

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:

Erika Lachenmeier and Amanda Price

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?

1) In ESL, we don't have much connection to Pathways, thus it is not something we follow very closely. 2) We have seen Chabot connect more with the outside community in the form of street fair participation, continuing collaboration with the Hayward Promise Neighborhoods Program. In ESL we have seen the most benefit for our students in the Chabot Fresh Pantry, which has stepped up its efforts on behalf of food insecure students, and the Fresh Success program offers key financial support for low income ESL students in the form of books, transportation vouchers and more. 3) The single sign in system with My Portal has simplified the student interfaces with Chabot's online systems and the overall readability for Class-Web has improved. Pronto has opened up the possibilities for teacher-student communication and student-student collaboration. The Barnes and Noble platform for both teachers and students has not been the best example of interface simplification, but I know the team has been working hard to help ease the transition and improve the user experience. In ESL, we had a full web redesign that has improved functionality for lower levels of English proficiency.

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?

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	2
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	3
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	4
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	5
Improve fluency with business and HR processes	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).

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.)

As we explained in the 2022 PAR, we have shifted our priorities based on our booming enrollment in noncredit, and therefore postponed work on goal 1 pending another full-time faculty.

Some words seems to have been chopped off of goal 2. It should read:
"Include ESL students in college recruitment campaigns and remove barriers to entry for new ELL students."

- 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 are you doing well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

Outputs and Outcomes for Goal 2: "Include ESL students in college recruitment campaigns and remove barriers to entry for new ELL students." Over the last year, we created a number of tangible products to spread the word about ESL, noncredit and our department offerings. Every semester, we make our own easy English ESL class schedule, which we circulate to new and returning students, post on our website, and hand out to El Centro and community partners. Over the summer, we drastically improved our ESL website with updated program information, simple and clear language and a visually pleasing design. We were also part of the noncredit brochure planning process where ESL is featured. Lastly, we created an easy English "How to Enroll" video, which we send new students via email and show in classes with continuing students. The end of the vaccine mandate was a huge benefit to ESL, since the cumbersome vaccine card submission process had become a large focus of our recruitment and enrollment support efforts. We were able to redirect much of that energy into collaboration and outreach efforts. Last year we coordinated extensively with adult schools and high schools to facilitate a smooth transition for their ESL students to come to college. During Spring semester, Amanda was our representative at monthly meetings with the Mid-Alameda County Consortium, a group that includes all adult schools in the area. She visited multiple adult school ESL classrooms to introduce our program and the enrollment process. She was also instrumental in the planning of an adult school visitation event at Chabot. It featured speakers, a campus tour, and snazzy swag bags, all with key support from Dean Patton. Erika presented about our ESL program to the annual convening of high school counselors at Chabot. Through connections made with San Lorenzo's counseling team, she coordinated and conducted an onsite ESL placement test for ESL students at the school. We also coordinated with Robin Galas and her contacts at Tennyson High School's newcomer program, World House, to offer a special ESL placement session for 50 students as a part of their campus tour and welcome event. Robin has been an invaluable ally to the ESL program through her work with TRIO. The past 2 years of relentless effort in recruitment, improving our intake and placement process and tearing down barriers for nonnative speakers has finally paid off. One year ago, we set the goal of offering 250 placement tests annually, and we have blown past that goal. We placed 141 students for Spring of 2023 and 294 students for Summer and Fall 23, for a total of 435 annual placements! We have seen a corresponding explosion in enrollment. In the fall of 2021, ESL enrollment was at a low of 240 students. In Fall of 22, enrollment rebounded to 419, and now in Fall of 23, we have ESL 626 students. We have expanded so rapidly that we have had to take our foot off the gas this summer and fall. We did not host our annual ESL Welcome day event or participate in Discover Chabot because our courses were already over full, and we did not have any capacity to add more sections due to a lack of staff. Even with our 5 new part-time hires, we have not been able to keep up with demand. We plan to resume these activities when we are able to resolve our staffing issues. Outputs and Outcomes for Goal 3: effective rollout of our noncredit program In Spring of 22, we launched our noncredit ESL program with 3 sections. We added classes and sections to the program each semester and we now have 12 fully noncredit sections and 6 mirrored sections. These noncredit courses make up the first 3 levels of our 6 level program, and they account for much of our exponential growth. ESL has the largest noncredit program in the college by far! In Spring 23, noncredit made up 65% of our enrollments. For comparison, noncredit makes up just 2% of enrollments collegewide. Students have earned more than 50 noncredit certificates since its launch in Spring 22. Our noncredit classes are filling past capacity with wait lists. We are clearly providing a service that was badly needed, and the word is spreading rapidly in the community. It is somewhat hard to parse outcomes for Goal 2 and 3, since they are closely intertwined. Noncredit classes and our outreach to students outside of the usual high school age band are bringing in a greater diversity of learners. We can see significant demographic shifts since our outreach and noncredit efforts began. In Spring 2021, our program was 65% Asian, 25% Latinx, 5% "white," which for us means Middle Eastern and Northern African. (I have never met a European ESL student at Chabot). In comparison in the Spring 2023, our program was 52% Asian, 34% Latinx, 11% Middle Eastern and Northern African. These percentages represent a notable increase in Latinx and Middle Eastern and North African students over this time period, and I suspect this semester data would extend the trend even further. The growth in these student groups brings our student body in much closer alignment with the immigrant population in surrounding areas, and we consider this a huge success. We can also see that our outreach and noncredit programs have brought in a greater number of nontraditional students from higher age brackets. Before these initiatives, Chabot ESL already had a much larger percentage of older students than the college in general, with 13-14% being 40-49 year-olds and 6-8% 50 and up. However we saw these numbers increase last year to 19-20% and 12-15%, respectively. For comparison, the general college population of 40-49 year-olds is just 6%, and for 50 and up it is 4%. Overall, we are extremely proud of the gains in enrollment and diversity that we have managed to achieve over the past year, and we know the latest data will only further these trends. The gains have been hard won, and reflect sustained collaborative efforts across the college and community. This work is at the heart of our mission in ESL, and we will continue the push hard to support more students to reach their educational and career goals through English language learning.

