

Welcome. Dear Chabot Community Member,

Welcome to Fall 2022 Program and Area Review! This is an "Update Year" in which we will ask you to **briefly** reflect on aspects of your own PAR submission and the overarching campus trends from the Fall 2021 Comprehensive PAR year. After your dean/manager has approved your PAR draft, please enter your responses here into Qualtrics* (and for resource requests, enter into [Cognito](#)). This will allow the PAR committee to provide analysis of campus-wide trends to the college. (To see the analysis of last year's PAR data, check out the [Fall 2021 PAR Synthesis Statement](#).)

***Please plan to do your data entry in one sitting and remember to hit submit** (we do not have control over whether partial responses in Qualtrics get saved)!

Thanks,
The Program and Area Review Committee

Q1. Has your dean/manager approved your PAR and informed you it is ready to be submitted as a final draft on Qualtrics?

- Yes
- No

Q2. Background Information

Q3. What organizational unit and division does your program/area belong to?

* If you are not sure which organizational unit your program/area belongs to, you might find it helpful to refer to this [list](#).

Organizational Unit

Division

Name of Program, Discipline, Area or Service

Q4. If you selected "Other" in the previous question, please enter your Program/Discipline/Area/Service name here

This question was not displayed to the respondent.

Q5. Name(s) of the person or people who contributed to this review:

Erika Lachenmeier, Amanda Price

Q6. Which PAR Template (word template) did you fill out?

*Please check this [list](#) to make sure that you filled out the correct template.

- Academic Programs
- Student/Admin Services/Office of the President

Q7. Campus-Wide Issues

Q8.

Context: Last year, the PAR Committee analyzed ~100 PAR responses to the comprehensive Fall 2021 PAR. Based on this analysis, the PAR committee presented policy ideas in shared governance committees and to senior leadership. Additionally, Deans were asked to analyze PARs within their areas to identify "infrastructure or college wide issues needing immediate attention." The most frequently mentioned policy ideas and/or infrastructure issues are listed below.

Question: How important do you believe it is to address the following issues to support Chabot in carrying out our mission? Please drag the response options and order them from most important (1) to least important (7).

Student Registration/Application Process: Improve registration/application process for students	1
Access to Counseling: Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.	2
Learning Communities: Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.	3
Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.	4
Funding: Secure funding for programs and college-wide events	5
Technological Systems: Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input.	6
Facilities: Maximize usage of and planning for facilities	7

Q9. Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).

Hiring FT faculty

Q10. Reflections on Goals Established in Fall 2021 PAR

Q11. Context: In Fall 2021 PAR, after reflecting on data, you established program/area goals to support the college mission and continuous program improvement. This spreadsheet lists the [goals you established in your Fall 2021 PAR](#).

Question: Please take a look at your goals to determine:

- All goals are still relevant and nothing needs to be changed or added.
- All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.)

- Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)

Goal 1 is lower priority for us with our current trends in enrollment. Our student population is rapidly growing in the first 3 levels of our course sequence, and this is where we are focusing our energy and limited resources at this time. We had a large, positive response to our new noncredit program. The unintended consequences of this means that the two full-time faculty members in ESL are fully absorbed by noncredit registration support and program management. Specifically the the credit application, Class-Web registration system and Cleared4 vaccine verification program put up substantial barriers to entry for English learners with limited computer skills or familiarity with college processes. We would like to remove this goal for the current cycle and return to it when we have a third full-time staff member to focus on this high end of the program or when we have put systems in place to address the issues above. Goal 2 and 3 are relevant and in progress.

- None of our goals are still relevant. We need to update all of them. (Please provide us with your new goals, so we can update your goals in the spreadsheet.)

Q12. Question: What are the statuses of your program's/area's goals right now? (Note: You have the entire PAR cycle to complete the goals you established in your Fall 2021 PAR.)

- All goals are achieved.
- Some goals are achieved and some are in progress.
- All goals are in progress.
- Some goals are in progress and some are not started.
- No goals are started because... [please explain in text box below].

Q13. Context: To assess how well you are doing with respect to meeting your program's/area's goals, you included [expected goal outputs and outcomes in your Fall 2021 PAR](#).

