Welcome. Dear Chabot Community Member,

Welcome to Fall 2023 Program and Area Review! PAR is on a three-year cycle (Fall 2021 is the comprehensive review and planning year; Fall 2022 and Fall 2023 are annual update years). This is the second "Update Year" in which you will need to reflect on aspects of your own PAR submissions and the overarching campus trends from the Fall 2021 Comprehensive PAR and Fall 2022 Update PAR Years. Please collaborate with your dean/manager to receive feedback before entering your PAR responses here (and for resource requests, enter into **Cognito**).

Thanks,
The Program and Area Review Committee

*Please remember that Qualtrics is not a collaboration tool and partial responses can get lost. You should only enter your PAR into Qualtrics once you have finished the steps of collaborating with your program/area teammates and/or your Dean/manager and have a final draft.

Is your PAR ready to submit as a final draft?

- ⦿ Yes
- ○ No

Q2. **Background Information**

Q3. Name of Your Program/Discipline/Area/Service, Division, and Organization Unit

Name of Program, Discipline, Area or Service	Library ⌄
Division	Language Arts ⌄
Organizational Unit	Academic Services ⌄

Q4. If you selected "Not Listed" 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

Q38. Reflections on Annual Priority Progress in Academic Year 2022-23

Context: The Planning and Resource Allocation Committee (PRAC) establishes **Annual Planning Priorities** based on collegewide trends in PAR responses, experiences from grant and categorical fund managers, and issues raised in PRAC. In brief, the planning priorities for 2022-2023 were to:
1) Develop support networks to link students to Pathway Success Team members and services;
2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers; and
3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services).

Question: What progress did you see in any of these annual planning priorities?

> 1) Develop support networks to link students to Pathway Success Team members and services: • Development of Open Educational Resources (OER) to reduce the cost of textbooks and supplies for students • Increased institutional support to encourage faculty to use and/or produce Open Educational Resources (OER) • Further development of the College's Guided Pathways 2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers: • Hiring a new Director of Student Equity and Success • Expanded the Food Pantry's days and hours of operation • Supported the creation of a Student Hub in the absence of the College bookstore • Provided free student printing in all computer labs across campus (funded by Basic Needs/Student Equity funds) 3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services): • Library Website Redesign • Hiring a Director of Marketing and Communications • Increased Canvas support and professional development opportunities during the COVID19 pandemic

Q39. **Question:** If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?

> • Develop ownership, leadership, and accountability for college-wide projects • Focus on one to two projects vs a number that are not likely to be achievable in one year • Coordinate laptop lending across the college - evaluate having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment

Q8. **Context:** For 2023-24, PRAC put forward seven recommendations for consideration based on their analysis of the Fall 2022 Program and Area Synthesis Statement and the Mission Critical Priorities in the Ed Master Plan, experiences from grant and categorical fund managers, and the 2022-23 President's College Planning Initiatives.

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).

Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests   **1**

Improve student access from application to registration	**2**
Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	**3**
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	**4**
Scale successful practices from grants, categorical endeavors, and learning communities	**5**
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	**6**
Improve fluency with business and HR processes	**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).

Evaluate and prioritize students' technological needs post-pandemic; specifically, the investment and coordination of laptops across the college. For example, assess having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment (see above).
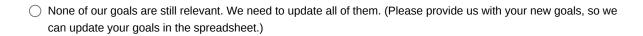
Q10. Reflections on Goals Established in Fall 2021 PAR

Q11. **Context:** In Fall 2021 PAR (the last comprehensive PAR year), after reflecting on data, you established program/area goals to support continuous program improvement and/or the college mission. This spreadsheet lists the goals that you first established in Fall 2021 and updated or confirmed in Fall 2022.

Question: Keeping in mind, you only have one year left in this PAR cycle to accomplish these goals, 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.)

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Q12. **Context:** You established goals in Fall 2021 and presumably are well underway in working on these goals. You will be asked to report on the outcomes of these goals in the first year (Fall 2024) of the next comprehensive PAR cycle (PARs submitted in Fall 2024-Fall 2026).

Question: What are the statuses of your program's/area's goals right now?

○ 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).

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Q13. **Context:** To assess how well you are doing with respect to meeting your program's/area's goals, you included and/or updated **expected goal outputs and outcomes** in your Fall 2021 and Fall 2022 PARs.

"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 22, 2023. 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 regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

Goal #1: Library will have a more accessible and responsive online presence than it has before, including an effective redesign that has considerable effective and informative user experience measurements In the Spring 2023 semester, the Library conducted a usability study with 18 users (15 students, 1 staff, and 2 faculty) on the updated website. The website redesign was launched for the start of Fall 2023 semester, after testing was conducted and making updates provided by user feedback. The new website is responsive to various screen sizes and utilizes more graphical, nonlinguistic representation for information processing. Goal #2: Library will coordinate with OER/ZTC efforts on campus to market/showcase materials The Library has worked closely with the College's OER/ZTC efforts to establish and expand support structures and resources for OER development and access. Specifically, the Library's Collection Development Librarian serves as a Co-Lead of Chabot's OER/ZTC initiative, which has resulted in more free books, ebooks, and journals for students to access. Specifically: a. 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. b. 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.

