Fall 2025: VP Academic Services PAR Summary Data Report
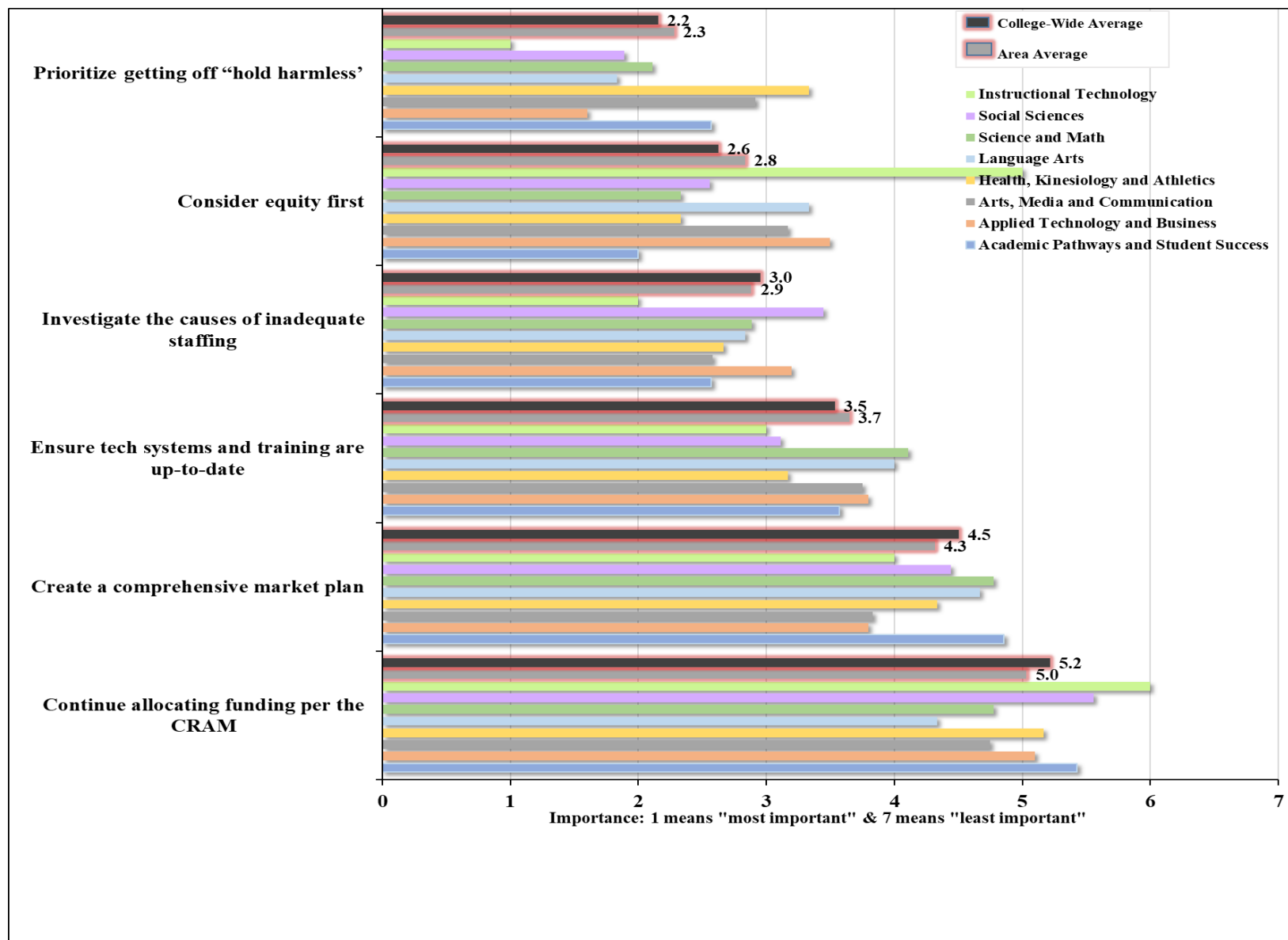
Part I: Priority Areas to Address Ranked by Programs within Your Area

Legend:
- College-Wide Average
- Area Average
- Instructional Technology
- Social Sciences
- Science and Math
- Language Arts
- Health, Kinesiology and Athletics
- Arts, Media and Communication
- Applied Technology and Business
- Academic Pathways and Student Success

Categories (top to bottom):
- Prioritize getting off "hold harmless" — 2.2, 2.3
- Consider equity first — 2.6, 2.8
- Investigate the causes of inadequate staffing — 3.0, 2.9
- Ensure tech systems and training are up-to-date — 3.5, 3.7
- Create a comprehensive market plan — 4.5, 4.3
- Continue allocating funding per the CRAM — 5.2, 5.0

X-axis: Importance: 1 means "most important" & 7 means "least important"

Detailed AY 2025-26 Annual Planning Priorities:

___ Consider equity first.

___ Prioritize getting off "hold harmless" for financial health and focus on strategies for ensuring long-term stable funding for the college and district. Be informed and agile on federal actions. Address college deficit.

___ Create a comprehensive marketing plan to communicate internally and externally, and develop clear processes for campus constituents to receive marketing support.

___ Investigate the multi-faceted causes of inadequate staffing, consider the impact that being understaffed has on the college community, and address solvable issues.

___ Ensure technological systems and training are up to date and investigate systems for providing students and employees with hardware/software access and technological support.

___ Continue allocating funding per the CRAM.

Part II: Summary of Deans Summary PARs*

Summary of Individual Programs not within a division included in Part II

Background Information

Name of Your Area/Division:	Your Name:
Academic Pathways & Student Success	Amal Amanda Issa
Applied Technology and Business	Tracey Coleman
Arts, Media and Communication	Deonne Kunkel
Health, Kinesiology, Athletics	Matthew Lee
Language Arts	Paul Pinza
Science and Math	Sonya Lopez
Social Sciences	Robert (Bobby) Nakamoto

Campus-Wide Issues

Programs in your division/area were asked to rank the six recommendations PRAC put forward for AY 25-26. Please review your "Division/VP Summary Data Report" from Qualtrics (these reports aggregate all responses from programs in your division/area). Based on their responses and your own experiences, in ranked order, what do you believe are the top 3-5 campus-wide issues that deserve immediate attention?

