

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:

Jennifer Lange, Megan Jensen, Alexandra Dallara, Robert Cattolica, Jeffrey Tsao, Patricia Wu, Gargi Kulkarni, Harmony Fosse

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 Health & Wellness SST is still just getting started. Since we do not currently have a regular funding source and with the lead only getting 60 hours for the year, we do not expect to make significant progress. We are discussing plans, but, without funding, putting these plans into action will be difficult. Two years ago we requested funding through program review to start this work, as this pathway is highly interdivisional and our programs all have classes outside of the main division. This funding was approved - see PRAC's 2022 Recommendation to the President and the President's approval - but the funding never made it to the division and thus the groundwork was not started. Re: Priority 1) Faculty joined an HSI STEM SST working group. They worked to align coursework across majors courses to scaffold skills and knowledge Re: Priority 2) Faculty performed outreach to LPC Biology department to learn more about "biobadges" and development of an industry advisory panel to work on work based learning skills development and work opportunities for Chabot students. Re: Priority 3) Work with MESA as mentors to students to help guide them in their career and educational journeys Re: Priority 3) Update website with our welcome video, door cards, etc to help introduce students to the biology faculty Re: Priority 3) Created a student-facing welcome video with brief introductions of each full-time faculty member.

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?

Provide ongoing, stable funding for SST release time and F-hours is needed as well as funds for hosting activities/events, school visits, etc. Develop a streamlined / clearly scaffolded process for how faculty can apply for funding via committees and how to follow that through the other committees (such as PRAC).

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).

Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	1
	2
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	3
Scale successful practices from grants, categorical endeavors, and learning communities	4
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	5
Improve student access from application to registration	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).

It would be beneficial to help students obtain more opportunities on how to apply to Chabot through mixed media and in person events.

### 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.)

Revised Goal 1 language: Align the program and PLOs with skills needed in upper division courses, of transfer institutions, and also employer needs for Biology majors.

- 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.

Progress towards last year's goals: -SASE approved funding for FIG (faculty inquiry group) around equity and best practices in biology. We need to confirm PRAC funding, recruit faculty, set goals for group, establish a timeline for meeting goals, and develop the materials for a framework. We also met with Carmen and Kristin to discuss their work CCEPG and how we might implement similar strategies. -Work with new STEM Counselor to develop partnerships with local industries: find out what they are looking for and how we can align courses to develop skills that are desired; explore opportunities for internships and job placement in biological fields; create "industry panel" -Started work with HSI STEM SST group on aligning majors course sequence; need to continue looking at skills and concept development across all course sequences -We are collaborating across courses to mirror SLO assessment through course series so that we can track skill progression and retention. -We want to ensure that we are broadening our work in this area to the whole program and not stopping at PLOs.

**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.

-Finding time to meet and work for more than an hour at a time... faculty schedules all conflict with long lab schedules M-Th. We also have Friday courses, so that is not a good option either. -With three faculty retirements and only two new hires we have lost some institutional knowledge and are short staffed trying to cover existing classes with one less FT faculty member. This leaves less time for collaborative work as well requiring restarting some conversations to bring new faculty up to speed. -There have been many changes in leadership within the administration at Chabot, which has made it difficult to develop a consistent vision and implement a plan. -Ongoing facilities upgrades have created (hopefully short-term) disruptions in our teaching program. We are frustrated with the level of support we have received from the construction management team. A significant amount of our lab technicians' work time has been diverted to these efforts, and that diversion has not always been done with consideration for our limited time. Repetitive and inefficient tasking has been the norm. -Limited by classroom space in lab course offerings while we await a new building exacerbating bottlenecks and having to reduce sections offered

**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](mailto:jcoan@chabotcollege.edu)) and Safiyyah Forbes ([sforbes@chabotcollege.edu](mailto:sforbes@chabotcollege.edu)), or the curriculum specialist Meray Aghyarian ([maghyarian@Chabotcollege.edu](mailto: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.

**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](mailto: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.")

**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.

See H&W SST Planning Doc - [https://docs.google.com/document/d/1rdSFfgGHAnaQch-SFtz\\_9Aa2fjCk4KCmM9ycTddPEFY/edit?usp=sharing](https://docs.google.com/document/d/1rdSFfgGHAnaQch-SFtz_9Aa2fjCk4KCmM9ycTddPEFY/edit?usp=sharing)  
Regarding a Biology Faculty Interest Group on Collaborative Teaching Methods , we need to connect with how the SASE funding recommendation has been made to PRAC and figure out the timing and amount of funding we are able to obtain.

## **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?)

-offer wide range of course offerings throughout day/week and provide support services (tutoring, cafeteria, counseling, student services, etc) to students taking courses during the off peak days/hours -provide quality instruction by highly qualified staff -help connect potential students with guidance in how to prepare to apply (peer advisors/mentors, outreach, web tools, videos).

**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?

We regularly turn students away because our classes are full. The move to a new building and delays in the process exacerbate the problem and creates bottlenecks in the existing programs. We do not have classroom space, and are limited in lab tech support (as they manage existing courses and moving to new buildings) and sometimes available faculty that would be needed to teach additional courses that would resolve the need to turn students away.

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

