Workshop courses for all ESL students, funded through the TRiO grant along with their ESL 128 support course.

Additionally, instructors are active participants in many LC programs, teaching classes and meeting with students in the centers. Discipline lead instructors are responsible for content-area tutor training and serve as liaisons between their divisions and the LC. Over the last three years, the number of discipline leads across campus has increased to cover disciplines in almost all divisions, including Social Science, Arts and Humanities, English, Allied Health, Chemistry, Math, ESL, World Languages, and Communication disciplines. Technical-vocational instructors have referred students to tutor training and indicated interest in collaboration with the LC.

In the last few years, the ESL Language Center has added a number of educational software programs to support students' efforts in English oral and written communication skills. These include: FEG Interactive (Fundamentals of English Grammar), UUEG (Understanding and Using English Grammar), Pronunciation Power, FOG (Focus on Grammar), Oxford Picture Dictionary Interactive, and AmEnglish Programs. The World Languages Laboratory offers Cengage Software and Rosetta Stone for French and Spanish language learners, in addition to educational software on grammar, pronunciation, conversation, and cultural components of the target language**.**

The WRAC Center in the library has 57 upgraded computers with MS Word 2010 and internet access, and provides students with Blackboard support as well as reading and writing support. In 2012, the WRAC Center also added a "smart classroom" computer lab, Room 354, with 48 upgraded student-use computers, an instructor computer, a document reader,

two large screens and a printer. Both WRAC laboratories have computers with Inspiration 9, a computer program that helps improve brainstorming and organizational skills. Along with these programs, a variety of supplemental texts and workbooks are also available in all learning support centers for student use and to support tutorials. Models of muscles, the skeleton, and body organs are available in the Audiovisual Center in the Library for anatomy students to study.

The STEM Center is currently under expansion, with a planned re-opening as the Math and Science Success Center scheduled for fall 2015. In preparation, during spring 2014 they doubled their space and in fall 2014 incorporated adjacent study group areas. In spring 2015, they will retool their data collection system to align with other LC programs. When the expansion is complete, students will be able to go to one place for Math and Science support instead of two locations, as is currently the case.

A Social Science laboratory is also under development with a planned fall 2015 opening. Designed by discipline faculty who piloted a GNST 115 support course, the Social Science laboratory will increase the number of students served by Social Science by offering more study groups, computers, individual study, and one-on-one tutoring.

Evaluation

The College meets the Standard.

Library

Library Materials

The Library collects hosts of materials for student use: Print: Books, Reference, Periodicals; Electronic: E-Books, E-Reference Databases, Periodical Databases, and Audiovisual Databases, Multimedia materials: CDs, DVD, Realia, and Electronic equipment: laptops, cameras, etc. All of these materials are supported currently by the Measure B Bond measure. The District and the College committed $1M to support the book collections in the initial bond allocation. The College has annually allocated funding for the rest of the materials through the PR process and awarded by the College Budget Committee. As the Measure B Bond funding will be exhausted soon, and the library has requested that the college find sources to fund these expenses in the future

Currently, the Library print book collection holds 63,492 titles. In the past five fiscal years, 2009-2013, the Library has collected 6,503 volumes, which represent 9.8 percent of the book collection. However, due to the relocation of the stacks and existing space limitations, the Library needed to weed (discard) approximately 4,500 titles, so the collection has been slightly reduced. Moreover, the Library's most recent inventory (summer 2014) reflects many items, approximately 2,693, missing from the shelves.

Since 2004, the Library's book budget has been enhanced by a $1 million grant from the District's local bond measure, Measure B, made available at the rate of $100K a year. This funding has enabled the Library to systematically review the book collection in accordance with the Collection Development Policy and in collaboration with Chabot faculty to update and augment its current holdings.

In order to accomplish this task, the Library hosted "Wine and Weed" functions where faculty have weeded and recommended replacements and new subjects in their respective fields. Most recently, these disciplines have included: Early Childhood Education, Mathematics, Computer Science and Computer Applications, American and English Literature, Native American History, Anthropology, Geography, Early U.S. History, and Religion. Similarly, the Nursing and Dental Hygiene faculty weed and select in the RT and RD on a biannual basis. Currently, librarians are evaluating Art and Architecture (N), Music (M) and U.S. History (E and F).

The Library also receives requests for new titles on a regular basis through e-mail, telephone, and in person. Face-to-face contact with instructional faculty tends to yield the most insight for acquiring new materials in a respective field. Additionally, librarian participation in shared governance committees (for example, Senate, Technology, Facilities, Curriculum, PRBC) ensures that librarians build rapport with faculty and gather their input in the selection of materials. Particularly, the librarian serving on the Curriculum Committee, who reviews all of the new and updated courses, is able to identify any gaps in the library's collection and to recommend more resources to the Collection Development Librarian to support the course SLOs. In addition, the library's Outreach Librarians, who serve as embedded librarians for Chabot's Learning Communities (for example, Daraja, Puente, and CIN) are able to collect valuable feedback from both faculty and students on materials to enhance the collection. Administrators, staff, and students also make useful recommendations. Students, in particular, provide very insightful feedback on titles that may be missed by standard collection development tools (that is, book reviews). Title suggestions by students are often received during a transaction at the Reference Desk. As a whole, these methods and practices of capturing input from faculty, staff and students allow Librarians to systematically evaluate the collection and the process of selecting and maintaining educational materials to support student learning.