7 Responses

Name of Your Area/Division	Issue # 1	Issue # 2	Issue # 3	Issue # 4 (optional)	Issue # 5 (optional)
Academic Pathways & Student Success	1. Consider equity first (Rec1)	2. Support & prioritize getting off "hold harmless' for the short- & long-term financial health (Rec2)	3. Presentation of marketing and communication plan by District and College (Rec3)	4. Support district in matching needs with technology products & ensure we have training and support (Rec6)	5. Chabot recs align with the district technology plan & interface with the college & district (Rec5)
Applied Technology and Business	The top 3 campus wide issues that were expressed with "minimal" and "some progress" were; presentation of marketing and communication plan by the district and college with follow up assessment, IST renewing their focus on understanding Chabot recommendations of alignment with the district technology plan (which I think is currently in process with the addition of Steve Gunderson), and Sr Leadership/IST working with the district technology team	The Marketing of programs continues to be a slow-moving process where some of the program needs are not shared in a broad enough way to ensure we are meeting the needs of all students interested in programs offered	The IST aspect seems to be in progress and some of the concerns stem from communication that has not occurred with some of the constituents that need to aware of the technology changes prior to occurrence and adding the appropriate feedback before implementation. Another category ranked high was the staffing concerns.	The impact to Business and two programs not having full time faculty has impacted enrollment and burn out from teaching various sections to accommodate student needs.	N/A

Arts, Media and Communication	Marketing	IT infrastructure and collaboration with the district	AI (was mentioned in other places multiple times)	N/A	N/A
Health, Kinesiology, Athletics	Consider Equity First	Staffing Processes & Timelines	Technological Systems	N/A	N/A
Language Arts	Our fiscal infrastructure is the most critical priority right now because it supports all other facets of the college. The "hold harmless" recommendation is actually three recommendations in one, and I would rank this set at the top. We cannot celebrate the release from "hold harmless" without addressing the systemic issues that prevent us from tracking our spending more accurately.	#2 is consider equity first, and I'm not convinced that the current CRAM does.	Staffing and technology are a chicken-and-egg pairing. Does enhanced tech drive staffing decisions, or do we build out the people and improve tech where we can afterward? I think they both need to move forward in tandem. Tech has to be integrated into our work, and we have to find the best combinations of new positions and updated platforms and equipment. That's how we need to perceive of the work ahead. People with tech; tech with people.	N/A	N/A

				Ensure technological systems and training are up to date and investigate systems for providing systems and employees with hardware/software access and technological support.	Other priorities suggested that are not included in the PRAC list include developing clear institutional policies on AI use in academics, addressing: (1) Plagiarism & Disclosure - define what constitutes plagiarism when using AI and whether failure to disclose AI assistance is academic dishonesty, and (2) Instructor Use of AI - establish guidelines for appropriate use of AI by faculty (i.e., grading, lesson planning).
Science and Math	Prioritize getting off "hold harmless" for financial health and focus on strategies for ensuring long-term stable funding for the college and district. Be informed and agile on federal actions Address college deficit.	Consider equity first.	Investigate the multi-faceted causes of inadequate staffing, consider the impact that being understaffed has on the college community, and address solvable issues.		
Social Sciences	Staffing & Faculty Capacity Constraints Nearly all disciplines report insufficient full-time faculty, high reliance on adjuncts, limited counseling capacity, and lack of classified/coordination support. These gaps directly impact scheduling, assessment compliance, dual enrollment, new curriculum, and enrollment growth.	Technology Gaps Undermining Efficiency & Compliance Programs report challenges with CareConnect, SLO/PLO platforms, virtual lab tools, GIS software, and general training deficits for part-time faculty. Technology issues impede assessment reporting, course coordination, and instructional innovation.	Academic Integrity & AI Disruption Programs express increasing concern about academic dishonesty, difficulty assessing student work, and the erosion of credibility in online education due to AI misuse. There is growing demand for a consistent, college-approved integrity framework.	N/A	N/A

Reflections on Achievement and Challenges

Programs in your division were asked the following question, "So far, what is **going well** regarding completing your program's/area's goals?"

Please refer to your Division and VP Summary Data Report. **What trends do you notice?**

7 Responses

Name of Your Area/Division:	Responses
Academic Pathways & Student Success	1. Strong collaboration & cross-unit partnerships 2. Stable or growing student engagement despite constraints 3. Effective use of existing structures, tools, and data 4. Program identity & institutionalization are strengthening 5. External funding and grants are driving momentum Programs are progressing when they can rely on collaboration, existing systems, and external funds, not when they need new institutional resources. Initiative and ingenuity are high, but capacity and funding are fragile.
Applied Technology and Business	The majority of the programs are succeeding and achieving or on target to achieve their goals. Enrollment in ADMJ has steadily increased with high success rates and substantial waitlist in some classes. Automotive has maintained ongoing industry communication and partnerships leading to student employment because of the skills our students are learning especially EV skills. Business is also achieving all goals and re-instated the business education seminars this year after being cancelled during the pandemic with a high number of students in attendance. CAS saw in increase of 30% in AS degree completion. ESYS students are obtaining employment opportunities with greater potential than previous cohorts. Entrepreneurship was awarded the ZTC grant and working towards an update and collaboration with English on a certificate for language and ENT. The Fire safety club with over 100 members has provided opportunities for heightened student engagement and enrollment. MTT has decreased equity gaps by increasing African American and female enrollments by 30% as well as Real Estate with increases in first generation students. Paralegal has increased student SEP's by collaborating with counseling creating workshops. Welding has increased enrollment to full capacity with waitlists of 40-150% of students having to wait until the following semester; a more diverse group of enrolled students completing their program within 2 years.
Arts, Media and Communication	The division has been increasing its majors and majors support through GP efforts, enrollments and success rates are increasing. The number of students receiving certificates and degrees is increasing.

Health, Kinesiology, Athletics	HKA programs are making strong progress toward their goals. Dental Hygiene continues to demonstrate program effectiveness—students are completing the program on time and maintaining strong outcomes on the National Board Dental Hygiene Exam. This speaks to the strength of the curriculum, faculty coordination, and clinical preparation. Emergency Medical Services has made structural improvements with the successful development of the EMT Certificate of Achievement. These additions not only expand student pathways but also strengthen alignment with workforce needs. The program is also seeing improved first-attempt pass rates on the NREMT, supported by the integration of Pocket Prep resources, which is a promising indicator of student readiness. In Health and Nutrition, both course areas are maintaining strong fill and success rates. The faculty's proactive work—such as creating targeted guidance for Nutrition majors and sustaining a productive partnership with CSU East Bay—continues to pay off. Hosting CSU East Bay's first-year seminar course on our campus was especially impactful, offering our students direct access to a university-level experience and removing financial barriers to participation. The Kinesiology and Athletics unit has seen a significant increase in AA degrees awarded, demonstrating the positive effects of improved educational planning, program clarity, and student support structures for athletes. Medical Assisting is progressing well toward its goal of converting the entire program into OER. With most content now developed and the team moving into the editing phase, the program is on track to reduce student costs and increase access to high-quality learning materials. Finally, the Nursing program continues to sustain an annual NCLEX-RN pass rate between 95–100 percent—a key indicator of program rigor and the faculty's effectiveness in preparing students for licensure and practice. Overall, these accomplishments reflect strong faculty engagement, thoughtful curriculum development, and a shared commitment to student success across the division.
Language Arts	We have significantly increased access for our courses and programs, launching a wide array of non-credit classes and crafting new programs and pathways that now have Zero- or Low-Textbook Cost. The Library platform LibGuides has also been successfully integrated into Canvas across a wide array of subjects, providing streamlined access to that site's myriad research tools and sources. The pairing of credit-bearing and non-credit classes has shown to be quite effective: Language Arts enrollment increased last Fall by over 7% while college-wide, enrollment was essentially flat. Moreover, students are persisting and succeeding at higher rates. ESL students are moving into higher levels at a 70-90% rate, and first-year throughput of English C1000 reached a four-year high and equity gaps for Black and Latine students shrank by ten or more points. There is a synergy of quality instruction, strategic tutoring, and promotion of college services that has elevated achievement and energized enrollment.
Science and Math	All disciplines agree that their original goals remain relevant and would either add a goal (44%), alter existing ones (22%), or keep all the original ones (33%). I believe this shows a commitment to their existing goals and they are adapting them as needed. These are the common trends of what is going well in the Science and Math Division: (1) strong impact and advocacy for STEME counseling, (2) program growth and curriculum development, (3) enrollment and success improvements, (4) innovative teaching and student engagement, (5) resource and infrastructure enhancements.

