Welcome. Dear Chabot Community Member,

Welcome to Fall 2022 Program and Area Review! This is an "Update Year" in which we will ask you to **briefly** reflect on aspects of your own PAR submission and the overarching campus trends from the Fall 2021 Comprehensive PAR year. After your dean/manager has approved your PAR draft, please enter your responses here into Qualtrics* (and for resource requests, enter into Cognito). This will allow the PAR committee to provide analysis of campus-wide trends to the college. (To see the analysis of last year's PAR data, check out the Fall 2021 PAR Synthesis Statement.)

***Please plan to do your data entry in one sitting and remember to hit submit** (we do not have control over whether partial responses in Qualtrics get saved)!
Thanks,
The Program and Area Review Committee

Q1. Has your dean/manager approved your PAR and informed you it is ready to be submitted as a final draft on Qualtrics?

- ● Yes
- ○ No

Q2. Background Information

Q3. What organizational unit and division does your program/area belong to?
* If you are not sure which organizational unit your program/area belongs to, you might find it helpful to refer to this list.

Organizational Unit	Academic Services ⌄
Division	Academic Pathways and Student Success ⌄
Name of Program, Discipline, Area or Service	Learning Connection ⌄

Q4. 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.

Q5. Name(s) of the person or people who contributed to this review:

> Juan Pablo Mercado, Roland Belcher, Andrew Leung, Mary Love, Anamarie Navarro Tabujara, Rachael Tupper -Eoff, Lisa Ulibarri

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

Q8.
Context: Last year, the PAR Committee analyzed ~100 PAR responses to the comprehensive Fall 2021 PAR. Based on this analysis, the PAR committee presented policy ideas in shared governance committees and to senior leadership. Additionally, Deans were asked to analyze PARs within their areas to identify "infrastructure or college wide issues needing immediate attention." The most frequently mentioned policy ideas and/or infrastructure issues are listed below.

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).

Student Registration/Application Process: Improve registration/application process for students	1
Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.	2
Access to Counseling: Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.	3
Learning Communities: Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.	4
Technological Systems: Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input.	5
Funding: Secure funding for programs and college-wide events	6
Facilities: Maximize usage of and planning for facilities	7

Q9. **Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).**

> Technological Systems: Examine Chabot's processes and structure for implementing and orienting students to system- wide technologies used by the college. Consider making wireless printing available campus-wide, and/or free printing campus-wide. Staffing Issues: Work with the district to create policy solutions that provide Classified Professional and Student Assistant employees with flexibility regarding telecommuting/remote work options.

## *Q10.* Reflections on Goals Established in Fall 2021 PAR

Q11. **Context:** In Fall 2021 PAR, after reflecting on data, you established program/area goals to support the college mission and continuous program improvement. This spreadsheet lists the goals you established in your Fall 2021 PAR.

Question: 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.)
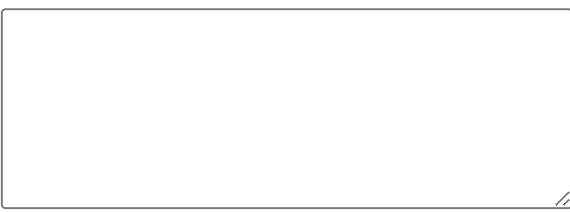
Q12. **Question: What are the statuses of your program's/area's goals right now?** (Note: You have the entire PAR cycle to complete the goals you established in your Fall 2021 PAR.)

- ○ 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 **expected goal outputs and outcomes** in your Fall 2021 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, 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 23, 2022. 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 and what are some challenges regarding completing your program's/area's goals? You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

