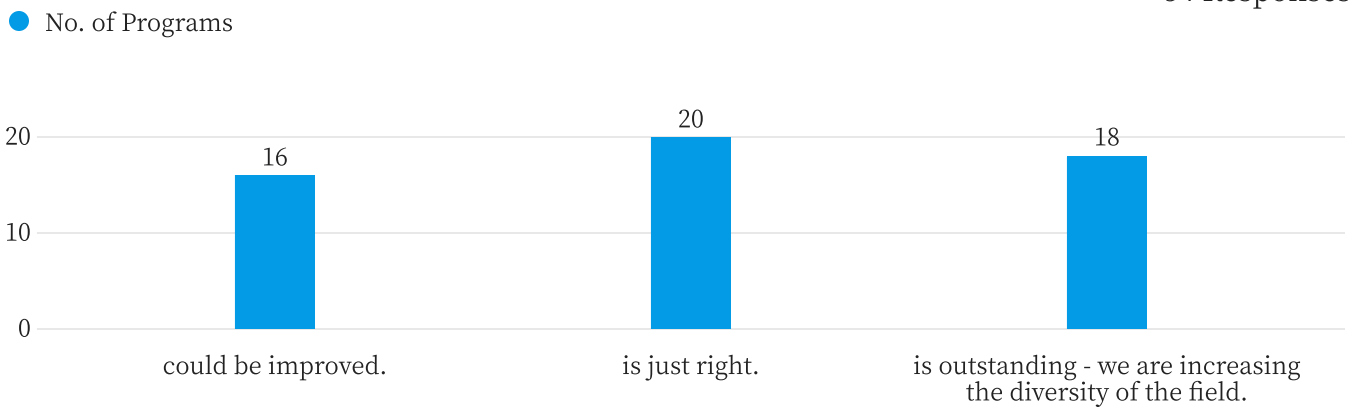


Fall 2021 PAR Report on Equity

Enrollment Disaggregations:

Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your discipline, field, or industry. The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field (Q42)