Audiovisual Collection

The library's audiovisual collection, like other collections in the Library, is constantly evaluated and updated where appropriate. Although the Library continues to support a growing audiovisual collection, informed primarily by faculty requests, satisfying instructors' requests for DVD titles continues to be a challenge as many requests are for titles that are *not* closed captioned. The Library maintains a policy that titles that are found to be *not* closed captioned will *not* be ordered. Exceptions may be considered but require a time frame where Chabot's DSPS receive materials to be closed captioned. Given that instructors' requests rarely take into account the time necessary to have materials closed captioned, faculty requests for such DVD titles are almost always denied. The Library has discarded the entire VHS collection and selectively purchased replacement materials. This has lessened the problem while at the same time enhanced the collection. The Library has also began a subscription to Films on Demand, which maintains a library of over 20,000 streaming videos that are 100 percent closed captioned. However, the Library continues to request assistance for educational, nonprofit, and small film companies to provide the funding and labor for closed captioning of such important and essential films, upon their release in DVD format. Otherwise, there is an unintentional form of censorship that is occurring with respect to important films that are essential to community college students' education.

Periodical Collection

In recent years, the library's periodical collection has been increasingly moving from print and microfilm format to online format, a common trend across academic libraries. The periodical collection has diminished in size and demand over the past few years as access to full-text electronic resources has increased. This decrease in print quantity and usage has been gauged through an annual review of the library's periodical collection, which provides online access to the Periodical Holdings List via the library's web page (Evidence II-59). The most recent inventory and weeding of periodicals (magazines and journals) was conducted in spring 2014, which was largely based on alternative full-text availability in the electronic databases. Individual periodical titles can be found and searched through the library's subscription to Serials Solutions under the "Browse/Search a Journal" feature from the Library Home Page. Print titles can be requested and checked out from the Circulation Desk. The table below illustrates the print periodical usage monthly statistics for 2012-13 and 2013-14.

Month	Checkouts	Month	Checkouts
July 2012	7	July 2013	0
August 2012	4	August 2013	0
September 2012	4	September 2013	3
October 2012	13	October 2013	14
November 2012	6	November 2013	2
December 2012	7	December 2013	0
January 2013	0	January 2014	6
February 2013	0	February 2014	0
March 2013	1	March 2014	0
April 2013	6	April 2014	6
May 2013	4	May 2014	4
June 2013	4	June 2014	0
2012-13 Total:	**56**	**2013-14 Total:**	**35**

Database Collection

The Library has increased its online collection from 20 databases in 2008 to 51, 28 of those come from the library's annual budget for electronic resources, which is now $67,000 annually and funded fully by bond monies. The remaining 23 come from the Academic Search Premier suite, which is part of the state provided suite of general periodicals databases

Currently, access to full-text periodicals is relatively strong with 32,444 magazine, journal, and newspaper titles available from a suite of databases. While titles may satisfy important subject areas, preferred titles instructors may want students to have may not be available. This is due to vendors having exclusive rights to particular key newspaper, magazine, and journal titles. For example, one area currently considered somewhat weak in the Academic Search Premier suite offered by the state is the sciences; however, at this time there is not a

quality, affordable sciences journals database available. For other scant areas, such as Anthropology, the Library currently uses JSTOR Arts and Sciences II (although only this particular JSTOR collection) costing $1,000 per year. Other areas are better supported, for example, the Library does subscribe to CINAHL Plus with Full Text and Dentistry and Oral Hygiene Science with respect to the key health programs at Chabot College.

Similarly, Critical Thinking and Writing courses have access to Artemis Literary Sources, LexisNexis Academic, Legal Information Reference Center, and Communication and Mass Media Complete as additional databases, while the ProQuest Diversity databases (Alt-PressWatch, Ethnic NewsWatch, and GenderWatch), the statistics databases (Statistical Abstract of the U.S., Statista) and pro-con databases (CQ Researcher, Issues and Controversies, Global Issues In Context) satisfy research needs of English 1A, Communication Studies, and many Social Studies courses. In 2013, the Library purchased perpetual access to Literature Resource Center, which includes a significant portion of the print reference collection on literary criticism and biographies on authors (including selections from many literature journals and chapters of books, including famous criticisms on authors' works). The acquisition of this collection required annual installments from 2013 to 2016, then starting in 2017, the Library will pay an annual access fee one third the cost of the Literature Resource Center subscription

Since 2008, the Library has purchased perpetual access to individual e-book titles as well as acquiring general multisubject e-book subscriptions. In 2008, the Library has access to ~20 reference book titles. The Library now has ~ 83,400 e-book volumes of titles (larger than the print collection), including 2,967 the Library perpetually owns and 2,292 volumes the Library shares with other California community colleges. Since 2013, in accordance with the Collection Development Policy, the Library only purchases titles that are either in the Gale Virtual Reference Library or the eBook Collection (EBSCOHost) platform. However, older perpetually owned titles and subscription titles do appear in a number of different interfaces. Subscription e-book databases include the EBSCOhost community college collection, Ebrary College Complete, and Infobase Academic E-Books Collection.

In 2014, the Library began its subscription to Films on Demand, which contains a subscription to over 20,000 streaming videos. This purchase was made possible when a significant addition to budget request for annual electronic resources was allocated through the college's Program Review process and thus, made this feature possible. However, perpetual subscription to this database will depend on the consistent availability of funds and student usage statistics. The library will assess its use by students via its annual Library Student Survey. Films on Demand boasts a 100 percent closed captioning of its videos.

