Welcome. Dear Chabot Community Member,

Welcome to Fall 2023 Program and Area Review! PAR is on a three-year cycle (Fall 2021 is the comprehensive review and planning year; Fall 2022 and Fall 2023 are annual update years). This is the second "Update Year" in which you will need to reflect on aspects of your own PAR submissions and the overarching campus trends from the Fall 2021 Comprehensive PAR and Fall 2022 Update PAR Years. Please collaborate with your dean/manager to receive feedback before entering your PAR responses here (and for resource requests, enter into **Cognito**).

Thanks,
The Program and Area Review Committee

*Please remember that Qualtrics is not a collaboration tool and partial responses can get lost. You should only enter your PAR into Qualtrics once you have finished the steps of collaborating with your program/area teammates and/or your Dean/manager and have a final draft.

Is your PAR ready to submit as a final draft?

◉ Yes
○ No

Q2. Background Information

Q3. Name of Your Program/Discipline/Area/Service, Division, and Organization Unit

Name of Program, Discipline, Area or Service	Dual Enrollment ⌄
Division	Academic Pathways and Student Success ⌄
Organizational Unit	Academic Services ⌄

Q4. If you selected "Not Listed" 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:

Sergio Saenz, Alan David

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**

Q38. **Reflections on Annual Priority Progress in Academic Year 2022-23**

Context: The Planning and Resource Allocation Committee (PRAC) establishes **Annual Planning Priorities** based on collegewide trends in PAR responses, experiences from grant and categorical fund managers, and issues raised in PRAC. In brief, the planning priorities for 2022-2023 were to:
1) Develop support networks to link students to Pathway Success Team members and services;
2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers; and
3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services).

Question: What progress did you see in any of these annual planning priorities?

> Started steps to developing an Early College Credit website (which includes Dual Enrollment). Collaborations are underway with Chabot's Director of Marketing to develop the Early College Credit Brand Identity, collateral materials, and infrastructure for the website.

Q39. **Question:** If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?

> One of our main goals is to improve the onboarding of DE students. We are in the process of bringing on a technology called DualEnroll.com to help automate the process and provide an improved user experience. However, improvements in Chabot's technology must be made to allow for efficient integration of new software.

Q8. **Context:** For 2023-24, PRAC put forward seven recommendations for consideration based on their analysis of the Fall 2022 Program and Area Synthesis Statement and the Mission Critical Priorities in the Ed Master Plan, experiences from grant and categorical fund managers, and the 2022-23 President's College Planning Initiatives.

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).

Improve student access from application to registration	**1**
Improve fluency with business and HR processes	**2**

Scale successful practices from grants, categorical endeavors, and learning communities	3
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	4
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	5
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	6
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	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 (the last comprehensive PAR year), after reflecting on data, you established program/area goals to support continuous program improvement and/or the college mission. This spreadsheet lists the goals that you first established in Fall 2021 and updated or confirmed in Fall 2022.

Question: Keeping in mind, you only have one year left in this PAR cycle to accomplish these goals, 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.)

> The goal of decreasing the number of students who drop their DE class by 20% will be amended to "Maintain the drop rate to no more than 12%."

○ 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. **Context:** You established goals in Fall 2021 and presumably are well underway in working on these goals. You will be asked to report on the outcomes of these goals in the first year (Fall 2024) of the next comprehensive PAR cycle (PARs submitted in Fall 2024-Fall 2026).

Question: What are the statuses of your program's/area's goals right now?

- ○ 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 and/or updated **expected goal outputs and outcomes** in your Fall 2021 and Fall 2022 PARs.

"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 22, 2023. 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 regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

Increase the number of students who successfully complete a DE course by 20% Progress has been made in the goal of increasing Dual enrollment course success completion. In 2021, dual enrollment participants' overall course success rate was 73%. In 2022, the overall course success rate climbed to 76%. In Spring 2023, the dual enrollment course success rate rose to 81%. An increase of 8% points over 3 years. While we did not meet the goal of increasing successful course completion by 20%, DE students have higher course success rates than Chabot students 81% vs 75%. Increase the number of students enrolled in dual enrollment, add additional DE partners, and implement a new electronic application/form that works with Banner. There has been significant progress in increasing the number of students participating in dual enrollment. The number of dual enrollment participants in 2021 and 2022 was significantly impacted by the COVID pandemic and the abrupt conversion to online courses. In Fall of 2021, there were 270 students participating in dual enrollment, and in Fall 2022 the number of participants grew to 279. In Fall 2023 the number of participants has grown to 523 participants. An increase of 48% from 2021. There has also been growth in bringing on new dual enrollment site partners. In Fall 2021 there were 4 sites participating in dual enrollment with Chabot. In Fall 2023 there are 12 school sites participating in dual enrollment. Decrease the number of students who drop their DE class by 20% This goal may need to be revised as the withdrawal rate for DE students has never been higher than 19%. I provided a response based on the existing stats for withdrawals. Continual progress has been made on the goal of reducing the number of DE students withdrawing from their courses. In Fall 2021 the withdrawal rate for DE students was at 19%. In Spring 2023 the withdrawal rate dropped to 12%. An improvement of 7%. Engage with faculty to monitor students who are struggling in their DE class and provide access to support services. Provide workshops for students on online tutoring. All faculty serving as instructors in the DE program undergo an orientation. As part of the orientation faculty are prepped on how teaching high school students may be different, and how they can work with school site and Chabot DE staff leads to support students who may be struggling. There are still efforts being made by Chabot staff to systematize timely check-ins with Chabot faculty, school site staff and students to address difficulties early. Implementation of online tutoring workshops is still a relevant goal that needs to be accomplished and that we will work toward in the 2023-2024 academic year. Increase the number of students who complete DE orientation. Strong improvement has been made in the area of increased participation in DE orientations. In Fall 2023 we held our first in-person orientation post the COVID pandemic. It was very successful as there were close to 200 attendees. There will be an additional orientation in the Spring that will include more school sites and more students. Multiple site partners also held orientations for their students.

