

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

Peer Guide Support Services

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

Juztino Panella, Cemone Harper, Yetunde Osikomaiya Brenda Dominguez

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
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
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.	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
Funding: Secure funding for programs and college-wide events	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.)

This is the first time Peer Guide Support Services will be submitting a PAR. Given this is an "update" year, we were advised by PAR Committee to use this form to the best of our ability to submit goals. They are outlined below:

Goal 1
Develop and implement a Peer Guide Support Service Center for the downstairs of Building 700 including:
Peer Guide Support Service Center
Help Desk - located directly across from Online Services, previously called the "Welcome Desk".
Welcome Desk - located at the public entrance to the 700 building.

Expected Output or Outcomes of Goal 1
Peer Guide Support Service Center & Welcome Desk will be staffed with Peer Guides, who are highly trained student employees, that assist students entering Building 700 with a variety of needs. This includes: creating a welcoming and supportive environment in the Peer Guide Support Service Center and at the Welcome Desk.

using computer stations in the downstairs of Building 700 to show students how to navigate the Chabot website, Classweb, college catalog, schedule of classes, etc
providing warm hand-offs to Student Service programs located in Building 700
providing campus resources and referrals
providing basic technical and troubleshooting support

Goal 2

Identify a permanent space for the implementation of a Peer Support Hub where Peer Guides can continue to provide the virtual services that were developed during the pandemic. The space will need to be large enough for multiple Peer Guides to be able to speak on the telephone or meet virtually with students while being supervised. The virtual services they will provide include: the Peer Guide Telephone Support Line, Chat with a Peer Virtual Lobby, and telephone outreach campaigns.

Expected Output or Outcomes of Goal 2
By having a dedicated space Peer Guides will be able to continue to provide the virtual services that were established during pandemic (in addition to the new in-person services that will be offered at the Peer Guide Support Service Center & Welcome Desk).

Goal 3

Develop a procedure and protocol manual for all in-person Peer Guide Support Services including the Peer Guide Support Services Center; Welcome Desk; and Peer Support Hub. Receive consultation from Student Service Administrators, Faculty, and Classified Professionals to support development.

Goal 3 Expected Output or Outcomes
Peer Guides will have a manual that outlines their duties and responsibilities while providing in-person services. In addition employees in building 700 will have written information outlining what Peer Guides do and how they can be of support to their programs.

Goal 4

Given that Peer Guides eventually become mentors of newer peers, we want to develop a Peer mentorship plan that will outline the goals of the mentorship, training needs, and responsibilities of the mentors.

Goal 4 Expected Output or Outcomes
Peer Mentors will have a clear understanding of their role as a mentor
Peer Mentors will be able to assume positions of leadership in orientations and trainings for new Peer Interns
Peer Mentors will become more involved in the program development

Goal 5

Review and refine current CRM Peer Guide data collection to determine which metrics will best inform Peer Services offered.

Goal 5 Expected Output or Outcomes
Collecting data will inform:
Staffing by Area - the amount of staffing that is needed for each of the areas in which Peers Guides work including: Peer Guide Support Services Center; Welcome Desk; Telephone Support Line; Chat with a Peer Virtual Lobby; telephone outreach and special projects.
Hiring - the number of Peers Interns needed to hire to meet the staffing area requirements.
Budgeting - the overall cost of Peer Guide salaries per year.
Student Needs - The reasons for which the Peer Guides have supported students. (ie students having challenges using Classweb; navigating the Chabot Website; etc)

- 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.)

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].

Not Applicable as this is the 1st year PAR for Peer Guide Support Services (see Goal and Expected Outcomes above)

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.

This is the first Program Area Review for Peer Guide Support Services; therefore we do not have previous SAO's. to compare. This being said, tasked with creating an in-person Peer Guide Support Service Center for downstairs of 700, here are some challenges that we are currently facing: Return to Campus space for Peer Guides to provide virtual services including the virtual chat and telephone support line - Given the space in downstairs 700 is limited we have been working with the Dean of Counseling, Dean of Special Programs and VPSS to identify spaces that would be conducive for Peer Guides to continue providing the virtual support (Peer Guide Telephone Support Line, and Chat with a Peer Lobby). Currently we are using room 706, which seems ideal for: supervision of the both the Peers in 706 and the Peer at the Peer Guide Support Service Center (given the glass window in 706A has line of site to the Center); semi-privacy of virtual support (since 706 is not open to the general public); space for group meetings and training. If it is determined that it would be in the best interests of Student Services to use 706 for other college needs, then the Peer Guides would need another space to continue providing a.) b.) and c.) listed above. Protocols & Procedures development and implementation - Given the ever evolving needs of our campus community during the transitions to and from Sheltering in Place and now returning to campus, Peer Guides have had to quickly learn new policies and procedures so they can support students to navigate through these changes. It has therefore been a challenge that Peer Leadership is embracing to be able to both develop the procedure and manuals while providing the trainings, services, events, evaluations, data collection, and all else that support Peer Guides in providing outstanding levels of student support.