Social Sciences	Social Science Division Programs are Innovating - OER/ZTC expansions (Anthropology, Sociology, Political Science) - Apprenticeships (ECD) Degree Seeking Partnerships with YMCA and Kidango - Dual enrollment expanded Social Science Offering - New degrees/courses (Ethnic Studies i.e. Filipinx and Oceania Studies. - ECD Spanish-Speaking Cohort partnership with ACOE to offer Practicum Course (ECD 90) - Sacramento County of Education Spanish Speaking Cohort Partnership -

Programs in your division were asked the following question, "What are some challenges regarding completing your program's/area's goals?"

Please refer to your Division and VP Summary Data Report. **What trends do you notice?**

7 Responses

Name of Your Area/Division:	Responses
Academic Pathways & Student Success	1. Chronic staffing shortages 2. Limited or uncertain funding 3. Time constraints and capacity limits 4. Structural and operational barriers 5. Difficulty scaling outreach, training, and student support Across the division, challenges cluster around capacity, not commitment.
Applied Technology and Business	The challenges expressed include the timelines that are now required for the development and approval of new curricula, certificates, and degrees; faculty needs in ATEC for EV full time instruction, the faculty member did not request in the prioritization because of lack of bandwidth which also impacts the shortages of sections. Business has expressed the lack of faculty as well and applied in faculty prioritization receiving #4 on the list from the committee for a position. Marketing and outreach for some of the programs is another challenge that has stifled the enrollment and awareness to the community and students of their existence. Machine Tool Technology, Real Estate, and Computer Applications Systems. There are facility challenges with the adequate space to include all students seeking programs is not sufficient. The Welding, Automotive, and Electronic Systems programs need staffing to meet additional course offerings as well as the space to conduct those course offerings

|	
Arts, Media and Communication	The division is under extraordinary stress related to understaffing--larger areas led by only one full-time person or no full-time person. We have challenges hiring part-time instructors and labor challenges related to the PAC and lack of funding.
Health, Kinesiology, Athletics	• Hiring and staffing limitations - Multiple programs are struggling with recruiting and retaining qualified faculty & classified professionals (I.e. part-time classified positions). • Onboarding & Procurement delays / resource access - Obtaining essential equipment and software due to the purchasing process. While they've identified alternate pathways (e.g., direct disbursement), programs need more responsive and flexible procurement systems to meet instructional and accreditation needs on time. • Enrollment & Pipeline Challenges - Health & Nutrition, Medical Assisting, and Kinesiology all note issues related to low degree counts, limited marketing capacity, and the need for stronger outreach and recruitment.
Language Arts	College-wide decisions directly impact the progress our division can make. The freeze on hiring classified professionals and the challenges of hiring excellent faculty have both stunted program growth, and cuts to tutoring threaten to undermine the very strategies that have been proven to boost student success. The current facilities plan has a direct impact on our division, as we are slated to lose the Assessment Center which is relied upon for ESL student placement plus nine classrooms that are used regularly in our division (including our only designated classroom for Sign Language, used by a professor who is deaf). There is, as of this writing, no strategy yet in place for relocating these facilities. Connecting students to services across campus continues to be a challenge – especially when services are not offered during evening and weekend classes. Our division actively works to dismantle the silo-ing that occurs by design in our system, particularly for students with disabilities and multilingual learners who may not have the support of learning communities or FYE programs.
Science and Math	These are the common trends of what challenges exist in the science and math division: (1) loss of STEME counseling support, (2) enrollment and program growth issues, (3) staffing and hiring constraints, (4) curriculum and articulation barriers, (5) infrastructure and space limitations, (6) faculty development and DEI training challenges, and (7) rapidly changing technology landscape relating to AI (cheating and curriculum).
Social Sciences	Nearly all disciplines report insufficient full-time faculty, high reliance on adjuncts, limited coordination support. These gaps directly impact scheduling and enrollment growth, assessment compliance, dual enrollment, earn & learn workforce development programs, and new curriculum development.

Service Area Outcomes

Are there any programs/services/areas with service area outcomes in your division/area?
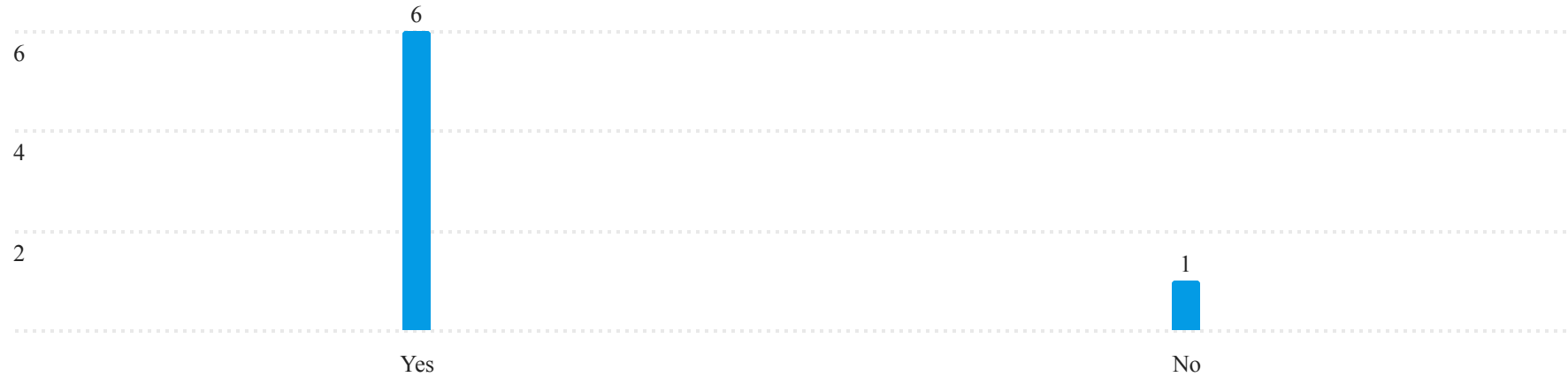
7 Responses

Have all service areas within your division/area assessed at least two SAOs in the past five years?