Database Usage

For the 2012-13 academic year, there were a total of 436,866 searches conducted in Library databases with 155,071 full-text requests made, 86,465 of which came from Chabot Library's individual databases suite (separate from the state-wide EBSCOhost subscription). Of the databases to which Chabot subscribes, outside the statewide Academic Search Premier package, the average cost per full-text item viewed is forty nine cents per article (a four cents increase since 2008). The current most expensive database is Global Issues In Context with $8.69 per full text article viewed, while the most economical database is Issues and Controversies at six cents per item viewed. As far as e-books, they were viewed 56,644

times, demonstrating that students are accessing e-books. Although based on anecdotal interactions at the reference desk, librarians sense that students prefer a print copy over an electronic version, if one is available; thus, further data (usage statistics and student satisfaction) are collected through the annual Library Student Survey (Evidence II-60). At this time, it is too early to track usage of *Films on Demand* as its availability is not well known among faculty, but from January to May 2014, 1,485 searches have been conducted with 966 views of titles in the collection.

Library Website

The library's website provides access to a myriad of information resources, research tools, online reference chat services, sample citation formats and an instructive citation generator (that is, Noodle Tools), subject guides, online study room reservation form, and general library information (Evidence II-59). In 2011, the website launched its fourth website design (with minor modifications in 2014) and in 2013, established a mobile version of its website using Libguides' Mobile Site Builder. The Library utilized Web 2.0 tools, such as the Google Custom search Engine to create the Public WWW Sites Selected by Librarians portal, which includes most searchable sites that are linked from the online reference shelf and library's subject guides, and transferred both its library orientations and subject guides to the content management system, Libguides. This allows librarians to create and update pages to links more efficiently and conveniently. In addition, the Online Reference shelf pages are currently being transferred to the Libguides platform.

In 2009, the Library began offering reference chat services using the LibraryH3lp service. Since 2010, the reference librarian on duty now provides chat reference, phone, and in-person reference assistance. The integration of these new technologies is aligned with the Library's Mission Statement, which reflects its investment in library innovation. However, not having a college webmaster on campus has posed some obstacles. The Library has challenges updating its online forms (such as the library orientation request form and the reserves request form) as well as making sure the site is up-to-date and compatible with students' needs with their browsers and new mobile devices. Moreover, the Library also is unable to have a Content Management System for its website at large, which does present challenges if the Information Competency and Technology Librarian is not available at crucial times.

During the 2012-13 academic year activity on the website was strong with 231,503 page views of the library website and Libguides sites combined. While 414 Chat Reference questions were answered during the same academic year. For the calendar year of 2013 (January to December), 1402 bookings were confirmed for rooms 107A, 107B, and 109 through the Libcal system. The total minutes occupied for the three rooms are 45,180 (107A), 38,550 (107B) and 43,200 (109). An additional Group Study Area, although not tracked by Libcal until recently, has shown steady use. Considering that a study group is only allowed a maximum of 2 hours a day and 6 hours a week due to high demand, there is clear evidence that more study space is needed for Chabot students. The table that follows shows the most recent data (spring 2014) for bookings of the library's Group Study Area.

	Monday	Tuesday	Wednesday	Thursday	Friday	Total (week/ hour)
10:00-11:00	3	4		3		10
11:00-12:00	2	4				6
12:00-1:00	2	6	2	2		12
1:00-2:00	2	2	1	3		8
2:00-3:00	4	3		3		10
3:00-4:00	4	22	1	19		46
4:00-5:00	1	13		12		26
5:00-6:00		10		6		16
6:00-7:00	2	2	2	2		8
7:00-8:00						0
Total (by Day of Week)	20	66	6	50	0	

Worldshare Integrated Library System (Library Catalog)

Beginning in January 2014, the Library launched its first Discovery service through the Worldshare Integrated Library System. Using its Metasearch feature to cross-search 18 databases (including the Library Catalog) within the Worldcat Discovery platform and using its KnowledgeBase system to provide links to most of the library's databases, users can now locate books, DVDs/streaming videos, and articles from one searching platform. Although a significant upgrade from the last Integrated Library System (Sirsi), Discovery services still have noticeable limitations. As a result, the Library provides a separate EBSCOhost search box to cross search all of the Library's EBSCOhost databases in the EBSCOhost platform, so students can find more relevant journal articles. Once the Metasearch function is improved, the use of this feature will be promoted widely as well as evaluated through usability testing. In the meantime, Librarians encourage students to search individual databases as search results will most often be more satisfactory for students' needs for individual research assignments.

Library Mobile Devices (Laptop Lending Library)

Since the 2013-14 academic year, the Library has invested in the development of a Laptop Lending Program. The growing collection of mobile devices provides students with another avenue to information and library resources. Currently, the Library provides access to five laptops, five MacBooks, four I-Pads, one Sony Camcorder, one Go ProCamera, two voice recorders, and two pocket projectors. Through the PR process, the Library was awarded funds from the District's Information Technology bond fund to purchases these devices. In addition, funds have been secured through the same process to purchase four additional laptops. Students can check out mobile devices using their student identification (Chabot ID). Each item can be checked out for a 4-hour period. This process allows for the collection of circulation statistics. For example, during the 2014 spring semester, the Library reported 201

uses with a total of 763 hours. As with other collections at the Library, the Laptop Lending Program will continue to be assessed on an annual basis.

Library Wireless Printing

Recent survey data from the library's annual Student Survey (spring 2014) demonstrated the need for wireless printing at the Library. As a result of these findings, librarians began working closely with the campus IT Department to implement wireless printing at the Library. In the fall of 2014, for a brief time, wireless printing was available, until GoPrint, a printing vendor, was acquired by ITC Systems and discontinued the service which at the time the newly introduced service was complimentary. Based on a significant annual cost and evidence of low usage, the Library currently does not offer wireless printing but will later consider to offer again if a more affordable and more user friendly service comes up in the future.

