Program/Area: Admissions & Records
Year of requests: 2019

Author: Paulette Lino
Status: Completed

Please review the following data:

- **SAO assessments** ▯
- **enrollment, success, ethnicity, gender, part-time vs. full-time** ▯
- **degree** ▯
- **certificate completion** ▯

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

Service Area Outcome #1 - Implementation of Degree Works

In 2016, Admissions and Records launched Degree Works auditing system. Degree Works is a web-based auditing system that has become an additional resource for counselors and evaluators to determine a student's eligibility for degrees and certificates in a timely manner. Counselors are able to create electronic student education planners which maps out classes to take and help students meet their educational goal. Student records evaluators are able to review and process degree/certificate request using an electronic degree audit system which provided consistent course determination when applying to degree/certificate requirements.

By the end of **Fall 2016**, a student pilot group was conducted. Students who participated in the pilot group were given a survey to determine their experience using Degree Works. The survey concluded that **98%** of students were satisfied with Degree Works' timely and accurate outcome towards their progress of degree/certificate completion. Students also responded that Degree Works was an easy tool to use and helpful in exploring other degree/certificates.As of Fall 2017, Degree Works became available through CLASS-Web registration systems to all currently enrolled students.

In Spring 2017, a Student Records Evaluator position, funded by SSSP, was filled to support the process of course transfer equivalency from other institution to integrate into Degree Works system. Additionally, the Degree Works/SEP Coordinator received additional training and professional development to implement innovative ways to utilize Degree Works with data reporting and student outreach.

Currently, Degree Works is also used as a tool to forecast the number of degrees and certificates completion. Through collaboration with Counseling Division and new partnership with Language Arts and Social Sciences Division, data from Degree Works is used to outreach to students who are nearing completion of degrees and certificates.

Service Area Outcome #2: Increase number of degrees and certificates

With the implementation of Degree Works and additional staffing, the numbers of degrees and certificates has increased drastically. In 2015-16 academic year, 802 degrees and 234 certificates of achievements has been awarded. In 2017-18 academic year, 1,145 degrees and 407 certificate of achievement has been awarded.

With continued staff development and support, evaluators developed new methods of increasing degrees and certificates. For instance, the request for degree and certificates has been revised to include an area to request multiple degrees and certificates. Additionally, Certificates of Achievement in CSU GE Breadth and IGETC are now automatically awarded for student who has requested an CSU GE Breadth and IGETC certification.

CHABOT COLLEGE	2017 - 2018	2016 - 2017	2015 - 2016
Associate in Science for Transfer (A.S.T.) Degree	207	154	131
Associate in Arts for Transfer (A.A.T.) Degree	188	143	102
Associate of Science (A.S.) Degree	130	125	90
Associate of Arts (A.A.) Degree	620	569	479
TOTAL Degrees	1,145	991	802
Certificate requiring 30 to < 60 semester units	222	40	43
Certificate requiring 18 to < 30 semester units	185	194	191
TOTAL Certificate of Achievement	407	234	234

Program/Area: CalWORKs
Year of requests: 2019

Author: Elsa Saenz
Status: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

Service Area Outcome (SAO):

CalWORKs maintained 100% completion for submiting comprehensive student education plans (SEPC). CalWORKs students are required to complete a SEPC in the intake process with the CalWORKs counselor. The county also requires that students complete and submit a SEPC which indicates the student's educational goal and completion date. Many of our students choose the certificate route and choose not to take the assessment test because they are not necessary in their course work.

Enrollment:

CalWORKs served 128 unduplicated students in the 2017-2018 school year, an average of 90 students throughout the fall and spring semesters. We attribute the increase to our engagement efforts with the county and CalWORKs Community College Consortium which includes all the Peralta colleges, Ohlone and Las Positas College. We also increased our outreach efforts on campus and in the community by having visible brochures and flyers in strategic locations; presentations and tabling at events, on-going emails to community organizations, and on-line presence with our website, Facebook and Instagram pages. The state CalWORKs program is limited to four years of participation, so once a student times out they are no longer eligible to be counted in Chabot's CalWORKs enrollment numbers, therefore our numbers also decrease.

Degrees & Certificate Completion:

In 2017-2018 we implemented counseling strategies to assist students persist to completion. The MIS Data Mart for 2017-2018 reports an increase of award counts awarded to CalWORKs students. 21 awards were awarded in 2017-2018 compared to 16 for 2016-2017. The awards include AS-T, AA-T, AS, AA, and all certificate programs. There was a noticeable increase of 10 certificates awarded in 2017-2018 compared to 0 in 2016-2017.

We expect to see an increase of student receiving AS-T and AA-T for 2018-2019 because most CSU are now accepting applications in the summer cycle for a spring start date. We are aware of several CalWORKs students that completed their final courses this past summer and took advantage of the summer 2018 application cycle.

We attribute the increase of awarded degrees and certificates because we did unit checks and met with students and assisted students complete the degree forms when they were eligible. In the fall 2017 we used the RGACLWK report from Banner and emailed and called all students that had completed 45 or more completed units to meet with the counselor.

In the spring of 2018 we used Degree works to do degree audits and run "what if" reports of additional degrees and certificates, especially for Early Childhood Development students.

As of the fall 2017, we began to track on the CalWORKs master list a student's major, projected graduation date and if they plan to transfer. Having this information readily available has allowed us to filter the list and send specific emails per major or transfer goals.

Program Awards Summary from Data Mart	
Special Population/Group Program Awards Summary Report - Data & Format Area	

	Annual 2016-2017 Award Count	Annual 2017-2018 Award Count
Chabot Hayward		
CalWORKs - California Work Opportunity & Responsibility to Kids Total	16	21
Associate in Science for Transfer (A.S.-T) Degree	3	
Associate in Arts for Transfer (A.A.-T) Degree	3	
Associate of Science (A.S.) degree		2
Associate of Arts (A.A.) degree	5	4
Certificate requiring 30 to < 60 semester units		1
Certificate requiring 18 to < 30 semester units	5	4
Certificate requiring 6 to < 18 semester units		10

Program/Area: Career and Transfer Center
Year of requests: 2019

Author: Frances Fon,Shannon Stanley,Christine Santiago
Status: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

TRANSFER

The college institutional research office noted a few milestones in relation to completion such as:

- Awarding 1,010 Chabot degrees in 16-17, the highest in over 25 years. Of this number, 30% of the degrees were ADT degrees.

