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	Student Services ⌄
Division	Counseling ⌄
Name of Program, Discipline, Area or Service	Career and Transfer Center ⌄

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:

Frances Fon, Emmanuel Lopez, John Salangsang, Shannon Stanley

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).

Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.	**1**
Student Registration/Application Process: Improve registration/application process for students	**2**
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.	**3**
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.	**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**
Facilities: Maximize usage of and planning for facilities	**6**
Funding: Secure funding for programs and college-wide events	**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).**

> Faculty assignments should prioritize instruction and counseling/advising to maximize use of graduate level training/skills and associated costs for faculty salaries. Administrative tasks, extensive coordination work, marketing, and event planning is not the best use of faculty training/skills nor college funds. The college should consider hiring a person(s) whose sole function is event planning and marketing to assist across campus, akin to our graphic designer who provides support for publications.

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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  Goal 4: Coordinate a career fair to
  support student career development.
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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.)

- ◯ 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.)

[text box]

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].

[text box]

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 1: Partner with units across campus such as those in Special Programs who work closely with DI groups to demystify transfer process (e.g. getting on the path, to the gate, through the gate) Outputs/Outcomes: *Strategies for supporting DI students can include supporting counselor colleagues for these DI students with their capacity in transfer counseling and/or providing direct services supporting students toward transfer. To that end, we have had reverse shadowing opportunities where a special program counselor participated in a UC TAG workshop so the colleague could facilitate the same for their particular student cohort. *On October 14, 2022, the Transfer Center partnered with Movement, CalWorks, Trio/EOPS for a campus visit to CSU East Bay's Transfer Friday. CSUEB Transfer Friday was developed out of mutual collaboration so instead of just a campus tour, there is a Q&A component with current CSUEB students who transferred, a resource fair represented by academic and student support programs, as well as lunch provided. We took about 50 students on this trip and it is anticipated that by being at university campus, students can better envision and sense what it is like to be at university, where they see themselves transferring to, and make informed decisions about their transfer destination school. *The Transfer Center Faculty Coordinator was invited to participate in SASE sub-group work between October through November 2022 on the Student Equity Plan to address the Transfer metric for DI population. This sub-group work may inform potential activities, interventions, and/or strategies to support DI groups. Goal 2: Modify, Develop, and/or Deliver transfer resources, workshops, and services to support students throughout their transfer journey Outputs/Outcomes: *In Spring 2022, we collaborated with Psychology faculty to hold a transfer options workshop specifically for Psychology Majors at their annual Open House. This was attended by about 15 students and the session covered the different transfer pathways to Psychology, Psychological Science, Cognitive Science, and postgraduate programs like Counseling. It also covered transfer admission guarantee opportunities to CSU, UC, HBCU. *In May 2022, we organized a few Mini-Transfer Fairs on campus. Each day hosted two to three universities and where feasible, university students who were former Chabot College transfer students. Securing funding for lunch for students and university representatives really helped add to the feel of the event. Across the four day mini-fair, approximately 125 students passed through. We consider this a success given that Spring 2022 was a gradual return to campus and rebuilding everyone's sense of community on campus. *The return of the annual Transfer Day in October 2022 became a Transfer Week with sessions geared toward new students and transfer explorers leading up to and around