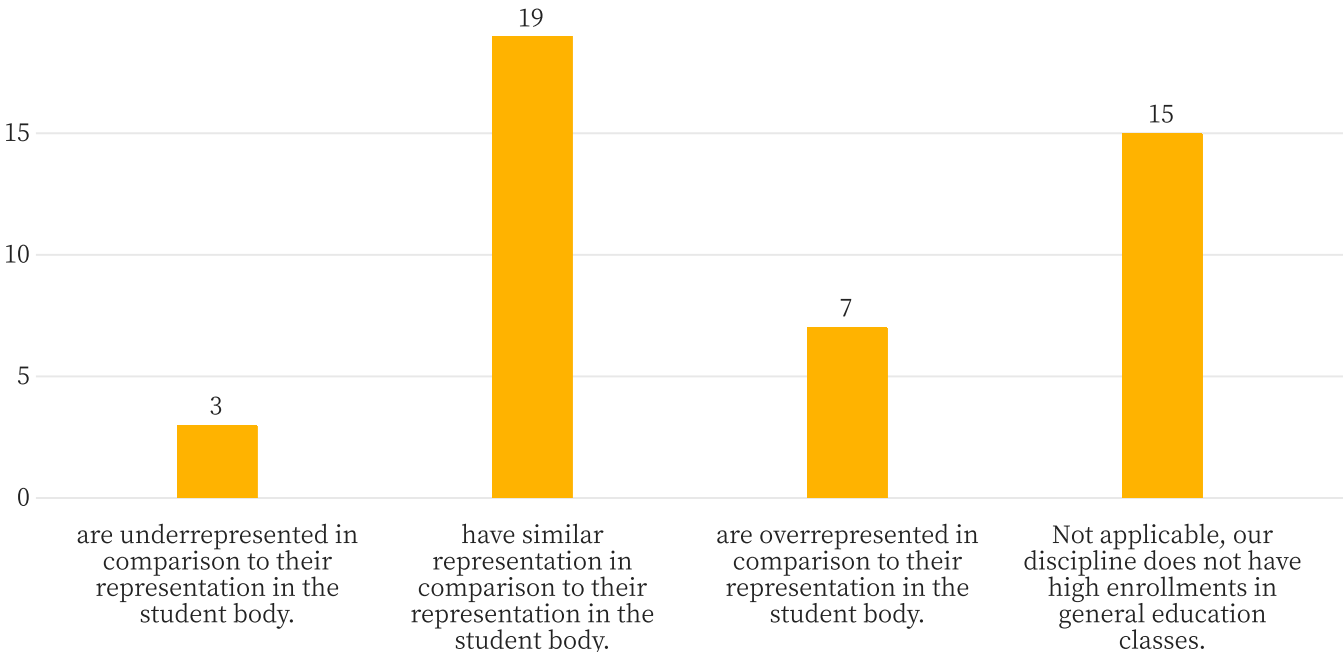
54 Responses



For disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups/disproportionately impacted groups (DI Groups) in your general education classes to the overall student body population. DI Groups in our general education classes: (Q43)

44 Responses

● No. of Programs



Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot). (Q44)

57 Responses

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Administration of Justice	We have seen spikes of high numbers of Latinx students at times (especially during the summer) compared to the College at large (ADMJ 50 - 80% versus the College - 73%) however we have a lower number of African American/Black students than the College (ADMJ 50 - 40% versus the College - 60%).
Anthropology	Anthropology courses focus on human diversity and have a focus on diversity; which is attracting to DI groups.
Architecture	N/A
Art	Our overall numbers are all within 1 or 2 percentage point of college-wide averages.
Art History	N/A
Astronomy	Astronomy shows what appears to be a higher average number of students identifying as Latinx than the college overall (~ 50% for Astro to ~40+% for the College as a whole). Astronomy also shows what appears to be a slightly lower average number of African American/Black students (~ 9% for Astro to ~ 10+% for the college). Enrollment by gender in astronomy matches the college overall very closely. Astronomy shows a higher ratio of full-time students, reflecting perhaps the number of daytime offerings rather than evening or weekend classes. While Chabot doesn't have a degree in Astronomy, and typically might have 1-2 students thinking about Astronomy as a transfer major, it is interesting to note that nationally Astronomers and Physics are ~ 86% White (Non-Hispanic), and 89% are male, according to the Census Bureau statistics. Clearly as we interest Chabot's students in astronomy as a potential major, the diversity that typifies our college population will broaden the profession. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.
Automotive Technology	N/A

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Business	N/A
Chemistry	<p>This is a difficult question to answer. Chemistry only has one GE course, so we will not be discussing that here. Instead, we will compare Chemistry's enrollments to other ethnicity/gender statistics. A full discussion would take up way more space than we have here, so we will provide the following general observations: ● As far as enrollments by gender are concerned, Chemistry has a slightly great percentage of female students than Chabot as a whole, and a MUCH greater percentage of women than is found in undergraduate programs, graduate programs, and industrial settings</p> <p>● For enrollments by ethnicity, Chemistry at Chabot has a higher percentage of Asian American and Filipina/Filipino students than the college as a whole, and a lower percentage of students from other ethnic groups. Compared to undergraduate programs, graduate programs, and industry, our percentage of students from DI groups is higher. ● Despite Chemistry having a higher percentage of students from DI groups than undergraduate programs, graduate programs, and industry, we still have some way to go--the diversity of the sciences beyond the undergraduate level is atrocious. The fact that our students are more diverse than the field as a whole does not mean we can't do better at serving our DI students.</p>
Communication Studies	DI representation in our classes, including GE/Oral Communication, are nearly identical to the college rates. There have been no statistically significant changes in the diverse make-up of our enrollment. One note is that Communication Studies does serve more people who identify as women than the college average.
Computer Application Systems	CAS 50 is our course that also qualifies as a G.E. and the student population in the course represents the college student body make up.
Computer Science	N/A
Dental Hygiene	N/A
Digital Media	N/A

