

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

Division

Organizational Unit

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:

Juan Pablo Mercado, Roland Belcher, Andrew Leung, Mary Love, Anamarie Navarro Tabujara, Rachael Tupper-Eoff, Lisa Ulibarri, Muhammad Jawwad

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?

The STEM Pathway Success Teams have begun meeting and using the HSI STEM grant, they have begun conducting field trips for students to get connected to local companies and they have also created the STEM Speaker Series to showcase different career options for students. The STEM Pathway Canvas website was created so that students can locate all information needed for their STEM path at Chabot and connect them to things like counseling and other services. The Learning Connection has continued to implement best practices for both online and in person tutoring and as a result there is the increased availability/accessibility to our LC staff, including texting options for students and tutors with LC front desk, coupled with the use of Zoom meeting rooms for front desk availability.

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?

Although we understand that the transition from a brick-and-mortar bookstore to an online portal was necessary to address certain financial realities what we have experienced this semester confusion remains on the part of students, faculty, and staff in presenting an organized way for students to access course materials and faculty/staff providing course material. Whether that be the purchasing of materials or physically accessing those materials or having those materials available to students is still a process that clearly is being worked out. Hopefully moving into the spring semester, we can identify some of the challenges that were presented in the fall semester, and we are able to address those situations in a timelier manner with the hopes that students will be able to access their materials in a more organized/efficient way. Communicating information to students has been an ongoing issue at the college. The current generation of students no longer uses email as a primary method of communication, yet the college still sends pertinent information solely via Zonemail. Students rarely answer their phones when called, and most do not have voicemail services set up/available, so telephone calls are not a viable alternative or supplement to e-mails. We should instead meet students where they are and implement an easy method to communicate information via text message. Some areas on campus are using various stopgap workarounds to address this dilemma, but we feel very strongly that text messaging should be institutionalized as an official mode of communication. Students should be able to send text messages to and receive texts from every number listed on the website – for service areas, individual employees, division offices, etc. We recognize this will take time to implement, and we feel the process should begin as soon as possible.

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).

Scale successful practices from grants, categorical endeavors, and learning communities	1
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	2
Improve fluency with business and HR processes	3
Improve student access from application to registration	4
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	5
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	6
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	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).

As a program with many student assistant employees, we want to highlight how important it is for the impact of policies and processes on student employees to be part of conversations around HR and business processes.

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.)

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.

GOAL #1: Incorporate best pedagogical practices from online modality to face-to-face tutoring This current semester we've had much more demand for in-person tutoring. This is an opportunity to plan with and train our tutors to be able to address this growing need. In Fall 2021, we served a total of 382 unique students when we were only offering online services due to the pandemic. In Fall 2022, we started offering both online and in-person services and increased our total students served to 926 unique students, including a large number of students who use our labs and centers as places to study. As an example, when offering only online tutoring appointments (F21), we served 126 students, and when we offered both online and in-person tutoring appointments, we served 157 students. As we continue to incorporate the best pedagogical practices from online modality to in-person tutoring, it is important to consider the significance of allowing students to work remotely. This will provide much more availability for students to connect with a tutor along with providing flexibility for tutors to be able to work remotely. It will also provide us with an opportunity to review our current scheduling and supervision practices **GOAL #2:** Reevaluate the scheduling strategy for the LC and be more intentional about funding tutors across discipline Over the past two years, we have been collecting data in Accudemia that we can use to assess traffic patterns and modality preferences. That said, we have noted that there have been a lot of inconsistencies in patterns as we began to re-open our centers post-pandemic and re-introduce in-person tutoring along with online tutoring. We are hopeful that during the current AY, with more stability, we can finally begin to use Accudemia data to inform planning and allocations for disciplines and modalities, and for when we prioritize scheduling tutoring hours (morning, daytime, evening, day of the week, etc.) We've recently seen an increase in demand for in-person tutoring. While we celebrate helping more students through our services, this increase comes a need to consider how to balance the needs of both in-person and online tutoring. We need to be thinking about juggling multiple tutoring modalities as we're making decisions around how many tutors to hire, how many hours to schedule, what hours are scheduled and whether we're going offer both modalities during all hours, or if we are going to have limits on when some of those modalities are available. With these increased demands we are able to track their needs through Accudemia This coming spring, we will be conducting our biannual Service Area Outcome survey and plan to include questions to collect data from students regarding specific tutoring needs and courses for which they would like tutoring in an effort to diversify the number and types of courses we offer tutoring for, as related to our outputs for Goal #2 **GOAL #3:** Connect students to tutors; increase number of students who use LC services We have continued to collaborate with different campus centers that offer dynamic services to our students and will hopefully reach more students. The past two semesters we offered training workshops for new and returning tutors that featured the RISE program, Movement API, and the Wellness ambassadors. Partnership/collaboration with Athletics/meetings w Jerome Manos & Coaches Keenan & Aguiar Partnership/collaboration with El Centro – WRAC tutor in El Centro (Spring 2023) LC supporting and taking on the weekly ESL Movie and Discussion Group (beginning Fall 2023; formerly funded by TRIO) In looking at data from ORPIE for AY 21-22, we did see a drop in the # of students who accessed services from F21 to Sp22, which was potentially related to overall campus enrollment drop fall-to-spring. We also looked at demographics in terms of who uses Learning Connection services to identify gaps and inform outreach activities. As an example, we are underrepresented in Latinx and White students compared to Chabot overall (F21) and White students compared to Chabot overall (Sp22). However, in looking at ORPIE data for AY 22-23, we see that we served more students and a higher percentage of students. That said, there is still much room for increasing those numbers, and there are still demographic gaps that can focus our outreach efforts **GOAL #4:** Provide training for faculty who will be using Embedded Tutors Had conversations with faculty experienced with using embedded tutors successfully in their classes in the effort to find out what is working and what we can help with. We will reach out to instructors who have experience using embedded tutors and asked them to provide testimonials at the Flex Day workshop in Spring of 24' in addition to providing all faculty and staff a clear understanding of the responsibilities and implementation of an embedded tutor in their classes. Initiated conversation with Math faculty about Math 21 Embedded tutor pilot program

