

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 and Patrise Diaz

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?

• Include up to date images students, staff and faculty for advertisement and marketing of 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.

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).

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.

(1) Cranium Cafe (online platform for student counseling) has been replaced; we began using a Zoom interface with SARs ("SARs Integration") that has rolled out this Fall (so there are glitches and a learning curve) which has necessitated shifting to phone sessions with many students. This is more time-consuming/cumbersome for counselors, and weakens the goal of growing students' resourcefulness and ownership of their planning. (2) Another plus for PACE students is the availability of online tutoring. This change was brought about by the pandemic and proved to have staying power, as many students are still not back on campus. Online tutoring provides flexibility that is essential for PACE students. (3) The STEM Center offers some evening tutoring in science courses (Anatomy, Physiology); helpful for our PACE Nursing and Dental Hygiene students; online availability would be even better! The Chemistry tutoring is focused more on pre-med pathways. Chem 30A tutoring availability online would be appreciated! The WRAC Center offers online tutoring Mondays through Thursdays until 7pm this Fall 2023 term. (4) Another institutional level support that has been beneficial to our program is the Canvas support Chabot has provided since Spring 2020. Some of our instructors who were new to using Canvas had the resources to seek assistance in teaching online and to successfully move their classes onto Canvas. (5) PACE has benefited from Counselor consistency through the pandemic, supporting our students to graduate and transfer; many 'credit' our program for their confidence to take on academic challenges even beyond the BA degree. (6) Enrollments and success rates, enrollment management, success rates of online vs hybrid vs face-face-classes, degree and certificate awards, and more are asses by each program. The PACE Program would like to request data about our students, which take courses across various divisions. An additional challenge, is to track data from PACE courses that become open for enrollment to students outside of PACE due to low enrollment, or to support other Student Programs such as the Behavioral Health Apprenticeship Program. 7) Based on colleague approach, enrollments for PACE courses are solid, performing well regarding enrollments and among the strongest in Social Science Division (Patrise Diaz per Dean Nakamoto on 10/3)

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. PACE Coordinator position is now staffed with a full-time faculty who is enthusiastic and conscientious, and he is a support to our counselor already in first six months, which improves our functioning. The timing of confirming faculty teaching assignments has been complicated in the past few years, due to accelerated deadlines. The coordinator works closely with deans in confirming faculty, and we do our best to prioritize those who are a 'fit' for our students and program. 2. Our PACE counselor, Patrise Diaz, has over 400 counseling contacts with students each semester (Fall and Spring). In order for our program to be successful, we need guaranteed counseling hours in the summer semester and in the week before Fall and Spring semesters, to serve the needs of our students so they can reach their goals and graduate and/or transfer in a timely manner. 3. PACE needs to be systematically provided accurate data on the number of PACE students who graduate with a degree or certificate and/or transfer to a 4-year institution. We need this data to plan courses, map our degree. The PACE Program has not received this data from A&R. 4. The major hindrance is that we currently (and historically) do not have adequate counseling faculty support. PACE has one counselor assigned to PACE part-time (16 hours per week) and a faculty coordinator with 3 CAH reassigned time to the program. The contractual 16-hour limit for part-time counseling faculty is a huge hindrance for a program with only one part-time counselor. In addition, this October, our PACE Counselor has accepted a 29 hours/weekly position in General Counseling, so we have the challenge of finding her replacement, and addressing the workload shortfall. She is now allotted just 5 hours/weekly to provide services to PACE students and related responsibilities. Our program would benefit from assistance in updating our website on a consistent basis.

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.

PACE does not have PARs since courses/programs are assessed by each discipline PACE • SAO#1: Provide evening and online classes for full-time working adults so they can earn an AA degree. The vast majority of PACE classes are offered in ASYNCH format. The meeting times for classes that meet F2F or in HYBRID/SYNCH formats are offered during the evening. • PACE SAO#2: Provide full-time working adults an ongoing learning community with support to help them reach their academic goals. The PACE counselor needs guaranteed summer hours as well as hours during the weeks before fall and spring semesters. Additional hours are needed to advise PACE students as they schedule classes that meet both GE and transfer requirements. • PACE SAO#2: PACE counselor, Patrise Diaz, has over 400 counseling contacts with students each semester, all of them online. She responds to student inquiries, creates SEPs for all PACE students, and meets with PACE students to assist them with the schedules using a small laptop. The usage of a laptop as a work tool is a necessity to serve PACE students. Due to the amount of time spend by the PACE Counselor working through a laptop, we would like to request a laptop with a more suitable size monitor. • PACE SAO#2: PACE Coordinator, Javier Espinoza Barajas, represented the PACE Program during Chabot Welcome Day and plans to represent the program on Oct 18th at a Hayward Area Recreation H.A.R.D. event in Hayward at the Cherryland Community Center. The PACE Program would like to request marketing materials such as a table cloth, a retractable banner stand and other marketing materials with the PACE logo for marketing purposes throughout college events such as the Social Sciences Open House and Gladiator Day. • PACE SAO#2: PACE doesn't have much of a logo, just PACE in caps & Italics. PACE Coordinator, Javier Espinoza Barajas and Graphic Designer Craig Shira are collaborating in the development of a more appealing PACE logo.

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?

PACE counselor, Patrise Diaz, has over 400 counseling contacts with students each semester. She responds to student inquiries, creates SEPs for all PACE students, and meets with PACE students to assist them with the schedules. We could serve more students if we had more counseling hours. The PACE Counselor hours are capped at fifteen per week, which limits the number of students she can serve.

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: GeoIP Estimation

