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	Language Arts ⌄
Name of Program, Discipline, Area or Service	English ⌄

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:

> Carmen Johnston, Sean McFarland, 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
Funding: Secure funding for programs and college-wide events	4
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.	5
Facilities: Maximize usage of and planning for facilities	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).**

Feedback from a survey of the English Department faculty: · College-wide communication with students? I'm not sure what students receive now, but a very easy-to-read, picture heavy digest of weekly events and reminders should go out via text, email, and Canvas (and students can unsubscribe) if it doesn't already. Also, our registration interface needs a lot of work. Students should be able to see at a glance with color-coding which classes are f2f, online, and hybrid, for example, and filter for "entirely online" or "online with Zoom" or "face to face." · I'd like to see the college put more resources towards professional development. · We talk about quality pedagogy (online and in person) in our goals, yet it isn't listed as one of the college wide issues. We need good teaching and improved success for our Black and brown students.

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].

[empty text box]

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. Student Ready English 1 courses: Implement Best Student-Ready Practices & Support Students to Succeed GOING WELL: (a,c,d) We are working hard as a department to meet our goals. Overall, our success rates in English, particularly with our Black and Latino students continue to struggle. We are taking steps to address the situation. Our department meetings are being reconfigured so we can use some of our time discussing pedagogy. For example, two English faculty created a summer reading list. Most faculty read one of the recommended books and we used our meeting to discuss the readings. This conversation has impacted the content of our Fall retreat. Several English Faculty are participating in PARTI to deepen their equity-mindedness as instructors. Our hope is by getting all of us on the same page this will increase our changes of raising success rates to 75% by Fall 2024. The English department is a strong group of leaders, dedicated instructors and innovators. We have a solid group of instructors who are committed to leading in equity which will ripple through the department. Many members of the English Department, including the interim Dean of Language Arts participated in the Building a Diverse Community of Educators sessions. (b,e) Core Groups have provided structure for PT faculty to connect with the work of the department and ongoing discussions about pedagogy. Anecdotally, PT and FT staff found these Core Group meetings a great opportunity to connect and share ideas about online instruction for 2020-2022. GOING WELL: Retreats: We've had good attendance of PT English as well as FT at retreats working on creating coherence in instruction in our new English 1 curriculum post AB705 (Spring 2019, in person), on creating community, to the best of our ability, in online asynchronous and synchronous classes. The things that make strong PT attendance possible are: payment for their hours (maybe we should put that into our resources requests this year), and hybrid options for attendance (zoom as well as in-person attendees). There has been CCPEG participation of part-timers alongside full-timers in such groups as the Allies with White Privilege group, and other equity-focused groups. This shared collaboration can only help with this goal/outcome. Additionally, this year, there is on ongoing Community of Practice group of English and ESL full-time and part-time instructors coordinating on preparing our students to succeed in English 1, and on online instruction. This is a promising group for improving our online instruction modalities in English 1 and helping marginalized groups coming from ESL thrive in English 1. (f) We are serving students that elect not to enroll in English 1 through our 201 A courses. This course seems successful in two key areas: 1) Providing an environment for students to build confidence and practice strategies with reading and writing while engaging complex texts and writing tasks. 2) Providing a "landing spot" for students who are struggling to pass in English 1 courses. These courses have reached their enrollment goals. The English program is going to start offering a noncredit 202, which mirrors 102, starting Fall 2023. This can be offered as full-semester mirrored course. 102 continues to be a class that students are interested in taking and we actually had to add an extra section this semester (fall 2022) because of waitlists. It will be interesting to see how students choose to take this class, once it's also offered as a non-credit. Starting Sp. 2022, students started being awarded the Certificate of Competency for Preparation in English Composition, which requires students successfully complete 2/3 non-credit courses. These course offerings will expand once 202 completes the curriculum process in Fall 2022. We are offering 215 attached to all special programs. Our Umoja and Puente instructors report being able to conduct effective 215 sessions via zoom. Their success is tied to community building that takes place in Umoja and Puente, so students are able to encourage each other to show up to Zoom 215 sessions, and work together in breakout rooms while the instructor or Learning Assistant works direction with students. We are sharing best practices for English 215 courses, so that could be an "action step" as we continue to build this program. We are continuing to collect data for our 215 courses. Informally, we have found that 215 that meet face to face tend to be successful. Based on self-reported data from instructors we are seeing that the retention rate and grades of students are higher in classes with an attached 215. CHALLENGES: (a,c,d) Our biggest challenge in meeting goal one is time. As instructors our time is often being pulled to complete administrative work that subtracts from the vital work of teaching and learning together. Many of our faculty teach in learning communities, lead and develop projects and are involved in leadership positions across the campus. We have not had a Dean of Language Arts for quite some time now. This affects our ability to move forward because we do not have anyone who can advocate for our department. Although we worked hard to select an excellent candidate, we ended in a failed search. This is because of the equivalency requirement. It is not made clear to applicants when they need to submit their equivalency and why they may need an equivalency. The minimum qualifications regarding the necessary degree are unclear. Also the timing of the job posting has not met with the flow of when people are looking for jobs, and often English faculty have not been notified in order to encourage strong applicants to apply. (b,e) Core Groups: During the pandemic it was harder to track which Core Groups were meeting regularly, and