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](#).
 - 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.

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]

This is the first year that we are conducting a PAR for Peer Guide Support Services and we therefore would not be able to fill out an SAO update. Below are 2 SAO that we will begin to assess for in Spring 2023

Peer Guide Support Services SAOs - Service Area Outcome:

1. Peer Guides will offer culturally responsive peer guide support services to all students within their scope of practice. These will include demonstrating the ability:
 - a.) to provide a welcoming and supportive environment when working with student
 - b.) to provide both in-person and online services. (Online support currently includes the Peer Guide Telephone Support Line and Chat with a Peer Lobby)
 - c.) to provide navigation support for the Chabot website, Classweb, College Catalog, Schedule of Classes, etc.
 - d.) to provide appropriate campus resources and referrals.
 - e.) to provide basic technical and troubleshooting support.

2. Peer Guides will be better prepared to gain internships and entry level jobs as a result of Peer Guide professional development and training.

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.**

Goals that need augmented or new resources = Goal 1, 2, 4, and 5
Goal 1 Develop and implement a Peer Guide Support Service Center for the downstairs of Building 700 including: Peer Guide Support Services Center Help Desk (located directly across from On-line Services, previously called the "Welcome Desk) and Welcome Desk - located at the public entrance to the 700 building. Resources needed include: - Peer Guide Wages - Leadership Staffing - Classified Professional 1 is currently at ¾ time. Requesting a CA2 at full-time. - Part-time Counselor currently 6 F-hours - 10 F-hours requested and 30 Counseling hours/semester - Google Expert / Telephone Outreach Lead's contract is until June 30th, 2023. (In order to maintain telephone services, contract will need to be renewed for 2023-2024 academic year.) - Expand Training Capacity - Technology - Peer Guide Work Attire - Signage - Food & SWAG for Events
Goal 2 Identify a permanent space for the implementation of a Peer Support Hub where Peer Guides can continue to provide the virtual services that were developed during the pandemic. The space will need to be large enough for multiple Peer Guides to be able to speak on the telephone or meet virtually with students while being supervised. The virtual services they will provide include: the Peer Guide Telephone Support Line, Chat with a Peer Virtual Lobby, and telephone outreach campaigns. - Request Physical Space for Peer Support Hub - 3 Computer workstations (3 small desks and office chairs, 3 laptops with camera and speaker, 6 pairs of noise canceling headsets with microphone and speaker) - Office Supplies
Goal 4 Given that Peer Guides eventually become mentors of newer peers, we want to develop a Peer mentorship plan that will outline the goals of the mentorship, training needs, and responsibilities of the mentors. (See goal 1 "Part-time Counselor currently 6 F-hours - 10 F-hours requested and 30 Counseling hours/semester")
Goal 5 Review and refine current CRM Peer Guide data collection to determine which metrics will best inform Peer Services offered. Current CRM provided by 25th hour communications was a temporary solution to convert a google spreadsheet into a CRM. In order to provide the sort of data we are looking for, we will need a more robust system, such as Recruit or Advise. (See Goal 1 Google Expert / Telephone Outreach Lead's contract is until June 30th, 2023. In addition to providing telephone support services, they are leading the CRM data collection for the program.)

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?

The 700 building is the hub of Student Services. In returning to campus, we have had a service area need to create a welcoming environment where students can be supported with a variety of needs and receive referrals to campus resources. In addition there has been concern from students around vaccination, mask mandates, and covid protocols. In order to address these needs the General Counseling is in the process of establishing a Peer Guide Support Service Center in the downstairs of 700. This PAR intends to outline our efforts and needs in these regards.

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: ([37.8371](#), [-122.2773](#))

Source: GeolIP Estimation

