

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:

Suzanne Maher

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) Develop support networks to link students to Pathway Success Team members and services; The new Learning and Career Pathways page is looking great. I really like the design/visualizations and connection to the program maps and Pathway Success Team Members. This was completely put together in the past 3 years and this is a huge step forward for guided pathways. 2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers; I hear about so much work being done on this metric from all over campus. Examples include FRESH Pantry, Peer Guides, counseling, career and transfer center, El Centro, Discover Chabot, Special programs, and the new Bookstore space. There is significant progress towards this goal all across campus. 3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services). This question prompted me to really look over the website again and the First Time in College page has a fantastic organization. I also appreciate the modernization of the site.

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?

For #3 Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services). Perhaps we could consider ways to support interdisciplinary programs that do not easily fit into one division or Guided Pathway track. For example, Geography and Environmental Studies have both STEM and Social Science classes and specializations, but are only listed in the Social Science Area of Study and in the Social Sciences, Humanities and Education Learning & Career Pathways on the Webpage. Similarly, GIS is a field in information technology/communications but housed in the Geography Dpt) This means that when students or faculty go looking for Earth Science classes in STEM, our Earth Science classes are not represented there. (i.e. Physical Geography Lecture and Lab, Weather and Climate, Climate Systems). They may be interested in learning GIS, but do not see it in STEM or Information Technology. I know that many faculty would like to be more involved in #1 and #2. However, I know that I often have to step back from these sorts of projects because I just don't have enough time to take them on. For my department, the struggle is that these projects and the administrative duties of the program would all have to be accomplished by the one full-time faculty member (me) and as a small department, I am not granted reassign time. This means that I often have to step away from projects that support these 2 goals such as outreach to local high schools, connection to programs that would expand student access to basic needs, discover welcoming events and involvement in the Pathways Success Teams etc., because I am already stretched pretty thin. I know we all feel stretched in one way or another and that this looks different in every department, but I think this is a barrier to completing these goals. For small departments like mine, I think it would be really helpful if we had 3 units of reassign time per semester to complete administrative duties and support out students so that they could more easily contribute to these goals. One of our challenges is that the field has great job options and so we are constantly hiring and losing people to better paying positions. It takes a lot of time. I interviewed and hired 6 people in the past few years and only one has stayed with us as the pay is not competitive. Goal #3. New students are telling me that they are still struggling to find the list of classes they are enrolled in and where the classes are being held. Perhaps we need another button/link for students to go to that says "My Schedule" on the front page.

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	1
Scale successful practices from grants, categorical endeavors, and learning communities	2
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	3
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	4
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	5
Improve fluency with business and HR processes	6
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	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.)

- 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.

Goals 1) Increase the number of students in our classes and the number of classes offered 2) Increase or hold steady success rates 3) Increase the number of degrees offered Goal #1) Increase the number of students in our classes and the number of classes offered • Student enrollment in Geography classes was trending up, but took a hit (S23) when I had to get rid of one of our high enrolling classes and reduced the caps on the labs. I may consider increasing the cap for the online labs back up. -F 22 is up compared to F 21 (18 more students) -S 23 compared to S 22 is down (by 24 students) *I believe this was because of 2 changes. (1) We needed to offer 1 more majors class (major's classes have low enrollment of around 25 students on average) in lieu of a GEO 1 lecture classes which tend to have higher enrollment (usually above 40). (2) We changed the caps on our labs and GIS classes from 35 to 25 as the lab grading is too hard with that many students. This alone would reduce the number by 40 students (which is double than what we actually reduced by) *Considering this potential for reduction, we were only down 24 students, not the expected 60 students with the shift to a historically lower enrolled class and the cap reduction. • Student enrollment in Environmental Studies -F 22 up compared to Fall 21 (14 more students) -S 23 is up compared to S 22 (16 more students) • Number of classes offered -17 classes offered S 23 to 16 classes in S 22 -16 classes in F 23 and 16 classes in F 22 -Got Economic Geography, Geography of California and Climate Studies back on the schedule but came at a cost to dpt enrollment down a little as these classes were put on the schedule in the place of a high enrollment Physical Geography Lecture class • Enrollments by Race-Ethnicity and gender are consistent with all college enrollment data. • Slightly more Full Time students than Part Time • Slightly more students in the 19 or younger and 20-21 age group than the college average in F22 and F23. Goal # 2 Increase or hold steady the success rates • Geography and Environmental Studies classes combined have a higher success rate than the overall college success. We are doing well on this metric. o S23 success rate of 83% compared to success rate of total college at 75%. o F22 success rate of 75% compared to success rate of total college at 71%. o Success Rates by Race/Ethnicity When looking at the success based on modality, it looks like the majors classes are doing particularly poorly. I do not know if this is due to the modality, teaching style, because they are already low enrolled to start with, or some other reason. I will try to get these classes offered in person more often, but as they are only offered once a year, it is risky to have them as an in-person class due to historical low enrollment. I don't know what the answer is here. Perhaps finding a better match of instructor for the class. It may improve the success rates if I make sure the class is taught by an instructor that really wants that particular class. Fall 22 GEO 1 Face-to-Face 62 85% GEO 1 Asynchronous 146 86% GEO 1 Synchronous 13 52% GEO 2 Asynchronous 8 50% GEO 20 Asynchronous 19 70% GEO 5 Asynchronous 10 59% GEO 8 Asynchronous 13 39% ENST 1 Asynchronous 28 72% Goal # 3) Increase the number of degrees offered The number of degrees/certificates we have awarded has increased. • 1 degree for each year in 2013, 2014, 2015, and 2016, • 3 degrees each year for 2017, 2018, 2019, • 5 degrees each year in 19/20 and 20/21, • 8 degrees in 21/22, and • 11 in 22/23