- Awarding 1,145 Chabot degrees in 17-18, another high in over 25 years. Of this number, 34% of the degrees were ADT degrees.

- Awarding 525 Chabot certificates in 16-17, the highest in 18 years. Of this number, 25% of the certificates were in CSU GE and IGETC.

- Awarding 545 Chabot certificates in 17-18, another high. Of this number, 34% were in CSU GE and IGETC. (Data Source)

These milestones are to be celebrated by the whole college, and the Transfer Center would like to highlight the ways it contributed to these accomplishments in tangible ways. That is:

- In collaborating with the Admissions & Records Evaluation team, we defined and refined the process by which ADT E-Verifications are communicated to CSU applicants and incorporated their "to do" in the Application Guides and transfer workshops. This resulted in students being more "on top of things" when it came to submitting their degree requests so the e-verification process was smoother for staff involved but also helped ensure students submitted their degree request forms in order to earn their degree(s) and/or certificate(s).

- The content of the CSU and UC Application Guides include a timeline of "to do's" such as the reminder to submit degree(s) and certificate(s) requests while they are submitting their transfer application in order to ensure both a smoother transfer experience to the CSU and ontime submission of the ADT e-verification process engaged by the CCC and CSU. This guide is available for pick-up at the Transfer Center, downloadable from the Transfer Center webpage and distributed by our counselors during counseling sessions. It is also addressed and distributed at transfer application related workshops, which is attended by 300+ students each year.

- Through transfer workshops related to the transfer application process, students received assistance with their application for transfer admissions. This one-on-one contact with the counselor in the Transfer Center meant students received timely, accurate, and strategic assistance with their transfer application. Deliberate effort was made to help students be aware of their eligibility for degrees (namely the AA Liberal Arts and ADT Degrees) and certificates from Chabot College (namely the CSU GE and IGETC) and numerous degree request forms were turned in because students learned from interacting with the Transfer Center Counselor that they qualified for degrees and certificates they were previously unaware of. In Fall 2016, over 325 students attended transfer application related workshops. In Fall 2017, these workshops were attended by approximately 420 students.

CAREER

The Career Center needs to be built from the ground up. There is a severe lack of career services that is fully operational all year long in order to serve the greater Chabot College campus community. Counseling offers PSCN 10, Career and Educational Planning that needs support, resources and services so as to help students make informed decisions on their future goals.

Students need opportunities to explore majors and careers, build resumes, learn how to dress for interviews, practice interview techniques, obtain assistance with their employment applications, and be able to search for jobs and internships. At present, there is no staff with this area of expertise and dedicated to support students with these needs. To the extent Career Centers offer job placement services, there is a need for a coordinator to spearhead these efforts.

For the greater community, employers have no one to contact when they are trying to recruit for hiring. Although there now a new faculty Counselor Career Coordinator working on assigned time part time, there is no 12 month, full time, classified professional Career Services Coordinator whom employers may contact when wanting to inquire about career fairs, providing on-campus recruitment events, or seek assistance to disseminate their hiring events and postings and the like. As the mission of the California Community College includes workforce training, it will be necessary to have a fully staffed and operational Career Center.

Program/Area: DSPS Student Services

Author: Nathaniel Rice,Heather Clement,Linda Phan

Year of requests: 2019

Status: Completed

Please review the following data:
- **SAO assessments** ⬜
- **enrollment, success, ethnicity, gender, part-time vs. full-time** ⬜
- **degree** ⬜
- **certificate completion** ⬜

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

As included in last year's report, completion of educational goals in a timely manner is still a continuing issue for a subsection of DSPS students, for various and individualized reasons, frequently directly related to their particular disability. While we did see a slight dip in our overall numbers (a decrease in student count from 1253 to 1194, 59 students, or about 5%), I believe that this could be contributable to factors other than actual number of students served, such as the type of contact needed and what semester it had to fall within to be counted - regulations which have since changed, to a degree. The drop this last year is actually the first seen in DSPS since 2013-14, and it falls in line with the overall enrollment at Chabot, which saw a comparable drop between 2016-17 and 2017-18 (20,189 to 19,255, or about 5.3%). Our ratio of male to female students has remained statistically constant with last year, and relatively little movement in terms of student age. In the under 19 category, an increase of 1.6%, in 20-49 a combined decrease of 1.2%, and a .38% increase in the 50+ category. The ethnicity of DSPS students is steady as well, with the biggest change being a 1% increase in Asian student (81 to 89), with all other changes being significantly smaller than that. The only real changes we're currently seeing in our population is a decrease in the other category (a good thing), which went from 23% to 16%, which means our students are being better categorized, which relates to improved funding. Additionally, over the last 3 years, our students with autism have risen from 5 in 15-16 (the first year they were counted) to 59 this past year, or from .42% to 4.94% of our total population. I expect this number to continue to grow, as the latest research finds than one in 69 children born now have autism. ADHD increased from 38 to 62 students, Developmentally Delayed from 82 to 101, and Hearing Impaired from 22 to 31. The other categories (ABI, LD, MI, and Psychological Disability) either remained statistically constant or decreased slightly.

An emerging category of concern is the increasing numbers of students with ID, or Intellectual Disabilities, and the host of challenges that go along with providing these student a quality education. Part of the rise can be attributed to the numerous day programs that have been shutting down in the area, resulting in displaced students that need educational opportunities, but for whom academic classes are not always appropriate. For this and other reasons mentioned above, it is imperative that we work now to create life skills classes, and non-credit courses and certificates, to appropriately and properly accommodate the needs of these students, and at the same time stay true to our core mission as outlined in our ILOs. Additionally, more support for these student, whether in the form of increased peer tutoring and assistance, or from instructional assistants in the classroom, will be key to helping these students successfully transition into, and eventually out of, their time at Chabot. More intrusive interventions from

counselors, which requires more time and planning, will be required, which in turn necessitates greater staffing of skilled and passionate DSPS counselors, as well as increased interactivity, communication, and cooperation between DSPS and basically every other service and instructional area on campus. Along these lines a good foundation is being laid, with the first fruits just starting to show.