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Dual Enrollment	The majority of our classes are GE. Non-Credit
Early Childhood Development	The early childhood field is dominated by women of color so the demographics of our classes corresponds to the demographics of the Chabot student body population. The only exception to this is that only 6% of our students are male, which aligns with the field but not with the Chabot student body.
Early Childhood Development Lab School	Write in for DI Groups in our general education classes: N/A
Earth and Environmental Sciences	Many Chabot students - and faculty - are clearly interested in environmental issues, as evidenced by participation in clubs and attendance at webinars focusing on Climate Change and environmental justice. Re-launching the environmental science program offers the possibility of encouraging students across the campus to fulfill AA/AS and transfer requirements while learning about key issues in our current world, issues that they can take an active role in addressing. A robust, interdisciplinary approach to the program, combining environmental science to be led by faculty in the Science & Math division with environmental policy, politics, economics, and social issues to be led by faculty in the Social Science division - and also including colleagues in Language Arts, Arts/Media/Communications, Business & Applied Technology - will give us a great chance to support the diversity of Chabot's student body.
Economics	N/A
Electronic Systems Technology	Whites and women are under-represented in our ESYS program as most whites/women seem to prefer the non-technical, hands-on, CTE based programs.
Emergency Medical Services	N/A

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Engineering	N/A
English	In a few cases, our literature electives could do more to attract African American students in the fall and Asian American students across the board. Creative writing has a slight under enrollment of Latinx and Asian American students. Latinx students are slightly overrepresented and white students slightly underrepresented in our GE, composition courses. Latinx students are slightly overrepresented and white students slightly underrepresented in our GE, composition courses.
English as a Second Language	It is not particularly meaningful to compare the race and ethnicity of ESL students to the college as a whole since we exclusively serve immigrant and refugee students who arrived in the US in their late-teens or adulthood. It is hard to know how well our program reflects that population in our greater community. Our largest student group is Asian immigrants, followed by Latinx. We have seen some declines in Latinx students since 2018, and I believe the losses are due to AB705 and Covid-19. I would like us to do a better job recruiting in this community as well as with Ethiopian and Eritrean immigrant communities.
Entrepreneurship	N/A
Ethnic Studies	Enrollment of DI groups in Ethnic Studies courses overall in the past 3 years are at a higher average than the average for Chabot College. For example, African American students have an average 13.5% enrollment in ES courses the past 3 years vs. 10.25% for Chabot overall, Latinx students have an average enrollment rate of 47.6% in ES vs. 40.4% for Chabot overall, and Pacific Islander students are enrolled at an average of 2.6% in ES vs. 1.8% in Chabot overall. The high rate for PI student enrollment in ES at 7% in Fall 20 is most likely due to the addition of ES 6: Intro to Pacific Islands and Oceania Studies. With Chabot getting the AANAPISI grant, we anticipate this rate to grow.
Film	N/A
Fire Technology	N/A

Program/Area Name Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).

Geography and Environmental Studies We had more Black/African American students until Covid. We lost a lot of our black students with covid (a trend seen campus wide) so that now we have similar representation as the rest of the college.

Health and Nutrition Health 1 is a course that most students have to take, as it is a G.E. required course for most majors. In these classes, DI groups are well represented. It is helpful to have faculty from DI groups to help students relate to their educators, and how their goals are reachable. We have African American and Latino faculty teaching Health 1, which help students relate to the class and faculty teaching the courses that their educational goals are attainable.

History The History discipline is slightly underrepresented in its enrollment of African American students. It is slightly overrepresented in its enrollment of Latinx and female students. (Again, it would be more meaningful to break down these statistics more completely into more specific categories, such as Latinx women.) The overrepresentation among Latinx and female students may be, in part, explained by courses which focus on the histories and experiences of those groups. Even though a similarly focused course on the history of African Americans is offered, this student population remains slightly underrepresented in the History student population. Because History 7, 8, 48, 49, 52, 53, 62, 63 all fulfill the similar requirements, it is not surprising that a significant percentage of DI students choose courses more reflective of their specific histories.