Learning Connection

The number of students served continues to increase as programs expand. When the Learning Program started in fall 2007, the LC has served 1,224 students and in spring 2008, 1,226 (Evidence II-61). Since then, over 2,000 individual students are served each semester, with over 18,000 visits across laboratories, despite losing staff positions that forced reductions of open hours. Drops in the number of students served and visits during the 2013-2014 academic year were related to significant delays in the hiring approval process for tutors in all service areas. Even with cuts in state funding, the LC has continued to employ approximately 100 student tutors per semester. Any student on campus can use LC services.

To continue growing and serving students, the LC must identify additional funding sources. The Chabot Foundation, identified as a possible funding source in 2009, was disbanded during the 2011 academic year, but it has been revived as the Friends of Chabot College, and as it matures, may become a funding source. The LC is requested funding for the refurbishment of the STEM Center through several avenues: in the Library PR under Facilities Requests, as well as funding for structural changes in the Small Projects budget. A detailed request list for software and other equipment was also submitted as an Instructional Equipment request. The LC Coordinator continues to work with various grant coordinators to support funding needs as well, including Basic Skills, Perkins, and TRIO, and the Coordinator will be exploring possible additional funding opportunities through the CPT and Hispanic-serving Institution grants and through the Student Equity Plan. In short, the LC program is growing in the number of ways it serves students, faculty, and staff; therefore, there will always be the need for more funding. By the fall 2015, most LC programs will be housed in Building 100; until that time, the LC is coordinating the budget, division/program liaisons, and tutor training across different locations.

To date, the LC has relied on different grants and bonds in addition to general funds to meet requests for supplies, materials, and equipment. The LC continues to analyze the SAOs to identify and prioritize, through PR, programmatic needs. Resource and budget requests are forwarded through the College resource allocation process.

Actionable Improvement Plan

College Plan 3: The College commits to developing ways to address the shortfall in equipment and library materials funding for when the Bond funding runs out.

C1.b. | *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

Description

Library

The College provides information competency instruction in two major ways. The College has an information competency requirement that is embedded in the critical thinking component of the General Education program for the Associate Degrees. Courses in this area further will enable students to:

- Recognize the need for information

- Find information

- Evaluate information

- Use and communicate information in all its various formats.

Finally, courses in this area will:

- Require application of both critical thinking and communication skills

- Combine aspects of library literacy, research methods, and technological literacy

- Consider the ethical and legal implications of information use.

Currently, Business 10 (Business Law), English 4 (Critical Thinking and Writing About Literature), English 7 (Critical Thinking and Writing Across Disciplines), French 2A-2B and Spanish 2A-2B have been approved for this area.

The Library introduces the concepts of information competency in its Library Skills Courses, Library Skills 1 and Library Skills 2, and in its Library Orientations. The Library also provides online tutorials to complement library instruction in the classroom. In 2007, the Library received a grant from Basic Skills Initiative funds to create its own version of Searchpath, an online tutorial in the form of six modules ("chapters") on how to identify sources, narrow a topic and develop search strategies, search the library catalog, databases, and the web, evaluate web resources, and cite responsibly. The tutorial has been maintained and was most recently updated in January 2014 to incorporate the new WorldCat Local catalog. The Information Literacy and Technology Librarian during his fall 2009 sabbatical, learned Captivate and created ten interactive search tutorials. The main challenge, however,

is maintenance as the interfaces of databases and the move to a new catalog makes it difficult for the Library to have up-to-date matching tutorials for students.

Learning Connection

Tutors and staff in the Learning Connection laboratories and centers are available to help students who are new to tutoring or new users of course-related software: for example, grammar and pronunciation programs for ESL students. Some ESL instructors hold office hours in the LC center, providing additional availability to support students with the use of course-related software and other learning needs. In tutor training programs, tutors learn to support students' other basic academic skills as well—reading, reasoning, writing, listening, and speaking.

The LC supports the CWLGs through direct instruction in the tutor-training courses as well as through the support services offered to students. In particular, the LC program supports and encourages effective communication, critical thinking skills, and taking initiative and responsibility of both peer tutors and students accessing services.

Further, the tutors, staff, Coordinator, and faculty leads provide ongoing instruction to faculty and students across campus on how to access learning support and build programs. The LC maintains an up-to-date website with information on how to schedule appointments, hours of operation, and outcomes (Evidence II-62). Tutors make classroom visits to educate students and work with faculty to advertise programs, including producing videos to inform the campus. Faculty leads act as liaisons to their division to keep the campus informed of events and the Coordinator maintains an active presence on campus, attending meetings and updating the College regularly on programs.

Evaluation

Library

Courses that meet the Writing and Critical Thinking Requirement usually include a research assignment, with at least one Library Orientation to focus on that assignment. The Library surveys instructors who teach the Writing and Critical Thinking GE courses, asking them to describe the following: 1) how the above precepts are incorporated into the course, 2) what research assignments they give, 3) what library resources students typically use for the course, 4) whether a library orientation (or some other form of library instruction such as the Searchpath Tutorial) is included, and 5) what information skills they believe students still need to complete academic course work (Evidence II-63).

Based on the course schedules from 2010 to the present, the Library sent an email survey to 51 instructors who teach Business 10, English 4, English 7, French 2A-2B and Spanish 2A-2B, to which 14 instructors responded. More specifically, 75 percent of the World Languages instructors responded, while 67 percent of the Business instructors and 16 percent of the English instructors responded. One reason the response rate was low from English is that adjunct and full-time instructors rotate as to when they are teaching either English 4 or English 7. Additionally, for a number of English faculty, it had been at least two years since they last taught either course, and the time lag meant their responses depended on memory and looking up previous materials. Eleven of the instructors surveyed give students at least one major research paper, while the World Language instructors give oral and written

assignments. Nine instructors state that they use CLOs that address information competency in some way, with the Business 10 instructors applying a grade rubric that directly addresses the measurement of information literacy in the Legal Research Assignment. This data corroborates and triangulates with the Spring 2014 /Staff Survey, which reports 81 percent of faculty (both full-time and part-time) include information competency concepts (the search for and analysis of information) in their courses/assignments (Evidence OIR-12).