"Outputs" are direct short-term results like # of students served, workshops held, etc. Longer-term goals might also have expected *outcomes*. "Outcomes" are longer-term results, like course success rates or degrees earned. Goals are often measured by whether "outputs" or "outcomes" are achieved.

The Office of Research, Planning and Institutional Effectiveness (ORPIE) posts a variety of data for programs/areas to assess goal "outcomes": [enrollments and success rates](#), [enrollment management](#), [success rates of online vs hybrid vs face-face-classes](#), [degree and certificate awards](#), and [more](#). To request additional data for goal assessment, please fill out a [research request form](#) by Friday September 23, 2022. ORPIE will process requests in the order received. ORPIE will let you know whether they have the requested data and/or how your program/area could collect your own.

Question: So far, what is going well and what are some challenges regarding completing your program's/area's goals? You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

Goal 2: ESL student in recruitment campaigns and remove barriers to entry for new ELL students. ESL recruitment has been very successful, especially for noncredit and lower levels of the program. In Fall 2021 we gave 113 placement tests and in Fall of 2022 we tested 194. That doesn't count the many more students (approximately 50) who entered directly into the new noncredit program without a placement test. We are well on our way to the goal of 250 placement tests per academic year. Our newly designed "high-touch" placement procedure was implemented leading up to Spring 2022, and we believe this has also led to gains in enrollment and persistence from filling out the application to entering the first day of class. Students used to take a placement test and leave without much interaction. We just hoped they would return for a counseling session or figure out how to log on to Class-Web and register. Now they meet a teacher at the placement session, learn about the program directly from us, discuss their level placement and modality preferences, get help choosing classes, get assistance with Cleared4 and learn how to log into Class-Web all in the same placement test appointment. It is way more work but it is definitely paying off. ESL has been a part of several recruitment events over the last year. Leading up to the Fall 22 semester, we conceived of and co-organized the Noncredit Information Fair with Dean Patton and Erin Kelly. In the Fall and Spring of 22 we organized ESL Student Welcome Days. We have received wonderful support from Dr. Kritscher, Dean Patton, the noncredit committee, student services and assessment for all of these events. We did several outreach presentations at Castro Valley Adult school at the end of Spring 22 and hope to expand to other Adult schools this year. A challenge was the evaporation of the MACC work group over the 2021-2022 school year, which had previously helped us build connections with the adult schools. That group is starting up again soon, and we hope to leverage those relationships to reach more students who are interested in continuing their education beyond adult school. We have had less opportunity and energy to connect with highschools, since very few of our students come through this pathway, but we do participate in the highschool counselor's informational sessions every Fall to provide info and updates about the ESL program to the high schools. We started a program to hire and train bilingual student assistants, called ESL Ambassadors, and they assist us in the assessment test appointments, registration events and in the noncredit classes. Their main job is to support students with the steps in getting registered. We currently have 7 Ambassadors who represent our major first language groups: Spanish, Mandarin, Vietnamese, and Afghan Farsi. Recruiting, hiring and managing the ambassadors is time consuming but has been a great help. Another challenge so far has been securing student services at evening events and getting access to services for night students. Evening classes and events are very popular with our sizable population of working students. Recruitment events and activities take time and energy to plan and execute. A challenge to ESL recruitment in general is the lack of manpower for the high level of touch required to support our students, especially noncredit students, with the steps of registration. We are providing more hands-on support in the placement test appointments, but many students struggle with the previous steps of completing an application or finding their W number. Many other students bypass our placement test to go directly into noncredit classes. Students who go to the 700 building often come back to us for help because they didn't understand the instructions or there was conflicting information. We are providing a great deal of ESL student services ourselves. This will be discussed more in depth under goal #3 below. Goal 3: Next year we will expand from 1 to 2 sections of our new noncredit pre-academic courses. We are adding 2 noncredit listening-speaking classes and noncredit mirrors at two levels: ESL 110A and 110B. We will monitor the program's success and look at ways noncredit can continue to enhance the mission of the ESL program to serve low income students. Overall, the noncredit expansion of ESL has been a massive success. Our enrollment has been so high in the pre-academic levels that we had to add last-minute second sections of our noncredit sequence during the summer from first-week demand, and we've added a Saturday section in addition to our 2 sections of each pre-academic course for Fall 22. Mirroring ESL 110A brought enrollments in that level so high that we had to turn away students and will add a third section of the course for Spring to meet demand. We anticipate similar numbers when we introduce the noncredit mirror of ESL 110B as well. The noncredit expansion has been a major point of success for our department, but it has brought substantial challenges. English language learners who enter classes at the pre-academic levels tend not to have experience with American academic cultural conventions (applying to a college, waiting for an ID number, registering using an add code, etc) in addition to struggling with both digital literacy and the English language barrier itself. The need for individualized support for these students to enter the college system cannot be overstated. Without this support at the college level, we resorted to telling students just to come to class the first day and we will help them with all the steps of registration. Otherwise we were not sure we would get students in seats in these classes. We hire, train and supervise ESL Ambassadors to attend the first several classes of EACH of the noncredit 9 week sections to support enrollment. Managing the Ambassador program is time consuming in an of itself, but had been the key to our survival the last 2 semesters. An enormous amount of our energy goes into dealing with registration issues that pretty unique to our student population, like foreign vaccination cards not being recognized in Cleared4, students getting locked out of their accounts because they misspelled the answer to their security question, and confusion about immigration status questions on the application. At this point, noncredit recruitment and enrollment support is easily 50% of my weekly work if not more. We are a barebones operation at two full time faculty who still don't even have tenure. We need institutional support in the form of a dedicated noncredit enrollment specialist, weekly ESL drop in hours for enrollment support, an additional full-time faculty member, and more reassign time for coordination. While the noncredit program is an overwhelming success, what we are doing are not sustainable.