Q37. **Question:** What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

Providing training for site staff is a goal that is still in progress. Steps are being taken to improve Chabot's DE infrastructure and tools to help support school staff working with DE participants. In addition, new personnel will be hired in Fall 2023 and Spring 2024 to work directly with school site staff and DE students to improve all areas of the DE process. Currently, there is no comprehensive application form that integrates with Banner. However, progress has been made on this goal of an online application. Funding has been designated for the DualEnroll.com platform, providing a one-stop application process that integrates with Banner.

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

This question was not displayed to the respondent.

Q41. **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 Completion Report* and the PLO Completion Report* to answer the questions below. If you have any questions about how to find your prior assessments, please email the co-chairs of Outcomes and Assessment Committee Julie Coan (jcoan@chabotcollege.edu) and Safiyyah Forbes (sforbes@chabotcollege.edu), or the curriculum specialist Meray Aghyarian (maghyarian@Chabotcollege.edu).

This question was not displayed to the respondent.

Q15. **Question:** Is the assessment for all SLOs in your program up to date?

This question was not displayed to the respondent.

Q16. **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 the curriculum specialist Meray Aghyarian (maghyarian@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:** At least two Service Area Outcomes (SAOs) should be assessed once every five years. Please take a look at the SAO 2022 Assessment Update Spreadsheet to answer the following.

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

- ⦿ We have assessed two SAOs in the past five academic years (AY 2018-19; AY 2019-20; AY 2020-21; AY 2021-22; AY 2022-23) and assessment results have been recorded in the SAO 2022 Assessment Update Spreadsheet (link above).

- ○ We have assessed two SAOs in the past five academic years, but one or more of those assessments has not been recorded in the SAO 2022 Assessment Update Spreadsheet. We plan to enter our assessment results in the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY) [_____]

- ○ Our program/area has not assessed two SAOs in the past five academic years; therefore, we plan to complete the remaining SAO assessments and enter the results into the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY) [_____]

- ○ Other (fill-in)

[text box]

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.

> To increase access and participation of DI students in our Dual Enrollment courses, we need greater staff support. As part of the K-16 Collaborative Grant, we have been allocated 2.5 positions. 2 Dual Enrollment Specialist and a .5 Admissions and Records evaluator. We would like the college to pay the other .5 for a full-time Admissions and Records evaluator. These positions will significantly support the SLOs and improve our support to the partner's sites. Additionally, DE students are special admits, and we would like the college to consider removing student fees to ensure all students have equitable access to our programs. With a growth in the number of students participating in DE and the emphasis on special admit rates on SCFF, the ROI will greatly outweigh the financial gains from student fees.

Q22. **Optional: Campus-wide Reflection on Current Issues**
This optional section of the update-year PAR contains question(s) on current issues impacting our campus.

Q40. **Question:** Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)

> For dual enrollment students, increasing enrollment will require a smoother transition from application to registration. We would also have greater participation from concurrent enrollment students if we did not assess fees. Lastly, students are deterred from registering and/or dropping courses due to holds on their accounts because of mistakes with technology shortcomings, which include fees and inability to distinguish between former dual enrollment students and newly graduated students.

Q43. **Question:** As you know, President Cooks assumed the role of Chabot's 10th College President on August 1, 2023. If your program/area could tell President Cooks one thing he needs to know about your program/area, what would it be?

> The Dual Enrollment program has grown from 279 in Fall 22 to 523 in Fall 23. Additionally, our Dual Enrollment student's success rates are higher than traditional Chabot students. Dual enrollment can be an equalizer to greatly support overall student enrollment, particularly DI students at Chabot.

Q24. Thank you for completing the annual update questions for the Fall 2023 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.

Location Data

Location: (37.589, -122.0461)

Source: GeoIP Estimation