On the question of whether the instructor collaborates with a librarian or requests a Library Orientation, 50 percent of those answered (7) say they always do so, and 2 answered sometimes. Only one of the instructors claimed to have used Searchpath, the online tutorial that has now been available from the Library Web site as an option for distance education courses since 2008. One adjunct instructor reported having students look at tutorials from another community college for an online course. Of the 35 percent who do not consult a librarian, one stated it was because the English 4 and 7 courses were either online or taught on Saturdays. Another instructor reported that he, himself, teaches students how to use the databases for research. The other three are full-time faculty from the World Languages Courses (Spanish 2A/B and French 2A/B), and they stated that students gain training on information literacy skills in the World Languages laboratory with the texts and tutorials from iLrn and Quia. They reported in their collective answer that the software allows them to "refine student's interests," then instructors ask students to use library materials and online government websites to gather "more quantitative information for their assignments" (Evidence OIR-12).

Most of the instructors surveyed are familiar with the databases available for their courses. The Business 10 instructors have students focus on LexisNexis Academic, the English 4 instructors have students focus on Literature Resource Center (now part of the more robust Artemis Literary Sources), and instructors who ask for library orientations are greatly pleased with the tailored library research guides librarians create via Libguides (Evidence II-64).

The most interesting results of the survey were the answers to Question Six where instructors were asked "*What information skills do you feel your students especially need a lot more training than they currently have*?" While two instructors felt students reached a certain proficiency in information literacy, other instructors voiced concerns such as "more knowledge of the LexisNexis database," students need to have better ideas on how to incorporate outside sources into their research paper let alone understand why citing outside sources is important, evaluating websites effectively, the ability to paraphrase effectively, the ability to distinguish between databases and websites and valuable and not so valuable resources and the concern that students use outside sources as a way to substitute for their own writing or ideas (Evidence OIR-12).

In an effort to help mitigate some of these instructional challenges described above, the Library offers two credit-bearing courses, Library Skills 1 and Library Skills 2 to teach library resources and research in greater depth and detail as an alternative to the traditional one-shot Library Orientations. Students learn how to search the library catalog, online databases, and web search engines in greater depth. Additionally, at the end of the course students create a culminating paper or poster project that utilizes the sources they have discovered. Both courses, LIBS 1 and LIBS 2, offer (1-unit and 2-units respectively) transferable credit(s) to any CSU. Enrollment in this course has increased with the inclusion

of popular culture topics such as rap and hip hop music or the news media (and its satirical shows) at large. In these courses information competency is measured in multiple ways. For example, in LIBS 2, an information literacy skills questionnaire is given out on the first day of class. Towards the end of the course, students are asked to complete a self-evaluation with open-ended questions about how they have interacted with the information provided in class, along with what they feel they have learned as far as information literacy skills. At the end of LIBS 2 the students submit an annotated bibliography along with completing a class presentation on their chosen research topic; thus, providing the class with a demonstration of the research tools they used to explore their research topic.

The CLOs focus on what occurs inside of the classroom. In terms of library instruction, this is limited to Library Orientations, LIBS 1, and LIBS 2. In spring 2010, librarians began to formalize the assessment of both, the Library Orientations and Library Skills courses. This required the development of unique CLOs, particularly, for Library Orientations since these are one-time instruction sessions and *not* credit-bearing courses; thus, it is difficult to measure the impact that Library Orientations have on student success. However, Library Orientations are designed to meet the learning outcomes for research assignments, for example, using library resources to identify a research topic; using the library catalog to find books (print and electronic); and using online databases to retrieve scholarly sources. To this end, librarians have successfully identified appropriate CLOs, developed a Library Orientation Survey, and established an Assessment Schedule (Evidence II-65). Assessment seeks to measure the library's contribution to student learning through Library Orientations, which teach search strategies and effective resources to help students with their research assignment.

The Table that follows reports the number of Library Orientations conducted by Library staff.

Year	Rm. 119	Rm. 354/507	Rm. 107A/B	Mezzanine	Class Visit	Total/Month
2012-13	73	15	2	0	2	92
2013-14	98	15	0	1	5	119

Unlike Library Orientations, library courses (LIBS 1 and LIBS 2) lend themselves to a more systematic assessment of SLOs. A credit-bearing, library course allows for the creation of an information literacy rubric, which in turn, can be used to evaluate institutional effectiveness. To this end, the library has implemented CLOs for LIBS 1 and LIBS 2 and established an assessment schedule.

Learning Connection
Assessment results reveal that the LC provides avenues to educate students and faculty across campus of LC programs. According to the spring 2014 Staff Survey, more than 85 percent of faculty is aware of PATH (LC Center), WRAC, the STEM Center, and the Communication Lab. When faculty were asked if they refer students, more than 80 percent of faculty refer students to the LC, more than 70 percent reported sending their students to WRAC, more than 60 percent reported sending their students to the Math Lab, and more than 50 percent reported sending their students to the Communication Lab. Of these

referrals, less than 6 percent reported "not satisfied" in referring students to these services ([Evidence OIR-19](#), p.8).

Actionable Improvement Plan

None

C1.c.