encourage strong applicants to apply. (b,c) Core Groups: During the pandemic it was harder to track which Core Groups were meeting regularly, and whether PT faculty were being supported in this way.: PT coordinator and English Dept will work to revitalize Core Groups over the coming years, or some version thereof. Perhaps attempt shared topics on the above goal. Find ways to incentivize and report back for more universal participation of both FT and PT in the groups. PT & 215 Noncredit developments in concurrent support for English 1: English 215 is now in its second semester and expanding. Students do better with one on one support built in to their English 1 class. We could continue expanding this, and have more 215 sections; but problem with PT load and 215 is that it creates a situation where they can't teach 2 core English classes AND have a 215 attached to their English 1, without going over 67%. This is a real problem in terms of equitable success rates. We need to work on this/figure out alternatives as a department. New negotiations/changes to load law will help. Increase number of FT English—we have been down for several years. PT will never have all the structural connection that FT do. More students need to be taught by FT. With these challenges, we do see a few opportunities: We are awaiting state guidelines around DEIA standards and evaluation practices for faculty. The tentative FA contract includes reference to these upcoming changes. Meeting these statewide goals, and understanding the DEIA teaching standards that will be added to the CLPCCD FA contract could be a topic for an upcoming English retreat for FT and PT, hopefully with funding for PT attendance. Our department sees this as an opportunity for clarification, training, and reflection for both part-time and full-time faculty in this area. We've been sharing ideas from our summer reading list, and could keep doing a kind of reading list/book club departmental thing. With more instructors retuning to face-to-face instruction, the department will update the REC room and celebrating great PT teaching for English 1, online and/or in person, and sharing resources. Ask IR for actual data on comparative success rates for English 1 between our FT and PT FACULTY over the past few years. Can they break that down for us? Once we have accessed this data, we can tailor professional development and support specifically around equipping Faculty, both part-time and full-time, to address success rate data. (f) Communication is key. Communicating with Chabot counselors, high school counselors, and sharing information about 215 with prospective students is important so that students can avail themselves of the free resource. We have been happy to see more students in our Eng 1/215 courses with IEP's, with special accommodations. By deepening our communication with Learning Skills faculty we can help direct these students to the service. However, Learning Skills has seen a dramatic drop in their enrollment numbers since the start of AB705 and they attribute that to the direct entry into Eng. 1. Most currently, IR is finding that when students take and don't pass Eng 1, they are not reenrolling, as expected. There's an overall concern that we are losing students who get frustrated by non-success in a college-level course. This would suggest that we should be offering more robust programming for students outside of special programs, to also have that option in taking English 1. However, not enough faculty have signed up to teach the class, despite adding additional sections of 215 on the schedule. The college needs to continue to fund the 215 class and the infrastructure required for it. Currently, 215 is being paid for by SCFF funds, but I believe the course may move to the Academic Pathways Division. We have not been given any specific FTEF allocation and, so far, it's been an open pool of funds. This is helpful in starting a program, but we would need some longer term guarantees for planning. Also, as we expand, we have infrastructure needs, specifically computer lab space, that needs to be reserved for these classes. This is something that our WRAC Coordinator has been facilitating, but it could get trickier as other programs move back on campus. In regards to 201A, because it is only a 9-week course, the structure of the course sequence allows new students to enroll in 201B halfway through the semester. The instructor reports only having three students join mid-semester in the Fall 2021 semester, and one student join in the spring 2022 semester. Currently one student in English 201A who started the semester in an English 1 course, and one other student is planning to join English 201B when it starts in two weeks. It will take additional promotion to get students who have dropped English 1 to take advantage of this