On the other hand, no amount of college planning, service, or staffing will overcome our students' basic problems of health issues related to their disability, economic problems related to their disability, and sometimes housing problems related to their disability. Along these lines I do not have viable solutions to ensure academic success. What we can do though, we are doing, and we are continuing to in outreach, campus awareness, and refinement of services to student needs.

Program/Area: Early Childhood Development Lab School   **Author**: Diana Buffington
Year of requests: 2019   **Status**: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

- The EC Lab School provides a laboratory early childhood setting primarily for ECD practicum students, as well as dental and nursing department students. Each semester the lab school hosts approximately 50 ECD practicum students, 5-10 dental students, and 15-20 nursing students. EC Lab School staff act as hands on coaches and mentors for students in the ECD program which has a success rate slightly above that of the college. Please see ECD, Nursing, and Dental Program Reviews for retention, success, certificate, and degree completion.
- In 2017-18 the Lab School served 60 children which was the maximum based on staff: child ratios, and funding.
- ECD lab and observation students utilizing the EC Lab School represent diverse ethnic backgrounds with nearly 50% being Hispanic/Latino.
- The EC Lab school had 3 teacher assistant positions opened this year and all 3 new hires were students that had completed the ECD program at Chabot.

Program/Area: EOPS/CARE   **Author**: Patricia Molina
Year of requests: 2019   **Status**: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

According to the data provided by the Chabot College's Institutional Research, there has been a increase in the following areas of GPA, persistence, and receiving degrees in our EOPS and CARE programs. When you look at year 2017-2018 and compare to past years you will see a steady growth in GPA . In the EOPs program 75% of our students have a cumulative gpa between 2.0 and 4.0 compared to 72% of non EOPS students. In our CARE program 85% of our students who are female have a GPA between 2.0-4.0 compared to 65% of non CARE students. In our persistence rates, EOPS and CARE students are more likely to persist from fall to spring and fall to fall. In Fall 2017 to Spring 2018 89% of our EOPS students persisted while the non EOPS student persisted by 69%. CARE students 85% while non CARE students persisted 69%. In further analysis of the data, it reflects that by ethnicity and gender our students persist at higher rates than non EOPS and CARE students:

FALL TO SPRING

Ethnicity	EOPS	NON EOPS
African American	83%	59%

Aisan Americans	97%	73%
Latino	90%	69%

FALL TO FALL

Ethnicity	EOPS	NON EOPS
African American	54%	41%
Aisan Americans	71%	51%
Latino	70%	53%
Gender	EOPS	NON EOPS
Female	89%	67%
Male	91%	71%

These successes can be attributed to the program and services that we provide to our students. The EOPS and CARE programs have follow our model of "Over and Above and in Addition to". With that model we look at the student holistically and provide more than just services. We know our students struggle with food, supplies, and transportation. Our EOPS programs provides gas cards; school supplies such as scan trons and green books; a scientific calculator loan program, popular for math and science classes; book vouchers at the beginning of the school year; tutors in math and online tutoring for every subject; and the list continues.

For our CARE students who are single parents, we understand they face even more obstacles. These students receive everything an EOPS student receives but they have added services to help them. We provide meal cards weekly, computer lap-top lending program, parent workshops, child care grants and much more.

Because we feel this definitely helps our students, we require 3 mandatory contacts each semester. 1. Students enter the program and receive a full student education plan that will guide them through their educational goals. 2. During the 8th week we mandate a Mid-term Progress Report. This report helps the students see their progress at this time. We are able to intervene when necessary and help the student strategize to succeed in that semester. 3. The student will meet with counselor to register early and plan for next semester.

With all the services we provide and mandatory contacts this has been the reason the EOPS/CARE program has been able to make an impact on students and provide a steady growth.

Program/Area: Financial Aid   **Author**: Kathryn Linzmeyer
Year of requests: 2019   **Status**: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

Changes in both Federal and State financial aid programs and regulations continue to impact us and make our jobs more challenging and demanding. Federal regulations over last 2-4 years have shifted the workload of verification to the local, school level with the same or greater number of applicants, and the same number of staff. The Federal Loan Program has an additional required layer of review as part of SULA, implementation of an early application period, and shift to use of "prior prior" year income has presented challenges, and the move to "year round Pell" is even confusing and challenging to students and staff alike. In 1718, two new programs tied to full time Cal Grant recipients was released within a couple of months before the academic year started, and then it has changed yet again to one tiered program in 1819. The exciting initiatives and programs happening elsewhere on campus, under Equity, SSSP, STEM, HSI, Guardian Scholars, etc, have new ideas, goals, and energy, and naturally, those working on those programs really want us to provide solid, accurate and timely information to their students.

All of these result in a huge increase in workload due to required educating, marketing, implementing, follow up and corrections, and communication.   The federal changes result in more limited, or curtailed, student eligibility. Each time regulations change, and thus student eligibility, it requires a greater demand for student advisement, as students do not understand why they may no longer be eligible, or the "rules" have changed. We have not been able to respond to the needs of the campus.

The increased workload due to multiple changes to federal and state financial aid programs, subsequent additional advising requirements, and inability to implement technology initiatives due to constantly addressing the current and present need of the moment, has resulted in increased errors, duplicated or unnecessary work, potential fiscal liability - and staff fatigue.