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description

Library

On Campus Access: The Library, which includes the student computer lab, two computer labs (the instructional laboratory in Room 119 and in the audiovisual center), is open from 8:00 A.M. to 8:00 A.M. Monday through Thursday and 8:00 a.m. to 12:00 p.m.on Friday. All areas of the Library, Checkout/Reserve, Reference, Audiovisual, and the student computer laboratory are appropriately staffed when the Library is open.

Off Campus Access: The Library has had a web presence since 1998. The site has links to the library's services and resources, and students can link to online periodical databases (Evidence II-59). Library databases are accessed remotely through the District's proxy server, with EZProxy, an application proxy server program where students can log on without having to first contact the Library or instructor for usernames and passwords. In addition to the 51 databases available through EZProxy, the Library website provides around a thousand links to pages outside the Library's domain. It also provides a Google custom search engine that searches pages from over 150 web sites. Worldshare provides KnowledgeBase, a link resolver that allows access to full-text, whenever it is available, to most of Chabot Library's databases.

The Library also has remote instruction and reference help for students in Searchpath, an online tutorial in six modules described earlier, as well as reference assistance through LibraryH3lp and Email reference. Through Libguides, the Library has many library research guides tailored for many disciplines and specific courses. The Library created a Facebook page, which is replacing a blog. Once completed, it will serve to reach students and disseminate library-related information. For faculty, the Library provides an online library instruction request form. This form is maintained by the college webmaster using a hosted web service. It debuted in January 2008. Since the summer of 2008, around 80 percent of library orientation requests came through this form.

Learning Connection

The availability of the LC is wholly dependent on staffing, which has varied from one full-time instructional assistant and two half time staff assistants to as little as one person with a short-term hourly employee. Hours have been as great as 54 hours per week, and as little as 27 hours per week. Fluctuations in staffing have presented challenges to student access. In an effort to expand tutoring to online classes, an online tutoring pilot was implemented in fall 2010 in three courses, two History and one English. The pilot was expanded in spring 2011 to include Business, but was then discontinued due to limited facilities and staffing. Pending the move of the LC to Building 100 in summer 2015, the online tutoring program will be revived as plans include appropriately fitted space for online tutoring.

The LC website is available to all students and includes: learning outcomes, information on or links to all LC labs and centers (open hours, contact information, descriptions of services, staff directory and study group dates and times); WRAC Online; online scheduling of one-time tutoring appointments; information and resources for LC Scholars (handbook, forms and "how-tos"); comment/feedback forms; information and request forms for Learning Assistants; and links to Assessments and Outcomes, PR, and the Center for Teaching and Learning.

Evaluation

Library

Continual budget constraints have increasingly impacted the library's hours of operation. The Library has decreased its hours from 62 hours a week in 2002 to 57 in spring 2009, to 52 in 2014. The library's Saturday hours were eliminated in 2004 due to budget cuts and have not yet been restored. The Library hours were compared with those of nineteen other Bay Area community colleges in October 2014, and Chabot placed 10th. Seven colleges had no weekend hours. During this time, a fulltime library circulation position was turned into a part-time position. The library funds that would have kept this much needed fulltime position are being used to provide a half-time position for the LC, which has its own budget. Lastly, with academic libraries being greatly impacted and changed due to innovations in technology, the need for a dedicated Library Dean with a Master's degree in Library Science (MLS) is highly desired. The expertise and leadership of a Library Dean is needed in order to bring the library into the 21st century.

Learning Connection

The LC needs stability moving forward, and the shared resource of the Library Tech position has allowed us to restore hours that were previously cut. The LC continues to advocate for additional staffing through PR, and given the demonstrated efficacy of the services the LC offers, increased staffing with increased operational hours is needed.

Actionable Improvement Plan

None

C1.d.

The institution provides effective maintenance and security for its library and other learning support services.

Description

Library

All Chabot College buildings are secured by Campus Safety and Security Department. Two alarmed, emergency fire exit doors will alert staff if opened. The Library itself has 3M magnetic detection gates with magnetic tagging to protect the Library collection from theft. This gate system also has a counter that tracks the number of people entering and exiting the Library each day. The campus performs regular fire drills that test each building's fire alarm system and evacuation protocols. Security officers routinely walk through the Library each day to assure that a safe environment is maintained.

The computers in the Library Laboratory are secured by a PC-Trak system that permits access only to students using their student ID numbers. ID numbers are also required to use the subscription electronic databases off campus. The integrated library system, WorldShare, requires a username and password by each user.

Learning Connection

The LC laboratories and centers are supervised by faculty and staff, and doors are locked when the centers are not open. All computers are used under supervision, including laptops checked out by tutors. The laptops are used by students in tutoring sessions and study groups. The laptops are numbered and stored in a locked cabinet in the LC Center and staff members sign them out to tutors and sign them back in again. All usage information is tracked in a binder kept at the front desk.

Allied Health skeletons and anatomy models are kept in the Audiovisual Center in the library for secure storage, and students must check them out and back in. Some smaller items, such as DVDs, headphones, CDs, and other supplemental books are kept under staff supervision at the front desk in the LC Center. Students must check items out and back in.

The LC website is maintained by staff, mostly the Administrative Assistant, with the District IT staff providing support as needed. Access to confidential information is limited to approved faculty and staff. Campus Safety officers patrol the campus, including the building, and provide security support as needed.

Evaluation

Library

The Library completed an inventory in June 2014. The inventory reports reflect many items, approximately 2,693, missing from the shelves. The current configuration of the Library, changed in 2000 when the books were moved to the main reading room of the Library from the mezzanine, does not allow for complete security of the books.

