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	Puente ⌄
Division	Special Programs ⌄
Organizational Unit	Student Services ⌄

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:

Sandra Genera

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?

> It has been great to see an increase in expanding opportunities for Chabot to connect to the external community in creating referrals to basic needs with Fresh Success and Basic Needs, as well as the hiring of a marketing person at Chabot that is coordinating marketing. The CRM portal will help streamline messaging in programs as well as eSARS access in Special programs to provide access for students to schedule counseling appointments online.

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 is important to continue to provide training and support for all staff utilizing current and new technology platforms. It is also important to continue to provide training and support for all staff to expand Chabot's opportunities in basic needs, connect with external networks

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
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	2

Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	**3**
Improve fluency with business and HR processes	**4**
Scale successful practices from grants, categorical endeavors, and learning communities	**5**
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	**6**
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	**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).

Chabot has a history of being a 'grass-roots' institution being the first in California to establish Learning Communities that have since grown and been a model for many other institutions to duplicate. We have an opportunity as an HSI campus to improve our "Servingness" on campus. We have a lot that is unique to Chabot. Let's look at that and continue to grow in being student-centered, culturally responsive and empower our students to find their passion and complete degrees and transfer. We also need to be intentional in hiring faculty and administrators that reflect our student demographics.

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.)

[text box]

● Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)

Puente was able to achieve Goal 1 and we have priority registration for Puente students. That goal can be deleted.

○ 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.)

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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: Priority Registration for Puente students to increase persistence fall to spring and increase number of full-time students were achieved. 85% of Phase 1 Puente students persisted from fall 21 to spring 22 and fall 22 to spring 23. We also had 89% of Phase 1 Puente students register as full-time students each of those four semesters. Goal 2: Continue to have LA in all Puente English courses to increase the number of Puente students passing transfer level English courses in a timely manner was reached. In Fall 2021 73% of Puente students passed English 1 vs. 52% of non-Puente Latinx students vs. 67% of all other students who enrolled in English 1. In Fall 2022 75% of Puente students passed English 1 vs. 56% of non-Puente Latinx students vs. 70% of all other students who enrolled in English 1. Goal 3: Increase the number of Puente students to be full-time students in order to increase student transfer readiness and the outcome was to increase transfer-ready students by 10%. In fall 2021 and 2022 we had 96% of our students indicate an educational goal as transfer/degree. 69% of the Puente students who have completed English 1 have completed 30+ units and are considered transfer-ready.

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.

A challenge we face is having students follow-up with us after their first year in Puente. We can see their units and classes taken, but do not receive a high percentage of students informing us of their progress. We have included Puente students in a CANVAS portal and follow up with individuals, but I don't know why they do not follow up with us.

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).

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.

> In order for Chabot to continue the increase of Puente students completing transfer level English courses at higher rates, we need to have a group of English teachers that are Puente/Equity minded and culturally responsively trained. At the moment there are only 2 Chabot English instructors that are Puente trained! They have been rotating since Fall 2020 when they went on sabbatical. It would also be great if we had Puente English instructors who reflected the Puente student demographics. Both Chabot Puente English trained instructors are not Chicano/Latinx, or a reflection of our Puente students. Having Puente/Equity minded and culturally responsive English instructors help the college overall. Especially if Chabot plans on growing Puente-like programs. Puente works because we have faculty and staff that have been trained to work In order for Puente to achieve our SAO #2, have the majority of Puente students complete the self-guided English & math placement, orientation/first semester planning sessions & complete SEP's with counselors, the SOAR and onboarding needs to be streamlined and include Learning Communities in the process. At the moment we see students interested in Puente after they have completed most of these components.

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?)

> At Flex Day

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?

> Puente's mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. Puente needs to have more English faculty trained in the Puente Equity model to work with first-generation, low income students at Chabot. Puente Professional Development includes work that identifies five key areas of our equity framework: racial and immigrant justice, linguistic justice, LGBTQIA+ justice, disability justice, and environmental justice. The Puente State Office has "the expectation of the Puente Project that instructors, counselors, and staff affiliated with our organization strive to these values." All of this ties into the HSI model of "Servingness" but if we do not have Chabot faculty understand where our first-generation, low-income students come from and understand that we must address the roots of oppression that persist in academia, then how do we practice and train our students for our collective liberation? It would be great if Chabot would hire a Chicano/a English Faculty to have the interest and ability to work with Puente.

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: (37.6736, -122.0944)

Source: GeoIP Estimation