

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:

Alice Hale, Hilal Ozdemir, Ana Gutierrez, Terra Lee

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?

• We are participating in the Student Success Team initiative; our program and pathway are creating a Student Success Team this semester and making a plan for what the SST can do for students. • We continue to develop our apprenticeship program, launching the second cohort this semester, as well as other community-based work-based learning partnerships (including contract ed relationship with a consortium of school districts to train TK teachers, and one to provide classes in Spanish with a local PK provide. There needs to be more infrastructure support for work-based learning; processes with A&R are complicated and much of the work involved with following all regulations and requirements fall on already over-burdened staff and faculty. • We see some improvement with student interfaces but things like the class schedule need to be updated to reflect the increased use of online, hybrid and combination classes. Students continue to be confused by the use of "TBA" in the schedule for online classes, for example. It is an improvement to have a marketing person on our campus and some action towards coordinating and aligning marketing efforts but it is potentially a lot for one person to oversee.

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?

• Look at supporting infrastructure to support work-based learning opportunities that exist; for example, support for A&R in working with apprenticeship and contract ed programs; support for faculty who are doing external placements in work experience classes. • Get student feedback on website interfaces and processes to see if they are working for them. • Simplify pathways on website; de-clutter website. • Come up with some standardization of processes for flyers, marketing, etc.

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).

Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	2
Improve fluency with business and HR processes	3
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	4
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	5
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	6
Scale successful practices from grants, categorical endeavors, and learning communities	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).

Establish warm hand-off for transfer students from Chabot to CSUEB in all areas, not just STEM. Pay attention to the access to college services/programs/resources for non-traditional students i.e. working, part-time, older, parents, those who are primarily taking classes online.

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.

We are seeing that our new certificates are being awarded, not in great numbers yet, but clearly students are seeing them and working towards completion. We continue to work on mapping the teacher pathways, and established relationships with our counterparts at CSUEB as well as with other 4-year colleges. We will be mapping transfer maps in both Liberal Studies and Child Development in Program Mapper this year. We have established and launched our apprenticeship, with the second cohort beginning in Fall 2023, thanks to a CAI grant.

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.

• Expanding our Associate Teacher COA has resulted in fewer of those certificates being awarded; • With more students opting for the AS-T fewer are getting the Basic Teacher COA as it is not stackable with the AS-T; • With most classes online and many asynchronous students are not on campus and we have fewer opportunities for students to meet Terra and get her guidance in applying for certificates and degrees. • Our students continue to be impacted both by Covid and by inflation; with many working in a field under great pressure, fewer are able to complete their degrees. • Lack of personal, face to face contact also impedes our ability to establish relationships with students to encourage persistence and completion; • Fewer of our students have the time to devote to being a tutor in Learning Connection.

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.)

- 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.)

ECD 30 (Spring 24), ECD 31 (Fall 23),
ECD 32 (Summer 24), ECD 33 (Summer
24), ECD 34 (Summer 24), ECD 35
(Spring 24), ECD 36 (Fall 23), ECD 37
(Summer 24), ECD 38 (Fall 23), ECD 39
(Fall 23), ECD 50 (Spring 24), ECD 52
(Fall 23), ECD 54 (Fall 23), ECD 56
(Fall 23), ECD 59 (Fall 23), ECD 62
(Fall 23), ECD 63 (Fall 23), ECD 67
(Fall 23) ECD 68 (Fall 23), ECD 69
(Spring 24), ECD 79 (Spring 24), ECD
83 (Fall 23), ECD 87 (Spring 24), ECD
90 (Fall 23), ECD 95 (Spring 24), ECD
96 (Spring 24)

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.**

All of our goals would be supported by institutionalizing our Professional Development Coordinator, who supports students in planning their coursework, applying for certificates and permits, and outreach to the community. Our goals for improving student learning would be supported by allowing us to hire student assistants in our practicum class. Our goals of creating pathways and supporting the workforce, in light of the tremendous changes and challenges in the field, would be supported by giving us the resources to attend conferences in which we could network and collaborate with colleagues across the state and the nation in meeting the standards for early childhood education that are required by our accrediting agency and our state regulators.

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?)

Improving the registration/enrollment experience; clarifying the schedule so students can easily see which courses are online, which are hybrid, which are synchronous, etc. without relying on the "notes" column that many students do not see, and doing away with the "TBA" designation for online classes (this confuses students who then panic about when and where the class will be held). Improving online instruction. Offering classes in person in the community (at school district sites, libraries, etc.) Waive fees for non-credit classes so they are completely free. Expand access to counselors. Create a cohesive plan for dual enrollment.

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?

That we are a dynamic program with an excellent reputation in our community for educating teachers, as demonstrated by the multiple providers who have come to us to establish apprenticeships and contract ed work-based learning programs. While Early Childhood is in our name, we provide instruction in project-based teaching, authentic assessment, culturally-responsive pedagogy, and social/emotional learning that can be applied throughout the grade levels. We have students who start out working in preschool, move to after school care and then to credential programs to work in the TK-12 system. We would like his support to strengthen the teacher pipeline from Chabot to 4-year institutions to credential programs so students who want to work in any sector of the education system can get the information and support they need to reach their goals; and so that our ECD students have access to the transfer pathways that give them multiple options and access to satisfying careers that pay a living wage – whether those students are first time college students coming right from high school, career changers, older teachers who return to complete a degree or apprentices who are working while they attend class.

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: [\(37.751, -97.822\)](#)

Source: GeolIP Estimation