6 Responses
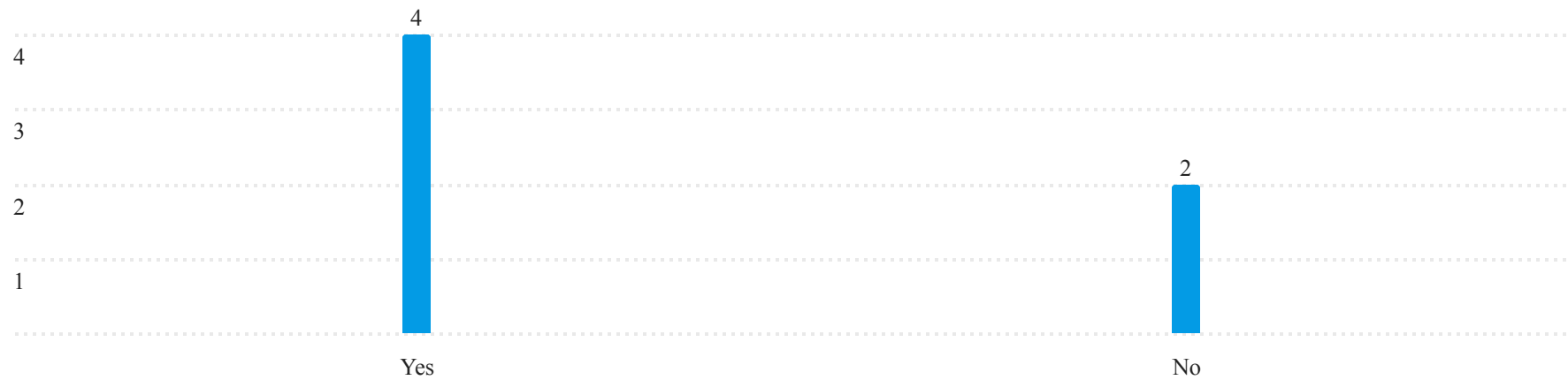
If not, by when do you believe you can support the service areas in completing the SAO assessments? (Note: new service areas that recently created SAOs would not need to assess this PAR cycle; please note in your response if that applies to any service areas in your division.)
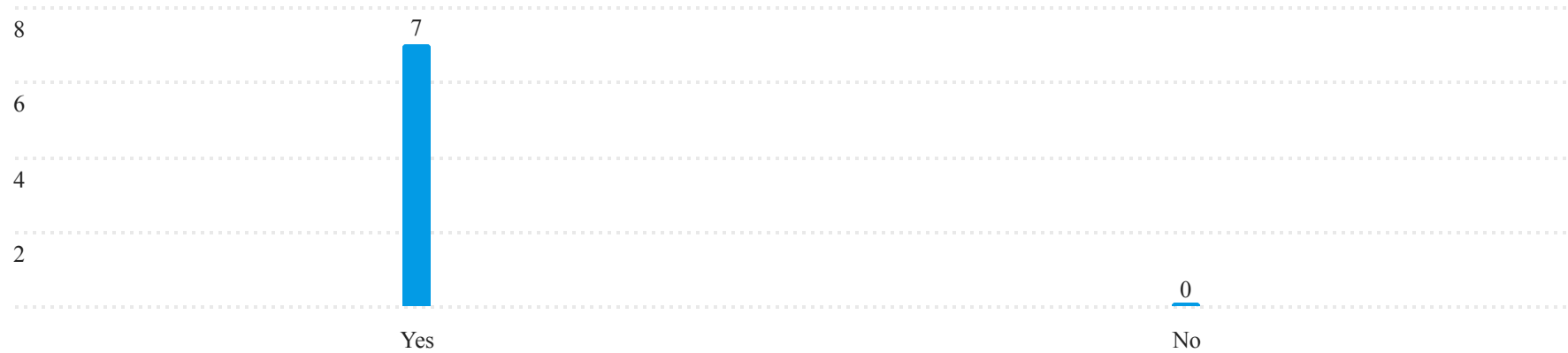
7 Responses

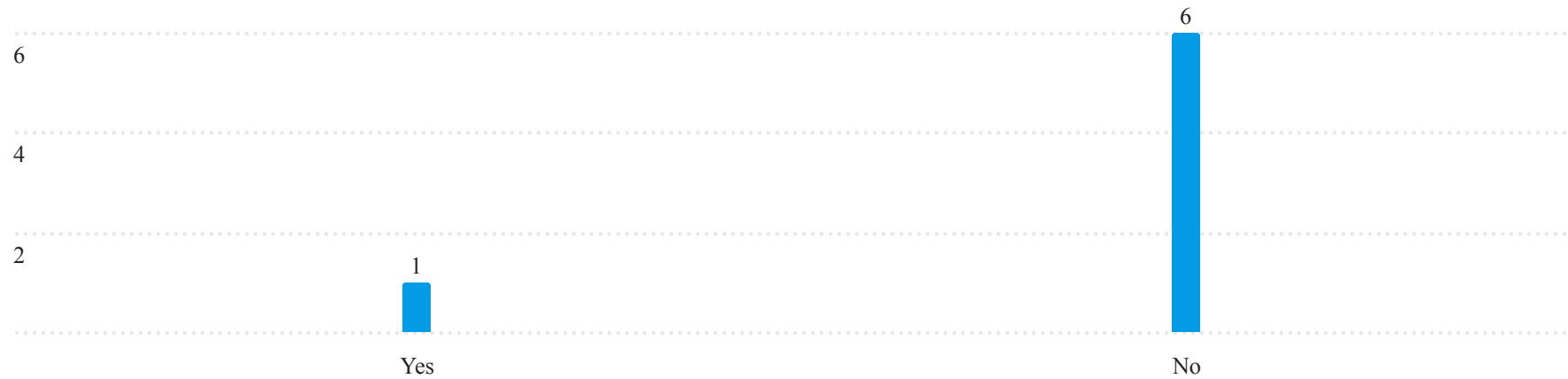| Name of Your Area/Division:	Responses
Academic Pathways & Student Success	N/A
Applied Technology and Business	N/A
Arts, Media and Communication	N/A
Health, Kinesiology, Athletics	N/A
Language Arts	"Chabot Association of Teacher Education (CATE)" has disbanded. They should not be listed for SAO assessment. The Library should complete their assessment later this year after receiving data from the college-wide student survey.
Science and Math	N/A
Social Sciences	The ECD Lab School participated in SAO 2021-22 for the first time ever. They are due for reassessment this year. The Lab School has experienced several leadership changes in the Director and Family Resource positions. I am working with the current Director to complete assessments this year.

