Q1.
Dear Deans/VPs,

This is where you enter the data from your Deans PAR template. Please plan to enter your data all at once! We do not have control over the Qualtrics server and do not want you to lose your work.

Please reach out to the PAR Tri-Chairs if you have any questions:
Brian Goo bgoo@chabotcollege.edu, Na Liu nliu@chabotcollege.edu, and Simon Abramowitsch sabramowitsch@chabotcollege.edu.

Q2.
Name of Your Area/Division:

Special Programs

Q3. Your Name:

Patricia G. Molina

Q4.

Campus-Wide Issues

Q32. Programs in your division/area were asked to rank the [seven recommendations](#) PRAC put forward. Please review your [Division/Area Summary Data Report](#) (these reports aggregate all responses from programs in your division/area). Based on their responses and your own experiences, in ranked order, what do you believe are the top 3-5 campus-wide issues that deserve immediate attention?

Issue # 1

Affirm and Improve Program and Area Review Resource Requests

Issue # 2

Dedicate Resources for Implementation Impending Mandates

Issue # 3

Accountability for Broad Recommendations

Issue # 4 (optional)	Improve Fluency with Business & HR Processes
Issue # 5 (optional)	

Q33.

Service Area Outcomes

Q5. 1. Are there any programs/services/areas with service area outcomes in your division/area?

Yes No
◉ ○

Q6.
Please refer to your [Division/Area Summary Data Report](#) from Qualtrics. Service areas were asked the status of their SAO assessments. Have all service areas within your division/area assessed two SAOs in the past five years, *in which assessments included plans for continuous improvement*?

Note: To directly look up a service area's SAO assessment results, use this [SAO 2022 Assessment Update SPREADSHEET](#).

Yes No N/A
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Q7.
If not, by when do you believe you can support the service areas in your division/area with filling out the [SAO 2023 Assessment Updates Survey](#) in Qualtrics?

Q8.

Learning Outcomes Assessment Results

Please refer to your [Division/Area Summary Data Report](#) from Qualtrics and the [SLO Assessment Report](#) to answer the following questions.

Q29. Are there any programs/services/areas with **student learning outcomes (SLOs)** in your division/area?

Yes No

◉ ○

Q25. Is assessment for all SLOs in your division/area up to date?

Yes No N/A

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Q9.
If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

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Q27. Please refer to your [Division/Area Summary Data Report](#) from Qualtrics and the [PLO Assessment Completion Report](#) to see how many Certificate and Degree Programs in your division assessed PLOs in the 5-year cycle. Programs who did not submit a complete PLO assessment are highlighted in pink.

Q28. Is assessment for all PLOs in your division/area up to date?

Yes No N/A

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Q29.
If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

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Q11.

Reflections on Goals & Future Planning

Context: In their Fall 2021 PARs, programs in your division/area established goals to support continuous improvement in SLOs, PLOs, SAOs, meeting the college mission, or mission critical priorities in the Educational Master Plan. Please review the [Division/Area Summary Data Report](#) to see how programs in

your division/area responded to the question: what is going well and what are some challenges regarding completing your programs/area's goals?

Q31. What trends in their accomplishments stand out regarding completing your division'/area's goals?

> The trends that can be seen as part of Special Program's goals relates to retention, mental health, onboarding, and student engagement on campus. These align with the college mission Learning and Teaching, Community, Inclusion, and Equity, Innovation, and Growth, and Sustainability. Currently, all programs have priority registration, counseling support, etc, our persistence rates are higher than non-Special Programs students. For example, 85% of Phase1 Puente students persisted from fall 21 to spring 22 and fall 22 to spring 23 compared 63% of non-Puente students. This has been a continuous trend for all Special Programs and by adding priority registration it is growing. Our programs are continuously meeting the goals from last year. Onboarding and recruitment has been a major trend in our area. Last year, the programs targeted the 5 high schools in collaboration with HPN. The enrollment rate percentages were higher in these schools than previous years. The goal was to have all new students hear about the resources or apply to Special Programs before classes started or in the first semester. All programs participated in SOAR an SOAR Jr which was a success. This gave the programs a chance to meet first time college students in the onboarding process. There was an increase in the number of first time students enrolled in Special Programs. Mental health is another area that has been addressed in our area. Next-up and UMOJA will collaborate to bring mental health services to directly to our students. We are braiding funds with General Counseling to hire a part-time intern specifically for Special Programs students focusing on foster youth and UMOJA. Lastly, increasing student engagement on campus is another trend Special Programs. Post COVID has been hard to get students on campus. Programs, like EOPS, CalWORKs, UMOJA, PUENTE and Movement held events like Chop it up Tuesdays, numerous helpful workshops, UC/CSU campus trips, cultural events and guest speakers on campus.

Q13.
What trends regarding challenges stand out regarding completing your division'/area's goals?

