

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:

David Irving - Mental Health Coordinator

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?

Overall, we have seen an increase in Chabot's connection to external community to expand students access to basic needs support and work-based learning opportunities and careers. We have also seen improvement in student interfaces. The CARES team has had the opportunity to work with the Director of Student Equity in hopes to better be able to streamline services access to basic needs. CARES mental health also provides work-based learning opportunities through our Wellness Ambassador and Student Navigator peer support programs. Through outreach we are able to better let the campus know about the resources that not only CARES mental health provides but other supports around campus. The CARES mental health program has also worked to improve student interfaces as we are currently undergoing a move to an electronic medical record system that will allow students easier access to book and schedule appointments. We anticipate the new student portals will assist students with easier pathways to gain access to services.

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 feel it is important to increase outreach and communications with students. I also feel that it would be good to establish more research and data collection to ascertain how many students are receiving and utilizing student services and how that utilization is increase students academic success.

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	2
Improve student access from application to registration	3
Scale successful practices from grants, categorical endeavors, and learning communities	4
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	5
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	6
Improve fluency with business and HR processes	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).

N/A

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.

Goal 1 - Provide regular and timely in-service trainings for staff and interns. Outcomes – The CARES mental health program has provided several trainings to faculty and classified professionals during flex days and throughout the academic years. This has included a detailed flex day presentation on ways best ways to access our services, several Safe Zone trainings on working with the LGBTQ+ community, and Mental Health First Aid trainings. The CARES program plans to continue to offer these types of trainings and wish to develop continued training and support in areas such as access to the Behavioral intervention team, crisis support and Safe Zone train the trainer programs. Goal 2 - Implement and utilize electronic medical records (EMR) Outcomes - Our Electronic Medical Record System is live and operational as of October 10th 2023. Goal 3 - Development of Protocols, Procedures and Intern Handbook Outcomes - We have developed protocols and procedural manual for our interns and trainees that we use for our trainee program annually. Goal 4 - Mental health- campus awareness events and promotion of wellness materials Outcomes – The CARES Mental Health Program routinely engages in campus awareness , events and promotion of mental health and wellness with the support of our Wellness Ambassador program. Our Wellness Ambassadors participate in activities such as classroom presentations, campus tabling, wellness outreach days (such as Nutrition Fest, Valentines Wellness Day and Health Fairs). This increase promotion has increased overall student access and referrals to the CARES Mental Health Services. Goal 5 - Externship and curriculum development, partnering with Alameda County Behavioral Health Outcomes – The CARES mental health program has helped to create the behavioral health certificate program (effective Fall 2021) at Chabot College. This certificate is currently being offered to students looking to start their educational journey in a behavior health field. We have also established several MOU's with outside agencies to develop a comprehensive externship program that our student Peer Guides and Wellness Ambassadors can use to support their development into a career of behavioral health.

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.

Goal 1 - Provide regular and timely in-service trainings for staff and interns. The CARES program has struggled to provide trainings for our interns and trainees. We have established a great internship program to help guide professionals into the field of behavioral health. However, without a full time person to help manage the trainee program we struggle to be able to provide relevant and supportive training for our interns. Goal 2 - Implement and utilize electronic medical records (EMR) Though our electronic medical record system is up and working we still need support from IT to interface our program with the My Portal system to help support greater student access to our mental health program. IT has been notified and we hope they will get to this by later this semester. Goal 3 - Development of Protocols, Procedures and Intern Handbook We have developed an outline for our overall policy and procedures manual for faculty it still needs to be edited and reviewed before it is used regularly. We also have a new classified professional on our team and we are looking to add this person's duties to the policy and procedures. Goal 4 - Mental health- campus awareness events and promotion of wellness materials We currently do not have a dedicated full time person to help coordinate the Wellness Ambassador program a full time person dedicated to coordinating this program would help with being able to make sure that this program consistently helps to meet this goal. Goal 5 - Externship and curriculum development, partnering with Alameda County Behavioral Health We still need to work on collecting data regarding how many students are participating in the behavioral health certificate program. We need support with coordination of the externship program.

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 reach our SAO goals we there is a need to augment our SAO assessment to include more data on student participation and engagement with our program. To help achieve both our PAR goals and SAO goals, the CARES team will need more and continued support from IR to document the amount of students who are seeking both our mental health program as well as participating in our educational programs (like the behavioral health certificate program). We also need additional staffing support such as some to coordinate our traineeship program and our Wellness Ambassador program.

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 feel there is a need to provide more hybrid and hyflex opportunities for students on campus. Using data from student participation in the CARES program we have had a good mix of students wanting both in person services and services through zoom. Giving students options seems to be helpful in supporting the individual student in being able to create a learning environment that is best suited for their own personal success.

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?

CARES is doing great but could use more resources including another full time mental health clinician that can support and coordinate our traineeship and Wellness Ambassador programs. Though we have recently established the CARES center for mental health support in the 700 building, space is still a need as we would like to hire more clinicians to be able to serve more students. These clinicians will need more office space to be able to see students.

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: ([37.9577](#), [-122.0757](#))

Source: GeolIP Estimation