The Library Remodel Project will be completed by fall 2015. Although the project will provide a much need update to the Library facility, the eventual goal of building a new building is still in place. In either configuration, these issues can be resolved.

Learning Connection

We continue to refine and improve maintenance and security efforts, using SARS to monitor and track who is using various labs and centers. SAEvidence RS-Trak is used in the Communication Studies Lab, the World Languages Lab, the WRAC computer laboratory in 354 and the WRAC Center, the STEM Center, and the LC Center. All students are asked to sign in using their student ID number (W#) when they arrive, and out again when they leave. In Fall 2011, the LC began using the SARS-Grid program for scheduled tutoring appointments in the LC Center. Using the Grid allows staff to verify student enrollment at Chabot and provides an on-going record of student appointments. The LC purchased five laptops for student/tutor use during the 2013-2014 academic year. Laptops may only be checked out by tutors to use with students when meeting together. Laptops must be kept in Room 2351 and checked back in to staff when finished.

The Building 100 renovation is scheduled to be completed by fall 2015. The centralization of LC operations will be very helpful, minimizing the number of facilities that have to be supervised and secured.

Actionable Improvement Plan

None

C1.e.

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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description

Library

The College shares the online catalog/circulation system with Las Positas College, which enables both colleges to access and order materials together as well as independently of each other. The libraries have a formal inter-library loan agreement and recently updated their loan policy for audiovisual materials. As a member of the Council of Chief Librarians, the College is part of the cooperative purchasing agreement for periodical databases sponsored by CCL and the Community College League. Currently, all of Chabot Library's periodical databases fall under this agreement.

Learning Connection

To date, the LC does not rely on or collaborate with other institutions or sources for its services. In terms of designing programs, the LC visits other institutions as needed.

Evaluation

Library

The library's home page provides direct links to all local library catalogs including California State University East Bay, the local public libraries, and University of California, Berkeley. There are no written agreements with other libraries. However, students have borrowing privileges at Alameda County Libraries as well as the local city libraries.

Learning Connection

In terms of collaboration with other institutions or programs, the Library is proceeding appropriately as it develops programs. None exist presently

Actionable Improvement Plan

None

C2. | *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Description

Library

The Library uses information from many sources to evaluate its adequacy in meeting identified student needs. The Library has identified student needs to be the following:

- Instruction on library research

- Materials to complete course assignments

- Access to materials

- Place for individual and group study

- Access to computers for individual use for research and writing assignments.

These form the basis of assessment of the Library. The Library uses the biennial Student Surveys and the six year Student accreditation surveys to formally gauge student opinions on the success they have experienced. Library faculty and staff participate in the annual in-house censuses to create an annual snapshot of service activity and needs. This effort looks at numbers of reference questions answered and number of books circulated as well as usage statistics from databases. The Library uses the accreditation surveys to check the opinion of the faculty as regards their opinion of student needs. The Library uses these data, and other data provided by the OIR, in creating its annual PR. Informally, the Library staff gauge

student needs based on their interaction with students, in professional literature, and in conferences and workshops.

Evaluation

Library

Since spring 2010, Library has been actively engaged in establishing an outcomes assessment process that systematically evaluates library resources and services to assure that they adequately meet students' needs. The overarching goal is to develop and implement an outcomes assessment process that specifically evaluates how library resources and services contribute to the achievement of SLOs as well as SAOs, and serve as a basis for improving student success. To this end, the library formed the Library Assessment Task Force (LATF) in spring 2010 to direct and institute this process; and in turn, make recommendations for improvements of library resources and services.

Since its inception, the LATF has worked closely with the OIR; its staff has played a vital role in providing data from past campus-wide surveys. In fall 2011, the LATF submitted new and revised questions for the 2011 Student Satisfaction Survey, which was administered in fall 2011. Results from this survey served as an important dataset to contrast and triangulate with data from the 2009 Student Satisfaction Survey, as well as the in-house Library Satisfaction Student Survey conducted in fall 2011 and spring 2014. In addition to these surveys, LATF has developed and implemented other assessment instruments designed for measuring the achievement of both SAOs and SLOs. The eventual goal is to create a single library data source or repository from which anyone in the library or across campus can draw library-related data for assessment and reporting purposes (Evidence II-65).

The SAOs are an attempt to capture and measure noninstructional events or activities that take place in the library, particularly, as relates to transaction-based services that occur at the Circulation Desk and/or Audio-Visual Check-out Desk (that is, check-out of library materials). The nature of such services presented some challenges when it came to measuring the proposed outcomes. This required the LATF to work closely with the library's Classified Staff, who are responsible for managing both public service areas; and thus, can provide the most accurate representation of these noninstructional activities. Their knowledge and expertise has played a critical role in defining and measuring the library's SAOs.

A key contribution to the outcomes assessment process has been their practical approach in identifying and measuring SAOs, which has helped some members of LATF overcome a SLO mindset typical of faculty. In other words, given the emphasis on assessing SLOs it became difficult at times to change gears and focus on non-instructional activities, which require a different assessment framework. This prompted the LATF to reach out to Student Services Departments such as Counseling and Financial Aid, who share similar non-instructional, transaction-based services and who were also in the midst of developing and measuring SAOs for their respective departments. Inevitably, the library's outcomes assessment process mirrors that of Counseling and Financial Aid. For example, the library has adopted the same Service Area Level Worksheet as the aforementioned departments to document and submit its SAOs to the SLOAC. To date, the library has conducted multiple in-house surveys via Survey Monkey, an online survey site (Evidence II-65).