Humanities, Philosophy, and Religious Studies N/A

Industrial Technology N/A

Interior Design N/A

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Kinesiology and Athletics	N/A
Life Sciences	Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.
Machine Tool Technology	Applies to this question: The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field. From comparing our data to that of the national field, we have greatly increased the diversity of the field for Latinx (39% Chabot/ 11.8% US) and Asian Americans (14% Chabot, 5.4% US)
Mass Communications	Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Mathematics	<p>Note for · DI Groups in our general education classes: x are overrepresented in comparison to their representation in the student body, but that doesn't tell the whole story. African Americans and Latinx are overrepresented in GE SLAM courses because Asians are overrepresented in courses beyond first-level transfer. For Math, a better way to answer this question about DI Groups is to look only at those taking their first math class at Chabot in a particular semester, not all math students. Then compare distribution of math classes taken by each race/ethnicity. Not applicable, our discipline does not have high enrollments in general education classes. In developmental courses, Latinx are well overrepresented while Asians are well underrepresented. Latinx are much more likely to place themselves below transfer than any other group. In SLAM courses, overrepresentation of African American's and Latinx may be more of a result of Asians being more likely to enroll in upper math courses than anything else. In first-level transfer BSTEM courses, well-underrepresentation of Asians is offset by overrepresentation of Latinx. Latinx are more likely than African Americans to choose BSTEM over SLAM in first-level transfer courses. In courses beyond first-level transfer, Asians are well overrepresented while African Americans and Latinx are well underrepresented. Filipinx are overrepresented in the MTH 20/1/15 group, but they are slightly underrepresented in higher math; the contrast is surprising. Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot). The pattern among Asians, Latinx, and African Americans is well known, as an extension of the achievement gap observed in high school. Given a relatively high proportion of Filipinx students in MTH 20/1/15, it would be good to encourage them to pursue fields that require more advanced math courses. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.</p>
Medical Assisting	N/A
Music	N/A
Music Recording and Technology	N/A

Program/Are a Name Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).

Nursing Last week I, Connie Telles, did a presentation of the Nursing Program to EOPS. There were 50 students attending and many different minorities. I will do this again in the future and it may be a way to attract more African American students.

PACE N/A

Paralegal Studies We have seen spikes of high numbers of Latinx students at times compared to the College at large (Summer 2020 PLGL - 60% versus the College - 38%, as well as a higher number of African American/Black students than the College (Spring 2021 PLGL - 15% versus the College - 9%).

Photography Enrollments by race-ethnicity for the photography program mirror the enrollment rates college wide. Both the college and photography program can improve DI enrollment rates.

Program/
Are
a
Name

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).

