

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:

Heather Clements, Joshua Telles, Lisa Carlsen

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 gains and advances we have noted in the past several years are a positive increase in student support services. Some of the services that have become more accessible to students are the Fresh Food Pantry, the Guardian Scholar Program, and the Learning Communities (RISE, UMOJA, CIN, etc.). Students are being referred and using the services and they are making positive impacts on the campus community. The DSPS programs have also increased accessibility by switching accommodation forms to an online format making it easier for students and instructors. Also, Learning Skills has introduced a new class, Service Learning, specifically for students with neuro-diverse frameworks.

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?

Students who arrive after the start of the semester struggle to access resources and support. Need to consolidate the process for applying for programs (e.g. complete one application total vs one for each program). Students report reaching out to several contacts on campus and never hearing back. Services can vary depending on the staff member. The resource for financial help continues to feel confusing. There are too many access points for students who simply need things like book money assistance, Clipper cards, and money for the cafeteria lunch. Financial Aid also continues to be a stumbling block for students. Students are not sure how to proceed in certain situations (they are not living at home, they do not file taxes, they are on their parents' taxes but don't live with them). Financial Aid advisors are difficult to get in contact with. The entire process is multi step and confusing.

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

Scale successful practices from grants, categorical endeavors, and learning communities

2

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

Either the idea of equity should be called out in these bullet points, or create a separate bullet point to call on the college to support equity efforts. The college has lost a vital connection to the community in terms of offering recreational classes and/or more opportunities to repeat classes, even after a passing grade, for students who simply want to keep growing in a specific subject (such as judo or computer skills) at Chabot.

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.)

This is our first PAR review, so we are establishing initial goals and benchmarks

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).

We are writing goals for the first time in this review cycle.

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.

Students who matriculate through the Learning Skills classes are advancing into college level or transfer level classes. Students who began in the Learning Skills classes are completing a degree or certificate at Chabot. Students are building academic identity within students and self-belief that they can persist and succeed in college – building academic habits and taking school seriously.

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.

The Learning Skills program struggles with collecting data because students with LD or cognitive deficits are not disclosed in the data. Those students are lumped together with DSPS students in general. The data will have to be collected based on classes students previously took and where they ended up (not sure if this type of data collection is possible). Tutors aren't properly trained to address the precise skills and needs that students have. The new funding model SCFF, is in direct opposition to what the Learning Skills program is all about. The students who take LNSK classes are taking their college experience slowly, on purpose.

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.)

SERV 85

- 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.

There are no certificate or degree programs in our area.

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.")

We have made some great progress on the SLO assessments. Some ideas for improving the outcomes for SLOs are: integrating more socio-emotional and motivational elements into the classes. There is an overall low work completion (or just not attempting assignments at all) in the LNSK classes. The transition from High School to College is a factor, as students may not have been in the habit of completing assignments outside of the classroom (or independently). However, we are in the beginning stages of creating some instructional materials to address these areas for the Learning Skills Program now. Therefore, we do not have any measurements or data yet to comment on.

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 will be looking to do more professional development to infuse more socio-emotional learning into our curricula. We are asking for a new LNSK suite to properly assess and serve our students and further support students toward their transfer into college level courses.

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?)

One of the driving forces, in my experience, that causes students to drop (classes or just drop going to school) is students in difficult classes taught by adjunct teachers. Not all adjuncts, of course, but I have noticed when students are in English classes taught by adjuncts who are not invested in the college goals, the students fail or drop. The adjunct teachers are not given the same messages as full-time teachers. Those messages of doing everything we can to retain students and support them are not translated into the adjunct classrooms.

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 students in the Learning Skills classes are not going to fit into the new funding model. A few students may be able to complete English and Math within a year, but majority will take longer. If a student is motivated to complete their general education requirements quickly, we try to support them as best we can. However, many of our students are not concerned about completing college quickly. Students in the Learning Skills program are looking for more in-person classes, especially in Math. The basic level Math classes should be mostly in person for those who need a more hands-on approach.

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: [\(37.8051, -122.272\)](#)

Source: GeolIP Estimation

