

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:

Carmen Johnston, Mona Abdoun, Benjamin Barboza, Pedro Reynoso

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?

Under Abby Patton's leadership, the Pathway structure is off to a good start. Student Success Teams are beginning to take shape and departments are working to connect to the Pathways model. There is still work to do to connect to the community, however various programs across campus are making inroads. For example, the STEM Family Night is a great program to outreach to the community and invite families to campus programs and events. The hiring of the marketing director is making a difference, this will help promote Chabot programs and events. Internally, and as it relates to instructional technology, there has been increased Canvas support and professional development opportunities during the COVID19 pandemic. Other campus-wide efforts that expand students' access to basic needs support include: · Hiring a new Director of Student Equity and Success (Dr. Gilmore) · Expanded the Food Pantry's days and hours of operation · Supported the creation of a Student Hub in the absence of the College bookstore · Provided free student printing in all computer labs across campus

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?

It seems like the leadership is moving effectively around these areas. I am sure people with more expertise in these areas may have ideas to contribute. But from the ground level we can see that when the campus focuses on 1-2 campus-wide initiatives (e.g., equity, OER, Hispanic Servingness) this creates a more focused approach to better serving Chabot students, especially if these efforts are from the ground-up and include all voices—students, staff, and faculty—and more importantly, follow through from the administration. From the technology side, it would help for the College to coordinate laptop lending across the college - evaluate having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment.

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

I am sad to see that it doesn't seem to be a priority to address equity gaps. Our Black and Latinx students continue to be at the bottom when it comes to our success rates. When are we going to truly take this on as a college? There needs to be more intentionality and a collective effort from across campus to address this gap, as mentioned above, if the college focuses on 1-2 campus-wide initiatives, we may be able to make progress in this area. Perhaps, initiatives like Guided Pathways and Hispanic-Servingness (HSI) can be used as the vehicle to bring efforts and people together to work on this priority. Another campus-wide priority, which has been voiced at various venues and meetings, should be the availability of more healthy and affordable food options for students and the campus at large. Also, many faculty have pointed out that our food vendor on campus needs to extend its hours of operation to serve evening students and faculty. This again, lends itself as an opportunity to initiate a campus-wide effort to address a glaring need.

## 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) CIN Counselor/Coordinator- We are integrated into Special Programs. Pedro Reynoso and Carmen Johnston are splitting the Coordinator position. We have 3.75 CAH/per semester for the CIN Counselor/Coordinator. Benjamin Barboza is our current counselor for CIN. 2) We are partnering with Movement to split a Counseling Assistant. 3) Mona Abdoun is teaching Sociology in CIN. We spent the summer revising our principles. We are working closely with Guardian Scholars and EOPS. These actions have strengthened our cohort of students. 4) We are hoping to be part of the Education Pathway for a regional grant. We hope by partnering with Guardian Scholars we will be able to pool resources. Additionally, we hope to be part of the next HSI grant.

**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) In order to be on parity with the other learning communities, we need at least a 50% load Counselor Coordinator. We are hoping Benjamin will take on the role. It just doesn't work well for a faculty member to be in a coordinating role. 2) It will be interesting to see how the split with the counseling assistant will work. 3) We are ways away from having a strong intake process so we can build a great cohort. Participation in MEGA day helped and working with a student assistant over the summer made a difference as well. 4) It would be nice if we could count on the college for some financial support. Currently we receive about 42K from SEA, which is 1/3 of what other learning communities who have additional grant money receive. It's not fair. We do a lot for less than everyone.

#### 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](mailto:jcoan@chabotcollege.edu)) and Safiyyah Forbes ([sforbes@chabotcollege.edu](mailto:sforbes@chabotcollege.edu)), or the curriculum specialist Meray Aghyarian ([maghyarian@Chabotcollege.edu](mailto: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](mailto: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.

First and foremost, secure funding to sustain the CIN! Program, more specifically make CIN funding part of the College's operating budget, this would further establish and institutionalize CIN's PAR Goals. Consistent funding would mean funding the Coordinator role at 50%. We currently receive 3.75CAH which is about 25%. We are almost there!

## 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?)

Build and act on data and work already in place by program and projects across campus; for example: • Further support the equity efforts established by CCEPG (Chabot Collaborative for Equity and Professional Growth) • Continue to uplift and expand the work being done around making Chabot a truly Hispanic Serving Institution (HSI) • Implement recommendations made from the Equity Driven Student Enrollment Assessment Project Also, as a college coming out of the pandemic, it would be great to systematically evaluate and prioritize students' technological needs, in particular the investment and coordination of laptops across the college. For example, assess having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment.

**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?

For the last fourteen years CIN faculty have tried everything to make CIN funding part of the College's operating budget; efforts include, submitting a Program Review every year, working closely and following process with campus-wide initiatives like Basic Skills and SASE, partnering with other groups on campus to support equity work (e.g., CCEPG, IPEA, EarthWeek, etc.), and constantly advocating to administration to bring parity among Learning Communities on campus; what's it going take to establish consistent funding from Chabot's general fund. We are hopeful that under Dr. Cooks, CIN finally reaches that "institutional level" to continue working toward justice and equity in education for many years to come!!

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

**Source:** GeolIP Estimation