Learning Outcomes Assessment Results

Are there any programs/services/areas with student learning outcomes (SLOs) in your division/area?

7 Responses

	Yes	No
	7	0

If yes, is assessment for all SLOs in your division/area up to date?
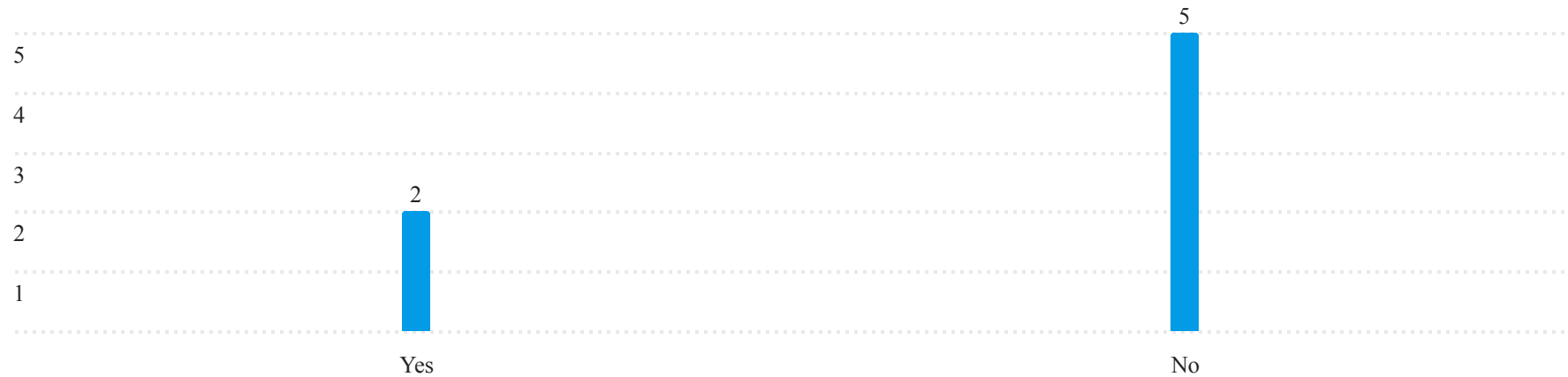
7 Responses

	Yes	No
	1	6

If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

7 Responses

Name of Your Area/Division:	Responses
Academic Pathways & Student Success	In the process of being completed. The faculty responsible are not in my division but their courses are. It is expected to be done by Dec 2025.
Applied Technology and Business	The SLO's that have not been completed are in process and will be completed this academic year. The remaining courses are either inactive or not offered this academic year and will be assessed in 26/27.
Arts, Media and Communication	Our goal is to complete our SLO's this semester.
Health, Kinesiology, Athletics	N/A
Language Arts	I wish there was an easier way to keep the list of courses updated. I'm certain that some have been submitted that are not shown here as being completed. I'm confident we can be fully up to date by the end of Spring semester.
Science and Math	Faculty will be working this Spring semester to ensure all SLOs are completed in order to comply with the five-year requirement. I do not have any concerns faculty will meet their target. After reviewing the courses out of compliance, 12/27 (44%) are no longer being taught in our division, and many GEOS and ENSC should be on cycle in 27-28. In division meetings, we have discussed SLO deadlines so that all faculty are aware of upcoming deadlines and links for review. Coordinators have developed a plan to meet compliance with their faculty. I will work closely with coordinators and faculty to ensure compliance.
Social Sciences	The division faculty are working on completing their SLOs. As a whole, the division has completed 73% of their SLOs based on the most recent OAC SLO Assessment Completion Report. As a co-chair for OAC, I have had Christina Vuong present at our October Division Meeting on SLO/PLO/SAO assessments. With 2/3 of our courses taught by part-timers, it is challenging to provide timely training and support to complete course SLOs in Meta. Despite not having discipline coordinators (with exception of ECD), our full-timers are doing their best to provide assistance to part-timers in their respective areas.

Is assessment for all PLOs in your division/area up to date?

If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

7 Responses

Name of Your Area/Division:	Responses
Academic Pathways & Student Success	N/A
Applied Technology and Business	Fire anticipates completion before the end of the academic year; Computer Application System courses Are not offered each semester in the higher-level courses because of enrollment therefore anticipate Completion in 26/27; all other departments will complete by the end of the academic year or are already Complete.

Arts, Media and Communication	Our goal is to complete our PLO assessment this semester
Health, Kinesiology, Athletics	N/A
Language Arts	I'm not sure if the International Entrepreneur certificates are properly listed in Language Arts. I think they should be under Applied Tech & Business. Nonetheless, I'm confident we can be fully up to date by the end of Spring semester.
Science and Math	Faculty will be working this Spring semester to ensure all PLOs are completed in order to comply with the five-year requirement. I do not have any concerns faculty will meet their target. It should be noted that GEOS is an area that should be added to the PLO list and two programs are no longer active (Public Health AST and Biological Sciences: Allied Health AA).
Social Sciences	Similar to the aforementioned response with SLOs, I am promoting PLO training and support to division members. The goal was to support faculty with training this semester. Training did occur both at Flex Day and at our recent division meeting. The current challenge is to work with part-timers to help with assessing their assigned courses.