opportunity for continued practice and support with writing. Many students report experience with ESL courses in the past, even being referred to these courses by their ESL instructors. Several students each semester work with the DSPS. It would be good to collaborate more proactively with Learning Skills instructors and ESL instructors in terms of serving the 201A/B students. GOAL 2: Tutoring & Support Services for English GOING WELL: - Now that the WRAC Center is open on-campus and online, we are seeing an increase in usage and the number of tutoring sessions. - More faculty are referring students to the WRAC Center. Instructors have brought their classes in for tours and shared information about the WRAC Center. Faculty are also integrating WRAC Center tutoring into their classes through requiring tutoring in some capacity or offering incentives to those who use the WRAC Center services. - The English 215 program has been utilizing one of the WRAC Center computer labs, which offers a dedicated space for the program. Students are meeting with their instructors regularly in the labs for additional support on their English coursework. 215 classes are scheduled in the computer lab throughout the week as part of their regular writing instruction. - The WRAC Center has been changing and growing over the past few years. The return to campus has sparked a period of great changes and revisions for the center as a whole and the services it provides. All of the changes made so far and those under consideration are a direct response to the changing needs of students. The greatest change has been to add online tutoring to the regular services of the WRAC Center. While adding online tutoring has doubled the amount of work for everyone involved in the WRAC Center, it has been a welcome addition and highly used by the students we serve. - There has been an increase in the use of WRAC Center services by students from other disciplines (outside of English and Language Arts). While we have always offered support for Writing and Reading Across the Curriculum, the campus shift to using an online course management system, Canvas, has made students turn to the WRAC Center for support in all classes. WRAC Center tutors are not only working with students in English classes, but also students of other classes needing assistance with online Discussion posts, written assignments, and "decoding" an instructor's online assignment prompt. The shift to online has meant that more classes use written assignments and the expectation for written communication has increased as has the demand for support with reading and writing. CHALLENGES: - The greatest challenge to meeting our goal for tutoring and support services for English/the WRAC Center has been staffing. The lack of a dedicated Instructional Assistant to handle the day to day needs of the WRAC Center and support various related WRAC Center services has meant that many aspects cannot be achieved. Support services cannot happen to the level needed without support staffing. - Another area that has proven more difficult is to form a task group of former/current WRAC Center Coordinators. While faculty are willing to have more informal conversations about support services for English, so many are unable to make a commitment to be a part of a dedicated task group. We have been fortunate to be able to have such conversations as needed, but it would be beneficial to make this a regular occurrence. -The progression of success rates in English 1 is difficult to determine as Fall 2022 is the first semester where we have been able to offer both online and in-person services. The lack of staffing due to the need for a Classified Professional position as well as additional student workers has impacted the services we can provide in both modalities. - The WRAC Center physical spaces have been a constant challenge. As the WRAC Center has been moved to smaller spaces away from the computer labs that are deemed "WRAC Center Computer Labs," it has been difficult have adequate space for all support services. However, without staffing to support physical spaces, we have so far been unable to make any progress in making a better space for English support services. - We have so many ideas to better meet the needs of our students, but so much is reliant upon staffing. One area that we have yet to be able to explore is bringing back class time in the WRAC Center. While it would be challenging due to the physical space limitations, bringing classes into the WRAC Center can help increase student usage of services, as well as further integrate the support services into the classroom. This was a regular practice when the WRAC Center was a large, thriving Writing Center in building 800 and many students found having class time with tutors to be very helpful. We aim to get back to this