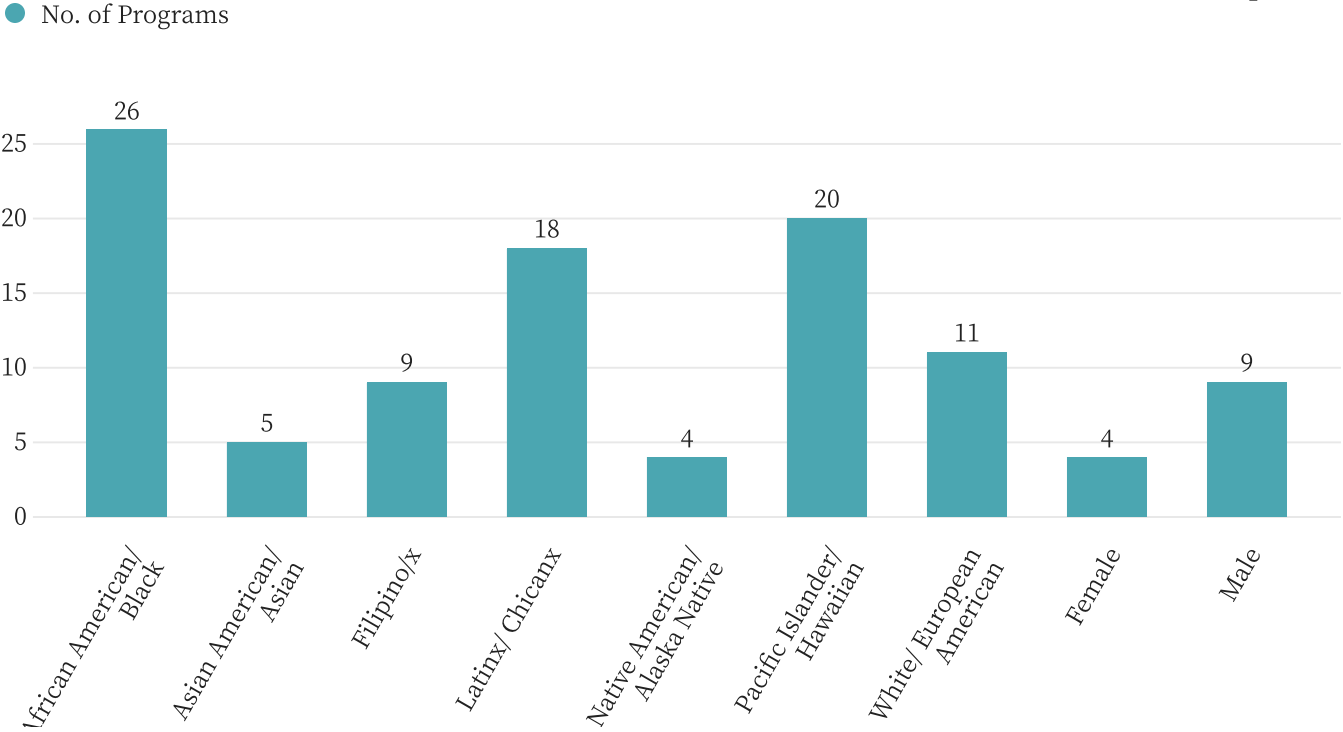
Physics

Notes on Enrollment Disaggregations: Our enrollment historically has followed the trends shown above for the last 4 years – Physics students are more often of Asian-American ethnicity, compared with the college population, and significantly less often African-American/Black. Students identifying as Latinx are under-represented in Physics compared with the college population, which students identified as White are about at the college average. The best tool we have in Physics to help identify whether Chabot’s program enrollment is similar to national averages is provided by the American Institute of Physics (AIP)’s interactive graphing tool (<https://www.aip.org/statistics/stats-degrees>, 2020). While the institute’s data includes 4-year programs, and not just community colleges, it still provides the ability to sort students majoring in physical sciences and engineering by ethnicity. For example, we can look at degrees awarded) in Physical Science/Engineering (as a % of all degrees awarded vs. time across ethnicity: [data table] This data shows that the under-representation of African-American/Black and Latinx students is a national issue, and one that Physics professionals are actively trying to address. Looking at gender in physics, we see that participation from female students is still significantly under the college population norms: [data table] This statistic is also not out of line from national results. The AIP’s “Women in Physics and Astronomy” 2019 Report, by Anne Marie Porter and Rachel Ivie (<https://www.aip.org/statistics/reports/women-physics-and-astronomy-2019>) shared: • In 2017, women earned 21% of physics bachelors’ degrees and 20% of physics doctorates. In that same year, women earned 33% of astronomy bachelors’ degrees and 40% of astronomy doctorates. • In 2016, 26% of newly hired physics faculty members and 40% of newly hired astronomy faculty members were women. The percentage of faculty members who are women is increasing over time. • The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field: X could be improved. Compared to national averages, Chabot is not at all out of alignment with enrollment in physics by gender, but this should not be taken as indicating we can’t improve the results further. The National Academy of Sciences 2015 report, “Why is it important to encourage more women to pursue science and engineering careers?” cites among many other factors the lack of mentoring for women interested in physical science and engineering as one reason for the lower rate of women in the professions (<https://thesciencebehindit.org/why-is-it-important-to-encourage-more-women-to-pursue-science-and-engineering/>). Clearly hiring more women, and inviting talks and contributions from women in science from traditionally underrepresented groups, can help our students see that they could have a positive future in the fields. Our colleague in Engineering, Dr. Tess Weathers, is starting a club for women in STEM; Stanford offers a “Women in STEM” group, which also could be a model for Chabot (c.f. Kubota, T. (2020) “Recognizing and empowering women in STEM at Stanford.” (<https://news.stanford.edu/2020/03/02/recognizing-empowering-women-stem/>) Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program’s individual submission, but not in this summary report.

