

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

Administrative Services ▼

Division

Not Applicable ▼

Name of Program, Discipline, Area or Service

Reprographics Center ▼

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:

Craig Shira and Sarah Flores

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
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
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
Student Registration/Application Process: Improve registration/application process for students	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).

N/A

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.)

We achieved the first goal: we replaced Print Shop Pro with Market Direct Storefront as our web-to-print system. The second goal about adapting to Covid-19 restrictions is less relevant now that we are all back on campus, but the core issues of poor ergonomics and connectivity still exist should the need arise to work remotely. Our third goal is still relevant: we continue to be short on space for equipment and materials, limiting the services we can provide for the campus. A lack of cubicles/private space prevents Reprographics professionals from having quiet space to concentrate or handle confidential projects.

- 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.

While we have achieved our goal of replacing Print Shop Pro with Market Direct Storefront (MDSF), we are still missing a vital component: single-sign on (SSO). Users need to register to create an account, which is one more username and password to remember. We frequently receive requests to reset forgotten username/passwords because of this. We can integrate campus user accounts if we implemented SSO to minimize this issue. This goal aligns with the Chabot College Technology Plan for 2021 – 2026, which states under Initiative #1 to Maintain a Current Technical Environment that Chabot implement SSO. Despite the issue of lacking SSO, the transition to MDSF has worked. Reprographics now handles all print requests through MDSF, which has made processing copy service jobs quicker through automation—which is vital during this time of being understaffed. We continue to make updates to MDSF to improve user interface, offer Flex Day training sessions, offer How-To videos, and update a Frequently Asked Questions page to help users learn the new system. Our second goal is less relevant now that we are all back on campus, but the core issues of poor ergonomics and connectivity still exist should the need arise to work remotely. We continue to be short on space since losing access to nine office spaces eight years ago. As a result, we barely fit current equipment, are unable to fit new equipment, we can't keep common media in stock, and there are times there isn't enough space for two people to work in the same room because common tasks block walkways and workspace. Most of our finishing equipment needs to be on rolling trays or carts, causing us to "Tetris" our tables, equipment, and trays before, during, and after a job. Challenges to expanding our space include: there is no space in building 200 for us to expand into, the Facilities Master Plan underestimates our square-footage, and there are no current plans to address our lack of space to function effectively as a service provider on campus. Our largest complaint about the Facilities Master Plan is that it included the Mailroom as part of our square-footage despite Reprographics and the Mailroom being separate functions: our spaces should not be combined in square-footage estimates. As a result, the Facilities Master Plan says we use less space than we actually use. Reprographics would need, at a bare minimum, 3,000 square feet of space and we would like to have this accurate data reflected in the next Facilities Master Plan.

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 icalvillo@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.**