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.

While we have met and exceeded our goals for this cycle, we are still facing one stubborn challenge to continued growth: staffing. In fact, we are even struggling to keep up our current level of productivity. It has been very difficult to find quality candidates to join our ESL adjunct pool. We managed to hire 5 adjuncts last year, but our need still outpaces supply. Many part-time teachers are working at several schools to make enough money to survive, so they have schedule conflicts or will turn down our classes with lower load values in favor of larger classes at other colleges. We only see this problem increasing since almost all of our adjuncts are in range of retirement, and most of our adjunct teachers have workloads near the maximum of 10 units. If we have more than one part-time teacher leave at the same time, it will be catastrophic for us. For the Fall 23 schedule, we had to drop 2 course sections last minute due to low staffing, and many more were excluded earlier in the planning process for the same reason. One canceled class was a noncredit ESL 230, and the other was our Writing Workshop class, which provides important supports students in their writing-based coursework. We would also love to have expanded or noncredit mirror program at the 110A and 110B level, but we have been constrained by our staffing issues. Besides these course cuts, we are also lacking staff in key support roles for ESL students in the Learning Connection and the TRIO program. We were not able to staff anyone in those roles this semester and are facing the same deficit for Spring 24. The only solution we see is to hire a full-time teacher who can teach more courses and manage these important projects in a consistent way.

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

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).

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

- Yes
- Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date you plan to complete those.)

- No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date you plan to complete those.)

Q16. Question: Has your program completed a PLO assessment in the last five years?

- Yes
- No. Please explain why and include when you will complete the updated PLO assessment.

We have never had PLO's before. Our first program was introduced in Spring 22.

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.

- Great! We have made significant progress in implementing our plans to improve student learning and our program.
- Good. We have started some actions, but we still have work to do.
- Not so good. We haven't started yet. Please fill in your plans to address below. (Example fictitious response: "Based on our SLO assessment in Fall 2021, we decided we wanted to build lessons specifically geared towards boosting students' scientific writing skills. But with Covid-19 hitting and having to constantly pivot with online and face-to-face modalities, we just haven't had time to work on the lesson plan. In our discipline meeting this December, we will invite all full-time faculty, part-time faculty and our Dean and we will put together a team to work on the lesson plan.")

Courses that have been assessed in the last three years largely had little to no recommendations. One consistent recommendation across upper levels was to reduce the course material required - the course outlines ask for depth, but instructors found they needed more time to teach thoroughly instead of broadly. No department-wide changes were made here, but post-pandemic many instructors were forced to reduce content covered in order to accommodate the needs of our learners. As post-Covid learning norms clarify, we will continue to monitor this issue and plan for next moves. Other recommendations had to do with modality after emergency teaching online: in general, we found that our students learn best in-person or with a live synchronous element, and we have reduced online course offerings significantly. Otherwise, learning outcomes across all of our courses are consistently met and exceeded by students.

Q18. Service Area Outcomes (SAOs)

This question was not displayed to the respondent.

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.

This question was not displayed to the respondent.

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.

We need augmented or new resources to expand and evolve the aforementioned, highly successful initiatives in recruitment (Goal 2) and non-credit courses (Goal 3). For Goal 2, we anticipate needing a dedicated counselor and increased hours for ESL instructors to act as placement guides in the assessment center. For Goal 3, we are also asking for funding for professional development around trauma-informed practices. We are seeing more students with traumatic experiences and we want to improve our ability to address their learning needs. For all goals, we will need additional full-time faculty, reassign time, and class sets of books for noncredit classes.

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?)

If we use the enrollment recovery in ESL as a blueprint, the keys to recovery are: 1. A high-touch, supportive intake process for new students -Don't assume students can figure out college systems on their own -Never underestimate how intimidating college can be 2. A warm hand off from high school to college -Bring student groups to campus in school-wide or area cohorts -Provide tours, food, meet and greets to build trust and a friendly environment 3. Low cost pathways for students -Noncredit worked for us, but beefing up FYE, low cost books and other initiatives may be the key collegewide. 4. Responsiveness to student needs -Departments and the college should be checking in with students regularly in formal and informal ways about what is working or not working 5. Buy-in from staff at every level to be part of solution, no "not my job-ism" -There are so many resources available to students that they don't know about. Sometimes teachers think it is not their job to inform, but it is. Hungry students don't learn, housing insecurity is a huge stressor that reduces student success. It is everyone's job at a community college to get students the help they need.

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?

In ESL, we necessarily do much of our own recruiting, enrollment support, placement, and counseling. It can be hard for our students to communicate and get their needs met through other avenues at the college, just because of the language and cultural barriers that we are uniquely positioned to break through. As a result, it is not possible for us to exist on 1 CAH reassign time. We are already doing the work, now we need our reassign allotment to honestly reflect our efforts.

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: ([37.6403](#), [-122.0667](#))

Source: GeolIP Estimation