Q37. **Question:** What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

As stated in last year's Library Program Review, the COVID-19 pandemic made evident deep digital inequities among Chabot College students, from the need for semester-long laptop to the call for more access to zero-cost e-books and textbooks. 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 at Chabot College and that go beyond the Library's PAR Goals. Thus, the need for a comprehensive evaluation of the College's technological services and resources, coupled with students' assessment of their tech-related needs resulting in the augmentation of resources and services to better support learning and teaching at Chabot, especially with more online classes being offered post-pandemic. Also, in terms of long-term strategic planning, particularly as we near the opening of the new Library and Learning Connection building, the need for consistency and stability at the dean position. This speaks to the recurring request to have the library return to the Academic Pathways & Student Success Division, especially since come fall 2024 we will be sharing space and to some extent resources (e.g., equipment, study rooms, staff areas, etc.). In addition, the Library seeks consistent leadership to begin planning and budgeting for the total cost of ownership and operation of the new building.

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

This question was not displayed to the respondent.

Q41. **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 Completion Report* and the PLO Completion Report* to answer the questions below. If you have any questions about how to find your prior assessments, please email the co-chairs of Outcomes and Assessment Committee Julie Coan (jcoan@chabotcollege.edu) and Safiyyah Forbes (sforbes@chabotcollege.edu), or the curriculum specialist Meray Aghyarian (maghyarian@Chabotcollege.edu).

This question was not displayed to the respondent.

Q15. **Question:** Is the assessment for all SLOs in your program up to date?

This question was not displayed to the respondent.

Q16. **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 the curriculum specialist Meray Aghyarian (maghyarian@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:** At least two Service Area Outcomes (SAOs) should be assessed once every five years. Please take a look at the SAO 2022 Assessment Update Spreadsheet to answer the following.

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

- ⦿ We have assessed two SAOs in the past five academic years (AY 2018-19; AY 2019-20; AY 2020-21; AY 2021-22; AY 2022-23) and assessment results have been recorded in the SAO 2022 Assessment Update Spreadsheet (link above).

- ◯ We have assessed two SAOs in the past five academic years, but one or more of those assessments has not been recorded in the SAO 2022 Assessment Update Spreadsheet. We plan to enter our assessment results in the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY) [   ]

- ◯ Our program/area has not assessed two SAOs in the past five academic years; therefore, we plan to complete the remaining SAO assessments and enter the results into the SAO 2023 Assessment Updates Survey 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.

One SAO in particular (SAO #2: Students who borrow laptops from Chabot College library have adequate access to the technology necessary to participate and persist in their courses at Chabot College) merits close attention and increased funding support to better support and improve student learning. In short, the Library does not have an adequate number of laptops to check out and meet student demand created during the COVID19 pandemic. It is worth noting that in spring 2022 the Library conducted a Laptop Survey, as a result of the increased demand. When asked, "Which of the following checkout periods do you prefer?" the students responded as follows: • 4-hour checkout (0.00%) • 3-day checkout (14.29%) • 30-day checkout (28.57%) • Full-semester checkout (57.14% Additionally, when asked, "Checking out a Laptop from the Library helps me participate in and complete my coursework at Chabot College" the student responded as follows: • Strongly Agree (71.43%) • Agree (28.57%) • Neither Agree or Disagree (0.00%) • Disagree (0.00%) • Strongly Disagree (0.00%) Lastly, when asked, "To complete Chabot class assignments I use:" students responded as follows: • Cell phone (Always: 0.00% Sometimes: 50% Never: 50%) • Home computer (Always: 50% Sometimes: 16.67% Never: 33.33%) • Library Laptop (Always: 71.43% Sometimes: 28.57% Never: 0.00%) • Tablet (Always: 0.00% Sometimes: 16.67% Never: 83.33%) • Chabot Computer Labs (Always: 14.29% Sometimes: 71.43% Never: 14.29%) • Friends'/Relatives' computer (Always: 0.00% Sometimes: 33.33% Never: 66.67%) In sum, the data collected calls for additional resources to fully reach the intended outcomes of SAO#2; specifically, the need for increased funding to expand the Library's Lending Program. While at the same time, and as mentioned previously, as a College, systematically evaluate and prioritize students' technological needs post-pandemic, in particular the investment and coordination of laptops across the college. For example, assess having a lending program vs providing students with lower cost laptops that they can keep as way to support student learning and incentivize enrollment.

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

Q40. **Question:** Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)

• Update all areas of technology and add more employee positions that support this work • Implement recommendations made from the Equity Driven Student Enrollment Assessment Project • Focus on institutional effectiveness

Q43. **Question:** As you know, President Cooks assumed the role of Chabot's 10th College President on August 1, 2023. If your program/area could tell President Cooks one thing he needs to know about your program/area, what would it be?

• Rejoining the Academic Pathways & Student Success Division prior to the opening of the new Building 600 (fall 2024) • Early planning and augmentation of funding needed for furniture, technology, public art, and services for the new building • Putting back more clearly on Shared Governance Committee, certain committees that should have representation from the Library • Professional development funding for librarians and library staff

Q24. Thank you for completing the annual update questions for the Fall 2023 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.

Location Data

Location: (37.6403, -122.0667)

Source: GeoIP Estimation