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	Astronomy ⌄
Division	Science and Mathematics ⌄
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:

Shannon Lee and Scott Hildreth

Q6. Which PAR Template (word template) did you fill out?

*Please check this <u>list</u> 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 student resource center and food pantry have been impactful. Our campus and discipline participation in the Hayward Airport Open House Day increased visibility for our college and our Science and Math division. Planetarium shows available for our campus and the community were well received. Our discipline updated our web page. Online counseling appointments and dedicated STEM counselors have been successful. Our STEM center redesign and staffing have made a significant impact. We are seeing large increases in students using the STEM center and regularly attending workshops and STEM speaker series.

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?

> We need better support from our webmaster and functionality from our campus website. We need folks (especially students) to access our web content without needing a Onedrive account. We need to deal with the significant impact that AB1705 will have on our students and the programs that rely on the fundamental skills that those students will be missing. Students will be registering for Math and English courses that may be well beyond their current ability. They likely will not succeed in these courses and cannot matriculate through our programs, which means our higher-level courses will be severely under-enrolled. We need to create, fund, staff, and advertise ways for these students to fill the learning gaps they may have to prepare them for transfer-level courses. We are a community college, and we need to serve all students, not just those who are ready to take transfer-level courses. I think our current response to AB1705 has put far too much onus on faculty to cobble together our own solutions for classes of students who lack the foundational knowledge to progress on SLOs. If we continue to offer a large selection of online courses, we should have a testing center on campus so that students can take proctored in-person exams to maintain academic integrity. We should give students better access to food and supplies. With the cafeteria's limited hours and the bookstore's closure, our students find sustenance and materials difficult to obtain on campus. Barnes and Noble has caused significant delays and price increases. Please keep flex day on voting day in fall…as agreed.

Q8. **Context:** For 2023-24, PRAC put forward <u>seven recommendations</u> for consideration based on their analysis of the <u>Fall 2022 Program and Area Synthesis Statement</u> and the <u>Mission Critical Priorities</u> 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).

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

I just want to give extra importance to dedicating resources for the implementation of impending mandates, especially AB1705. We should improve our offerings of student services on campus. We need improved selection and access to food and supplies. We need to replace our on-campus bookstore. We need to serve our community, including students who are on campus in the afternoons and evenings and students who do not have reliable access to web purchasing and deliveries.

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.)

Goal 1 will not be achieved as the Bio Phase II building does not have the budget to add an observing platform. We would like to amend Goal 1 to be "Continue to promote the construction of an astronomy observing platform on the Chabot College campus."
I would like to add an additional goal 5: "We would like to integrate one or more student assistants/ embedded tutors into our Astronomy 30 course (evenings from 6:30-9:20 pm) to assist with observing nights."

○ 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 2: Scott Hildreth was selected as the 2021 NASA Airborne Astronomy Ambassador and was one of the first community college faculty members to participate in the NASA Airborne Astronomy Ambassador Program. He was able to do an observing session on the Stratospheric Observatory for Infrared Astronomy (SOFIA) and take infrared astronomy data that he was able to turn into a laboratory exercise for our Astronomy 30 class. This brought real, relevant research to our students! Goal 2: Shannon Lee was part of the inaugural class of the PARTI program at Chabot College and uses culturally responsive teaching pedagogy in her astronomy courses. She specifically did her final project for PARTI, creating a culturally responsive and anti-racist lesson plan for her astronomy courses that focused on multi-cultural representations of the night sky. Goal 4: Both astronomy professors are working to integrate SLOOH (a robotic online telescope service that gives real-time access to remote telescopes in Chile and the Canary Islands). This would allow students the opportunity to do real observing from home. We have purchased access accounts for two classes of students at a time, and the interface allows us to assign observing quests. We are still testing how well students respond to this type of astronomy lab activity to see how well it will replace traditional observing on campus (avoiding lighting issues, weather challenges, and visual obstructions)

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.

We are still advocating for an observation platform for our telescopes on every single building that is planned for construction. Unfortunately, construction costs balloon and the budgets are too tight to add on simple access to a roof. We currently lack a reliable, minimal light pollution area to do night sky observing that is safe for students and faculty. With the absence of a dedicated observing platform, we need control of exterior lighting in a limited area so that we have some chance of a dark sky. This will help facilitate PUBLIC observing nights as well as for our astronomy students. As of now, we cannot reliably offer telescope observingfor anyone due to permanent campus lighting in open areas. Goal 3 has been put on hold due to enrollment constraints. We have tried to offer ASTR 45 but that class is continually cancelled due to low enrollment. We will keep trying.

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.)

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ASTR 20 and ASTR 30 need to be
assessed and we will complete those
assessments by the end of Spring 2024
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◯ 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.

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There is no astronomy PLO
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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

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We are doing our best with the faculty availability we have. We will
complete these assessments in Spring 2024. We will invite our part-time
faculty, who currently only teach online, to participate.
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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.

Goal 1) We need an observing platform or designated area on campus to give students and the public access to observing nights. We would like additional funds to purchase planetarium shows for both student and public use.

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?)

> Students will come if education is valued and the campus has the support they need to succeed. This support should be multifaceted and reflect that our college is an integral part of the community, not just for transfer students on a 2-year path. We shouldn't push students who need to take more time, or force students who need to build up fundamental skills into courses where they are set up to fail. We want to create life-long learners, and we cannot do that by tossing them in the deep end.

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?

> Our planetarium is an incredible tool that allows us to interact with the public. Scott Hildreth has done AMAZING public and campus-wide events using his breadth of knowledge, experience, and enthusiasm to delight our community. Coordinating these valuable events takes a lot of time and effort. I think it would be wonderful if there were more folks who could help with these events so that it is not up to the astronomy faculty to plan, prepare, host, and clean up these events on our own. We get desperately needed assistance from the MESA program and its student assistants, but college support would be greatly appreciated. We have this amazing planetarium, and we would love to do more public events, but it really takes such a huge amount of effort outside of our normal duties that they are rarer than we would like. We would also love to do public observing nights with our telescopes, but lighting issues on campus make this nearly impossible. We would appreciate some help finding a safe, darkened spot on campus to reliably hold our astronomy observations for our students and the public.

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: GeoIP Estimation