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| **Fall 2024 Comprehensive Program and Area Review (PAR):****Deans/VPs Summary Report** |

Dear Deans/VPs,

This template is designed to help you prepare for completing your Deans/VPs Summary Report in Qualtrics. We do not recommend entering data directly into Qualtrics without having it saved in this template because Qualtrics server glitches could result in lost work. Please note that this template is just a worksheet; be sure to enter your final responses into Qualtrics. The link to Qualtrics will be posted on the [PAR website](https://www.chabotcollege.edu/programreview/complete-your-review.php#Qualtrics_Links).

Please reach out to the PAR Tri-Chairs if you have any questions:

Brian Goo bgoo@chabotcollege.edu, Na Liu nliu@chabotcollege.edu, and Simon Abramowitsch

sabramowitsch@chabotcollege.edu.

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| Background Information |

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* Name of Your Area/Division:

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* Your Name:

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| Service Area Outcomes |

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

[ ] Yes

[ ]  No

Please refer to your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) from Qualtrics and the [SAO 2023 Assessment Update SPREADSHEET](https://docs.google.com/spreadsheets/d/1E-HI53kjrnwDkIsuNoluXVUjRp5QQXFd/edit?gid=534718710#gid=534718710)\* to answer the following questions.

\*If the link does not open, try copy-pasting the link below into a web browser: <https://docs.google.com/spreadsheets/d/1E-HI53kjrnwDkIsuNoluXVUjRp5QQXFd/edit?gid=534718710#gid=534718710>)

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

[ ]  Yes

[ ]  No

[ ]  NA

* 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.)

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| Learning Outcomes Assessment Results |  |

Please refer to your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) from Qualtrics and answer the following question.

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

[ ]  Yes

[ ]  No

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

[ ]  Yes

[ ]  No

[ ]  NA

* 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?

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Please refer to your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) from Qualtrics and answer the following question.

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

[ ]  Yes

[ ]  No

[ ]  NA

* 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?

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| Institutional Supports and Barriers |

*Note: To make a response box larger, hover your mouse over the bottom line of the box until it turns into a resizing handle, then click and drag it downwards to expand the box to your desired size.*

Please refer to your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) and answer the following questions.

* Programs in your division were asked the following question, “What institutional-level **supports** **or practices** were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?” **What trends do you notice?**
* Programs in your division were asked the following question, “What institutional-level **barriers or challenges** prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?” **What trends do you notice?**
* Programs in your division were asked the following question, “From your vantage point, what does Chabot do that is particularly **helpful** **to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should **keep** doing?)” **What trends do you notice?**
* Programs in your division were asked the following question, “From your vantage point, what does Chabot do or NOT do that is **a hindrance** **to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should **stop** doing or **change** to better support our students?)” **What trends do you notice?**
* Based on the trends you noted in PARs in your division, as well as **your own analyses**, in ranked order, what college-wide issues do you believe deserve immediate attention? (300 words)

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| Academic Programs/Disciplines Data |

*Note: To make a narrative response box larger, simply hover your mouse over the bottom line of the box until it turns into a resizing handle, then click and drag it downwards to expand the box to your desired size.*

**FTES and Enrollment**

* Please look at your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) from Qualtrics for all the questions related to FTES and productivity. What ideas do you have to maximize production in your division while simultaneously supporting students in reaching their educational goals?

**Enrollment Disaggregation:**

* Programs in your division were asked to reflect on the representation of traditionally underrepresented race/ethnicity/gender student groups in their discipline/major compared to the related industry/field. Disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—were also asked to compare the representation of traditionally underrepresented race/ethnicity/gender student groups in general education classes to the overall student body population. Please look at your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) from Qualtrics. **What trends do you notice?**

**Course success rates**

* Please look at your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) from Qualtrics at the questions that reflect on whether and why any populations (e.g., by race, ethnicity, or gender) are succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average in course success rates. **What trends do you notice?**

**Program completion (AD-Ts, AA/AS, Chancellor-approved Certificates)**

* Please look at your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) from Qualtrics for all the questions related to degrees and certificates and any barriers students may face in completing programs in your division. Are there any trends you would like to share? Do you have any ideas for how to address barriers students may face in completing programs in your division?

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| Equity in Access to Services |

* Please look at your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) from Qualtrics for all the questions related to equity in access to services. Are there any trends you would like to share? Do you have any ideas for how to address barriers students may face in accessing your services?

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| Staffing, Technology, and Facilities Analysis |

*Note: To make a narrative response box larger, simply hover your mouse over the bottom line of the box until it turns into a resizing handle, then click and drag it downwards to expand the box to your desired size.*

* Please look at your [Division and VP Summary Data Report](https://www.chabotcollege.edu/programreview/2024-fall/synthesis.php#Division_and_VP_Summary_Data_Reports) for questions on changes in FTES/enrollment for academic programs and changes in the total number of students served in service areas, in comparison to changes in staffing in this same time period. **What trends do you notice in the answers?** Were there any programs in your division/area that experienced significant decreases in staffing concurrent with FTES/number of students served staying the same or increasing? Do you have any additional reflections to share?
* Are there any trends in programs’ responses to the questions on technology and facilities that you would like to share?

