

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:

Javier Espinoza Barajas

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) Formation of Student Learning Communities, Guided Pathway Communities and the Guided Pathway Steering Committee. 2) Several events throughout the year invite the community to access college information such as Raza College Day, and community events like Mayan Nights. 3) The college has slowly but surely improved the online presence.

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?

• Improve the enrollment of college courses to middle school and high school students through concurrent enrollment. Many students are enrolled weeks after the course has started. • Continue to encourage faculty and staff to complete their employee profile and uploading a current photo to promote a stronger online presence and visibility to students. • Include up to date images of students, staff and faculty for advertisement and marketing for the entire college. For example: The banners on Hesperian Blvd display faded faces of Chabot students from 2018, and the main Chabot web-page includes students that attended Chabot prior to the pandemic. • Secure funding for concurrent enrollment activities and events. Two ANTH 1 sections are offered at local middle schools, funding to support pedagogical activities such as fieldtrips will support Chabot's connection to the external community.

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

Improve fluency with business and HR processes

Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees

Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.

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

Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests

Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement

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).

• Improve the enrollment of college courses to middle school and high school students through concurrent enrollment. • The Anthropology Department has requested for the past six years the hire of a Biological Anthropologist or Archaeologists. Currently, there is one full-time faculty with a background in Social Cultural Anthropology and six part-time instructors. A full-time instructor with a background in Biological Anthropology or Archaeology is needed to addresses gaps in faculty expertise, the increase umber of course offerings and create pathways for biological/physical anthropology and archaeology.

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.)

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.

Initiatives/Goals for 2022-2023 • 1) Hire a full-time Anthropology Professor with Biological/Physical or Archaeology concentration • 2) Enhance the maintenance of our collection of specimens. Increase the collection of specimens. Create a space for archaeological work on campus. The first goal for the Anthropology Department is to hire a full-time Biological Anthropologist or Archaeologist. A full-time hire will have a profound effect on numerous outputs and outcomes. No full-time hire has been done at this time, and the department will submit a request this year to faculty prioritization. The second goal involves the enhancement and organize the large collection of specimens and articulated skeletons in the Anthropology collection. A lot of improvements were made in this area. 1) A large glass case was purchased to display several hominid skulls in Room 503. 2) Hundreds of organizational materials were ordered to organize bones and other biological remains. 3) Damaged materials were removed from Room 503. 4) Materials no longer needed in the Anthropology Department that remained in good use were donated to Science and Mathematics Division. 5) Full time faculty, Javier Espinoza Barajas, hold a background in Social Cultural Anthropology. Therefore, six hours of non-instructional assignment time was funded for biological anthropologist, Professor Sally Graver, to assist in efforts to organizing specimens for forensic and biological anthropology. 6) Additional specimens and skulls were purchased to complete collection. Enrollments and Success Rates • Student enrollment in anthropology courses decreased by 13.4% from academic years 2020/2021 to 2021/2022. • Student enrollment in anthropology courses increase by 6.2% from Fall 2021 & Spring 2022 to Fall 2022 & Spring 2023. • Student enrollment trends in the anthropology program are consistent with college wide student enrollment trends. Enrollment by Race-Ethnicity • Enrollment trends by race in the anthropology department are consistent with college wide enrollments by race. Enrollments by Gender • Enrollment trends by gender in the anthropology department are slightly higher for female students in comparison with college wide enrollments by gender, differing from 1-7% at any given semester. Success/Non-Success/Withdrawal Rate • The success rates in the anthropology department are consistent with college wide success rates. The student success rate in anthropology courses was less than 1% higher on average from Fall 2020 to Spring 2023 than the success rate for the college. • The non-success rates in the anthropology department are consistent with college wide non-success rates; differing by less than 5% any given semester. The student non-success rate in anthropology courses was 2.2% higher on average from Fall 2020 to Spring 2023 than the non-success rate for the college. • The withdrawal rates in the anthropology department are lower than college wide withdrawal rates. The student withdrawn rate in anthropology courses was 11.6% lower on average from Fall 2020 to Spring 2023 than the withdrawal rate for the college. Enrollment Management • The Anthropology Program has remained very productive for the past couple of years. • An additional section of ANTH 13L Forensic Anthropology Laboratory is scheduled to be added to the Spring 2024 Schedule of Classes. Success Rates of Online vs Hybrid vs Face-Face-Courses Students have a preference for online courses via asynchronous modality. This is a reflection that aligns with the preferences by students across the college. Three sections ANTH 1 out of nine are offered face-to-face. Students scored a higher success rate in online asynchronous modalities. Additional face-to-face sections will be included in the spring 2024 schedule of classes, such as another section of ANTH 13L Forensic Anthropology Lab due to large student enrollment. Declared Anthropology Majors • The number of anthropology majors declared by students has significantly and steadily increased over the past years, from five declared majors in Fall 2013 to 53 declared majors by Fall 2029. • The most significant decreased in anthropology declared majors occurred from Fall 2019 to Fall 2020 with a drop of 24.5%. • An increased of 12% of anthropology majors declared by students occurred from Fall 2020 to Fall 2022. Degree and Certificate Awards • The number of Anthropology AA & AA-T Degrees awarded has significantly and steadily increased over the past years, from one degree awarded in 2013-2014 to 9 degrees awarded in 2019-2020. • The most significant dropped in anthropology degrees awarded occurred from 2019-2020 to 2020-2021. Nine degrees were awarded in 2019-2020, while two degrees were awarded in 2020-2021. • A steady increased of anthropology degrees awarded occurred in the past three years, from two degrees awarded in 2020-2021, to seven degrees in 2021-22, to eight degrees in 2022-2023. • Fifteen anthropology degrees were awarded in the past three years, which is the same number of degrees awarded in the previous four years. SUMMARY Data from student enrollments and success rates, enrollment management, and degree awarded informs that the Anthropology Program at Chabot College stands healthy and continuously growing after repercussions of COVID-19, and most importantly, promises significant potential for further growth. • Student enrollment in anthropology courses increase by 6.2% from Fall 2021 & Spring 2022 to Fall 2022 & Spring 2023. • An increased of 12% of anthropology majors declared by students occurred from Fall 2020 to Fall 2022. • Fifteen anthropology degrees were awarded in the past three years, which is the same number of degrees awarded in the previous four years. • For the Anthropology Program to continue flourish, it is imperative that a new full-time instructor with a background in Biological Anthropology or Archaeology is hired. The discipline of Anthropology is divided into four subfields; Social Cultural Anthropology, Linguistic Anthropology, Archaeology and Biological/Physical Anthropology. One full-time instructor with a background in Social Cultural Anthropology oversees the entire department, courses and specimens collection. The Anthropology Program has experienced productivity in the past two years, but this growth will reach a state of homeostasis.

