

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

Library ▼

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:

Librarians (Norman Buchwald, Eugenia Chan, John Chan, kim Morrison, Pedro Reynoso) + Classified Professionals (DeAna Anderson, Roland Belcher, Erika Dishman, Heather Hernandez, Blake Lewis, Sandy Tran)

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
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.	2
Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.	3
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.	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
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).

As we have witnessed, the COVID-19 pandemic made evident digital inequities among Chabot College students, from the need for semester-long laptop and hotspot loans to technical support. The latter is not new, students have continually asked library staff for assistance in terms of troubleshooting, maintaining, and upgrading both, hardware and software. Additionally, students need support when it comes to accessing the College's services (e.g., website, classweb, canvas, parking services). Taken together, these technology requests speak to a long-standing, structural inequality (i.e., digital divide) impacting the majority of students. The need for "IT Support" for students could be something to evaluate and consider in a post-Covid era. Additionally, increased funding is needed to expand the Library's laptop and hotspot lending program, specifically, semester-long checkouts for both.

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.

COVID-19 was a mixed blessing. On one hand, we were not able to see people as much physically. On the other hand, it was much easier to have multiple meetings on Zoom. This made collaborating on a number of OER projects easier. COVID-19 also revealed students' learning preferences, specifically as it relates to online learning modalities and services. Students now have more choices when it comes to online instruction (e.g., synchronous, asynchronous, highflex, hybrid, etc.), which call for more dynamic and robust online support services, including library services and resources via the Library's webpage. In reference to our 2021 PAR goals, this requires additional support in the form of professional development as well as resources (e.g., library server, streaming services, user-experience applications) to maintain and expand an online presence through the Library's homepage, and in turn, better support students, faculty and staff. 2021 PAR Library Goals; 1. The Library will have a more accessible and responsive online presence than it has before, including an effective website redesign that has considerable effective and informative user experience digital assets and measurements. a. Goal is still relevant and in progress. b. The library webpage migrated to the Libguides platform. c. Redesign is more accessible and user-friendly. d. Evaluation of redesign is forthcoming (i.e., usability study) 2. Website redesign, effective usability testing and other approaches to enhance an effective and vibrant user experience. Website will be more accessible and responsive and will address as many learning styles as possible. Surveys for before and after and effective pre and post-tests in addition to actual testing should hopefully provide desired results. a. Goal is still relevant and in progress. b. The library webpage migrated to the Libguides platform. c. Redesign is more accessible and user-friendly. d. Evaluation of redesign is forthcoming (i.e., usability study) 3. The Library will coordinate with OER/ZTC efforts on campus to market/showcase materials. a. Goal is still relevant and in progress. b. Currently, 30% of classes are designated as zero textbook cost (ZTC). This is due in big part, to the fact that the Library plays a central role in the OER/ZTC movement on campus. Presently, a Librarian serves as co-coordinator of the OER movement at Chabot College. c. Accomplishments to date: i. The most checked out Library print and eBook items are almost all assigned reading for class. ii. Almost all English and ESL courses have eBook and print copies of assigned text. Some are even audiobooks potentially serving students with learning disabilities. iii. OER monies spent to effectively buy multiple copies of English and ESL books allowing the class to receive the ZTC designation. Other courses include multiple sections of POSC 1, ES 42 and 43. iv. OER funds were also used to start a pilot project using physical class sets of Geography 1 and Psychology 4 text available in reserves. v. OER outreach was key in changing faculty perception about how the Library can help support their classroom pedagogy.

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](#).
 - 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.**

Eon Café Gift Cards (\$500): provide gift cards for students who participate in usability testing of the Library website and other surveys the Library provides. Spotlight Presentation Remote (\$130): to enhance library instruction in Rm. 119. <https://www.logitech.com/en-us/products/presenters/spotlight-presentation-remote.html> Computer and software: dedicated to wipe and reimage library laptops when they return to protect user data privacy. NetSupport: augment NetSupport subscription to effectively manage computers in Library Classroom (Rm. 119). Currently, Netsupport is set up for 44 stations but the eventual goal is to service more computers in the new Bldg. (600). SpringShare Suite: this is the fullest optimal systems experience of web maintenance, hours, chat reference, survey and tutorials software, staffing and customer outreach data, and the ability in one simple tool to perform sophisticated analytics of data. Full suite would include Libguides, LibAnswers, full Libcal, LibAnalytics, and more. Articulate Storyline: by Adobe is a more robust version of creating online tutorials. Necessary to replace our out of date brief online interactive tutorials from 2009. An annual subscription is \$1299.99 (with regular maintenance) and a static one-time license is \$1400. Likely there is an educational discount. High-end Scanner for student use: to scan reserve textbooks, class notes, work requirements (IDs), etc. Cost \$2000-5000. EMP Goal #1: Equity & Goal #4 Academic and career success - Students who have not received their financial aid or simply do not have the monies for textbooks need to be able scan the textbooks on library reserve. The current scanner we have now is very slow and cumbersome. Syndetics Unbound: a robust book cover software so students have the ability to further recognize books and ebooks, see book reviews, and in some cases even preview a few pages (which for print books would be important). This is related to the Library Catalog and so ideally would come from ITS funding. Swank Digital Campus: online platform for streaming feature films. Feature Films (i.e. "Hollywood") vendor to Libraries. While uncharacteristically expensive compared to other library streaming services, however, this is pretty much the only way to get feature films that are available to libraries via streaming. Note: Las Positas Library currently provides access to this service; thus, a subscription to Swank would bring equity in service across both campuses.

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?

As discussed above, the COVID-19 pandemic made evident digital inequities among Chabot College students, from the need for semester-long laptop and hotspot loans to technical support. Most recently, students have also requested dedicated space to join online/zoom courses while on campus. Though we have converted the Library's Makerspace into a group study room/Zoom Room, the library and campus at large need to have a conversation around this technology need to identify others spaces with online/zoom capabilities while the new Library and Learning Connection Bldg. is completed. Similarly, the need for a conversation with Campus IT to revisit recurring tech challenges and needs; for example, see items below in no particular order:

- Increase access to semester-long laptops and hotspots
- Campus-wide FREE printing
- IT Direct Student Support
- Robust WiFi (Library)
- Wireless Printing (across campus)
- Dedicated library server to manage services and resources locally (or via the cloud)
- Dedicated library software to wipe and reimage library laptops
- Ability for students to download faculty-approved software onto library laptops and/or Computer Lab terminals

Lastly, COVID-19 has also challenged traditional job duties and expectations for both Classified Professionals and Faculty. This calls for an analysis of staff members' working environment in relationship to their respective role and function within his/her unit. The evaluation of existing staffing plans, and/or in some cases, the creation of new staffing plans is needed to best serve our students and to best accommodate our most valuable asset on campus: staff.

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: ([37.6313](#), [-122.0975](#))

Source: GeolIP Estimation