the actual Transfer Day fair. Approximately 75 students attended workshops throughout Transfer Week and it is estimated that about 175 students passed through the three hour transfer fair. With Fall 2022 being a more deliberate return to campus by the college since navigating through this pandemic and having 100+ students visit the Transfer Center table on Gladiator Day in August 2022, we consider a turnout of 175+ at Transfer Day a success. Below is a summary of the program for the week: -Gather together MONDAY at noon in Room 758 where we will explore what transfer is, how it works, and identify ways to make the most of the Thursday Transfer Day Fair. Lunch provided! -On TUESDAY, we'll learn about university financial aid with CSU East Bay Financial Aid as part of EBCAN, and obtain some next steps to learn more and where to seek support; join us at noon in Room 758 or via Zoom. The WRAC and English faculty are also kicking off the first in a series of on-campus and online UC PIQ Workshops with Writing Coach Support! -All are invited to participate in WEAR IT WEDNESDAY! Consider wearing an alma mater t-shirt in support of university transfer and higher education, and share your own higher education journey with students, affirming their progress and success so far! #chabotTRANSFERS This is also on BCRC and SBBC's Bow Tie Wednesday! -Make initial connections with 40+ universities on THURSDAY's TRANSFER DAY FAIR at the Building 700 Outdoor Walkway. Opportunities to learn about transferring to UC Berkeley with Ber-Mar San Diego, who is a UC Berkeley Admissions Representative as well as a proud Chabot College Alum is slated for Tuesday evening and Thursday morning. Check out Ber-Mar's bio and workshop sessions. -The week ends on FRIDAY with an opportunity to attend CSU East Bay Transfer Friday together. Campus tour, Q&A with students, department and resource fair, as well as lunch provided through EBCAN! Goal 3: participate in EBCAN to build upon current practices; collaborate with campus and university partners in order to support our students with a more comprehensive transfer journey experience that addresses belonging, clearer match with academic/career goals, and achieve ADT/university transfer to CSUEB. Outputs/Outcomes: *Participating in EBCAN Systems and Support team meetings provided discussion around the efforts we engage in to help students transfer and exchange ideas for how to make it better and smoother. *One outcome is the enhancement of transfer presentations delivered by CSU East Bay to our students to include information and departments relevant to the students attending the session. In April 2022, we were able to ask CSU East Bay to present a session in the evening in order to serve our evening, homebound, part-time students. Furthermore, they were able to bring in speakers from their PACE program, Financial Aid, and also the online Business Administration degree program. This evening virtual workshop was attended by 25 Chabot students and because it was presented via zoom, the recording of the session was sent out to all 70 registrants. This is considered a success because oftentimes, it can be difficult to secure transfer workshops from universities that have customized topics for the target audience. Goal 4: Coordinate a career fair to support student career development. *The career fair has been scheduled for Fall 2022 (Oct. 27, 2022).. Here is the current progress on the career fair: The career fair will have employers that have jobs/internships or are from industries that represent the guided pathways learning and career pathways. All employers will be participating in the career fair have been confirmed. An employer participant selection criteria was developed with priority being given to employers that hire for paid internships. *The career fair will be communicated to students in various ways including email blasts, flyers, sandwich boards, CANVAS Student Support Hub, and most importantly through referrals. The referrals will be from their counselors, instructors, and other staff. There is ongoing communication with the various campus departments and programs regarding the career fair. *The logistics of the career fair has been planned. Planned outputs/outcomes: *Some students will attend because their intention is to find a job or internship and they will be given a survey at the end of the career fair to provide feedback on how useful the career fair was in relation to their intention. *Some students will attend because their intention is to learn about careers which can help them with their career goal decision. They will be given a survey at the end of the career fair to provide feedback on how useful the career fair was in relation to their intention.