kind of support service that more directly helped students to succeed in their English classes. GOAL 3: Electives - Work on strategies to increase enrollment in our literature classes, with special focus on African American and Asian American students. GOING WELL: Currently we have 117 English majors here at Chabot. We are very proud of that number, while at the same time being excited about increasing it. To this end, we have had contact with Dr. Nakamoto and SCFF Outreach about increasing our English majors numbers at Chabot. We are setting up discussions with other faculty from across the disciplines with the hope of creating and implementing outreach events in the Spring 2023. We have had informal discussions with our colleagues who teach Ethnic Studies about setting up cross promotion outreach to our students. We plan to meet with Social Sciences teachers more formally and talk about how to align schedules in order to maximize the numbers of students who sign up for these types of classes, as well as exploring how we might pool our time and resources to "advertise" our classes. We have removed "English 1 strong recommended" from all but 2 of our electives. Anecdotally, we think this has helped to increase enrollment in our electives. We will be talking to IR over the next few semesters to gain a more granular view of what impact this change may be having on increasing enrollments. We have a good relationship with our Chabot counselors. We hope to deepen it by continuing to create dialog with them in order to gain support for increasing visibility about our electives offerings. To prepare for our further meetings, English faculty will be creating new English Electives marketing materials. We hope to share these materials with high schools, at Gladiator Days, and at other outreach events. CHALLENGES: The long shadow of Covid continues to impact our decision making around whether to add more online courses or whether to return to more terrestrial course offerings. We have noticed that some of our evening elective offerings have not had the numbers of students signing up that we would hope for. That said, we are recognizing that Chabot serves 2 groups of students: those who prefer meeting in person, and those who benefit from the convenience of online and hybrid instruction. With this in mind, we plan to offer 2 online electives courses in Spring 2023, as well as one hybrid offering. English faculty have met with many colleagues across campus to discuss changing the enrollment cap from 44 to 30. Faculty have done copious research into this issue, and we note that many organizations and professional groups advocate for this change. We understand that this is a heavy lift politically, but at the same time lowering the cap is the right thing to do pedagogically. To that end, we plan to continue our efforts, including talking with adjunct professor Eric Heltzel about making a student testimonial video about this issue. Members of the English Division reached out to the last interim dean about possible funding sources. Progress was being made on this front before the interim dean left the position. Moving forward, we will seek out possible funding sources, including making requests in the appropriate PR funding category that the PR team has currently set up. We will also consult with Tom deWit to see if he has any ideas about funding sources from the college or district. The funding amount we have in mind is around 3k. This seems very doable.

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.)

[text box]

○ 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.)

[text box]

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?

◉ Yes

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

[text box]

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.

All three goals have resource requests

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?

First, the learning community questions seem to be rooted in some belief that a few people should take on supporting our most marginalized students. We need everyone to be dedicated to that, which is why professional development is key. There is also a direct need for the campus to be flexible both in modality and in physical use of spaces. The campus needs more infrastructure to support the use of technology (such as outlets, moveable desks, furniture and spaces to facilitate collaboration and community building). There is also an immediate need to expand the student technology loan program campus-wide for students to have easy access to laptops and Wi-Fi hot spots. Another campus-wide issue that needs direct action is the option for student employees to work remotely. 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 can 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: (37.6736, -122.0944)

Source: GeoIP Estimation