Program/Area: Foster Youth Success Program   **Author**: Elsa Saenz
Year of requests: 2019   **Status**: Completed

Please review the following data:

- **SAO assessments** □
- **enrollment, success, ethnicity, gender, part-time vs. full-time** □
- **degree** □
- **certificate completion** □

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

Data System	Definition	Number
CCCCO DataMart	Enrolled foster youth through a Special Populations search	Fall 2017: 219
CCC Apply	Students answering yes to any of the five foster youth categories	Fall 2017: 251 students were registered in at least one unit 25 or younger, >9 units: 76
Free Application for Federal Student Aid (FAFSA)	Any student who responded "yes" to question #53 on the FAFSA	Fall 2017 & Spring 2018 Responded "yes": 257 Students not admitted: 57 Admitted, Under age 25, any number units (1+): 84 Admitted, any age, >9 units: 58 Admitted, under 25, >9 units: 54
Priority Registration	Eligible for priority registration based on foster care status	Fall 2017: 44 From **669C**
California Chaffee grant applications	Students eligible for the Chaffee grant by financial aid Chaffee applicants confirmed as foster youth by Cal grants	Fall 2017: 19 Eligible Spring 2018: 19 Eligible Fall 2017: 44 confirmed
Self-identification	Self-identified to program staff	Fall 2017 & Spring 2018: 10

Program/Area: General Counseling   **Author**: Michael Lai,Laura Alarcon
Year of requests: 2019   **Status**: Completed

Please review the following data:

- **SAO assessments** □
- **enrollment, success, ethnicity, gender, part-time vs. full-time** □

- **degree** ☐
- **certificate completion** ☐

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

During 2015-16 academic year, "one-on-one" drop-in counseling was reintroduced. This model provides confidentiality and an increased chance of personal rapport between students and counselors which is vital for creating a welcoming climate for our students

The drop-in model has been successful in taking care of students' most immediate needs and students have shared positive feedback with Counselors. Drop-in Counseling is an addition to the "ono-on-one" hour appointment necessary for crafting SEP's and assist students in their personal, education and career exploration journeys at Chabot. It is paramount that the Counseling Department increases its part-time pool in order to keep providing high-quality services to Chabot students.

Online counseling has grown as more students are using online counseling. The department has started using Cranium Cafe to provide more comprehensive online counseling.

Program/Area: Hispanic Serving Institution   **Author**: Abigail Patton
Year of requests: 2019   **Status**: Completed

Please review the following data:
- **SAO assessments** ☐
- **enrollment, success, ethnicity, gender, part-time vs. full-time** ☐
- **degree** ☐
- **certificate completion** ☐

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

This is the first year HSI/El Centro complete Program Area Review. Throughout the HSI/El Centro Program Area Review the Dream Resource Center will also be included. In the first year of the grant, HSI/El Centro has made great strides in strengthening the institutions capacity to serve Latinx and low-income students. Over the last year, HSI/El Centro established a bilingual (English/Spanish), one stop resource center for students and their families providing academic counseling, financial aid advising, math tutoring, a lending library, and various cultural events and programming spearheaded by El Centro Staff. In October 2018, Chabot College opened its first Dream Resource Center located in El Centro, to support undocumented students by providing dedicated academic counseling, mental health and legal support, a laptop lending program and an UndocuAlly Training for campus professionals. Data impacts will be reported for the Dream Center next year. Below are the objectives and target and results for the HSI/Title V Grant:

Title V Measurable Activity Objectives
Annual Targets and Performance Results
Obj 1. By September 30, 2020, increase the percentage of first-time students who are degree-seeking Hispanic and/or low-income students from a baseline of 58% in Fall 2014 to 68% in 2019-20.

Performance Target – Enrollment

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
60%	62%	64%	66%	68%

Performance Results

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
52%				

Title V Measurable Activity Objectives

Annual Targets and Performance Results

Narrative statement (short): Although the objective was not met per our specifications, the overall enrollment of Latinx students has remained at 40% over the last two years, even though Chabot College Overall enrollment has decreased. The lower enrollment can be attributed to an all around trend around community colleges due to a good economy or a record low unemployment rate.

Obj 2. By September 30, 2020, increase the percentage of degree-seeking Hispanic and/or low-income students who are enrolled full-time from a baseline of 41% in Fall 2014 to 51% in 2019-20.

Performance Target – Full-time Enrollment

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
43%	45%	47%	49%	51%

Performance Results

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
41%				

Narrative statement (short):

Although the objective was not met per our specifications, the overall enrollment of Latinx students has remained at 40% over the last two years, even though Chabot College Overall enrollment has decreased. The lower enrollment can be attributed to an all around trend around community colleges due to a good economy or a record low unemployment rate. Although enrollment of Latinx students has been fairly stagnant, Chabot College has seen a significant drop in students completing their financial aid; and therefore not fully capture low income students. This decrease can be attributed to a more complex financial aid application process as well as the current political climate that can deter students from applying for financial aid in fear of repercussions in submitting their personal information in federal documents.

Obj 3. By September 30, 2020, increase the fall-to-fall persistence of first-time degree- seeking Hispanic and/or low-income students from a baseline of 60% in Fall 2013 to Fall 2014 to 65% percent from Fall 2019 to Fall 2020.

Performance Target – Fall-to-Fall Persistence

Fall 16 - F17	Fall 17 - F18	Fall 18 - F19	Fall 19 - F20	F20 - F21
61%	62%	63%	64%	65%

Performance Results – Fall-to-Fall Persistence

Fall 16 - F17 (M)	Fall 17 - F18	Fall 18 - F19	Fall 19 - F20	F20 - F21
63%				

Title V Measurable Activity Objectives

Annual Targets and Performance Results

Narrative statement (short): There was a positive increase in the persistence performance measure in part due to the services provided at El Centro including academic advising, financial aid advising and cultural programming. El Centro has also spearheaded two Student Success Workshops to support students that are on probation.

Obj 4. Each year at least 50% of first-time, degree-seeking Hispanic and/or low-income Math Jam students will reassess at a higher math level based on a small Math Jam pilot where 8 out of 14 (57%) students assessed at a higher level.

Performance Taregt –Developmental Math Placement

Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
50%	50%	50%	50%	50%

Performance Results

Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
New 29% All 58%				

Narrative statement (short): There was a positive increase in the developmental math success rates. Aside from providing a safe and fun environment to complete Math Jam Courses, students were also provided with snacks, tutoring, and math jam community events to create community amongst the students throughout the course.

