

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:

Lael Adediji Bobby Nakamoto

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?

I have seen progress in 3d: Further improvements in our student interfaces by continuing implementation of... training and support for all staff in utilizing current and new technology platforms. In the past year, I have received training on Business Services processes and BoardDocs. Both trainings were informative and helpful.

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?

I would strongly recommend additional trainings on Banner and 25Live. I would also recommend a session on best practices for Classified and Faculty Prioritization. Employee training would be helpful, both for new and existing employees.

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).

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

1

Improve fluency with business and HR processes

2

Improve student access from application to registration	3
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	4
Scale successful practices from grants, categorical endeavors, and learning communities	5
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	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).

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.)

Goal: Provide childcare for parents during Saturday in-person RFA training.

Outcome: At least two RFA sessions (4 Saturdays total) will be fully staffed with experienced childcare providers.

- 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.

Goal #1 Maintain effective relationships with Alameda County Social Services and meet all deliverables to ensure renewal of RFA and CARI contracts. Progress is going well and we have been asked by the county to explore expanding services. Given the dependence of FKCE on county relationships, this goal remains an ongoing priority. Goal #2 Provide training that informs parents about the impact of trauma. All of FKCE's trainings are informed by trauma and either educate parents about trauma or use the lens of trauma to discuss its impacts on the topic of study. We continue to review materials and offerings for effectiveness. This goal is also ongoing because all children in care experience trauma. Goal #3 Training will provide tools and recommendations that parents can use to support children who have experienced trauma. All trainings provide tools and recommendations. These "next steps" are discussed and agreed upon during the contracting and scheduling processes for both contract and staff trainers. Goal #4 Increase offerings in Spanish by 20%. This goal has been achieved.

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.

The greatest challenges have been with Goals #3 and #4. Goal #3 Training will provide tools and recommendations that parents can use to support children who have experienced trauma. FKCE trainings offer tools and recommendations for next steps. Also, training evaluations have been revised to ask about the usefulness of the materials, whether or not they received helpful answers to their questions, and whether or not they expect to be able to use knowledge gained in their parenting practice. However, quantifying effectiveness over time is difficult. However, while FKCE training offers tools and recommendations, quantifying effectiveness over time is difficult. This goal would benefit from further progress. Goal #4 Increase offerings in Spanish by 20%. Adding Spanish offerings to the schedule has been relatively simple; however, ensuring enrollment has been a greater challenge. As a result, we have: 1. secured a Spanish trainer with knowledge of a variety of topics 2. listened and responded to community recommendations that Spanish post-trainings be offered in person 3. identified a bilingual staff member to make personal calls and outreach to Spanish caregivers to encourage their participation 4. started the search for an additional Spanish bilingual resource parent trainer who can support Spanish offerings

Q14. Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)

This question was not displayed to the respondent.

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).

This question was not displayed to the respondent.

Q15. Question: Is the assessment for all SLOs in your program up to date?

This question was not displayed to the respondent.

Q16. Question: Has your program completed a PLO assessment in the last five years?

This question was not displayed to the respondent.

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.

This question was not displayed to the respondent.

Q18. Service Area Outcomes (SAOs)

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.

- We have assessed two SAOs in the past five academic years (AY 2018-19; AY 2019-20; AY 2020-21; AY 2021-22; AY 2022-23) and assessment results have been recorded in the SAO 2022 Assessment Update Spreadsheet (link above).
- We have assessed two SAOs in the past five academic years, but one or more of those assessments has not been recorded in the SAO 2022 Assessment Update Spreadsheet. We plan to enter our assessment results in the [SAO 2023 Assessment Updates Survey](#) by (fill-in Date MM/DD/YYYY)
- Our program/area has not assessed two SAOs in the past five academic years; therefore, we plan to complete the remaining SAO assessments and enter the results into the [SAO 2023 Assessment Updates Survey](#) by (fill-in Date MM/DD/YYYY)
- Other (fill-in)

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.

To fully meet PAR goals, FKCE needs: 1. Staffing: Excluding the program director, all of the program staff are professional experts. As a result, the program does not have proper administrative support. With 3 funds (one categorical and two county contracts), 20 professional experts that need to be rehired every 6 months, and 10-15 contracts per year, classified staff support is vital to ensuring program success. Additionally, FKCE aims to add childcare to in-person trainings, which will add more professional experts (childcare staff) and result in an additional layer of operations that need support. 2. Space: With the return to in-person activities, FKCE needs space for childcare while parents are in training. FKCE needs rooms in one building that will allow two rooms for training and an additional two rooms for childcare.

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 would recommend surveying the local community and/or adding more community listening sessions to better assess needs, interests, etc. Enrollment will be driven up or down by the community and further conversations would be a good starting point.

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?

FKCE programs across the state are shrinking, but we are growing. In 2022/23, FKCE provided nearly 100 trainings to the foster and kinship care community in Alameda County and beyond. We served over 380 unduplicated participants (720 duplicated participants) in offerings included Infant Stimulation, ADHD Awareness, Understanding Trauma, Implicit Bias, MultiCultural Hair Care, and Cooking with Kids. For the first time, we collaborated with many organizations to hold the Care 2 College Conference at CSU East Bay to inform the community about college options for foster youth. We are a vibrant program with 20 professional experts who help support this effort, primarily as trainers. We need additional staff to support operations. Classified prioritization forms accompany this PAR. Further, to continue to expand our operations, we intend to resume offering childcare during Saturday trainings and need space to do so. We are planning to use 500, until we are able to secure a space more appropriate for our children and their needs.

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: [\(37.589, -122.0461\)](#)

Source: GeolIP Estimation