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| Program Maps |

* Have all program maps been accurate and up to date in your division/area?

[ ]  Yes

[ ]  No

[ ]  NA

* If not, by when do you believe you can support the programs in your division/area in completing their maps? If faculty members need support to update program maps, they can reach out to Heather Oshiro hoshiro@chabotcollege.edu.

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| Status of Program Goals from Prior Comprehensive PAR Cycle |

Please refer to the goals **your office** established in the Fall 2021 to Fall 2023 PAR cycle. If you need a reminder of your goals, you can access them in the “[Goals from the 2021-2023 PAR Cycle](https://docs.google.com/spreadsheets/d/12uxa8neS7LF8heOOtVhNFLVEHU3725iQgXu9-20BSbU/edit?gid=0#gid=0).” (If link does not open, try copy-pasting: <https://docs.google.com/spreadsheets/d/12uxa8neS7LF8heOOtVhNFLVEHU3725iQgXu9-20BSbU/edit?gid=0#gid=0>)

If you need a reminder of the difference between a PAR goal versus an SAO (service area outcome) or PLO (program learning outcome), please refer to the [PAR Definitions](https://www.chabotcollege.edu/programreview/complete-your-review.php#PAR_Definitions).

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| Goal from the Fall 2021 to Fall 2023 PAR Cycle | Status of Goal | Please explain the status of the goal based on *outputs* or *measures* (e.g., students served, program changes made, etc.) |
| 1. | [ ]  Achieved[ ]  In Progress[ ]  Not achieved but still relevant[ ]  Not achieved and no longer relevant |  |
| 2. | [ ]  Achieved[ ]  In Progress[ ]  Not achieved but still relevant[ ]  Not achieved and no longer relevant |  |
| 3. | [ ]  Achieved[ ]  In Progress[ ]  Not achieved but still relevant[ ]  Not achieved and no longer relevant |  |
| 4. | [ ]  Achieved[ ]  In Progress[ ]  Not achieved but still relevant[ ]  Not achieved and no longer relevant |  |
| 5. | [ ]  Achieved[ ]  In Progress[ ]  Not achieved but still relevant[ ]  Not achieved and no longer relevant |  |

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| Planning |

**Program/Area Goals**: Utilize your reflections, along with college planning documents, to **develop 2-3 new Goals for your office** to work on up through the next comprehensive-year PAR cycle.

Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents posted on the [PAR’s website](https://www.chabotcollege.edu/programreview/complete-your-review.php#College_Planning_Documents) (e.g., the Educational Master Plan, the PRAC Annual Planning Priorities, and the President’s College Planning Initiatives).

What are the anticipated *outputs\** and *outcomes\*\** of your goals? How do your goals align with the Educational Master Plan? Do your goals support the success of any underrepresented groups? Do your goals support any of the Student-Centered Funding Formula (SCFF)\*\*\* metrics?

\*outputs: direct short-term results like # of students served, workshops held, etc.

\*\*outcomes: longer-term results like course success rates or degrees earned.

\*\*\*The Student-Centered Funding Formula is the way all CA Community College districts will be funded once the “hold harmless” period of funding expires.

If you need a review of the difference between SAOs/PLOs and PAR goals, please refer to [the PAR Definitions](https://www.chabotcollege.edu/programreview/complete-your-review.php#PAR_Definitions).

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| Goal | Briefly describe the expected *outputs* (e.g., direct short-term results like # of students served, workshops held, etc.) or *outcomes* (e.g., longer-term results like course success rates or degrees earned) for your goal. |
| 1. |  |
| 2. |  |
| 3. |  |

* Check all populations that at least one of your PAR goals intentionally supports.

[ ]  African American/Black

[ ]  Latinx

[ ]  Native American/Alaska Native

[ ]  Pacific Islander/Hawaiian

[ ]  Disabled

[ ]  Foster Youth

[ ] LGBT

[ ] DI Gender

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[ ] Other,please specify:

* Check all mission critical priorities for which at least one of your PAR goals is aligned.

[ ]  Equity

[ ]  Access

[ ]  Pedagogy and Praxis

[ ]  Academic and Career Success

[ ]  Community and Partnerships

* Check all SCFF metrics that at least one of your PAR goals intentionally supports.

[ ]  Enrollment/FTES

[ ]  Transfer level English, math or ESL achievement

[ ]  Degree or certificate completion

[ ]  Transfer

[ ]  CTE Units

[ ]  Attainment of a Living Wage

[ ]  Supplemental Metric (Financial aid or AB 540)

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[ ] Other, please specify:

**Reminder:** If your own division’s/VP’s office needs to request resources, please remember to enter them into [Fall 2024 Resource Request Submissions](https://www.cognitoforms.com/ChabotCollege2/_2425ChabotProgramReviewResourceRequest).