Program/Area Name	Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).
Political Science	N/A
Psychology	N/A
Psychology Counseling	N/A
Real Estate	N/A
Sociology	Sociology addresses social justice issues that tackle class, race, gender, and sexual inequality, which may explain the overall higher enrollments of DI groups in our classes.
Theater Arts	N/A
Umoja	Umoja is a learning community focused on the experiences and history of African Americans.
VP Office of Academic Services	N/A
Welding	N/A
World Languages	The WL department aligns with the College race/ethnicity/gender student enrollment data.

Check all groups that are disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average): (Q48)

43 Responses



Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group: (Q49)

57 Responses

Program/Area Name Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

Pacific Islander/Hawaiian students experienced low success rates from Fall 2018 through Fall 2020 (averaging 43%) However, in Spring 2021 the success rate jumped to 80%. We are excited to see this positive direction and are working to determine what was behind such a sharp increase in the success rates. African/American/Black student success rate is slightly below the College average (which is 63%) our success rate is about 10% percentage points lower, at 53%.

Anthropology Pacific Islanders had a success rate of 35% in Fall 2018, but it rose to 92% by Spring 2021.

Program/Area Name Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

Architecture I think it is the geographics in this college region. There were 33 AA degrees and 21 Certificates awarded. Might need to outreach to further regions.

Art Our success rates across many racial, ethnic, and gender groups were significantly lower than college averages when the college was closed and students did not have access to studio, equipment, and supplies. Once we began to offer in-person instruction, the rates improved. In addition to initiatives to allow student check-out of materials.

Art History In the 3-year data period, a total of 20 Pacific Islander/Hawaiian students took ARTH courses. 9 succeeded, 4 did not succeed, 7 dropped.

Program/
Area
Name

Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

Astronomy

Success rates in astronomy are 5-8% lower than college averages, and corresponding non-success and withdrawal rates are higher. This is not new – we’ve seen similar data over the past 20+ years of program reviews. Astronomy is not an easy subject, and it is often taken by students new to college, who are surprised by the level of reading and scholarship required for success. Success rates for African-American/Black students in Astronomy are historically significantly under the college average, and this, too, is a trend we’ve seen for many years, and one that is mirrored across the country, at all levels of higher education. According to the American Institute of Physics, and its August 2019 focus on “African-American Participation and Bachelors in the Physical Science and Engineering” (<https://www.aip.org/statistics/reports/african-american-participation-among-bachelors-physical-sciences>) with included data from 2005-2015, African-Americans remain underrepresented in the physical sciences and engineering fields. We should capitalize on Chabot’s recent efforts to support student success, especially within the African-American/Black community, with the Black Excellence 10x10 Villages projects, and reach out to the Umoja team as well, to improve our understanding of the types and levels of support services we might encourage, and amplify, for our Black students. Chabot’s data shows large jumps in success for African-American/Black students between different years and semesters, but given the very small number of students, that data’s volatility reflects very small population sizes. One idea to help identify whether the lower success rates reflect the discipline or the students would be to look at similar GE-level introductory science classes offered at Chabot. Geography, like Astronomy, is taken by students seeking science credit for AA/AS and transfer, and provides a direct comparison. Similar to Astro, African-American/Black students seem to struggle in Geography more than other populations. Based on the similarities in Astronomy and Geography, and the national trends shared in the AIP report, we do not see the continued greater lack of success in astronomy as something unique to Chabot – but it still is very troubling, and something we want to continue to attack. Faculty are actively trying to find creative ways to build relevance through identification of role models and increasing visibility of African-American astronomers – and graduate students on their way. We hope that the new Astronomy 45 class, with its increased focus on current news and media, might be one way to attract and retain students currently under-represented in science, and further improve student success for all groups. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.

