

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:

Shannon Lee and Scott Hildreth

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 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 see large increases in students using the STEM center regularly and 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 need to have a testing center on campus so that students can take proctored in-person exams to maintain academic integrity. We need to 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. Keep flex day on voting day in the fall... as agreed.

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).

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 need to 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 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.)

We have successfully hired a FT tenure track physics and astronomy faculty and a multi-disciplinary classified professional (lab tech). However, we need to keep goal 1 in place due to an additional retiring Full-time faculty member. Please remove goal 2. We completed our goal 3 of Bluetooth-enabled lab equipment. We would like to update goal 3 to read, "Outfit our physics laboratory with equipment that gives students a cohesive and relevant experimental physics experience."

- 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.

We have succeeded in our hiring goals (goals 1 and 2) by hiring a Full-time Physics and Astronomy instructor as well as a Classified Professional Lab tech supporting physics, engineering, astronomy, and geology. We are integrating our new lab tech into our division and working together across disciplines to create smooth and organized procedures. We continue to spend our budget on new equipment and technology to provide students with a modern level of experience in lab science (goal 3). We purchased Bluetooth-capable equipment from our supplier that integrates well with our program. We are extremely proud that we were able to pool funds together from 3 different disciplines (physics, engineering, and geology) to purchase a Scanning Electron Microscope, which provides many new opportunities for students and staff. We are continuing to adapt our Physics 18 curriculum to provide additional fundamental skills for our incoming students who may have significant learning gaps (goal 4). We have also made significant progress on our curriculum change from physics 4ABC/5 to 7 ABCD and are just waiting now on articulation agreements from 4-year schools.

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.

Due to low enrollments and hiring policies adopted during COVID-19, we are concerned that our area will have a sustained faculty vacancy despite knowing of our colleagues' impending retirement. We wish that when a future vacancy is known far in advance, Faculty Prioritization and PAR could work together to fill the position ahead of the vacancy. Our campus's decreased student service offerings mean that students are hungry and often miss critical supplies. Our new Barnes and Noble online bookstore is not stepping up to provide students with reliable and affordable access to the necessary supplies. Backorders and extreme price hikes are common for our discipline. Vending machines are a bandaid to our lack of food opportunities after 2:00 p.m. and should not be a sustained solution. Our curriculum changes are progressing, but we are finding the time constraints for articulation to be a hindrance. We have delayed our implementation for our first 7A class to be extra conservative, expecting potential delays (external to Chabot). Our curriculum changes also require a significant collaborative effort from our division faculty to replace Physics 4ABC/5 with Physics 7ABCD in all their prerequisites, degrees, programs, and certificates. We are also very dependent on our counseling faculty to ensure students are prepared for these changes. We have been in communication with them and asked for their wisdom to ensure that students see only benefits from this curriculum shift.

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 Safiyah 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.)

We need to assess PHYS 4A, PHYS 11, PHYS 5, PHYS 4B, and PHYS 4C. We plan to complete the SLO assessment process by the end of Spring 2024. We would appreciate administrative support to ensure that all faculty participate in these assessments by the deadline.

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 lack the faculty time and availability to complete this assessment. We still need to do a deep dive into CCC physics programs to see how needed a physics AST really is and to assess whether a certificate may be more appropriate/beneficial according to new state funding models.

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 are doing the best we can with the faculty we have available. We will assess all of our course SLOs in the spring of 2024. Course cancellations due to enrollment meant that one class was not able to be assessed, but it will be offered in the Spring of 2024. We will gather our faculty together as best we can to implement the assessments and reflect on our lesson plans. We are a small discipline (3 full-time faculty) that can complete this work, and one member is retiring in Spring 2024.

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 require funding, reassign time, and college support to implement solutions to the learning gaps caused by AB1705. Ideas include funding non-credit courses, reassign time or funding for workshops and math jams, online tutorial services (Aleks), and embedded tutors. It would be wonderful to tap into HSI funds as appropriate to financially support this work since the HSI target demographic makes up a significant portion of affected students.

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?)

I think we need to increase our on-campus student services. The majority of students do not succeed in online classes. They may like to register for them due to convenience and cost, but our discipline pass rates in online courses are extremely low. We need to give students value for coming on campus. We need to provide them with an environment that will foster community and a sense of belonging. We need to increase the academic integrity of our online courses so that students are prepared to advance and succeed in their next course. We need a testing center so that online courses can have proctored on-campus exams that can work with a variable online student schedule. I have spoken with many students who said they earned good grades in online courses but "learned nothing." I think online courses can be wonderful, but there needs to be more rigor and protection against cheating and AI. Despite low enrollment, we also need to offer more in-person sections; if we offer them, students will come. We need patience. We could offer discounted parking, public transportation subsidies, and more free food events as funds allow us to ease the burdens of college. I had a great student drop out this semester because they could not afford the commuting costs to regularly attend class. Registration should be as smooth as possible, and purchasing school supplies (textbooks, etc.) should be easy (and timely) to obtain. Signage needs to be updated so that students feel confident they can navigate campus. Construction has made things challenging. They need to feel welcome and comfortable. Many of our students are coming to school from social isolation and are hesitant to form connections with peers and navigate the college experience independently.

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?

AB1705 places students who lack fundamental math skills (like division, percentages, fractions, etc.) into transfer-level math courses. They will not succeed without gaining these fundamental skills. How can we offer them? What can we do in a pre-calculus class when our students cannot divide? We just set them up for failure, and it's demoralizing for everyone. Students get humiliated and discouraged and drop out. Our physics and engineering programs depend on these successful math students who progress with strong skills into our highest-level math courses. If these students don't succeed in math, there are no physics students; if there are no physics students, there are no engineering courses.

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: [\(37.722, -122.1643\)](#)

Source: GeoIP Estimation