Status of Program Goals for Deans' Offices from Prior Comprehensive PAR Cycle

So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

7 Responses

Name of Your Area/Division:	Responses

Academic Pathways & Student Success	Across programs, progress is strongest where collaboration compensates for limited resources. Partnerships = with counseling, ORPIE, high schools, career center, and campus cultural units – are accelerating onboarding, tutoring, pathway development, and student engagement. Student participation remains steady or growing, especially in dual enrollment, learning connection, FYE, STEM and RISE. Programs are also advancing goals by improving existing systems such as program mapping, instructor resources, data-informed scheduling, and embedded tutoring practices. Dedicated spaces (FYE), stronger success teams (GP), and expanded cultural programming (BCRC) signal increasing program stability. Grants are a key enabler, allowing several units to make progress despite institutional funding constraints.
Applied Technology and Business	Increased employment opportunities in Automotive while improving retention by 10%; Improved enrollment and retention in Computer Application Systems courses by 30%; Increased student degree completion in Business by 35%; Supported in all departments to SEP completion and Pell grant awards with the college achieving a major milestone in both areas; Completion of the ZTC grant receiving the award and developed Entrepreneurship ZTC offerings; development of the new legal studies certificate and inclusion of a new course for ADMJ to support our ACSO academy officers success rates; Real Estate has increased the number of graduates receiving jobs and more students of color completing the program; Welding has increased the completion and awarding of degrees and certificates by 35%.
Arts, Media and Communication	Our canvas sites to support our pathways is complete and we are holding program meetings for students which has seen a rise in certificates and degrees, majors, and success. We replaced two retirements and held a successful Media Day as well as our other K-12 events and collaborations.
Health, Kinesiology, Athletics	Strong momentum on student success and completion outcomes, Innovative pathway development and transfer alignment, Deep commitment to outreach and equitable student support. Dental Hygiene, EMS, Health/Nutrition, Medical Assisting, and Nursing are making measurable progress on the metrics tied to success and completion. Programs continue to prioritize first-attempt pass rates, degree completion, and certificate attainment. Programs successfully implementing strategies such as: • Targeted student communication (Health/Nutrition, Medical Assisting). • Coaching, tutoring, and test-prep (Nursing, EMS). Creating new certificates and degrees (e.g., EMS Certificate and in-progress AS degree, OER/ZTC pathways in Medical Assisting). Trend: The division is strong in outcome-based programming and maintains high-quality pathways that translate directly into professional readiness.
Language Arts	Aggregate success rates are consistently 70% or above for courses that are electives or second-level and higher in a sequence. In the last two Spring semesters, only two demographics had success rates below 65% on aggregate: Black and part-time students. This contrasts with the Fall when four different racial groups, as well as all part-time students, fall into this disparity. We are also seeing more faculty engage with equity-focused professional development, especially as opportunities have been added via new online courses from COOL and CCEPG and the part-time professional development days before each semester. Our Student Success Team has also crafted a cycle of regular meetings followed up with timely messages and events designed to support students toward completing their degree or certificate. The WRAC Center has emerged as a very effective hub for students to access support in this regard.

Science and Math	Across all disciplines, significant progress has been made toward program development, student engagement, and instructional innovation. Many goals have been fully achieved or adapted to produce desirable alternative outcomes, demonstrating flexibility and commitment to student success. Reflections on achievements or outcomes: (1) Interdisciplinary discussions about programming, certificates, managing AI, DEI implementation, and sharing resources led to program improvements. We should foster the space for coordinators or program leads to collaborate and share department best practices. (2) OER grant funding is being used to rewrite the lab manuals in several areas that support program goals. (3) Vertical alignment and shared rubrics are improving consistency and rigor. (4) Programs are investing time in expanding programs; however, growth awaits space and full-time faculty hiring, (5) Dual enrollment with high schools is expanding, and many areas are interested in growth. (6) Significant progress on certificate and AD development for several areas. (7) Support structures are being built in CSCI, Chemistry, and Mathematics; however, there challenges brought on by AB 1705. (8) Pass rates for MESA TRIO students significantly higher than non-MESA TRIO peers; SEP completion rates remain high.
Social Sciences	The Dean's Office has targeting enrollment productivity in Summer and Fall 2025 through schedule optimization and maximization of enrollments and productivity. The division is in the forefront of leading the college in fill rates averaging 90% and productivity averages of 575. This has helped the college in meeting and exceeding planned FTES targets. Projected trends in enrollment suggest the district will be moving out of hold harmless by meeting district FTES targets set by DEMC. Additionally, the division is moving through a major rebuild of the Early Childhood Development (ECD) Lab School with new leadership, alternative funding, enhanced data systems, expanded practicum partnerships, and facility modernization. Ethnic Studies aims to grow Chicano Studies and new Black and Native American Studies courses while increasing Latinx and African American success rates to 85%.

What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

7 Responses

Name of Your Area/Division:	Responses

Academic Pathways & Student Success	Programs report persistent barriers rooted in limited capacity rather than weak goals. Chronic staffing shortages constrain core functions such as dual enrollment site support, tutoring outreach, counseling availability, and RISE jail instruction. Unstable or insufficient funding prevents long-term planning, institutionalizing services, or offering student incentives. Time constraints -compressed prep widows, limited off-desk hours, and administrative bottlenecks – slow progress on training, curriculum alignment, and professional development. Structural hurdles (ex: faculty assignment rules for DE, jail-site logistics, GP funding loss) add friction. Collectively, these constraints restrict the ability to scale outreach, deliver consistent student support, and fully implement planned improvement.
Applied Technology and Business	One goal from ADMJ was to develop a Bachelors degree in Modern Policing. The multiple legislation changes and cost to develop were surmountable and did not yield a favorable outcome. Working with the remodel of building 1600 has been a challenge with the consideration of building 1500 being demolished at some point will remove space that is utilized by faculty students in the division. The concern is the value our students and faculty are experiencing with a project that was scaled back numerous times over the years from a structure that is over 60 years old
Arts, Media and Communication	The funding for labor for required events is uncertain due to instability in the PAC, the division is struggling to adopt a compressed calendar, and AI is presenting challenges.
Health, Kinesiology, Athletics	Staffing and hiring limitations Limited faculty bandwidth across multiple high-demand programs. Need for tutors, skills coaches, and instructional support especially in EMS and Nursing. Procurement and operational barriers Timely processing of grant initiatives. Operational bottlenecks—procurement delays, limited marketing infrastructure, slow resource allocation—affect the pace at which programs can implement improvements. Enrollment challenges in smaller academic pathways Impacts to Cal-GETC related to Kinesiology. Difficulty sustaining specialized courses when student numbers are low. Growing pressure on faculty workload and student support systems Increasing enrollment of underrepresented student groups. Closing achievement gaps. Providing more targeted support for Latinx, Black, and first-generation students.

Language Arts	First-level course success rates have stayed around 60% for the last six semesters with wide equity gaps. The number of degrees and certificates awarded, as well as the percentage over the number of declared majors, declined for the Class of 2025 compared to the year before, despite these numbers increasing college-wide. Both of these trends point to the need for systemic support: leveraging the synergy cited earlier to lift success rates in first-level classes while also ensuring that Language Arts majors have regular touchpoints with a Student Success Team in the division. Finally, I'm not seeing a consistent commitment across departments toward developing curricula with an explicit connection to professional skills and/or sectors. There are a few isolated efforts, but I would like to see this become a more unified and prioritized effort.
Science and Math	We were able to accomplish many goals and make significant progress; however, each area is facing challenges in accomplishing growth that are outlined below: (1) Some areas experience low enrollment and demand that have forced FTEF cuts, caused low enrollment in selected courses, or made ADTs impractical. (2) Classified professional staffing and faculty constraints are limiting programmatic growth. Multiple areas in our division are limited by lack of full-time faculty and difficulty hiring part-time instructors and an absence of lab technicians fails to meet current program needs and slows program expansion and research development. (3) Resource and funding limitations in DEI training limit student equity work. (4) Areas note delayed CCN templates are hindering curriculum alignment. (5) AB 1705 reduces math preparation for Chemistry and complicates cohort grouping in MESA and Math. In addition, student work schedules create scheduling challenges and limit access to optional support.
Social Sciences	The ECD Lab School had a vacancy in the Director position in F24 and an 18th month vacancy in the Family Resource Coordinator position. This leadership transition thwarted enrollment expansion and program growth.

