

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

Division

Name of Program, Discipline, Area or Service

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:

Bob Buell, Sara Beyne, Derek Krause, John Torres, Ken Lewis, Bob Hales, Garrett Contreras, Chabot Fire Technology Advisory Board

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).

Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.	1
Facilities: Maximize usage of and planning for facilities	2
Funding: Secure funding for programs and college-wide events	3
Student Registration/Application Process: Improve registration/application process for students	4
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.	5
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.	6
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.	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).

Career education support; Provide sufficient support for career education programs that require specialized skill sets for local and regional employment in high demand jobs

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.)

[1] Collaborate with the Emergency Medical Services (EMS) program to restore the Paramedic Program in support of advanced life support response services through local and regional fire service agencies.
[2] Collaborate with EMS and Administration of Justice (ADMJ) Programs to develop and implement an Emergency Dispatcher training program to provide qualified dispatchers in support of 9-1-1 communication centers.
[3] Collaborate with Academic programs throughout the college community to develop relevant general education equivalent courses to applicable public safety career education pathways for Certificate and Degree completion.
[4] Collaborate with the EMS Program to restore and implement the fire-based Paramedic Program for pre-employment and active-duty fire department students to support the emergency response system in the region.
[5] Use multiple marketing modalities to advertise and promote the fire and EMS courses and training opportunities, including social media and relevant signage in key areas.
[6] Renew Chabot College In-House Repair certification to maintain college self-contained breathing apparatus.

- 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.

As the completion of the new fire training center nears, we are doing better in acquiring the equipment and initial supply resources to support the Chabot College operations. Also, the fire faculty are doing their best to collaborate where possible to support each other toward completion of program objectives and outcomes. The challenges toward meeting and completing our program goals (including basic coordination activities) are due to a combination of factors. The delayed fulfillment of the essential classified support (required for our program accreditation), the delayed fulfillment of the Fire/EMS lab technician to handle basic equipment support for students, and the lack of a full-time Fire Academy instructor (required per State Fire Training) to handle the daily operations of the 6-day per week Fire Academy force the Fire Technology Program Instructor/Coordinator to perform all of these responsibilities at the deficit of the program as a whole. The domino effect from the aforementioned delays and lack of second full-time faculty position is the lack of availability of the full-time program instructor/coordinator to respond to basic administrative operations in a timely manner while keeping the fire academy and the rest of the program running on a daily basis. Further compounding our ability to address and meet goals are the delayed access to the PAR and META training until weeks into the semester, making our ability to address program review and curriculum entries more challenging based on the shared governance timelines for submissions. If the single instructor/coordinator is expected to continue to perform the jobs of 4 full-time positions at 6.5 days per week, the goals that need the coordinator's attention will continually be delayed because the focus of the instructor's time must be first on the student and instructor needs in the classroom. Although the program goals are eventually achievable, the current performance demands upon the single instructor/coordinator is significantly reducing the productivity potential of the program as we undergo reaccreditation with State Fire Training and work with the Hayward Fire Department to bring the new facility online in the next few months.

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

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?

- Yes
- Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date you plan to complete those.)

- No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date you plan to complete those.)

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](#).
 - 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 Safiyah Forbes sforbes@chabotcollege.edu.

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

- Yes
- No. Please explain why and include when you will complete the updated PLO assessment.

Until SLO's are complete, the PLO's are delayed

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.

- Great! We are far along in implementing our plans to improve student learning and our program.
- Good. We have started some actions, but we still have work to do.
- Not so good. We haven't started yet. Please fill in your plans to address below. (Example fictitious response: "Based on our SLO assessment in Fall 2021, we decided we wanted to build lessons specifically geared towards boosting students' scientific writing skills. But with Covid-19 hitting and having to constantly pivot with online and face-to-face modalities, we just haven't had time to work on the lesson plan. In our discipline meeting this December, we will invite all full-time faculty, part-time faculty and our Dean and we will put together a team to work on the lesson plan.")

Q18. Service Area Outcomes (SAOs)

This question was not displayed to the respondent.

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.

This question was not displayed to the respondent.

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.**

Improving student learning in Fire Technology lab courses begins with having the right safety equipment for all students participating in these courses. In the past two years, we are seeing an increase in students of different heights and sizes, but have a limited amount of safety equipment to fit them all. We will be asking for more fire fighting personal protective equipment (PPE) for structure and wildland operations to ensure we can outfit all students. We will also apply for more Self-Contained Breathing Apparatus and air cylinders to meet current safety standards so that we can retire the outdated equipment (over 20 years old) that we are struggling to keep operational. We are also seeking more immersive learning technology involving simulators that can engage students in more realistic experiences for fire before putting them in actual fire scenarios. We are also replacing a variety of equipment that has worn out through regular use over time. As the new facility nears completion, and Chabot Fire Technology and EMS programs prepare to move to the facility, there will be additional storage and moving costs that we do not have accurate cost estimates for at this time. The contract with the City of Hayward requires a shared cost for a facility scheduler, but no cost estimate is currently available to determine which agency provides the scheduler, nor the actual cost contribution for the facility. We will need to utilize smart screen systems and hyflex technology resources such as the OWL for courses at the new facility where they will have the most effect. These technological resources will help deliver training to in-person and online students synchronously. An essential administrative resource will be clerical assistant to track Instructional Service Agreement documentation and Continuing Education course support for the fee-based courses to be delivered at the training center.

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?

Each of these learning modalities has its value, but the face-to-face instruction has proven the most consistently successful delivery method for all students compared to the others. Fire Technology will continue to offer courses in online, hybrid, and face-to-face. Active duty first responders will need the option for online instruction when they cannot leave their on-duty position to attend classes. The technology needs to be reliable and up-to-date. Pre-employment students may need hot spots and laptops with web cameras to complete their assignments including authentic assessment testing.

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: ([37.8753](#), [-122.0707](#))

Source: GeolIP Estimation