Table 12. Title V Measurable Activity Objectives

Annual Targets and Performance Results

Obj 5. By September 30, 2020, increase the percentage of degree-seeking Hispanic and/or low-income basic skills students who succeed in developmental Math courses from a baseline of 40% in Fall 2014 to 45% in 2019-20.

Performance Target –Developmental Math Course Success

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
41%	42%	43%	44%	45%

Performance Results

Fall 2017 (M)	Fall 2018	Fall 2019	Fall 2020	Fall 2021
52%				

Narrative statement (short):

There was a positive increase in the developmental math success rates. Aside from providing a safe and fun environment to complete Math Jam Courses, students were also provided with snacks, tutoring, and math jam community events to create community amongst the students throughout the course.

Obj 6. By September 30, 2020, increase the percentage of first-time, full-time, degree- seeking Hispanic and/or low-income students who graduate with a degree or certificate in 3 years from a baseline of 9% of the Fall 2011 cohort to 15% of Fall 2017 cohort.

Performance Target – Cert/Degree Completion

Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
10%	11%	12%	13%	15%

Performance Results – Cert/Degree Completion

Fall 2014 cohort (M)	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
14%				

Narrative statement (short):

There was a positive increase in the number of certificates awarded in part due to the academic counseling provided at El Centro to advise and support students through the certificate application process.

Obj 7. By September 30, 2020, to increase the percentage of first-time, full-time degree- seeking Hispanic and/or low-income students who transfer to a 4-year institution within three years from a baseline of 20% of the Fall 2011 cohort to 30% of the Fall 2017 cohort.

Performance Target – Transfer Completion

Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
22%	24%	26%	28%	30%

Performance Results

Fall 2014 cohort (M)	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
22%				

Narrative statement (short):

The objective was met at target. The data of transfer students may be skewed due to the data collection process. The data only captures students with social securities since we rely on Clearinghouse data.

Program/Area: International Students   **Author**: Sean Day
Year of requests: 2019   **Status**: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

International student enrollment has increased 5.6% in Fall 2018 (from Fall 2017) due to factors including extending program application deadlines a month. Sean Day replaced the retiring Dolly Balangitao on July 9, 2018. We, like other institutions in the U.S. have experienced challenges in International student recruitment due to the political environment that has lead to the U.S. as being viewed as "unwelcoming" to International students. This is a result of bans of traveling to the U.S. from certain predominantly Muslim nations, more strict reviews of visa applicants, delays in U.S. Citizenship and Immigration Service (USCIS) processing of change of status applications, and new requirements for eligibility to apply for a change of status, and a proposed increase in the I-901 Student and Exchange Visitor Information System (SEVIS) fee from $200 to $350 that F-1 and M-1 visa students need to pay before they can enter the U.S.

International students continue to be highly motivated and successful in achieving their goals. 61% of International students who completed their program of study at Chabot College in the Fall 2018 semester successfully transferred to a University to pursue a Bachelor degree.

Program/Area: Learning Connection   **Author**: Anamarie Navarro,Jane Wolford,Rachael Tupper-Eoff
Year of requests: 2019   **Status**: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

- Our General Fund operating budget for tutors and Learning Assistants remains stagnant and insufficient at less than $79,000 per year. **We need an increase of ~$120,000 to run our program throughout the entire academic year.** *IR success data continues to show that students who receive tutoring succeed at significantly higher rates than those who do not receive tutoring.* We have relied on emergency BSI augmentations repeatedly "get us through" the year. BSI funding should not be used to run a tutoring program; this is the responsibility of the college.
    - *SAO Assessment (Spring 2017): "Receiving tutoring helped me: stay enrolled in the class (87%), improve my study skills (86%), and feel more confident as a student (87%)"*
- Streamline the on-boarding of approximately sixty Learning Connection Scholars each semester with our efforts to complete the requirements for CRLA (College Reading and Learning Association tutor-training certification.
    - Continue to offer six hours of "live" training (CRLA requirement) through our LCS Orientation, Training, and Equity Retreat. Cost: $12,000 per year from Equity funds.
        - SAO Assessment (Spring 2017): 79% of tutees felt that their "tutors treated them with respect and acted in a professional manner." This data shows that we need to continue to do this training. 79% is not high enough to meet our program standards. We are continuously refining and revising our retreat training curriculum.
    - Develop Lead Tutor program to provide support/mentorship to new LCS. Lead Tutors would also assist with the Tutor Evaluation process and activities, such as the LCS retreat, WRACtivities, STEM Center activities, etc.
- With funding from MESA, BSSOT and BSI grants, **we were able to send our Program Coordinator, Sr. Administrative Assistant and one STEM faculty member to the Supplemental Instruction (SI) Supervisor Training at UMKC in early June 2018. A few weeks later, the Executive Director of the International Center for SI at UMKC facilitated a Faculty Awareness Training workshop at Chabot.** Twenty-four people attended and we are running a SI "field-test" for Fall 2018. Four Math instructors, one Chemistry instructor and one History instructor currently have SI leaders facilitating Study Groups outside of their classes. We hope to bring more faculty into our "field-test" for Spring 2019. **We will need a dedicated SI Coordinator as this program expands.** We are also working on SI training curriculum.
- **Increase LC/STEM Center Classified Professional staffing (see Personnel Requests for specifics.)** Current staffing in our learning labs and centers has stabilized. This has resulted in extended hours of operation in the STEM Center. We now have 1 FTE in our Collaborative Space lab. This has become a hub of student activity

and will continue to grow as our IA promotes and organizes activities in the space. However, we are still in need of more staffing in our other labs and centers to provide much-needed support to students and to our tutors and Learning Assistants.