Q14. Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)

Q15. Context: Assessment for SLOs and PLOs happens at varying times of year on a five-year cycle. SLO and PLO assessments are submitted in [CurricUNET/META](#). Please take a look at the [SLO Assessment Report](#) to answer the following.

Question: Is the assessment for all SLOs in your program up to date?

- Yes
- Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date you plan to complete those.)

- No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date you plan to complete those.)

Q16. Context: In response to a core inquiry by the visiting accreditation team, the Outcomes and Assessment Committee updated PLO assessment questions to gather more robust evidence of continuous improvement. Programs will see these updated questions when they next log in to [CurricUNET](#). Thanks to the programs who already filled out the updated PLO questions, we were able to create evidence of continuous improvement for our core inquiry report!

Do I need to fill out the updated PLO questions in CurricUNET?

- Programs that submitted an incomplete PLO assessment or did not submit an assessment in the past five years DO need to fill out the PLO assessment in [CurricUNET](#).
 - Programs who did not submit a complete PLO assessment are highlighted in pink on this [PLO Assessment Completion Report](#)
- Programs who are shown as having completed PLO assessments within the past five years on this [PLO Assessment Completion Report](#) do NOT need to fill out PLO assessments at this time. Completed PLO assessments are shown with a green box with a hyperlinked "X." You can wait to complete the updated PLO assessment on the regular five-year cycle.

If you are not sure whether you need to fill out the PLO assessment in CurricUNET, then email Lannibeth Calvillo lcalvillo@chabotcollege.edu or Dean Safiyyah Forbes sforbes@chabotcollege.edu.

Question: Has your program completed a PLO assessment in the last five years?

- Yes
- No. Please explain why and include when you will complete the updated PLO assessment.

We just launched our first programs and will assess Spring 23.

Q17. Context: Chabot strives to continually improve how we serve students and the community (assessment and continuous improvement are also requirements for accreditation). In your SLO assessments in CurricUNET/META, you are asked: "Based on assessment results, what actions might your discipline take to improve student learning?" Similarly, in the prior PLO assessments you were asked to describe "recommended changes/actions," and in the updated PLO assessments you are asked, "What are you planning to start doing, stop doing or change in order to continuously improve your program?" In the comprehensive PAR year (not this update year), you will be asked to report back on how your actions to improve SLOs and PLOs impacted student learning. In this update year, we are simply reminding you that your actions and plans to improve student learning, based on SLO/PLO assessment results, should be underway.