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| Instructions for Resource Requests from Programs in Your Division/Area |

* Deans, please follow the instructions below for resource requests from your division.
* VPs, please also visit the dashboard. For any requests from programs reporting directly to you (i.e., not from the Deans’ divisions), please follow these same instructions.
* You need to clean-up, analyze, and rate resource requests from your area, to support funding decisions at the college.
* You will do this in the [**Fall 2024 Resource Request Dashboard**](https://clpccdorg.sharepoint.com/%3Ax%3A/r/sites/IRChabot/Shared%20Documents/2024-25%20PAR%20Resource%20Requests.xlsx?d=wb923c2d0c6664fb39a05c180a2b588ff&csf=1&web=1&e=KhwboH)**\***

\*If link does not open, try copy-pasting the link below into a web browser: [https://clpccdorg.sharepoint.com/:x:/r/sites/IRChabot/Shared%20Documents/2024-25%20PAR%20Resource%20Requests.xlsx?d=wb923c2d0c6664fb39a05c180a2b588ff&csf=1&web=1&e=KhwboH](https://clpccdorg.sharepoint.com/%3Ax%3A/r/sites/IRChabot/Shared%20Documents/2024-25%20PAR%20Resource%20Requests.xlsx?d=wb923c2d0c6664fb39a05c180a2b588ff&csf=1&web=1&e=KhwboH)

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| Cognito Forms Dashboard: Resource Request Instructions |

Note: You are only responsible to do the following items for resource requests made by programs/areas you manage.

* First, make sure you can find the requests for your Organizational Unit and Division.
	+ On the bottom of the excel workbook, find the tab for your own division/area and click on it.



* Second, make sure requests are categorized correctly in Column I “Type of Requests.”
	+ - Student tutors/student employees should be requested under “Human Resources”
		- Professional organization memberships should be requested under “Contracts and Services”
		- Items relating to professional development should be requested under “Professional Development.”
		- Computers and other technology hardware should be requested under “Technology & Software” rather than “Equipment.”
		- Software should be requested under “Technology & Software”
* Third, in Column A “Will be/Already funded?”, mark “Yes” for requests that are already or you know will be:
	+ - funded by base allocations,
		- funded by a source about which Deans can make internal decisions and you plan to fund,
		- funded yearly,
		- funded through the facilities master plan (mostly for facilities requests), and/or,
		- funded for any other reason.
	+ If you are not recommending the request for other funding sources (Step 4) or for committee review (step 5) mark the request as “No”
* Fourth, in Column B “Funding Source from Dean,” identify and enter potential funding sources
	+ Go through requests for your area to identify potential funding source(s) for the request (e.g., Strong Workforce, Guided Pathways, SEA, Professional Development, General Fund, IST, FIT, etc.). These could be requests that may be funded out of base allocation but you want to see if they can be funded by external/categorical funds first.
		- In Column N “Seeking Categorical Funds” the area filling out the resource request has indicated what funding could potentially be used to fund this request.
		- Sometimes, the category under which something is requested is not the most applicable funding source. For example, a CTE faculty needing training on a piece of equipment might request under the professional development category, but that could be funded by Strong Workforce.
* Fifth, in Column C “Needing Committee Review,” identify which Shared Governance committees need to review these requests
	+ Go through requests in your area to identify requests that should go to shared governance committees for review. This could be for requests you plan on funding out of your base allocation or have a funding source already identified. This could also be used for requests that are not currently funded and could be funded by committees with budgetary control.
	+ Common situations:
		- IST (Instructional & Services Technology) - A technology request that is either not funded or is a new technology that may need ongoing support from ITS
		- FIT (Facilities & Infrastructure Technology) - A facilities request that should be planned for in the future (i.e. in the Facilities Master Plan) or the creation of a new space
		- CE (Career Education) - Requests that could possibly be funded by Strong Workforce, Perkins, or other Career Education funds
		- SASE (Student Access, Success & Equity) - Requests that could be funded by Student Equity and Success funds
* Sixth, Deans’/VPs’ Assessment in Column D
	+ For requests that could potentially be funded through external sources or are being sent to shared governance committees, Deans and VPs are being asked to assess the requests to assist potential funders or committees prioritize requests from multiple areas.
	+ Your assessment is intended to provide your birds eye view and expertise on programs in your division/area to shared governance committees to assist them in their funding recommendations.

Resource Request Assessment Rubric

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|   | Criteria |
| Crucial | This resource request must be funded, or a **program/service area crucial component** will not be able to be effectively delivered. |
| Very important | This resource request supports delivery of program/service area component that has **demonstrated efficacy** for improving students' experiences with campus interfaces, services, and/or instruction (i.e., efficacy for increasing enrollment, persistence, success, and/or completion). |
| Important | This resource request is innovative and promising, but **evidence is still under development** to illustrate it will improve students' experiences with campus interfaces, services, and instruction. |
| Documenting Need | This resource request is **not expected to be funded this year**, but is being forwarded to funding sources or shared governance committees for future planning purposes. |