GOAL #1: Incorporate best pedagogical practices from online modality to face-to-face tutoring - The online tutoring system adopted in Fall 2021, Accudemia, has proven beneficial now that we have returned to face- to-face tutoring. We are continuing to use the Accudemia online queue for both online and in-person tutoring to efficiently and effectively serve the needs of the students using our services. Another aspect of online tutoring that has been integrated into in-person services is the integration of technology in tutoring sessions. Currently, most students and tutors bring their own laptops to tutoring sessions. The integration of laptops into tutoring sessions allows tutors to look up resources and students to open their Canvas course sites to more easily refer to prompts, directions, as well as their own in-progress work. As a result, tutoring sessions have become more productive and robust. We've also had the opportunity to combine in-person and online conversation groups providing dual modalities for student support. Lastly, and quite significantly, there is the increased availability/accessibility of our LC staff, including texting options for students and tutors with LC front desk, coupled with the use of zoom meeting rooms for front desk availability. GOAL #2: Reevaluate the scheduling strategy for the LC and be more intentional about funding tutors across disciplines This fall, we are beginning to rebuild our tutoring program post-pandemic which includes considering how we are funding learning support activities across modalities and disciplines. We have been using our new scheduling platform, Accudemia, for a full academic year now (since Fall 2021), and so are beginning to look at data to identify trends or patterns that will assist in funding decisions moving forward. Over the pandemic, we have changed the way that tutors are scheduled to work, which allows for more intentional planning and allocation across disciplines/modalities: tutors used to have variable schedules, based on a combination of drop-in hours and scheduled appointments. Now, however, they have set schedules for the semester, so we can project with greater accuracy allocated hours for each discipline. We plan to work with OIR to identify courses with low pass rates and bottleneck courses, then work with faculty teaching those classes to provide more targeted learning support through outreach, relationship-building, and informed scheduling. GOAL #3: Connect students to tutors; increase number of students who use LC services This goal seeks to increase marketing of LC services with targeted outreach especially to affinity groups: BCRC, El Centro, Movement API, Rise, etc. We identified the Learning Connection Scholar (LCS) Workshop Series as an important way to develop relationships with some of these groups in addition to learning more about the services and support they offer students on campus. Providing this information to our tutors is an important way for them to pass along opportunities to the students they are supporting in the Learning Connection. El Centro will be part of our LCS Workshop Series in the Fall, we have confirmed that the Dream Center will participate in the Spring. We also recognize that we need to be more proactive reaching out to other groups on campus including the BCRC, Movement API, and RISE, and will make that a priority as we head into the spring semester. We also plan to make presentations to different groups on campus to increase the number of DI students served and support increased persistence and success rates. GOAL #4: Provide training for faculty who will be using Embedded Tutors During Spring 2022 Flex Day the Learning Connection provided a training session that focused on sharing out some of the services the LC offers but also specifically how the LC can support students and faculty. Within that session there was specific training regarding how to effectively use Embedded Tutors. Points covered included identifying and recruiting potential tutors and best practices for successfully incorporating your Embedded Tutors into your class. The LC staff shared specific recommendations, but we also invited current faculty members who have successfully implemented Embedded Tutors into their classes to share their experiences. We will continue to look for opportunities to share this information and provide training when possible.

Q14. **Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)**

This question was not displayed to the respondent.

Q15. **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 Assessment Report to answer the following.

Question: Is the assessment for all SLOs in your program up to date?

This question was not displayed to the respondent.

Q16. **Context:** In response to a core inquiry by the visiting accreditation team, the Outcomes and Assessment Committee updated PLO assessment questions to gather more robust evidence of continuous improvement. Programs will see these updated questions when they next log in to CurricUNET. Thanks to the programs who already filled out the updated PLO questions, we were able to create evidence of continuous improvement for our core inquiry report!

Do I need to fill out the updated PLO questions in CurricUNET?

•   Programs that submitted an incomplete PLO assessment or did not submit an assessment in the past five years DO need to fill out the PLO assessment in CurricUNET.
        o   Programs who did not submit a complete PLO assessment are highlighted in pink on this PLO Assessment Completion Report

•   Programs who are shown as having completed PLO assessments within the past five years on this PLO Assessment Completion Report do NOT need to fill out PLO assessments at this time. Completed PLO assessments are shown with a green box with a hyperlinked "X." You can wait to complete the updated PLO assessment on the regular five-year cycle.

If you are not sure whether you need to fill out the PLO assessment in CurricUNET, then email Lannibeth Calvillo lcalvillo@chabotcollege.edu or Dean Safiyyah Forbes sforbes@chabotcollege.edu.

Question: Has your program completed a PLO assessment in the last five years?

This question was not displayed to the respondent.

Q17. **Context:** Chabot strives to continually improve how we serve students and the community (assessment and continuous improvement are also requirements for accreditation). In your SLO assessments in CurricUNET/META, you are asked: "Based on assessment results, what actions might your discipline take to improve student learning?" Similarly, in the prior PLO assessments you were asked to describe "recommended changes/actions," and in the updated PLO assessments you are asked, "What are you planning to start doing, stop doing or change in order to continuously improve your program?" In the comprehensive PAR year (not this update year), you will be asked to report back on how your actions to improve SLOs and PLOs impacted student learning. In this update year, we are simply reminding you that your actions and plans to improve student learning, based on SLO/PLO assessment results, should be underway.