Program/Area Name	Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:
Automotive Technology	(1) Increased employment opportunities during the measured periods (2) Social and Economic related (3) Small sample group (African American /Black, under 10 students) (Women 7-16) (4) Substantial drop during Covid periods
Business	The Business discipline students are succeeding at rates comparable to the college at large.
Chemistry	<p>First, although the dashboard allows us to disaggregate our success rates by ethnic groups, the number of students we have from several ethnic groups is too small for the data to appear in the dashboard. This is especially true at the course level, which is where the data would be the most useful! Overall, our students succeed at rates similar to the overall college success rates, with one exception. Some ethnic groups have slightly higher success rates than the college (White, Asian American, Filipina/Filipino) and some have slightly lower success rates (Latina/Latino). It is among our African American students that we recently have had a much lower success rate than the college as a whole. Until the Spring 2021 semester our success rates among African American students was almost identical to the college success rates. However, our success rate among African American students dropped to 51% in Spring 2021, compared to 63% for the college. Unfortunately, it is difficult to determine which Chemistry courses are most affected, since the number of African American students in a given course is often below the level at which the dashboard provides data. That said, we have taken note that our success rates among African American and Latina/Latino students are lower than for other ethnic groups. This is an area of ongoing concern and work. Historically, STEM fields have not had great diversity, and many students from DI groups are discouraged by outside forces from entering STEM. We will continue to work on increasing both enrollments and success among these groups. This will be accomplished with continuous partnership with UMOJA and Puente programs, incorporating embedding tutors into our gateway courses.</p>

Program/Area Name	Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:
Communication Studies	Generally success rates are consistent with the college average. The two consistent outliers are African American/Black and Hawaiian/Pacific Islander student success rates. These success rates are highly variable over the last three years. For instance, the HPI success rates have going from 63% in F' 19, dropping dramatically in F' 20 to 38% back to 54% in F' 20 . All of these numbers are dramatically below the college success rate. Additionally, African-American/Black student success rates are noteworthy. The rates dropped precipitously from F' 18 down to below 50% for straight semesters. That rate has risen back to the college average during the pandemic. However, those success rates are still behind other student populations. This requires introspection from our discipline as to how to better serve our African-American/Black and HPI student populations.
Computer Application Systems	What has been observed is that the basic skills are lacking at a higher level in these DI groups in the CAS program and courses. Many students do not realize that computers do not do the work for you, but they enable and enhance your current ability so when a student shows up to a class and lacks basic math skills they will not be able to create a formula to calculate a percentage on a spreadsheet. And when the they copy the incorrect formula to the rest of the sheet the entire workbook will be incorrect. I have considered adding an English and math pre-requisite but it would hurt enrollment.
Computer Science	We don' t have one picture that explains the disproportionate outcomes. Different factors may be at play for different populations and different individuals.
Dental Hygiene	N/A
Digital Media	Especially in these past few semesters success rates have declined because students need the appropriate hardware and software technology to be successful in these courses and COVID has affected access. The College has put forth significant efforts to help students
Dual Enrollment	Our partner schools have helped identify the students and help recruit for the courses. Although we have good representation of DI populations in our courses, we would like to work closer with the schools to ensure that we are also capturing students that can use our program as a way to encourage and entice their participation in college and beyond.

Program/Area Name	Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:
Early Childhood Development	It is difficult to see any trends that emerge that vary greatly from the college-wide success rates, especially in light of the pandemic when many students and instructors were working in a new modality.
Early Childhood Development Lab School	N/A Write-in note for Does your program/area offer non-credit classes?: No (The program is the ECD Lab School)
Earth and Environmental Sciences	Note for previous section: Over the next 3 years, non-credit course offerings in our program/area are planned to: x Stay the same as they are now This could be an area we look at in the future, since many interdisciplinary lecture topics could be of interest to the general public, to people in the community who already have degrees, and to local middle and high-school students. (Comment/Explain) Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group: Success rates for existing Environmental Science courses have varied wildly - with different courses and different instructors each semester. Leading courses online only through COVID also affects student success.
Economics	N/A
Electronic Systems Technology	Fact: the tech industry is male dominated. It should not be this way in an ideal world. Although more and more women are embracing the opportunities in tech, the population of women is still disproportionately low.
Emergency Medical Services	STUDY HABITS AND ENGLISH BEING A SECOND LANGUAGE ARE ALL REASONS FOR LOWER SCORES/PASS RATES. WE COULD OFFER SUPPORT TO THOSE THAT ARE STRUGGLING WITH WORKLOAD AND OTHER OUTSIDE FACTORS. WE COULD PROVIDE TUTORS AND OTHER SUPPORT, SUCH AS FINANCIAL AID, CHILD CARE (DURING THE EVENING HOURS), ETC TO THOSE THAT NEED IT.

