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	Academic Services ⌄
Division	Social Sciences ⌄
Name of Program, Discipline, Area or Service	Geography and Environmental Studies ⌄

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:

Suzanne Maher

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

*Please check this <u>list</u> to make sure that you filled out the correct template.

- ⦿ Academic Programs
- ◯ Student/Admin Services/Office of the President
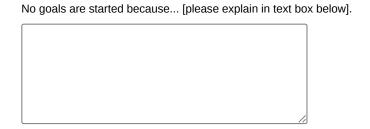
Q7. **Campus-Wide Issues**

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).

Issue	Rank
Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.	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
Student Registration/Application Process: Improve registration/application process for students	3
Funding: Secure funding for programs and college-wide events	4
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.	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).**

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.)

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

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[                                        ]
[                                        ]
[                                        ]
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- ○ 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.)

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[                                        ]
[                                        ]
[                                        ]
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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.

Relevant Data: Enrollment: all Geography and Environmental Studies classes: FALL: F19, F20, F21 = 485, 554, 444 = 485 -444=41. (41/485)100= 8.5% decline in enrollment, SPRING: S19, S20, S21 = 479, 554, 463 = 479-463 = 16 (16/479)100=3.3% decline in enrollment ● Campus wide (all disciplines) = Fall 19 36,739-Fall 21 28, 452= 36739-28452=(8,287/36,739)100 = 23% decline Spring 2019-S21 = 34,009-24,780= 9,229. (9,229/34,009)100=27% decline ● Overall College Success average from 2019-2021=72.25, my department's success rates were 72.6. The take home from this data is that the Geography and Environment Department is working toward its goal to increase the visibility of the department. The enrollment numbers show that the department experienced less decline in enrollment than the college average which is pretty good for pandemic times. For the same period the success rates held steady. Things that are going well are; (1) connecting earth science and environmental curricular themes to real life through Earth Week events (2) the creation of the Canvas site for Geography and Environmental Studies majors. New majors are added every year and the site is used to post announcements to create community, inform students about classes and upcoming schedules, local and relevant internships and jobs and relevant events. (3) Student led scheduling. Students were surveyed on their modality preference through the Major's Canvas page and in the Introduction to Geography classes. Course offerings then reflected the modality preference and I think this largely explains the more positive enrollment numbers. (4) The creation of an advertisement pamphlet for the GIS program and our instructor has been advertising in local industries. Challenges are; (1) I anticipate our enrollment numbers will take a hit once Introduction to Geology and Introduction to Environmental Sciences classes are offered in STEM starting Spring 23 (these classes are not in our discipline) (2) We are under-resourced with 70% or more of our classes taught by adjunct and only one full-time faculty member to run Geography, GIS, and Environmental Studies. This makes it very difficult to participate in Environmental and Earth Science related activities on campus, do more creative outreach and growth as the administrative duties are shouldered by only one person and there is no reassign time for department lead duties such is found in other disciplines. Furthermore, due to our placement in the Social Sciences and our low visibility on campus, few people know that most of our curriculum is earth science curriculum. Most other colleges have a different organization that effectively fixes this problem with an Earth Science Department that houses the disciplines of Geology, Geography, Meteorology, Oceanography, and Climate Studies (and often Astronomy) which helps to clarify our curriculum themes to the students and campus at large so that students were not so confused on the first day of school when they discover they will be learning about geology, meteorology and climate change and not maps and political boundaries for their GE physical science requirement. In addition, we are often invisible in the larger Earth Science discussions, which means that we are left out and also that Chabot is missing out on the classes that we offer. As such, we need to consider the pros and cons of moving to STEM to increase this visibility or other avenues to increase visibility on campus.

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.)

[text box]

○ 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.)

[text box]

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.
       o   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.

[text box]

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 lcalvillo@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.

We could greatly use funding to pay for the development of a lab manual for Physical Geography Lab that would be used in perpetuity by the students in our discipline. One instructor is interested and we just need funding to pay them to create it before they retire in the next year or so.

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?

For class Instruction Modality: We think it is important to survey students and offer classes in the modality that student prefer. As a small discipline, many of our majors classes are only offered once a year. This increases the pressure to make sure they are not cancelled due to low enrollment and steers our decision to offer the courses in the majority preference for students which is most often asynchronous online. This creates a challenge because there is a minority group of students that want in-person classes and want more of a in-person community which we struggle to provide due to the majority preference for asynchronous online courses. Another focus in our program is to encourage the shift to ztc as much as possible. The creation of the lab manual would be a huge benefit for us as it would move 10 classes per year to ztc and could be used every year as the content changes very little from year to year with all concepts except climate change. For Service delivery and working environments: We think it is important to re-consider the requirement of classified professionals working 100% on-campus. Most of our meetings can be on-line and people proved through the pandemic that we can work from home. Most jobs now allow all employees to work a certain percentage from home and workers want this. If we do not also allow this, we risk losing our talented Classified Professionals to other positions that allow more flexibility. Our College functions due to the combined efforts and expertise of all employees. Without one sector, everything falls apart. If we want to hold on to our wonderful classified professionals, we need to make their positions more desirable so that they remain, allowing Chabot to retain their expertise, allowing uninterrupted service to our students, and preventing resources being wasted on hiring and training a new replacement every time a Classified Professional leaves for a better paying, more flexible job. I urge the campus to implement the changes our Classified Professionals are requesting to make their positions more desirable (such as working a percentage of the week from home, and having the flexibility to work from home if they (or their children) get covid a second time after exhausting their covid on-time use leave) so that our Classified Professional positions are coveted positions that can attract professionals for long and happy careers.

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: (37.4775, -122.4505)
Source: GeoIP Estimation