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.

A majority of our classes offered (15/19 on the schedule on average) are physical science (earth science) classes, but all our classes are listed in social sciences division. This results in 2 major shortfalls for us. (1) Other faculty/administrators etc on campus being unaware of the classes we offer and (2) students are likely not looking in the social sciences for the classes. The end result is that the majority of students that take our classes will not be majors. The reason is that students tend to take Physical Geography for their GE Physical Science requirement later in on of their last semester and have already selected a major. Also, generally, these students self select as students that do not think they are good at science which is why they select Geography for their physical science requirement. They think the class will be about naming countries when the course curriculum is actually an exploration of earth systems science, with an introduction to processes in the atmosphere, hydrosphere, biosphere and geosphere. (I know this through 8 years of survey in the physical geography lecture class). Ultimately, we have very few majors and this means that all our majors classes are relatively low enrolled. This limits our ability to respond to goals 1, 2, and 3. Another problem is that when faculty do not see these classes in STEM where they look for them, (i.e. meteorology, climate, hydrology, geology, environmental classes that my department offers) they create them thinking we do not have them at Chabot, and then we are running the same classes on both sides of campus (in STEM and in SS) which is bad for both programs but the worst for my program because they are not expected to be in the Social Sciences. Our highest enrolled classes are Physical Geography Lecture and Lab, but we have to swap these for majors classes to not hinder completion rates for our very few majors. This means that we have one less section of a high enrolled class (44 students) in lieu of a low enrolled majors class (about 25 students or less). Most of our majors classes are already only offered once a year so we can not reduce the amount these are offered. By comparison, Physical Geography lecture and Lab classes are primarily filled with non majors working to complete their GE Physical Science requirement. They self-select as a group of students that do not think they are good in science and require additional support structures to keep success rates high, which take a lot of extra support such as organized group study sessions, tutors and office hours in addition to high touch teaching strategies. This style of teaching can only occur if a faculty has the time to put more energy into the class. I am currently working to get one additional class or 2 of high enrolled classes (GEO 1 lecture and ENST 1 lecture) to try to balance this out. Another challenge is that all but one adjunct can not teach in-person classes and it is very hard to find someone to teach in our area. I hired 6 instructors in the last 5 years and only retained 1.

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.)

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.

We need the GIS software to continue the GIS certificate and 3 GIS classes.

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?)

Hire a designated person to work one-on-one with each department to help us create certificates and degrees (increase our funding) Unfortunately, although we all want our Chabot community back, I think we need to continue offering a larger number of asynchronous online classes to keep enrollment/productivity up.

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?

My program is interdisciplinary and it doesn't fit well into any one division or guided pathway, which creates some issues. There are 3 main specialities; physical/earth science, cultural/environmental, and technology. One big issue is that students are looking in the wrong area for the majority of our classes which are physical/earth science and faculty and counselors sometimes do not know that Geography classes include earth science curriculum. Another challenge is that my speciality is physical/earth science and I am struggling to support the GIS certificate and cultural areas which I have less background in.

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: [\(37.5141, -122.4739\)](#)

Source: GeolIP Estimation

