

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:

Tommy Reed and Tom Dewit

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?

There has been a very intentional effort to connect all students to a pathway, a program, support, and services. The benefit of this work has made clear lines between what we all do, while making sure they intersect in intentional ways so that more students are receiving layers of support and services. It is similar to the intention and practices of the Black Excellence Collective's 10x10 efforts from 2020, except it is scaled up to connect all Chabot 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?

Continue to promote collaboration and synergy. Unifying efforts is a great way to be efficient while creating layers of services and resources for students. Cross Collaboration expands each area's reach which allows for more students to be positively impacted.

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

Improve fluency with business and HR processes

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

Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.

Scale successful practices from grants, categorical endeavors, and learning communities

Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests

Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement

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).

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 was to secure funding to provide African Centered wellness and therapy support for our students to increase overall retention. We were able to secure some funding last year, and use it to bring Pranamind into Umoja for Spring Semester. It worked well. Our therapist was introduced to the community and by the second week her schedule was filled whenever she was on campus. The partnership with Pranamind is important because they use African Centered Counseling approach which makes it easier to connect with our student population. Goal 2. Last year the intentions were to continue scaling the program back to where it once was. Strategies that worked were having Umoja Days, Collaborating with the Black Cultural Resource Center (BCRC) on events and activities, holding Umoja classes in spaces like the Student Initiative Center (SIC), having counselors embedded in the classes, to name a few. "Umoja Community Days" for our students was a time each month set aside for students in Umoja to build community with one another and participate in an activity such as "Black Transfer Day" or "Rest, Reset, Receive." One of the Umoja Community Days involved students sharing or showing their talents. The significance of Umoja Community Days, was to allow for students to become a tighter community, and build the feeling of family. Based on research shared by Dr Joy DeGruy, author of "Post Traumatic Slave Syndrome," it is of the most importance for Black Students and Students of color to have authentic relationships with people involved in their education. From the professor to counselors, and their peers, they must have deep connections for them to successfully persist. Collaborating with the BCRC went well for Umoja. We collaborated on nearly every activity and event. This worked well for the BCRC and the Umoja program, as each were able to introduce new students to one another. Events like "Chop It Up Tuesdays" brought many students to the BCRC and allowed them to build over food and conversation. Students learned about the Umoja Program, and joined the following semester. Another great Collaboration Umoja participated in was "Seso Wo Suban Summer Academy." Along with the Equity Director, Dr Saleem Gilmore and the BCRC Coordinator Lakesha Stewart. 27 African American students joined and competed the Summer Academy. Upon completion they gained 6 UC and CSU transferable Units, by taking Hist 62, and PSCN 23. Goal 3 There are so many positives to share. The goal was to scale up marketing and outreach to fill classes in the Fall. In the Spring of 2023 Umoja offered GNST 33A, which is a Black Leadership classes. Students in that class learned how to read and interpret Data concerning the status of all Black/African American Students. They also leveraged their relationships with their former high schools allowing us to visit and share a workshop authored by the students, Tom deWit, and Tommy Reed. The students created and maintained a tracking system that allowed them to contact, connect, visit, and follow up with the local area schools. As a result of this effort all Umoja classes were full before the fall semester began, including the Late Start classes that begin in October. The class was such a success, that the Umoja program requested to offer GNST 33A course again this fall.

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- There really are no challenges for this goal. It's just a matter of continuing to build out the look of this resource. They started a bit later than anticipated completion and processing of contracts and securing the funding. In reflection, there may be a need to get the contracts processed in the summer heading into the Fall, in order to have them up and running on day one. Even getting them on campus by end of September when students begin to get into the full motion of class and life. It's a barrier because students need the services in real time, and not having them readily available will have a negative impact on our retention rates. If we would have had this resource at the start of fall, it would have significantly helped Umoja students to persist. Goal 2-The challenge is to not "burnout" our students with activities and events. Through collaboration it prevents Umoja, BCRC, and other programs serving Black/African American students, from operating in Silos or having to many activities and obligation for Black Students. The collaboration also increases the touch for all students, from the programs and learning communities which leads to higher success and retention for Black Students, especially in Umoja. Goal 3- Offering the Black leadership class is an amazing experience for our Umoja students. One of the Challenges is maintaining the momentum of the outreach and recruitment once it has ended. The work the students did throughout the semester is huge in terms of leveraging their former schools and setting up a tracking system. Once summer came and class was over, the professor is left to start and rebuilding on the effort of the previous semester with an entirely new group. The challenge presented in that situation is that rebuilding takes time and keeps us from visiting HS campuses in the early part of the year. With our current group we are about 4 weeks from doing our first HS visit. Meaning, we won't be on the campuses until some time in November.

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?

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.

Our SAO was to ensure all Umoja students complete their SSSP components. This will need to be augmented by adding completion of Financial Aid Applications/Process, as the funding formula for our campus now includes that as a goal. Though we have a high number of students who already complete the Fin Aid, Umoja would like to be more intentional about helping students to complete this process. We will continue working with Ariel in Fin Aid to make sure our students connect with her or their assigned officers to resolve any issues. This is also important because students will drop out to avoid fees they can't repay in the following semester. This affects our persistence rates.

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?)

Already moving in that direction, we need to provide layers of course offerings. Chabot should offer more late start/short term/accelerated courses for students who come in throughout the semester. Many students are not enrolled or prepared to start at the beginning of the semester. Having courses start in the 6th or 8th week in person/hybrid, or online allows for students to register without having to play catch up, or having that fear of falling behind. This semester there were at least 20-25 students who came into Umoja community after the beginning of the semester, and we struggled, because our classes were full, to find courses they could take. Also, when looking for classes to place them in, we discovered that most of the late start course offerings were completely online. We should offer more in person, or hybrid style instead. Having an easy, accessible application through enrollment process with no barriers, is invaluable for students who are carrying fear or even excitement about attending college. When barriers present themselves, the average student tends to panic and become anxious around finding a solution. Some persist, but many leave for that reason and not because they are struggling in their classes. Making things as simple as possible will provide relief, increase, excitement, and help with our persistence.

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?

Umoja Community Program is committed to the mission of Chabot at its core. We offer a dynamic, student-centered Learning Community that provides a great opportunity and experience for our students. We have a ton of gratitude for him as he has supported Umoja over the years, as Dean, VP, and now as four current President.

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: [\(38.9301, -104.8441\)](#)

Source: GeoIP Estimation