- **We have held an increasing number of student events in our spaces,** namely the WRAC Center and STEM Center.
- **There has been an increase in the number of tutoring appointments available** as a result of TutorTrac.
- **We opened up our tutor candidate pool last in 2017-18 to self-referring students to create more diversity in our tutoring pool.** Students can apply for a tutoring position without going through the faculty recommendation process. We have only received a handful of self-referrals so we are working on getting the word out to faculty and students.
- Spring 2017 SAO assessment shows that students learn about our services from instructors (70%) and classmates/friends (42.5%). Only 23.75 get this information from counselors and 15% from orientation. **We have made inroads into PSCN 25 courses by working with a counselor who coordinates these sections. We are working with the coordinator for online orientation this semester to see how the LC can become part of this.**

Program/Area: Library
Year of requests: 2019

Author: Heather Hernandez,Kim Morrison,Pedro Reynoso,Kelly Meadow,Norman Buchwald,John Chan
Status: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

Significant Changes

Positive: Improved wireless networks (though there is still need for more improvement), group and individual study cubicle spaces (added tables and chairs), access to loaner laptops, loaner electronics for longer periods of time, providing internet hotspot services at home in order for students to access materials at home. Hired new collection development and online librarian to replace retired librarian. We also added Saturday Hours.

Negative: We still have slow speeds with our wireless and wired internet service though we increased our wireless hubs. We still do not have enclosed study rooms for group study. We are trying to make sure that we have ample group study rooms in the new propose library.

We lost several laptops to theft due to inadequate storage and lack of personnel in our audiovisual section. Though we have requested continuously over many years to increase personnel in our A.V. area we remain poorly staffed in this area. We have a Library Technician working outside of the library part-time, due to an arrangement from a previous dean. This is a library funded position that we could very much use in the library fulltime.

The library budget continues to mainly be funded out of Bond Monies though it was noted in our last accreditation report that a stable funding model be determined. Though we requested that our baseline budget be 328,000, we were awarded 300,000 from the latest acquired Bond to reflect what our sister college received. Our sister college Las Positas library serves far less students than we do. With the cost of inflation and growing student and faculty needs for research materials the 25,000 dollar increase is insufficient. In some instances we have had to forego faculty request and turn off access to certain databases that trigger extra cost when over used.

Though we continue to advocate as the main users in the proposed new library building there is yet to be a meeting of the building 100 group, nor are there resources ear marked for library faculty and staff to visit newly built libraries to gather information on what worked and what did not. We had a tenured librarian take a semester long sabbatical to research newly built libraries. This librarian created an extensive research website with information gathered. To this date we see no evidence that this work is influencing the process for building a new library building.

We had our newly hired Systems Librarian resign--now we are under a crunch to hire someone to start in the Spring of 2019. This position is imperative to the functioning of the library. The Systems librarian maintains and ensures the Library Catalog is functioning and accessible which maintains all of the library materials owned i.e. books, databases, av equipment etc. The Library Management System is how students check out materials, do research. It is how we catalog all of our materials and how we provide Information literacy instruction among other things.

There remains no funding for professional development for library faculty and staff. The lacking of funding puts us at a great disadvantage in the areas of Information Literacy instruction, and Library technology. Unlike other divisions and similar college libraries we have never had a budget line provided for professional development. Academic Libraries and the tools we use is ever changing due to technology and pedagogical advances--without professional development funds we are unable to keep pace with other libraries of similar size and student body.

We continue to advocate and request for a Library Director with an MLIS.

Program/Area: Mental Health Program   **Author**: Sadie Ashraf

Year of requests: 2019   **Status**: Completed

Please review the following data:

- **SAO assessments** ▯
- **enrollment, success, ethnicity, gender, part-time vs. full-time** ▯
- **degree** ▯
- **certificate completion** ▯

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

- **Part-Time Licensed Mental Health Counselor**
  - We advocated for the creation of a Part-Time Licensed Mental Health Counselor and Intern Supervisor and hired this position in January 2018 adding 15 hours/week of Mental Health counseling services.
- **Full-Time Licensed Mental Health**
  - We advocated for the creation of a Full-Time Licensed Mental Health Counselor/Coordinator, completed a job description and are currently awaiting HR approval to form a hiring committee and post position.
- **Mental Health Grant**
  - We collaborated with Las Positas College Mental Health team to apply for a Mental Health Grant of $350,000.
  - We were among the 15 California Community Colleges to be awarded the funding. Our district was granted the full amount that will be distributed between the colleges.
  - This contributed the Student Services teams to receive the Chancellor's Award for 2018.
- **Distressed Student Guide**
  - Developed a Distressed Student Guide to support Chabot employees working with students in distress and provided it for distribution at the new employee orientation.
- **Wellness Center User Group**
  - Created a Wellness Center User Group in advocacy integrating Mental Health, Health, and Basic Needs Services in new Student Center.
  - At the FIT meeting on 9/27/18, the MIG architectural team presented an updated Master's Facility Plan that included our recommendations.
- **Mental Health Collaboration and Support for First Year Experience students**
  - Playback Theater Event
    - Hired the Living Arts Counseling Center to provide a Playback Theater event for all new FYE students.
  - Provided Mental Health support for FYE Meet & Greet and Step in Step Up events.
  - Provided support for planning for a Gender Equity event.

Program/Area: Puente   **Author**: Sandra Genera,Kristin Land

Year of requests: 2019   **Status**: Completed

Please review the following data:

- **SAO assessments** ▯
- **enrollment, success, ethnicity, gender, part-time vs. full-time** ▯
- **degree** ▯
- **certificate completion** ▯

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

The Puente team works hard in highlighting all parts of students matriculation components. We are always reviewing our process and cycle of outreach, recruitment, and retention. We strongly encourage and require all Puente students to attend Chabot's orientation and complete the online orientation, complete assessments and meet with a counselor every semester for a comprehensive student educational plan. This has contributed to the increase in numbers of Puente students completing their educational goal with certificates as well as Associates Degrees. Puente does not focus on a particular major, and has a variety of students in a variety of majors, so every SEP is unique to the Puente students needs. When I attend commencement at the end of the year, we are presenting more and more Puente students with a Puente stohl. I hope in the future to capture the number of Puente students completing degrees. In 2018-2019, the Puente counselors are using DegreeWorks with ALL Puente students and will be working with A&R to retrieve Data on Curriculum Enrollment and identifying Puente students who may be close to receiving a Chabot degree.