Overall, both full-time and part-time faculty are somewhat satisfied with learning support services and library resources. While there have been improvements in library services since 1995, the most recent survey indicates a decline in resources since the 2008 survey. According to the Spring 2014 Staff Survey, 61 percent of all staff (full-time and part-time faculty) perceived that Library resources are adequate for students to complete academic course work assignments compared to 78 percent who agreed or strongly agreed with this statement in 2008 (Evidence OIR-21, p.20). More specifically, 63 percent of full-time faculty agree or strongly agree with the statement "Resources are adequate for students to complete academic course work assignments in the Library", while 61 percent of part-time faculty concur with this statement. However, 71 percent of full-time faculty agree or strongly agree with the following statement, "Resources are adequate for students to complete academic course work assignments on the Library web site." Only Fifty two percent of part-time faculty agree with this statement (Evidence OIR-20, p. 8 and p.9). In addition to only moderate satisfaction with library resources, other learning support services and library resources, improvements in Library resources and services perceived by all staff between 2008 and 2014 have declined. For example, 48 percent of all staff perceived that they are adequately involved in the selection of library materials in their fields compared to 64 percent who agreed or strongly agreed with this statement back in 2008. Similarly, satisfaction with library orientations also decreased slightly from 2008, 89 percent of full-time and part-time faulty agreed or strongly agreed that library orientations sessions adequately addressed the needs of their students. In 2014, the same survey question yielded an 81 percent response that agreed or strongly agreed with this statement (Evidence OIR-21, p.20)

In the latest Chabot Library (Not OIR) Student Survey, 54 percent agreed or strongly agreed that they could find their research information using the library's in-house collections (Evidence II-60). Furthermore, 78 percent of students surveyed rated the quality of the Library Website as great or good. However, students expressed dissatisfaction with the Library's wireless connectivity, only 53 percent rated this service as great or good. Similarly, only 26 percent were very satisfied or satisfied with the availability of electrical outlets. Such needs have been documented and included in the Library's Renovation Plan currently underway.

Learning Connection
The LC provides a model of integrated qualitative and quantitative assessment of student learning, which includes PLOs, CLOs, and PLOs. These have been written, revised, and regularly assessed. This work evolves organically as assessment leads to program modifications, which in turn lead to further assessment. In an outward spiral, the focus on student learning connects students who access services to the college, as assessment results are used not only at the course-and program-level, but also across the college as the LC builds and aligns campus programs and services. The LC's outcomes assessment process has proven invaluable in helping the campus to better understand students' needs, to plan how the LC might best address those needs, to implement changes, and to assess those changes.

The LC is especially proud of the work tutors have done in the last PR cycle to produce a documentary measuring the experience of students across campus who seek learning support. As part of this process, student tutors from multiple disciplines single-handedly archived

more than forty hours of footage on the tutoring experience. To prepare tutors to lead the interdisciplinary project, the Coordinator of the LC trained tutors in the science of learning: tutors learned to address both affective and cognitive learning domains. Simultaneously, they learned to reflect upon and modify their practice, after which they began writing assessment tools to assess student and program level outcomes—almost half of the surveys administered by the LC are designed with support from student tutors. Collaborating with the 'Making Visible' team, these trained, experienced, assessment-savvy tutors then began interviewing students across campus. The qualitative data they gathered breathes life into quantitative assessment and reveals what traditional assessment tools miss, including the life-altering experience students have when they receive needed support and the frustration and dejection of students who shuttle between multiple labs across campus or who cannot access support. Combining qualitative and quantitative outcomes assessment has amplified the voice of student learning and allowed us to make informed resource allocations.

Internally, the LC effectively uses the results of its assessment to allocate resources and modify programs. The LC has piloted programs, such as online tutoring and chemistry drop-in hours, revised training, altered how we schedule tutoring appointments, and cut programs based on the data collected (Evidence I-20). Within PR, the LC Coordinator and Dean have articulated requests for additional general funds for tutors and for classified staff for the LC and the OIR. These have been reviewed as part of the budget prioritization and classified staffing prioritization process. General fund money has been received for tutors and learning assistants, and the classified requests are in the queue and seen by the college as a priority.

As a college, assessment of SAOs and SLOs has been structurally integrated into PR. As part of its review process, the PRBC identifies needed institutional modifications. To address identified structural impediments to student learning and effective decision making, the PRBC held four retreats in spring and summer of 2012. The LC Coordinator was invited to participate. During these retreats, learning support evidence was examined as well as other PR data. The members developed a proposal for a focused college strategic plan goal for 2012-15—"increase the number of students that achieve their educational goal in an appropriate time by clarifying pathways and providing more information and support." Since Fall 2012, this priority has been discussed widely across campus and has led to the development of Pathways for students. The college has been proactive in identifying needed modifications and finding solutions to support student learning. The extensive work of the college over the course of the last few years to focus priorities and work to meet identified student needs bears testament to the ability to work together for students under difficult circumstances. The work of the LC and Library reflects this interdisciplinary planning and exchange—representatives from laboratories across campus wrote SLOs and assessments together, sharing work with library staff; disciplines across campus reported on Learning Support in individual PRs; student tutors became involved by gathering assessment data and documenting individual voices; the LC reached out to departments across campus who lost staff to incorporate the learning outcomes of their students in facilities planning; PRBC read PRs, focusing on identifying trends in student learning and requests; using data, PRBC mapped out the success trajectory of incoming students, identifying roadblocks and factors that contribute to success.

With a single priority of moving students toward completion, the college will continue to examine student needs in learning support and identify areas of improvement. Assessment data has been invaluable (Evidence II-65).

Actionable Improvement Plan

None

EVIDENCE

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