

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:

Frances Fon, John Salangsang, Shannon Stanley

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?

*Experienced increased dialog between counseling faculty and instructional faculty on the impacts of curriculum (courses and programs) on student educational goals (associate degrees and transfer). *After evaluating a season using Cranium Cafe (CC), the General Counseling Division migrated away from CC and adopted Zoom as the platform for facilitating online counseling services which goes well with Transfer Center workshops and virtual drop-ins which have been conducted via Zoom throughout the pandemic. This reduces students needing to use different applications for services at our campus. *The Career Center has expanded opportunities for Chabot to connect to the external community by setting up a new career services system (Handshake) to manage employer connections and create a student internship and job board. With this new system, the Career Center has registered over 600 employers and approved of over 1,500 internship/job postings. *Employers have been connected to various learning & career pathways and programs to build/expand workbased learning opportunities. For example, healthcare employers have been referred to the Health & Wellness student success team. *A website redesign has been done on the Career Center website that includes the addition of career exploration resources and opportunities for students.

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?

*Critically analyze the skill sets, education, and interest necessary to deliver on planning priorities so as to best match employees to work/ projects. Scaling programs include increasing resources, including human resources. *Critically examine and openly discuss how institutional changes (such as student success teams) will impact employee workload. *Work on managing the gaps that exist between college/local priorities and the external forces shaping college priorities. *Leverage technology to create efficiencies, including forms that students use to apply, graduate and all those forms and processes in between. Keep the human touch where it belongs and reduce the red tape/ administrative tasks that could be performed by technology.

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).

Scale successful practices from grants, categorical endeavors, and learning communities	2	1
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.		3
Improve student access from application to registration		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).

1. Whatever we do, we need to understand that there are limits as to how efficient we can be while also maintaining caring, competent, and compassionate services. To do otherwise would be unethical. I feel that the best way to maximize our efficiency is to identify the work that is best performed by counselors and try to maximize using our time in the work that maximizes our skills and training. We need to identify the work that we are doing that may be better performed by others so as to open up more counselor availability for the work that is unique to our training. I feel that some of the work expected of us does not require a graduate degree in counseling. During peak reg times, counselors might rotate being available in the Welcome Center/Online Services to assist with students adding classes. Counseling is a key place where students go (and are referred to) when they encounter institutional barriers. This is appropriate as it relates to our role in providing support, but needs to be called out in that if there were fewer institutional roadblocks, we would have more time to assist students with SEPs, etc. The topic of increasing access to counseling must include the fact that the flood of students into our area during peak periods is partly due to institutional barriers such as poor user interface on ClassWeb, college website issues, complex policies and procedures. These issues need to be addressed by the entire institution and understood as a contributor to the reoccurring issue of access to counseling during peak periods. I understand CRM Advise may help with this, so I am somewhat hopeful. Improved technology, college policies, and processes must be part of this conversation. Our college needs to improve in these areas so our time can be freed up for our core purposes: to partner with students to clarify their goals; provide support and address personal needs; develop education plans that lead to success, completion, transfer. 2. Leverage technology, where appropriate, to reduce the need for students and employees to engage in unnecessary manual processes and procedures. 3. If a 40 hour a week employee leaves, we can only hire someone temporarily at 25 hours a week but we are encouraged to channel The Power of US by volunteering our time, walk people here and there, and be nice and give campus tours. There's a disconnect and tension between HR hiring rules/practices, baseline operations, and the positive workplace and campus wellness culture we are supposedly trying to foster here.

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.)

Goal 5: Provide career exploration resources, services, and programs for students that are undeclared/undecided in collaboration with the guided pathways.

Additionally, this is the Outcomes that goes with Goal 4: Coordinated a career fair each semester since Fall 2022