Program/Area: Student Equity   **Author**: Robert Nakamoto

Year of requests: 2019   **Status**: Revise

Please review the following data:
- **SAO assessments** □
- **enrollment, success, ethnicity, gender, part-time vs. full-time** □
- **degree** □
- **certificate completion** □

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

In 2017-18, a major emphasis was to continue to support professional development for faculty and staff. In particular, the need for culturally responsive and sustaining teaching and support was critical in supporting our disproportionately impacted students. This occurred in four way and survey data was used to evaluate the outcomes which were overwhelmingly positive.

1) **Flex Day Professional Development**: Ongoing professional development focused on culturally responsive pedagogy and high impact practices. Presenters (Flex Day: Frank Harris, J. Luke Wood) to assist with delivering high impact practices aimed at shifting institutional culture. Flex Day Workshop on Racial Microaggressions/Unconscious Bias.

Outcome: Training was provided at a general session to All campus employees who attended Flex Day during a lunch session. Potentially 200+ (estimated 80%+ in attendance). Follow-up access to PowerPoint presentation was provided along with session videotaped for future online viewing.

2) **Center for Organizational Responsibility and Advancement (CORA)**: Provided access and stipends to faculty who completed online "Teaching Men of Color" modules.

Outcome: 95 Faculty/Classified completed TMOC module online and obtained a certificate

3) **Equity Conference Professional Development**: Provided $20K to professional development committee to support requests for conference attendance that supports equity (A2MEND, NCORE, 3CSN, Umoja GP, etc.)

Outcome: Over 20 faculty/Classified staff were able to attend Equity sponsored conferences and trainings

4) **Equity Retreats**. Held a Fall Foundational Equity and Spring Advanced Equity Retreats. Supported FIGS (Business, STEM, Interdisciplinary, Ethnic Studies, English)

Outcome: 30+ faculty/classified/admin attended retreats. Over 20 faculty participated in ongoing year-long FIG groups

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Program/Area: Student Health Center   **Author**: Rosafel Adriano
Year of requests: 2019   **Status**: Completed

Please review the following data:
- **SAO assessments** □
- **enrollment, success, ethnicity, gender, part-time vs. full-time** □
- **degree** □
- **certificate completion** □

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

The main goal of the Student Health and Wellness Center is to empower our students in the areas of health and overall wellness so they can succeed in achieving their academic and personal goals. In reviewing the previous SLOs and to coordinate the current strategic development needs with Healthy People 2020 initiatives and the American College Health Association Goals, the Student Health and Wellness Center programs continue to provide structured projects, outreach events, and steady utilization of services in year 2017-2018.

Here is the Statistical Snapshot report of the Student Health Center for SY 2017-2018

- **Total Number of visits: 7895**
  - Summer 2017 (628) Fall 2017 (3655) Spring 2018 (3612)
  - Walk-in visits (appointment request or OTC): **1601**
  - Crisis or Urgent Care Visits (911 or 51/50 call): **47**
  - Number of appointment visits (consult/ailment/Women's Health) seen by nurse practitioners: **268**
  - Number of appointment visits seen by medical assistant: **1045**
  - Mental Health Counseling seen by LMFT/MFT intern for appointment at Health Center: **593**
  - Attendees on Health Events/Outreach or class presentations: **1967**
- *Projects and Wellness Events:*
  - **August, 2017: Gladiator Day (8/2017):** The Student Health Center (SHC) participated in Chabot's Gladiator day educating and bringing awareness to the students about the services provided by the SHC.**Student Attendance: 200**
  - **Stanford Blood Drive (8/24/17):** Stanford Blood Bank in conjunction with SHC sponsored a blood drive. **Student Attendance: 30**

- September, 2017: The Student Health Center Hosted *Gordon* Doughty, **Suicide Prevention (9/21/17)** and La Familia for a combined event to discuss suicide prevention/mental health. **Student Attendance: 80**
- October, 2017: National Breast Cancer Awareness Day (10/12/17, 10/19/17): The SHC educated and dispersed information concerning breast cancer. This was a 2 day event which included hands on education for students, staff and faculty.**Student Attendance: 144**
- "**Be the Best You" Health Fair (10/31/17):** In conjunction with the college and other community organizations, the SHC sponsored a health and wellness event. Students were able to participate with vision/wellness screenings (BP, BS, and BMI checks), free HIV testing and free influenza vaccinations. Community participants include: **ASFP, Tri City Health Clinics, La Familia Counseling, Christian Counseling, Chabot Counseling, Cal Fresh, Stanford ValleyCare Dietician, Stanford Blood Drive, Life Chiropractor School, APEB, 24 hour Fitness, Planned Parenthood, Lion's Club of Alameda County, Eden I&R AADP, Bone Marrow Donation and Tiburcio Vasquez.** College community involvement included Chabot School of Nursing, Chabot Medical Assistant program, Dental Hygiene, Chabot Counseling, SSCC, and the Chabot Radio Station. **Student/Staff/Faculty Attendance: 400**
- November, 2017 Bone Marrow Donation Registration (11/1/17): The SHC sponsored AADP, Asian American Donor Program, for bone marrow donation registration and information. **Student Attendance: 40**
- Stanford Blood Drive (11/1/17): Stanford Blood Bank in conjunction with SHC sponsored a blood drive. **Student Attendance: 57**
- Covered California Health Insurance Seminar (11/2/17): The SHC sponsored Tri City Health Center for an educational seminar for Covered Ca enrollment. **Student Attendance: 30**
- Campus Smoke Out (11/16/17): The SHC sponsored **Breath California** for an event to educate student, staff and faculty about the side effects of smoking. Smoking "Quit Kits" were provided as well free education literature distributed. **Student Attendance: 72**
- December, 2017: Asian American Donor Program (12/7/17) to support and educate the students on the registration process for bone marrow registry. **Student Attendance**: 12 students registered/ 52 students received information.
- Hand Washing Awareness (12/7/17): The SHC sponsored a Hand washing Workshop to educate students on proper hand washing technique, distribute educational pamphlets and dispense hand sanitizer. **Student Attendance**: 47
- **Ongoing Community Outreach Programs:**
  - **Tri-City Health Clinic Covered Ca enrollment specialist:** The Student Health Center, SHC, sponsored Tri-City Health Clinic weekly to help students sign up for insurance. The free service enable students to sign up for insurance programs through covered California. **Student's Attendance: 326**
  - **Alameda County Cal Fresh:** The SHC sponsored Cal Fresh bi-monthly to help student enroll in Cal Fresh programs and to answer questions about Food Banks and programs.**Student Attendance: 180**

Program/Area: Student Life **Author**: Arnold Paguio
Year of requests: 2019 **Status**: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

> We currently do not have any data on enrollment, or degree or certificate completion. Our goal is to start collecting data on student leaders identified as club officers and members of the Student Senate and begin tracking their progress. Currently do not have the ability to collect data on students participating in activities but recognize this as another "population" of students served by the Student Life office.