Reminder: If your own division's/VP's office needs to request resources, please remember to enter them into Fall 2025 Resource Request Submissions. How do these requests support the goals in your division/area?

7 Responses

Name of Your Area/Division:	Responses
Academic Pathways & Student Success	These requests are based in student need and the ability to run effective programs.
Applied Technology and Business	The request on behalf of the newly developed construction management program that started this fall 25 requires additional space to utilize development of small-scale development projects. The Mohr-Fryer property is space that could be allocated for the development of tiny homes, partnerships with the City of San Leandro and other constituents are seeking these opportunities to collaborate with the college, however adequate space does not currently exist. The other request from the other programs support required and necessary resources for the advancement of student success and program continuum
Arts, Media and Communication	We are not able to successfully support course requirements required by CID descriptors without concerts which need labor. We were asked to fund labor without a funds to do so.
Health, Kinesiology, Athletics	● Maintaining accreditation and regulatory compliance ● Improving student learning, skills competency, and licensure pass rates ● Supporting equity, access, retention, and completion goals ● Stabilizing program staffing and faculty workload ● Enhancing safety and risk management across facilities ● Modernizing instructional and athletic environments ● Strengthening outreach, recruitment and community partnerships
Language Arts	Tutoring traffic is increasing as our enrollment increases, and assessment services support often-marginalized students at their point of entry into the college. In order to maintain the momentum for both enrollment and student success (which is a division goal), we must ensure that these services grow as our rosters grow.

Science and Math   Here is a summary of the requests and their alignment with the area's goals (not in any particular order).

(1) Classified Professional - Lab Technician requests
Requests: At least two full-time lab technicians—one dedicated to Engineering and Physics, and one to Earth & Environmental Sciences and Geology.

Justification: A shared technician previously supported technical setup, requisitions, and lab maintenance for these programs but has resigned. Without this support: (1) Engineering cannot fully implement hands-on labs or maintain open lab hours (Goal: Increase articulation and certificates), (2) Physics faces challenges in supporting expanded sections and new certificates (Goal: Increase enrollment and create AS degree), (3) Earth & Environmental Sciences cannot sustain lab and field courses or research experiences (Goal: Develop active research program and new degrees).

Impact: These positions are essential for maintaining existing curriculum and enabling growth outlined in program goals.

(2) Mohr-Fry Property Requests
Request: Facilities and resources at the Mohr-Fry property, including: (1) Teaching classroom for credit and non-credit courses, (2) Native plant garden and nursery for ENSC and BIOS courses, (3) Community garden with composting facilities for sustainability education, (4) Farmed lab area for Agroecology and Environmental Science courses, (5) Lab classroom for soil analysis to support ENSC and GEO labs, (6) Air quality monitoring station for real-world data collection, (7) Vegetated area for transect surveys for ENSC and GEO courses, and (8) Permanent home for Earth Week to expand interdisciplinary sustainability programming.

Justification: These resources directly support: (1) developing degrees and certificates in GEOS and ENSC by providing hands-on learning environments, (2) building an active research program through field-based and lab-based experiences, (3) increasing community engagement and sustainability education.

Impact: The Mohr-Fry property represents a unique opportunity to create a Sustainability Center that integrates academic programs, community education, and interdisciplinary collaboration.

(3) Astronomy Request: Planetarium upgrades and AV enhancements
Justification: Goal to create day-time ASTR 30 lab and observing opportunities.

(4) Life Sciences Requests: Faculty prioritization and DEI pedagogy training and funding for a health science success team
Justification: Goals to expand course offerings and improve teaching practices and supports goal to support student success in health pathwaysl

(5) Engineering Requests: marketing resources
Justification: This supports their goal to grow certificates/degrees transfer rates.

(6) Chemistry Requests: Supplemental instruction funding and tutoring resources Justification: Align with goal to increase success rates in Chem 1A for both MESA and non-MESA students.

(7) Computer Science Requests: Faculty training in AI and curriculum development resources Justification: This supports their goal to develop new certificates adapt pedagogy to AI.

(8) Physics Requests: Additional part-time faculty and curriculum development resources support Justification: This supports their goals to increase enrollment and create AS degree and/or certificates

(9) Math Requests: Embedded tutoring and resource development requests Justification: Alignment with their goal to improve student success and mitigate AB 1705 impact.

(10) MESA TRIO STEM Requests: Funding for cohorted sections and leadership development Justification: This supports their goals to improve academic performance and increase leadership skills in the STEME fields.

Chronic Staffing Constraints and Instructional Capacity Issues. This is not isolated—it's a systemic capacity strain affecting scheduling stability, SLO/PLO compliance, pathway development, and enrollment recovery. It's a strategic need impacting and creating bottlenecking in certain disciplines to meet student demand for courses (i.e. Ethnic Studies). Resource Needs Cluster into Three Domains:

a. Personnel
- Full-time faculty hires (Anthropology, Geography/GIS, History, ECD).
- Classified/professional staff (Lab School tech support, FKCE bilingual outreach, PACE counselors).

Social Sciences

b. Instructional/operational technology
- GIS software funding
- Virtual lab licenses (i.e. Labster)
- AI & academic integrity tools, training, and support

c. Faculty time (release or compensation) & Program Coordination
- SLO/PLO work (All disciplines do not have faculty coordinators with exception of ECD)
- Course development (Ethnic Studies).
- Apprenticeship, workforce development, & dual enrollment coordination

Part III: Instructional Technology (Not within a Division)*

*summary of Deans PARs included in Part II.

Q1.1. Dear Chabot Community,

Welcome to Fall 2025 Program and Area Review! Please collaborate with your dean/manager to receive feedback before entering your PAR responses here (and for resource requests, enter into Cognito). 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.

Please reach out to the PAR committee if you have any questions about copying your PAR responses into Qualtrics!
The Program and Area Review Committee

Is your PAR ready to submit as a final draft?

- ⦿ Yes
- ◯ No

Q2.1.

Background Information

Q2.2. Name of Your Program/Discipline/Area/Service, Division, and Organizational Unit

Name of Program/Discipline/Area/Service	Instructional Technology ⌄
Division	Not Applicable ⌄
Organizational Unit	Academic Services ⌄

Q2.3. If you selected "Other" in the previous question, please enter your Program/Discipline/Area/Service name here.

This question was not displayed to the respondent.

Q2.4. Which PAR Template (word template) did you fill out?