If you want to see how you responded to these SLO/PLO continuous improvement questions:

- Go to the [SLO Completion Report](#) and the [PLO Completion Report](#).
- Look up your program by division, subject, and program name. There will be a hyperlinked "x" in the column for the year in which you submitted your SLO/PLO assessments.
- Click on the "x" and you can look up what you submitted as plans for SLO and PLO continual improvements (i.e., your responses to the questions on actions to improve student learning and continuously improve your program).
- If you have any questions about how to find your prior assessments, please email Lannibeth Calvillo at lcalvillo@chabotcollege.edu.

Question: Please check one of the following boxes to describe how your discipline is doing with regards to plans/actions for improving student learning based on SLO/PLO assessment data.

- Great! We are far along in implementing our plans to improve student learning and our program.
- Good. We have started some actions, but we still have work to do.
- Not so good. We haven't started yet. Please fill in your plans to address below. (Example fictitious response: "Based on our SLO assessment in Fall 2021, we decided we wanted to build lessons specifically geared towards boosting students' scientific writing skills. But with Covid-19 hitting and having to constantly pivot with online and face-to-face modalities, we just haven't had time to work on the lesson plan. In our discipline meeting this December, we will invite all full-time faculty, part-time faculty and our Dean and we will put together a team to work on the lesson plan.")

Q18. Service Area Outcomes (SAOs)

This question was not displayed to the respondent.

Q19. Context: In response to a core inquiry by the visiting accreditation team, programs with service area outcomes were requested to fill out the [SAO Assessment Updates Survey](#) in Qualtrics. The majority of programs and areas filled this out and we were able to create an evidence document for our core inquiry report-great work Chabot!

Do I need to fill out the [SAO Assessment Updates Survey](#) in Qualtrics?

- Please refer to this [SAO 2022 Assessment Update SPREADSHEET](#)
- If your programs'/areas' "Date of Last Assessment," is listed as "NA newly created" or is blank (!), then please fill out the survey in Qualtrics.
- Additionally, if you did not fill out the survey in Qualtrics in 2022, then check in the spreadsheet to see if your "Results of Last Assessment" include clear plans for continuous improvement (i.e., ideas for things that you will do that make your program/area more successful). If not, you should also fill out the survey in Qualtrics.
- If you are not sure whether you need to fill out a survey, then email Lannibeth Calvillo icalvillo@chabotcollege.edu or Dean Safiyyah Forbes sforbes@chabotcollege.edu

Question: Please check the statement that best describes your program's/area's SAO assessments.

This question was not displayed to the respondent.

Q20. From Goals and SLO/PLO/SAO Continuous Improvement Plans to Resource Requests

Q21. Context: The basis for Chabot's resource allocation process is grounded in reflections on: 1) PAR goals, 2) plans for improving student learning that are grounded in SLO and PLO assessment results, and 3) SAO assessment results. Please consider what augmentations or new resources might be needed to achieve: 1) your PAR goals, 2) plans to improve student learning, and/or 3) reach SAOs.

Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?