Program/Area: TRIO & Aspire **Author**: Roberto Mendez
Year of requests: 2019 **Status**: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

SLO/SAO	How Measured	Changes	Positive Changes
Objective C.1: Completion/Graduation Rate - 15% of new participants served each year will graduate (complete) from Chabot College with an associate's degree or certificate within four (4) years.	Mid year program report and graduation success program report provided us with the tools to monitor and support students.	The following intervention program: Early Three week program and strong peer to peer mentorship program provided the resources needed to increase our completion rate.	The Program has completed the objective and 92% of new participants served graduated.

Program/Area: TRIO - ETS
Year of requests: 2019

Author: Robin Galas
Status: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

The TRIO Educational Talent Search (ETS) program completed reporting for the 2016-17 grant year (September 1, 2016 - August 31, 2017), established partial baseline data, reporting to the Department of Education that 15 high school students in our 600 student cohort program participated in Concurrent Enrollment programs. ETS did not track Early/Bridge to College Activity.

Although the 2017-18 grant year reporting has not been released and completed, our initial analysis shows that of the 649 students in the program, 58 high school students participated in Concurrent Enrollment (a 287% increase over the prior year) and 33 middle school students participated in Bridge to College. Numerous studies have shown that students who participate in early-college programs are more likely than are their peers to graduate, enroll in college, and earn a degree.

TRIO ETS made a concerted effort to recommend Concurrent Enrollment to students, particularly for the summer; utilized Chabot produced materials that helped students navigate course selection and facilitated paperwork to campus.

Program/Area: TRIO - Excel
Year of requests: 2019

Author: Roberto Mendez
Status: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

SLO/SAO	How Measured	Impact Changes	Positive
Objective C.2: Completion/Transfer Rate - **8%** of new participants served each year will Receive an associate's degree or certificate from Chabot College and transfer to a four-year institution within four (4) years	Mid year program report and graduation success program report provided us with the tools to monitor and support students.	The following intervention program: Early Three week program and strong peer to peer mentorship program provided the resources needed to increase our completion rate.	The program has completed the objective and **80%** of participant served this year completed and transferred to 4 year institution

Program/Area: TRIO - STEM and MESA
Year of requests: 2019

Author: Donna Gibson,Maria Rodriguez-Larrain
Status: Submitted

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

Program/Area: Umoja
Year of requests: 2019

Author: Tommy Reed,Thomas deWit,Michael Thompson,Monique Williams
Status: Completed

Please review the following data:
- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

An inspection of the success and persistence data over the past several years (back to 2013) demonstrates that Umoja is serving a steadily increasing share of African American students enrolling in English 102 and English 1A. As a learning community dedicated to the academic success and the overall well-being of African American students we have made decisions to maintain connections and serve students who might not otherwise be served in these courses. One result of these decisions has been a slight decline in success rates. In navigating the choice between keeping (and holding tightly onto borderline students) or allowing those students to slip away into the often dangerous circumstances of their lives, Umoja will always choose the overall well-being of students. This choice does not mean a lowering of standards, but requires a greater degree of scaffolding to ensure students remain academically and emotionally supported.

So while we do see declines in success rates in the 2016 cohort, narrowly in terms of progress from English 102 to English 1A, we understand exactly where this decline comes from. We took in many students in 2016 and 2017 who had very low assessment scores or fraught academic records. We worked with these students intently and worked very effectively on their well-being. We WELCOME all students all of the time. But our previous recruitment strategies tipped our balance of students toward those that had a very high level of academic support needed.

The data on Umoja at Chabot is obtuse--it looks at one metric: progress from English 102- English 4/7. We are meeting with the IR office and our two deans in the second week of October to determine what should be measured. For example, Umoja offers History, African American History, Psych Counseling, Entrepreneurship, Political Science, Comm 1, Math, Health, Ethnic Studies and a host of Umoja-supported courses. None of this is measured, nor are our SSSP metrics measured, nor are all the efforts and successes we have in moving students to transfer, nor is the massive amount of growth in self and cultural identity, the building of community and belonging at Chabot, and a core deep knowledge that Chabot is a good place for African American students. Some measurements that could be useful: median units achieved toward transfer, GPA, persistence from one term to the next, success in the above classes mentioned, full time status....

Alongside data that measures success, retention, persistence, and transfer, we need data that represents the waves that we see in the classroom so there is more awareness of the social services our students need. For example, in a particular year, our metrics can be drastically impacted by the amount of homelessness, joblessness, trauma, mental illness, physical illness, etc. that our students are experiencing. While Umoja does a lot of work to address these issues and provide for our students, we can only do so much with the resources we have available to us. If the institution had more of an awareness of the lives of our students we could begin to offer services that addressed those issues as a way to boost the success of even the most disproportionately impacted students and become an equitable institution

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Program/Area: Veterans Resource Center

Year of requests: 2019

Author: Arnold Paguio

Status: Completed

Please review the following data:

- **SAO assessments**
- **enrollment, success, ethnicity, gender, part-time vs. full-time**
- **degree**
- **certificate completion**

Comment on any changes in areas where you made an impact in 17-18 vs. prior years that are significant. If you've seen significant changes—positive or negative, to what do you attribute them?

The goals to increase enrollment of student veterans to the level of the service area. We will continue working to increase our veterans population. There is currently no data available on degree and certificate completion but we hope to setup a tracking system for this and improve these numbers as well.