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

This question was not displayed to the respondent.

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?

This question was not displayed to the respondent.

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?

This question was not displayed to the respondent.

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.

This question was not displayed to the respondent.

Q18. **Service Area Outcomes (SAOs)**

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.

○ Our program/area filled out the SAO Assessment Updates Survey in 2022 in Qualtrics.

◉ Our program/area did NOT fill out the SAO assessment Updates Survey in 2022 in Qualtrics, BUT we have assessed two SAOs in the past five years and our "Results of Last Assessment" include plans for continuous improvement.

○ Our program/area has NOT filled out the SAO Assessment Updates spreadsheet in Qualtrics; however, we have a plan to do so by [fill in date MM/DD/YYYY] [_____]

○ Other [fill-in]

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.

Augmented and/or new resources primarily pertain to staffing requests. They are: 1. Career/Transfer Center Coordinator: *The closest existing job description is this one: http://districtazure.clpccd.org/hr/files/docs/jobs-class/CareerTransfEmplCenterCoord.pdf *Support program operations and logistics, Transfer Center/EBCAN activities and functions to support college in achieving EBCAN which intersects with Guided Pathways and Equity work. *The Transfer Center holds one to two workshops a week, big events like annual transfer fairs as well as field trips when funding and staffing allows. We regularly host university partners to provide transfer advising/presentations/tabling. Every time a university representative makes a visit to the Transfer Center, we are essentially hosting a guest. We need to provide the representative directions to campus, a parking permit, how to find us, check-in, how to access their office/workshop room, set-up the office/workshop room, reserve tables for tabling days, etc.. We need to be ready to receive their call if they need to call in sick or run late. Unlike General Counseling where part-time counselors become familiar with the campus/department, and establish a way of operating when working here and become familiar with who to reach if they are running late or who to find to be let into the office, university representatives are often only here a handful of times a year and they can be different people with each visit and from year to year due to staff turnover. They are like new employees every single time, and we easily receive requests from multiple institutions who want to make visits to the Transfer Center and meet/serve our students. The Transfer Center really needs the staffing support to regularly host "guests" in order to support the programming it can provide. It's unclear who's job this is. With EBCAN, there is more partnering going on to reduce barriers, innovate and improve the transfer experience for students, design and increase in programmatic events/activities. The center needs staffing support for its operations and logistics in order to execute the programmatic work and developments made through EBCAN. 2. Career/Transfer Center Student Assistants: *With the migration of Peer Guide program to a new location away from CTC Front Desk, the CTC needs to hire and build a team of front desk student assistants to readily receive those who walk up to the second floor of Building 700 lost and looking for Counseling, CalFresh, and the Career/Transfer Center to see a transfer rep and/or attend a workshop and receive application assistance. *Pre-pandemic, hours of operation totals to approximately 50 hours. As of October 2022, the CTC has been able to hire two student assistants providing 29 hours of CTC front desk coverage. 3. Career/Transfer Center Counseling Assistants and General Counseling Assistants: *Counseling Assistant II support has been shared between Transfer Center and General Counseling for a few years now. Additionally, we have a whole new Career Counselor/Coordinator trying to establish a viable Career Center. General Counseling appears to be extremely short on Counseling Assistants too. We need more Counseling Assistants and while classified professionals may be cross-trained, we support candidates not being stretched across multiple areas resulting in extremely slow progress in any one area's function. *We need a Counseling Assistant who is actually supporting the CTC like how other programs have their own Counseling Assistant. Our programs' operations literally stop and stall when a Counseling Assistant has to provide coverage for General Counseling (not at all faulting General Counseling). Pre-pandemic, there was a Counseling Assistant II and Counseling Assistant I at the Career and Transfer Center. *For General Counseling: if you consider a virtual lobby different from a physical in-person lobby, there may be a need to hire more Counseling Assistants to manage the different lobbies because they can't be at two lobbies at the same time. We aren't able to leverage offering more virtual counseling services because there aren't enough Counseling Assistants to manage these lobbies. 4. Second language speaking ability: Would like to see us hire Student Services employees who speak Mandarin Chinese. Community members who are trying to attend Chabot College to better their lives through ESL are at the mercy and generosity of people's donated time to translate in Mandarin Chinese here at Chabot just to fill out a college application. Would current student clubs who have Mandarin speakers be open to consider or adopt a spirit of volunteerism and maybe partner with Student Services programs to support Mandarin Chinese speaking communities during Chabot College outreach and application season or registration season or navigating through and trying to sign up for ESL assessment, orientation, classes?

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?

*Providing more access doesn't translate to being served when you have limited resources and capacity. Providing more access to quality services must consider: 1) evaluating staffing levels and responsibilities to accommodate the increased access; 2) optimizing skills and training of faculty regarding assignments and responsibilities (eg. prioritize work involving instruction, and counseling/advising vs. administrative/coordination/logistics/marketing/event planning tasks); 3) reviewing college processes under the lens of leveraging technology (where appropriate) to create efficiencies, reduce administrative tasks, for an improved & streamlined student experience. *Prior to the pandemic, students benefited from the group workshops offered by the Transfer Center and the one-on-one drop-ins with Transfer Center counselor for application support were extensions of the progress made through the workshops. This term, while the group workshops have generally been well received by students as students express they are happy to be talking with a counselor or this is their first time talking with anyone on campus, the one-on-ones after the workshops seemed to indicate the workshop made no dent in the student's understanding about their next steps nor feeling empowered about their progress/next steps. Despite group sessions, students still wanted appointments and weren't necessarily open to dropping in in-person nor virtually. Instead of workshops helping to address a student need so the one-on-ones could address the next tier's needs and/or help more students, workshops appear to be a good way to help students have a touchpoint with the counselor but the needs are all still there. Despite offers, referrals, and invitations to drop-in, students attending workshops often end the workshop asking for an appointment and the one hour appointments have been very full with presenting issues that have been compounded by the past few years. Students attending transfer application workshops this term may have started Chabot in Fall 2020; it means they finished high school at the start of the shut down. It seems the pandemic exacerbated students' needs; students have more needs and more complex needs. This needs to be taken into account and recognized in counseling practice and program coordination. We can't just do more or do deep work with the same amount of people by increasing people's work hours. Workshops and group counseling offer gateways to information, programs, services, as well as college faculty and staff. Workshops also often serve to engage students to seek more specialized, individual assistance - specially, counseling appointments. *One idea is to connect a 1 unit college success class themed by pathway in order to reach students versus relying on students to find somebody somewhere. It affords the opportunity to develop deeper student/faculty relationships and have regular counselor touchpoints over the course of a semester or a year (and beyond). UC (and CSU) will accept up to three units of college success courses with articulation.

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: (37.5731, -122.0539)

Source: GeoIP Estimation