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.

One of the difficulties in planning for scheduling and connecting students to tutors is that there are so many variables: which courses students enroll in and for which of those courses' students will need or want tutoring; tutor/student schedules changing from semester-to-semester; for which subjects do new tutors apply, etc. Patterns do not always hold across semesters. We noticed that during the pandemic, faculty were primarily using embedded tutors to provide drop-in tutoring or office hours support to students. While this is generally not how embedded tutors are intended to work with and support students, we appreciate that the circumstances were unique and ensuring any access to support was a critical goal at that time. As we continue to see an increase in in-person classes, we will be better positioned to examine best practices for embedded tutors and provide training and resources for faculty. Offering both online and in-person services has created challenges with balancing modalities. It can be difficult for staff and tutors to log students properly during busy times and students incorrectly signed-in often results in longer wait times and dissatisfaction with our services. Furthermore, these improper sign-ins generate inaccurate data.

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)

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.

Promotion & incentive materials

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?)

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 one thing we'd like President Cooks to know is that we feel that campus administration has not focused sufficient attention on our program. Here are four highlights we'd like to share: Data from Institutional Research consistently reflects 2 key characteristics of our program: Students who access/utilize our tutoring services succeed and persist in the corresponding classes at greater rates than those who don't. This is the case across all measured student populations/demographics. The Learning Connection is highly rated in student satisfaction surveys. Promotional materials would better help us market these points. As a service area with a campus-wide scope, our success in these areas directly supports many of the institution's primary objectives. The Learning Connection has consistently made the most of our resources, and effectively, sustainably grown and expanded our services. We still have considerable resource needs – staffing, space, equipment, etc. With more, we can do more. With the opening of the new building 600, we would like to take the opportunity to “rebrand” the program known as the Learning Connection. In addition to a new, more fitting program name, we strive to remind the campus that the Learning Connection [or future program name] oversees all tutoring at Chabot College. Under the Learning Connection program, there are three tutoring centers – the Comm Lab, the STEM Center, and the WRAC Center, and single–subject tutoring. The Learning Connection was never intended to be viewed as a single location as in the current iteration, rather it is a program designed to unify and support the three tutoring centers and numerous other single-subject tutoring programs. Many of our current (and former) tutors often find working in our area to be a rewarding experience as well as having a greater sense of belonging with their peers. Tutors transferring out frequently recommend classmates to apply to our program.

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: [\(38.6829, -121.7969\)](#)

Source: GeolIP Estimation

