

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:

Brian Goo, Cynthia Gordon da Cruz, Na Liu, and Alex Karan

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?

GP: The Guided Pathways team has done a great deal of work to compile the pathways and marketing to students. Also, the work done to establish pathways both on the technological process, and student connection end has been fantastic. Kudos to the GP leads, pathway team members, counseling, A&R, and District IT team in the implementation of this initiative. OER/ZTC: Cristina Moon and John Chan have made strides in ZTC/OER work that impacts students' access to education materials. By making books free or low cost, it allows students to spend their money on other basic needs. ZTC/OER classes have been steadily increasing since AY 2019-2020, reaching roughly 26% of all offered sections in Spring 2023. The ZTC/OER team in collaboration with faculty leads from 6 academic programs are developing full degree paths that are ZTC. Currently, these degree paths are anywhere between 50-75% fully ZTC; with additional money from the state, some of which has already been received, the programs are working toward creating 100% ZTC degree programs. One more implementation grant is being worked on to secure more funds to further expand ZTC/OER sections to more broadly applying courses, such as those in IGETC and CSU GE breadth requirements. ORPIE has helped with developing ZTC/OER dashboards to help systematically track progress and illuminate gaps in progress toward achieving these goals. Chabot is also among a select few community colleges that have started utilizing dashboards to track ZTC/OER, leading the way in data visualization across the state and helping other CCCs set up something similar at their respective institutions. Grant activities, such as NSF S-STEM, HSI STEM, AANAPISI, etc: These grants have provided substantial supports to students, especially disadvantaged groups, including academic, mental health, and basic needs support. For instance, NSF S-STEM provided scholarships to low-income students to help cover their tuition, textbooks, and basic needs, etc. CRM—From what we have heard through campus presentations, the work on getting CRM ready for widespread use should provide support for progress across the goal areas. For example, in a Guided Pathways presentation by Kristen Whittaker, we learned about how CRM could be used to search for students with similar goals and next steps (e.g., all students majoring in biology who need transfer level math) and then used to communicate with these students (such as providing information about how and when to sign up for transfer math in the next semester). It appears the possibilities to use the CRM to provide students with information that will help them reach their educational goals are endless. Of course, it will be very important to be deliberative and thoughtful when using the tool to ensure that students are coded correctly, not bombarded with messages, receive appropriately targeted messages, etc.

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?

Transparency and communication regarding the process of developing, working on, and evaluating annual planning priority progress would help create a better and more efficient process. For example, clearly disseminating information about the priorities, who/which programs or committees are the leads, and developing subgoals would help the campus work together without duplicating efforts or overtaxing particular areas. We suggest PRAC take an active supervisory role as a central contact point and executive power to strategically utilize the strengths of our programs/committees on campus. Currently, there is no known process or agreed understanding of how progress is collectively made as a campus. CRM: For CRM to be effective, the coding of students by various criteria (completion of students' SEPs, participation in special programs, etc.) has to be accurate.

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
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	2
Improve fluency with business and HR processes	3
Scale successful practices from grants, categorical endeavors, and learning communities	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
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	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).

Expanded focus and energy placed on data consistency to ensure the accurate implementation of new programs like CRM Advise/Recruit, Ad Astra, DegreeWorks, and other data based software that has been purchased by the district/college

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.

The ORPIE office has made significant progress in all 4 of our goals in the past year and are on track to complete our goals by the end of the 3 year assessment cycle. Our office has been deeply involved in the accreditation reaffirmation process that took place in the 22-23 AY as well as other campus wide priorities and mandates that the college is required to respond to. Goal 1: Develop a new handout on AB 705 data with the latest techniques for querying that take equity into account. Our office has provided multiple handouts and briefs to the campus surrounding the outcomes that are sought after in AB705/1705. This has improved the campus' understanding of the impact of the legislation as well as allowing decision makers to adapt practices within the divisions to try and comply with the law. The office has also collaborated with deans and department leads to adapt surveys and petitions to collect data from students to help comply with the legislation. Goal 2: Integrate the offices of institutional effectiveness and institutional research into one office. This goal is nearly complete and will be complete by the end of Fall 2023. Since establishing this goal, the office is now led by a director overseeing both IR and IE functions of the college. The last step remaining is to transition the IR office website to be on the main website template and join IR and IE functions on that webpage. The bulk of this work is now complete, and the website will be live by the end of the Fall 23 semester. Goal 3: Guided pathways handouts with enrollments and outcomes data. This goal is also nearly or fully complete. Our office actively participates in both the GP leads and GP Steering Committee meetings and has developed multiple interactive data dashboards to assist with the implementation of Guided Pathways and Student Success Teams. We will continue to work collaboratively with the Guided Pathways team to ensure they have access to data as they go through their implementation process. Goal 4: Re-organize the IR/IE office so that we have a Senior Research and Planning Analyst, with the goal of creating an office structure in which talented, highly trained researchers want to stay to provide consistent, high-quality data for decision-making and equity to Chabot. A reclassification request was submitted in June 2023. After discussion with the reclassification consultant, HR, and affected ORPIE team members, a new Senior Research and Planning Analyst has been approved and will be placed on the November 2023 Board Agenda for approval.

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.

One challenge we have experienced is due to staffing changes, we needed to conduct a hiring and training process for a new Research Analyst in our office. While our team is now fully staffed, the onboarding for such a technical role is extensive.

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.

As ORPIE continues to advance our use of dashboards, we anticipate potentially having increased software expenses associated with dashboard programs and access for campus. While we have paid our Qualtrics subscription through IEPI grant funds through July 2024, this will eventually become an ongoing expense of roughly \$6,000/year in the future.

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?)

As noted above, we must ensure a smooth process from application to enrollment for both new and returning students. If students cannot figure out their WIDs, how to enroll in classes, and remember how to access their Chabot emails, etc., then we will lose them. That will, in turn, negatively impact enrollment. Marketing to minoritized populations is important, however, we believe it is even more key to work on retention. Students who have already chosen to come to Chabot and taken credits with our institution leave at alarming rates (e.g., Overall Fall 22 to Spring 23 Persistence Rates: New students: 69%; Continuing students: 71% and Degree/Transfer Seeking New Students Fall 22 to Spring 23 Persistence Rates: 70%). Roughly 30% of our students are not being retained! Retaining students should be of utmost importance, so that they can achieve their educational goals. Retention will also have a positive impact on our enrollments. Focusing too much of our efforts on marketing, as opposed to serving the students we have, is inconsistent with our mission.

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?

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: ([37.6403](#), [-122.0667](#))

Source: GeolIP Estimation