- 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: Partner with units across campus such as those in Special Programs who work closely with DI group to demystify transfer process (e.g. getting on the path, to the gate, through the gate) *Achieved. In addition to the updates last year, had a lot of opportunity to partner with colleagues in Special Programs to build transfer counselor knowledge to better support students through transfer process such as: -UC TAP to TAG Workshops for EOPS students and train EOPS counselor in the process -UC Berkeley Transfer Workshop with Movement presented by UC Berkeley Undergraduate Admissions who is a Chabot graduate so students can see themselves in the presenter who is one of their own. -Dialoguing with Special Program colleagues in ACE/DSRC, Guardian Scholars, CalWorks to better understand transfer barriers experienced and mutually support each other and how to leverage each other's areas and resources to support the student. Goal 2: Modify, Develop, and/or Deliver transfer resources, workshops, and services to support students throughout their transfer journey *Achieved. This is an ongoing goal but the focus changes with each new PAR cycle. In addition to the updates last year, this cycle, we were able to: -Modify the Transfer Students and Financial Aid awards workshop to reflect updated sample financial aid awards. -Was able to ask CSU East Bay Financial Aid to present to current students during Chabot College Transfer Week to bring to the forefront the idea of transfer financial aid and begin dialoguing around the cost of university and where financial aid offers fit in the transfer process. Goal 3: participate in EBCAN to build upon current practices; collaborate with campus and university in order to support our students with a more comprehensive transfer journey experience that addresses belonging, clearer match with academic/career goals, and achieve ADT/university transfer to CSUEB. *In addition to the reflections last year, additional achievements include: -Collaborated with Movement, CalWorks, EOPs to take students to participate in the Chabot-LPC-CSUEB Transfer Friday in October 2022. This allowed Movement to hold another trip to UCB. Two more trips to CSUEB are slated in 23-24 funded by EBCAN. -Pioneer Day in April 2023: a late afternoon event for recently admitted transfer students. CSUEB Transfer Student Ambassadors were at this event so that's great. My understanding is 40+ admitted students attended, and between bringing their friends, siblings, family, about 80+ people passed through. -Cross Registration rules for CSUEB were revised so Chabot students can participate earlier in their transfer journey to CSUEB -Funding provided ways for Transfer Center to purchase application fee waiver codes for students experiencing hardship in submitting the application to the CSU East Bay. Goal 4: Coordinate a career fair to support student career development. *A career fair was coordinated in fall 2022 and spring 2023 with a total of 344 attendees, 155 in fall 2022 and 189 in spring 2023. *Over 90% of the attendees surveyed strongly agreed/agreed that the career fair was useful. *22 employers participated in the career fair, the employers and/or their opportunities reflected all the Chabot College learning and career pathways. Goal 5: Provide career exploration resources, services, and programs for students that are undeclared/undecided in collaboration with the guided pathways. *In spring 2023, the Undeclared & Exploring Pathway plan was developed along with the pathway's student success team. *Career exploration resources have been added to the Career Center website.

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 2: Modify, Develop, and/or Deliver transfer resources, workshops, and services to support students throughout their transfer journey *One challenge to trying to put on a transfer student panel to discuss the ups and downs of the transition to the university, including the topic of funding one's transfer education, is the reality that our students are now at the university adjusting to new and demanding university life, and may not be available to participate but we will continue to try!

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.

Additional staff support by way of Transfer Center counselors and funding for programming have come from EBCAN funds. Continued funding through EBCAN or the like will help Transfer Center continue to offer services and programs and also support lead Transfer Center Counselor to participate in intersegmental conversations and collaboration working toward smoother transfer experience for our students.

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?)

Reduce institutional obstacles (micro barriers) for students and employees. Examine all processes, forms, meetings, committees, and procedures to see what can be eliminated, streamlined, and/or improved with technology. Hypothesis: Doing so may lead to increased retention and productivity.

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?

1. Choosing a major/career and navigating university transfer is a complex process which can be stressful, with multiple "cracks" to avoid (even with ADTs). Most students entering Chabot are at some level of exploration as to why they are here and where they might want to go. It's important to reduce shame around this normal developmental process of exploring and provide multiple opportunities for student development and personal support. There is little that will get in the way of a person with intrinsically motivated goals surrounded by caring people. 2. The Chabot College Transfer Center seeks to support students through the transfer process from exploring, applying, to transitioning to the four-year institution so you can achieve and earn your bachelor degree! We provide information, resources, services, and learning opportunities so one can make informed decisions about one's transfer goals and destinations. The Transfer Center serves as a resource for the campus, collaborating across our campus community and externally with university partners to provide students transfer bound experiences and work together to reduce barriers in the mechanics of transferring. 3. The Chabot College Career Center supports students who are exploring majors/careers and/or seeking an internship or job. We provide information, resources, services, and programs/events for students while managing employer connections and career opportunities to be accessible for students. The center supports and works collaboratively with our campus community.

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: [\(37.5731, -122.0539\)](#)

Source: GeolIP Estimation