> In Special Programs the challenging trends are mainly technology, finding funds to braid to support smaller programs, office space for larger programs, hiring of new staff and student follow up. In our area technology is critical for the counselors to keep in touch with our students and track their progress. The SARS integration took a very long time to implement in our department. To this day, we are still training on how to use the features. CRM Advise was introduced to us as a tool that could text and track students. Seems that it will take a while for it to be rolled out for counselor use. Some of the coordinators in our area are worried that Ocelot will end before CRM Advise will be usable. We are hoping that Ocelot can be extended until CRM Advise can be of use. As budgets get tighter small programs must be creative and collaborate for their funding needs. CIN would like a part-time counselor/coordinator for 17.5 hours a week to support their students. CIN will partner with Next-up to become the learning community for foster youth students this is an example of braiding funds. Other programs are expanding and requiring more staff. As they grow, we are having trouble finding offices for the new staff. By increasing the number of students in the programs the state will increase the allocation for more on-going categorical funding. Lastly, because we are categorical funded programs, we have a responsibility to spend down our allocations by the end of the academic year of June 30. It's imperative that our positions we request are moved forward quickly so we can spend down our funds. We have had positions delayed and take months to get approved. It's the hope that these positions in our area can be expedited.

Q17.

Program Maps

Q18. 1. Have all program maps been updated in your division/area?

Yes No N/A
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Q20. 2. If not, by when do you believe you can support the programs in your division/area in completing their maps? Please share the [Review Your Program Map](#) document and [Program Map Review Feedback form](#) with faculty in your area to provide updates for maps. If faculty members need support to update program maps, they can reach out to Heather Oshiro hoshiro@chabotcollege.edu.

Q21.

Summary Analysis

Q34.
Please provide a summary of your division's/area's **key contributions/ major achievements** since the Fall 2022 Update Year PAR. (300 words)

In Special Programs, there were some key contributions and major achievements since the Fall 2022. The past spring Special Programs played a key role in the success of SOAR (Senior Onboarding and Registration) Day. Coordinators collaborated with General Counseling and created the Special Programs Hub area. This area allowed students who were interested in Learning Community or didn't rsvp get into a program and get registered for their Spring Classes. Everyone was helped no matter what their status. Over 350 students registered for Fall 23 classes in-person and online. Learning Communities enrolled many students into their programs. The next week Special Programs coordinators spearheaded SOAR Jr, a new registration day to catch the students that missed the SOAR Day. They registered over 50 students and placed them in a Special Programs. This past year Special Programs was given an E-SARS link for students to make their own appointments online. Students have an option to make appointments in-person or online. This allows students easier access to their counselor. In discussions, making it easier to apply to programs have been an issue. While we are working on a common application, where students fill out one application for all programs, an interest survey was created. It's not ideal, but it is an accomplishment as it eliminates many applications to determine eligibility. Students will fill out and receive a follow-up email to determine the eligibility. Lastly, we are very proud of programs as they provide many events and workshops for our students. This past year Nesians Unite was created to raise awareness of the Pacific Islander population which includes islands of Polynesia, Melanesia, and Micronesia. These are just a few key accomplishments and achievements in our area.

Q22. Please provide a summary of your division's/area's **greatest challenges** since the last Fall 2022 Update Year PAR. (300 words)

One of the greatest challenges in our area is office space. We are planning to increase the number of students we serve; however, we will need more staff. This puts us in a situation that will force some programs to be separate from Special Programs area. As expansion is inevitable, hiring is another challenge in our area. An expedited processing system would support these programs in spending down the grants and getting the support for the students most in need.

Q23.

Goals and Resource Requests for Your Dean's/VP's Office

Context: Your office also established goals, please look at this sheet to see the goals that you first established in Fall 2021 and updated or confirmed in Fall 2022.

Q35. So far, what is going well regarding completing your office's goals? Please include reflections on achievement of outputs or outcomes.

Goals 1. Hire a counselor who is shared across EOPS and other support programs such as BCRC and El Centro to make counseling services more easily accessible to students. One of our EOPS counselors shared hours in the EOPS area and the BCRC. It was an accomplishment as students learned about the EOPS program and reach students that were currently in the program. Unfortunately, she is no longer working at Chabot. Currently, the UMOJA counselor sees students in the BCRC. 2. Work closely with General Counseling and the SOAR program to present our programs to incoming students so they can take advantage of the benefits from the start of college. As I previously mentioned, the creation of the Special Programs Hub for SOAR day and SOAR Jr assisted many students in registering for Fall 22 classes. It also allowed students to learn about our programs in their first year. Many of our programs were full or almost full by the time the first day of class was started. 3. Continue our "We go the extra mile" motto and provide our high touch services. Students will receive program orientation, student education plan and consistent counseling. In Special Programs, our students receive comprehensive student education plans their first semester, their program orientation, counseling in two modalities, online or in-person. All programs have an online link or students to make their own appointments online. Students have more access to counselors. As you look at institutional research, Special Programs students have higher success rates in English, retention and graduation than students not in our programs.

Q24. What are some challenges regarding completing your office's goals? Please include reflections on challenges with producing outputs or outcomes so far.

The only office goal we have a challenge with is sharing a counselor with the BCRC or El Centro. We have hired 2 new part-time counselors that need to be trained and on boarded. In looking to the future, we may be able to place one counselor in the BCRC.

Q39. *Note: if you need to amend one of your office's PAR goals, please email the adapted goals to Na Liu nliu@chabotcollege.edu

Context: You will need to enter resource requests for your own division's/VP's offices into Fall 2023 Resource Request Submissions.

Q36. How do these requests support the goals in your division/area?

Not requesting resources

Location Data

Location: (37.6652, -121.8734)

Source: GeoIP Estimation