

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:

Tommy Reed Tom deWit Lakesha Stewart

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.

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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.

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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.

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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.

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Facilities: Maximize usage of and planning for facilities

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Funding: Secure funding for programs and college-wide events

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Student Registration/Application Process: Improve registration/application process for students

**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.)

- 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.)

Goal 1: was not completely flushed out. It said Mental Health. It should be changed to "Secure funding to partner with Pranamind and provide

to partner with Pranamind and provide 1 to 2 Mental Health Therapists, once or twice a week, to work directly with Umoja and all Black Students." The Expected Outcome would be that more Umoja students will remain in school and complete courses successfully even when difficult circumstances are present. In the past, before the pandemic we had this same service provided for Umoja and all black students through Pranamind, We found all of the appointments filled and even more students requesting their services. In the Spring of 2019, there were so many student referrals they had to send us a 3rd Therapist to make sure students were getting their needs met. We are aware that the school offers Mental Health Services but they are often full and Pranamind's philosophy on providing therapy takes an African centered approach and our students have had an amazing response from meeting with them. It helped our students to persist and make it through each semester, especially during the pandemic. Expected Outcomes would be that students will persist and succeed because the Mental Health Support is here during difficult times.

Goal 2: "Applying Lessons..." was also not completely flushed out as well. Our new goal is to "Re-establish Umoja as a premier program at Chabot." We will work to deliver a flexible, high touch, high quality level of programming in-person and online. Our focus will be on providing Classes, Counseling and Community. Each semester we offer 6-8 classes, all of which are transferable. We partnered with BCRC and Athletics to offer/host tutoring support for students in English 1 and 4A classes, as well as other courses. We will require each Umoja student to meet with our Umoja Counselors and complete an intake. This will allow us to connect with every student who is in our program, and form Caseloads where we are able to follow up and connect students to the community as well as other resources. Before the Pandemic, Umoja had gained momentum and delivered a high level of programming. We were moving at a pace that had called for expansion of the program and our community. We had 2 part time counselors, 8 instructors, a Counselor Assistant, and full team of Student leaders. Our classes were always filled, and we offered up to 8 classes each term. We had a partnership with Pranamind offering students Mental Health Support. We were travelling and exposing students to great opportunities.

Now that we seem to be approaching the tail end of the Pandemic, students are back in person, people are beginning to rediscover the value in participating in the Umoja Program. With us gaining Priority Registration and offering classes both online and Face to Face, we anticipate an increase of students coming into our program. There are students who have reach out to us expressing interest in the program but have been unable to join in person for reasons that include the vaccination mandate, working, taking care of family member.

Goal 3: Create a strong marketing plan for the Umoja Program to do recruitment and outreach. This includes but is not limited to securing Priority Registration, modifying our student application, launching our Canvas shell, and partnering with feeder High Schools

and their black student/parent support programs like BSU, and AASAI. We are also looking to work with other community organizations to do activities and events. The Expected Outcomes or Output would be increasing the visibility of the Umoja program in the Community and thus increasing the number of students interested in participating in Umoja Programming, our classes, and activities. We have multiple entry ways for students to join our program. We have to market and attract students who may not need our classes as well.

**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 1: We are working with BCRC to find funding for Pranamind. Last year did not go as planned. The services were available but many students were not aware. The referral system had flaws and therefore appointments were not filled, and students were unable to take advantage. Ultimately the numbers were low for 1 on 1 sessions. Going forward we will market the services differently and simplify the referral system, similar to how it was before the pandemic. While the 1 on 1 session Pranamind provided a Wellness group that met weekly, and had a decent turnout, with a small group of students finding value in the space. The goal is to get more students utilizing our services. This service played a huge role in students persevering through difficult circumstances and completing semesters successfully. Goal 2: Our classes were full for fall 2022 semester. With the decline of black students at Chabot, and only offering classes online, Umoja lost momentum that had been gained. It was difficult to recruit and fill our classes. By being back in person, we have seen increase in black students, and feel as though we have gained some momentum. Many students are participating in our classes and Umoja Community Days. We hosted a successful orientation to the program, both in person and online. We are working to create a better platform, online, for all students to interact and experience Umoja. Also, the Umoja team is working on defining who is an Umoja Student. We are doing this to improve our data and become more focused on what the Umoja experience We lost an English Instructor which forced us to adjust, but we are confident that we are moving in the right direction and posturing ourselves for growth. Goal 3: Umoja has a new application that was created by the Coordinator and Counselor Assistant. We are working to create pipelines with several local High Schools (Tennyson, Hayward High). We have partnered with BCRC to do activities. Umoja also has priority registration for the first time, starting in the spring of 2023

**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](mailto:lcalvillo@chabotcollege.edu) or Dean Safiyyah Forbes [sforbes@chabotcollege.edu](mailto: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](mailto: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.**

The one Goal we will need resources for will be to secure funding for the Mental Health support through Pranamind. We have worked with Pranamind for 5-6 years and have benefitted greatly from their services. It is essential for us to have a space for students in crisis to help them thrive in our programs and on campus.

## 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?

It is important for Chabot to remain flexible and forgiving. In this pandemic the Umoja program has done our best to do just that. We are constantly doing everything we can to be as accessible for students. We work to eliminate all barriers and make Chabot and Umoja a positive and impactful experience. What that looks like in real time, being where the students are. That means providing virtual counseling, hybrid courses, collaborating with programs and resources and being equity minded. It means providing laptops and hot spots. It means providing mental health services for students who are facing challenges. Our school is full of resources that many students have no idea exist. We must work to treat the whole student and not just the scholar. Students are coming to campuses from many different environments. As an institution of hire learning we must show up in this way.

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](mailto: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](mailto:cread@chabotcollege.edu), Administrative Tri-Chair of the Career Education Committee.

#### Location Data

**Location:** [\(37.6844, -122.438\)](#)

**Source:** GeolIP Estimation