Goal one: timely, high-quality print services. Between the start of the Fall 2021 semester and today, we processed about 1,700 requests, ranging from simple copies to highly complex projects requiring detailed hand-work. Our number-one issue with providing timely, high-quality print services is a lack of proper staffing. Reprographics is set-up to have a print specialist, a graphic design specialist, and someone who specializes in both print and design. Our print specialist position has been vacant since January 2020. To cover this vacancy, our Graphics Technician has to focus exclusively on print, is unable to offer design expertise, and our Graphic Designer works out-of-classification to meet campus print needs. Having temporary/on-call support from Business Services has helped; however, there are three major problems with using temporary/on-call employees. 1) A print specialist with the experience we require won't apply for a temporary/on-call position, 2) The frequent turnover of temporary employees prevents them from developing in-depth knowledge to address anything more involved than basic copies (never learning machine maintenance, color management/calibration, skilled operator functions, and multivariable data printing), and 3) Constantly hiring and training new employees becomes a burden because it takes time away from actually processing print and graphics services. This further exhausts our team, who are already pushed to our limits. Our staffing problems worsened when both of the Business Services temporary/on-call employees left their employment at Chabot in September. Should Reprographics encounter a scenario like we encountered in June 2022, where both full-time Reprographics employees were out of the office for a week, there is currently nobody to offer print production services. Even if new temporary/on-call employees or student assistants are hired, they won't have the knowledge, experience, or approved working hours to meet expectations. This request to fill the Reprographics Technician position is not new. Until this position is filled, it is necessary to continue operating with our doors closed because we do not have the human resources to address interruptions and additional rush demands to the production queue. Going forward, as a need for print services and graphics support increases, our Graphics Technician and Graphic Designer are going to be logging extra hours worked, to be handled as over-time or comp-time. Another personnel request we've requested is a Mailroom Clerk. This individual would be trained to organize and manage the Chabot College mail room in addition to covering the Switchboard Operator, assisting Reprographics by packaging, organizing, and binding print requests for pick-up at the mailroom, and delivering supplies to the division Ricoh copiers. This position is important because, in absence of the Business Services temporary/on-call employees that left in September, we experienced a two-week period where there nobody managed the mailroom or operated the switchboard. A student assistant helped with the daily mail, but this is not enough to meet the demand for those who need to pick-up or send mail. Our second issue is that not having adequate facilities causes delays, prevents us from offering services, and limits our ability to work. One example of delays due to not having space to maintain stock is envelopes. We do not have the space to store envelopes and they must be ordered from the vendor each time we receive a print request, creating up to a four-week delay from when envelopes are requested and when we can complete the request. Other delays are caused by not having enough workspace. In room 222, we don't have space to operate more than one finishing machine at a time, which means we can only have one person work on a project at a time instead of two people working on two different projects simultaneously. Using this equipment blocks the walkway, making the other side of the room inaccessible for the duration of the project. Not having enough space also limits the services we can offer because we don't have the facilities to install new equipment. A common campus need is signage for our 24x36" A-frame sandwich boards but the posters are easily damaged, weathered, and time-consuming to laminate. Our Ricoh partners offer technology to replace our 10-year old wide format printer that would address this campus need, but we can't purchase it because we don't have the space for the machine. This request is not new and will continue to be needed until we get more space.

Goal two: timely, high-quality graphics services In the past year, our Graphic Designer processed over 250 graphic design requests, including reconstructing the Course Catalog and Class Schedule to meet ADA compliance. While the vendor CommonLook was needed to make these documents web-accessible (WCAG compliant), we saved money by working on these documents in-house. In the past, the external graphic designer hired to develop the Course Catalog did not take ADA laws into consideration, resulting in this vital document being non-inclusive. Chabot would have had to pay an additional \$15,190 to have a vendor reformat the Course Catalog to meet ADA laws. Not only do we save money by using an in-house specialist, these documents now meet the legal requirements for design and meet Chabot's inclusion and equity values. Our Graphic Designer and Graphics Technician have also worked to raise awareness of Chabot's legal obligations to provide accessible media for all media shared through outreach, with students, and internally, a requirement most who design their own flyers are unaware of. As a result of educating the campus, work has started to start reconstructing forms used by students so that they are accessible and meet legal requirements. A significant hurdle to providing graphic services to Chabot, as mentioned already, is the vacant Reprographics Technician position. The vacancy limits and delays graphic services because the two graphics specialists need to spend time performing the work of the print specialist instead of addressing the campus graphics needs. In addition to working outside of classification by filling in for the vacancy, time is lost interviewing, hiring, and training a temporary/on-call employee to replace ones that left. In the past year, our graphic designer spent about 42% of his time doing graphic design. The other 58% of the time was spent addressing other issues in Reprographics, which could have been addressed by the vacant Reprographics Technician and Mailroom Clerk positions. With the Reprographics Technician position filled, our graphics specialists can address the increasing demand for media to serve our students, satisfy ADA laws, and meet District brand guidelines. Additional training would also improve our ability to offer accessible media. Current training allows Reprographics to offer digital media that passes the Adobe accessibility test, which is a great first step to meeting accessibility standards. To further our goal of offering inclusive, accessible, equitable media to the Chabot community, Reprographics would need training to meet WCAG standards. CommonLook offers a software license and training to meet WCAG standards. Reprographics can collaborate with Disabled Students Programs & Services (DSPS) and any others interested to share group training. This training request and license request is new.

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?

The College and District need to recognize that various accommodations need to be made to ensure Classified Professionals are supported equitably so we can provide crucial institution-supporting services. For certain classifications, that might include a hybrid work-schedule that allows certain days working from home and other days in the office. For other classifications that have to be on-campus at all times to perform their vital work, accommodations such as workspace modification, adjusted schedules, and increased pay for those called to work during emergencies.

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: GeoIP Estimation