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.

1) The Anthropology Department will submit this year a request for the hire of a full-time Biological Anthropology or Archaeology Instructor through Faculty prioritization process. 2) Additional six hours have been requested for Professor Graver to continue to support efforts for goal #2. 3) An additional section of ANTH 13L Forensic Anthropology Laboratory is being added to the Spring 2024 Schedule of classes. As course offerings increase, faculty to instruct the classes is required for the growth of the program. 4) The Anthropology Program aims to develop the field of archaeology at Chabot. A full-time faculty is needed to embark in this project that will require the request of a piece of land on campus to bury corpses to analyze the decomposition process through Facilities Requests.

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.)

ANTH 4 is being assess this semester.

- 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).

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.

PAR goal #2 is to provide constant maintenance to a vast specimen collection that includes articulated skeletons, skulls, fossils, bones of modern humans, hominids and other primates. These materials are utilized cross ANTH 1 Biological/Physical Anthropology, ANTH 1L Biological/Physical Anthropology Lab, ANTH 2 Introduction to Archaeology ANTH 13 Forensic Anthropology & ANTH 13L Forensic Anthropology Lab. Gola #2 is directly linked to Goal #1, which request the hire of a full-time Biological Anthropologist or Archaeologist. The field of Anthropology is divided into four subfields; Social Cultural Anthropology, Linguistic Anthropology, Archaeology and Biological/Physical Anthropology. Currently at Chabot College, one full-time Social Cultural Anthropologist over sees all four areas. Another full-time faculty with a background in Biological Anthropology or Archaeology is required to address gaps in faculty expertise; as well as to oversee the specimen collection and specific courses in this area. Additionally, one of the two full-time Anthropologists retired after Academic Year 2019-2020. We need someone who can take the lead on Biological Anthropology and Archaeology courses, conduct field work, and maintain/augment our specimen collection.

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?)

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?

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: ([37.958](#), [-121.2876](#))

Source: GeolIP Estimation