If you want to see how you responded to these SLO/PLO continuous improvement questions:
  • Go to the **SLO Completion Report** and the **PLO Completion Report**.
  • Look up your program by division, subject, and program name.There will be a hyperlinked "x" in the column for the year in which you submitted your SLO/PLO assessments.
  • Click on the "x" and you can look up what you submitted as plans for SLO and PLO continual improvements (i.e., your responses to the questions on actions to improve student learning and continuously improve your program).
  • If you have any questions about how to find your prior assessments, please email Lannibeth Calvillo at lcalvillo@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:** In response to a core inquiry by the visiting accreditation team, programs with service area outcomes were requested to fill out the SAO Assessment Updates Survey in Qualtrics. The majority of programs and areas filled this out and we were able to create an evidence document for our core inquiry report-great work Chabot!

Do I need to fill out the SAO Assessment Updates Survey in Qualtrics?
•   Please refer to this SAO 2022 Assessment Update SPREADSHEET
•   If your programs'/areas' "Date of Last Assessment," is listed as "NA newly created" or is blank (!), then please fill out the survey in Qualtrics.

- Additionally, if you did not fill out the survey in Qualtrics in 2022, then check in the spreadsheet to see if your "Results of Last Assessment" include clear plans for continuous improvement (i.e., ideas for things that you will do that make your program/area more successful). If not, you should also fill out the survey in Qualtrics.
- If you are not sure whether you need to fill out a survey, then email Lannibeth Calvillo lcalvillo@chabotcollege.edu or Dean Safiyyah Forbes sforbes@chabotcollege.edu

Question: Please check the statement that best describes your program's/area's SAO assessments.

- ⦿ Our program/area filled out the SAO Assessment Updates Survey in 2022 in Qualtrics.

- ◯ Our program/area did NOT fill out the SAO assessment Updates Survey in 2022 in Qualtrics, BUT we have assessed two SAOs in the past five years and our "Results of Last Assessment" include plans for continuous improvement.

- ◯ Our program/area has NOT filled out the SAO Assessment Updates spreadsheet in Qualtrics; however, we have a plan to do so 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.

N/A

Q22. **Optional: Campus-wide Reflection on Current Issue**
This optional section of the update-year PAR contains question(s) on current issues impacting our campus.

Q23. As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?

There are a few issues that we felt are important that were impacting our campus that merit some further consideration including: -providing students with the training and resources to successfully navigate online learning. As student demand for online courses and online tutoring support remains high, their preparation for online learning, in general, must be addressed as a college-wide concern. -assessing staff bandwidth; adding additional services without providing more hours or additional staff. -maintaining flexibility on how we deliver services online/in-person-incorporate what we learned during the pandemic on how to deliver services online and not completely go back to status quo pre-pandemic-continue to innovate and improve upon ways we deliver services, including remote work options for all employees including student assistants. -consideration given to differing student comfort levels & needs regarding study space de sign & use – peer-to-peer proximity, risk of exposure, etc. -- pertaining to exposure/infection -mental health support/resources for students & employees are important & necessary, now more than ever. The option for student employees to work remotely is imperative to the success of the Learning Connection Program. The CLPCCD District has implemented a rule that student employees must work physically on-campus, even for fully online work. This policy has impacted the number of students who applied for positions within the Learning Connection program (STEM Center, WRAC Center, Comm Lab, and individual subject tutoring), which has in turn limited the subjects that can offer academic support for students. Not allowing student employees to work remotely, when applicable to the position, has also been detrimental to the Embedded Tutor program. Within the current policy, Embedded Tutors working with fully online classes must still come to campus for all Embedded Tutor hours. This has resulted in classes and disciplines unable to offer Embedded Tutor support for their students. The current district policy for student employees has also made it difficult for the Learning Connection programs to continue to operate regular hours. With a constant need to fill hours left unstaffed due to tutor absence, tutoring services are now reliant upon tutors being on-campus even on days that they are not taking on-campus classes. As not all tutors take on-campus classes daily, disciplines are often unable to fill the vacant hours which results in the cancelation of tutoring services. This need has become more urgent as tutors test positive for COVID and are out sick for weeks at a time. We ask that the district policy requiring student employees to work from campus be revised to prioritize the needs of academic support and student success.

Q24. Thank you for completing the annual update questions for the Fall 2022 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.

Categorical Funding Applications:
Please note that some requests can be funded through categorical funds. If your funding request meets the requirements for Student Access Success and Equity (SASE) or Career Education funding, please follow the links below to fill out their applications.
- The **Student Access Success and Equity (SASE) committee** "develops, leads, and supports campus initiatives that strengthen student access, success, and equity." SASE "provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide." If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:
  - **SASE Funding Application**
  - Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu
- **Career Education** funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:
  - **Career Education Funding Application**
    - Please submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.
    - If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read cread@chabotcollege.edu, Administrative Tri-Chair of the Career Education Committee.

Location Data

Location: (37.3512, -121.8846)

Source: GeoIP Estimation