- ◯ Academic Services
- ⦿ Student Services/Administrative Services/Office of the President

Q2.5. Name(s) of the person or people who contributed to this review:

Christy Davis Roza, Blessing Morris and Wendy Poling

Reflections on Annual Priority Progress in Academic Year 2024-25

Q79. The Planning and Resource Allocation Committee (PRAC) established six <u>Annual Planning Priorities</u> for this past academic year (AY 2024-25) based on collegewide trends in PAR responses, experiences from grant and categorical fund managers, committee reports, and issues raised in PRAC. Please rate the extent of progress you have observed the college making on these planning priorities over the past year.

	No Progress	Minimal Progress	Some Progress	Substantial Progress	Full Implementation	I don't know/ Too early to tell
Consider equity first.	○	○	◉	○	○	○
Support and prioritize getting off "hold harmless' for the short- and long-term financial health of the college.	○	○	◉	○	○	○
Presentation of marketing and communication plan by District and College with follow up year-end assessment (effectiveness) that shows how we will reach all our audiences and respond to critical needs.	○	○	◉	○	○	○
Develop college 'materials' to support us in hiring, initiating management of budgets/funds and prioritize making professional development available, particularly training at the college in various "new" technologies.	○	○	◉	○	○	○
IST should renew their focus on understanding how Chabot recommendations align with the district technology plan and interface with the college and district.	○	○	◉	○	○	○
Senior Leadership and IST work with the district college technology services manager to support the district in matching needs with technology products and ensure we have training and support.	○	○	○	○	○	◉

Q81. Optional Question: If you would like to comment further on the selections you made above, please elaborate on what you observed. Be sure to mention the specific planning priority number you are referring to at the beginning of your response.

Q82. Optional 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? Be sure to mention the specific planning priority number you are referring to at the beginning of your response.

Q83.

Rank the Annual Priorities for the 2025–26 Academic Year

Q84. The previous question asked about progress on 2024-25 priorities. This question is about the six recommendations for priorities that PRAC raised for 2025-26.

How important do you believe it is to address the following issues in 2025-26 to support Chabot in carrying out our mission? (Please order them from most important (1) to least important (6) by writing the numbers before the issues.)

Prioritize getting off "hold harmless" for financial health and focus on strategies for ensuring long-term stable funding for the college and district. Be informed and agile on federal actions. Address college deficit.	**1**
Investigate the multi-faceted causes of inadequate staffing, consider the impact that being understaffed has on the college community, and address solvable issues.	**2**
Ensure technological systems and training are up to date and investigate systems for providing students and employees with hardware/software access and technological support.	**3**
Create a comprehensive marketing plan to communicate internally and externally, and develop clear processes for campus constituents to receive marketing support.	**4**
Consider equity first.	**5**
Continue allocating funding per the CRAM.	**6**

Q85. 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).

***we would consider Equity & CRAM as outside of this ranking not as #5/#6 but there was not a way to remove them numerically

Q93. **Relevance and Updates to Your Program Goals:** In the Fall 2024 Comprehensive PAR, you established program/area goals to support continuous program improvement and/or the college mission. This spreadsheet lists the goals that you established.

Q173. Keeping in mind that you have two years 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.)

[text box]

○ 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.)

[text box]

Q174. What is the current status of the goals your program/area established in Fall 2024?

○ 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 the space below).

[text box]

Q94. **Reflections on Achievement and Challenges:** To assess how well you are doing with respect to meeting your program's/area's goals, you included expected goal outputs and outcomes in your Fall 2024 PAR.

"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, degree and certificate awards, and more. To request additional data for goal assessment, please fill out a research request form by Friday September 26, 2025. ORPIE will let you know whether they have the requested data and/or how your program/area could collect your own.

Q175. So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

We work toward our goals of providing ongoing support for existing (installed) Instructional Technology and investigating new Instructional Technology. We continue to create additional digital resources such as those in the Tools for Teaching Box, Tidbit Tuesday emails with Just in Time suggestions and Video Tutorials for anytime viewing. We specifically targeted an increase in the number of workshops offered per semester, going from 8-10 per semester to 16 – 20 per semester. We have plans to offer 16 workshops this semester. We continue to investigate, acquire and deploy technology tools that will support faculty and staff in their mission to ensure equitable access to distance education. We are currently looking at a way to align our instructional technology tools with the requirements for Accessibility with VPAT and Data Security with HECVAT

Q95. What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

Continuing to provide service in more areas across the college and district without additional resources is our greatest challenge

Q4.1.

Service Area Outcome (SAO)

SAOs are enduring and overarching aims for service areas/programs. SAOs should be established for each service area/program, displayed on all programs' website, and assessed on a 5-Year cycle. If you need a reminder of the types of SAOs and the difference between a PAR goal versus an SAO (service area outcome), please refer to the PAR Definitions.

Please take a look at the SAO Completion Report and answer the following question. Your responses will be shared with your manager/Dean to facilitate SAOs being assessed on the five-year cycle.

Q4.2. Were all your Service Area Outcomes (SAOs) assessed in the 5-year cycle?

- ⦿ Yes, all SAOs were assessed in the 5-year cycle.
- ◯ Almost all SAOs were assessed in the 5-year cycle.
- ◯ No, many SAOs were not assessed in the 5-year cycle.

Q4.3. If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.

Q5.2.
SLO (Student Learning Outcome):
SLOs are the outcomes that instructors aim for students to successfully reach by the end of a course. SLOs should be established for each course, listed in META, displayed on all course syllabi, and assessed in META on a 5-Year cycle. Please take a look at the SLO Completion Report and answer the following question. Your responses will be shared with your Dean to facilitate SLOs being assessed on the five-year cycle.

If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.

Q5.3.
PLO (Program Learning Outcome):
PLOs are the outcomes students should successfully reach when they complete all the requirements for a certificate or degree program. PLOs are established for each certificate and degree program and assessed in META on a 5-year cycle. Please take a look at the PLO Completion Report and answer the following question.

If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.

Q6.1.
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, 3) SAO assessment results, 4) President's Goals and Planning Priorities. 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.

Q6.2. Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need additional or new resources?
 **Note you will still need to enter resource requests into Cognito after submitting your PAR in Qualtrics.

> As technology evolves and the needs of faculty evolve to support students: we find additional equipment /software is required to support these changes including such situations as the continuing impact of AI on the world of higher education.

Q8.2. **Chabot College will implement the compressed calendar (e.g., 16-week semester, the timing of the new block schedule and/or college hour, etc.) beginning in Academic Year 2026–27. As we prepare for this transition, what insights or suggestions do you have to share with the campus community?**

- If you anticipate any challenges during the transition, please describe them and specify the types of support your program/area/office needs to ensure a smooth transition.
- If you anticipate any benefits, please describe them and specify how your program/area/office plans to leverage these opportunities to enhance operations or outcomes.

> Instructional Technology anticipates potential issues with things such as scheduling Workshops/Trainings/Appointments etc at new times as faculty availability changes but we do not see this as a long-term issue.

Location Data

Location: (37.6403, -122.0667)

Source: GeoIP Estimation