****Note you will still need to enter resource requests into Cognito after submitting your PAR on Qualtrics.**

As discussed in our updates on goal 2 and 3, ESL is growing rapidly and we have dire needs to continue even basic operations at this level. We need a third full time faculty member. With just 2 full time people in ESL, we cannot support our entire program sufficiently. ESL has historically been a program of 4 instructors, and three is the minimum number for basic operations. This spring we offer 13 unique courses at 6 levels of English proficiency. Students and part time teachers at each level have different needs, and currently all of our energy and attention are being absorbed by the low level, noncredit program. It is not fair to the students and part time teachers in the other levels. We will offer 22 course sections in the Spring and only 5 of those will be taught by full-time faculty. We need a third faculty member to support quality teaching and learning. We are expanding rapidly in the noncredit program, and foresee that expansion will continue up the levels. Right now we are barely managing to provide support to the students we have. With two full time faculty, we do not have room to continue this growth. We already need to do so many things to handle the current volume, including hire more part time teachers; recruit, train and manage more ESL ambassadors; scale up the new high-touch placement test process to handle more students, and train teachers on our new noncredit course expectations and requirements. We need a third full-time faculty member to continue growing. Dedicated space and support for noncredit Enrollment Perhaps our greatest need is the need for support, both in human resources and in a facility, for noncredit enrollment. Our program has more than doubled in two semesters, with seven sections of pre-academic English (no students are turned away at this level – we have several students who cannot communicate at all without translators), two noncredit sections that mirror our first level of credit ESL, and one standalone noncredit elective in Fall 2022. The noncredit program serves primarily hypermarginalized, first-time college students who do not have the digital literacy, language proficiency, or institutional knowledge to know how to apply for and register for college classes. In fact, community colleges don't exist at all in most of their countries. As a result, we're currently faced with an enormous amount of registration challenges specific to our emergent level English immigrant student population including lost passwords, misspelled answers to security questions, holds from fees students didn't know they had, not knowing how to complete the college application, and most specific to our student population: issues with the Cleared4 vaccination card approval process, which does not automatically accept documents that are not in English or from the United States. Our students come from extremely diverse linguistic backgrounds, and while student services like El Centro may offer more specialized support for Spanish-speakers, there is no equivalent support for Chinese, Vietnamese, Farsi, Dari, Pashto, Tigrinya, or Arabic speakers. We designed and have implemented a program to specifically serve these disproportionately impacted students, but there are no support services that are adequate to meet their enrollment needs to help actually get them into the classes. We've tried to take this on ourselves on top of our full teaching loads and other departmental responsibilities, but it's neither sustainable nor effective because we don't have the administrative clearance to do things like reset passwords or identify why students have holds. We need someone who has designated hours to support these students with the application process in a physical space where they can complete the process. Our students need one-on-one support in order to get through the application process and obtain access to the college and all of the wraparound services it can offer. We have done our part as instructional faculty to design, implement, schedule, teach, and coordinate this program for our hypermarginalized students, but this specialized enrollment support cannot fall on instructional faculty. We need other resources from the college in order to serve these students, who per the college mission are a critical priority as "Black, Latino/a/x, and other disproportionately impacted students". In fact, this ask encompasses three of the five EMP priorities: "Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees", "Removing barriers, from application through enrollment, and expanding opportunities for a strong start", and "Providing holistic and integrated support and services to ensure students reach their educational and career goals". We anticipate that our program will continue to grow, but we cannot entertain an expansion without better integrated support for the students that we are currently serving. We need to be able to hire someone who can specialize in the issues we're seeing in our population and be an ongoing point of contact with reliable hours to support them.

Q22. Optional: Campus-wide Reflection on Current Issue

This optional section of the update-year PAR contains question(s) on current issues impacting our campus.

Q23. As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?

As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments? We believe it is important to keep in mind that emergency teaching experience is not the same as training in effective online teaching. We need to raise the bar for online teaching standards and qualifications. Now that we are not in emergency mode, teachers need training in interactive and equitable online teaching practices before they take online teaching assignments. We also want to remind folks that, in ESL and noncredit classes, many of our students are still inexperienced with computers and online learning. Our students are mostly not coming from the high schools. They are largely working adults and parents who are returning to school for more skills and opportunities. We can't assume that all of our students achieved a higher level of computer literacy over the pandemic. We need to do better in how we support these newer online students. Online Services or the Learning Connections would be great places to offer drop in help hours at the beginning of the semester for students new to Canvas.

Q24. Thank you for completing the annual update questions for the Fall 2022 PAR!

But WAIT!! You might not be quite done yet...

Resource Requests:

- Have you completed all your resource requests? If not, go to the [Resource Requests Form](#) to add or update requests for: contracts and services, equipment; facilities; human resources; professional development, travel and conferences; supplies and software; or technology.

Categorical Funding Applications:

Please note that some requests can be funded through categorical funds. If your funding request meets the requirements for Student Access Success and Equity (SASE) or Career Education funding, please follow the links below to fill out their applications.

- The **Student Access Success and Equity (SASE) committee** “develops, leads, and supports campus initiatives that strengthen student access, success, and equity.” SASE “provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide.” If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:
 - [SASE Funding Application](#)
 - Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu
- **Career Education** funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:
 - [Career Education Funding Application](#)
 - Please submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.
 - If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read cread@chabotcollege.edu, Administrative Tri-Chair of the Career Education Committee.

Location Data

Location: [\(37.6403, -122.0667\)](#)

Source: GeoIP Estimation