Program/
Area
Name

Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

Overall Success: Our Non-Success rates have actually decreased over the last three years, however Withdrawal rates have increased since Spring 2020, likely due to the impact of COVID-19. African American/Black: Unfortunately, we have very low enrollments in this population, with only 4 semesters that had more than 10 students. This small sample size makes the data very volatile and difficult to assess with accuracy. A clear solution would be to recruit more African American/Black students into engineering in the first place. White: Over the last three years, Engineering has had an average of 11.9% white students (ranging from 15-35 students). The campus average is 13.4% white. This is the second-smallest Racial-Ethnic group (behind African American/Black), and thus may suffer from the same small-sample size volatilities. Male: Most of our students are male (~80%) so most non-success in engineering will be a part of the male population (compared to college-wide data) Pacific Islander: There is no information for success rates in Engineering for Pacific Islander/Hawaiian population as enrollment is consistently at 1 or 2 students.

Program/Are
a
Name

Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

English

Overall composition course success rates have dropped by 11% since Fall 2018' s high of 72%. Withdrawal rates are at an all time high (36% in spring 20 and 27% in spring 21). The pandemic and the transition to AB705 both contribute to the drop, indicating that we have more work to do to meet students where they are when they enter our courses. Our success rates in English 1 plummeted across all student groups over the past 3 years. While AB705 has allowed us to increase our throughput for English 1 (40% across all demographic indicators), it also increased the numbers of students who were enrolling and either withdrawing from English 1 or not passing, even prior to the pandemic. Opportunity gaps by race have also persisted, especially for African American & Latinx students. Specifically, our English 1, semester-by-semester success rates for African American and Latinx students (42% in spring 2021) are well below the college average and significantly lower than success rates for Asian American and White students (51% in spring 2021). Even though we have changed our course outlines to emphasize more equity, it is not clear how consistently culturally responsive methods and practices were adopted in face-to-face classes or applied in the online asynchronous and synchronous modalities used from March 2020-Fall 2021. While the dips correspond to the pandemic and the transition to AB705, the reality is, as a department, we are committed to meeting students where they are. We must do more to focus on building upon the assets they bring into the classroom. We must ask ourselves some key questions: Are students reading materials reflective of their lived experiences? Do our assessments honor the linguistic diversity of our community? Do our instructors demonstrate authentic care and a belief that all students can succeed? Are our units - especially early ones - reinforcing students' joy and love for reading and writing, while providing sufficient scaffolding for all students to demonstrate their personal and academic strengths and growth? Are we linking the right students to appropriate support services? On the brighter side, when students do complete English 1 and enroll in the next level composition course (Eng 4/4A/7/7A), they succeed at above 70% across all racial and ethnic markers. We have eliminated opportunity gaps and this trend held even after AB705 went into effect. FT/PT Success Rates for Engl 1 vary significantly. Gaps in success rates between full-time composition instructors and part-time composition instructors has been as high as 14% twice in the last three years with full-time instructors consistently demonstrating higher success rates, indicating that we will need to work on program cohesion, as well as rebuilding best practices for our current context (post-pandemic, post AB705). When we rebuild face-to-face scheduling and pedagogy/curriculum, we must be mindful that the shift to online instruction served some students and left behind others.

Program/Area Name	Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:
English as a Second Language	<p>There was a noticeable dip in success rates, accompanied by an increase in withdrawals, in Spring of 2020 when the pandemic hit. This lends support to the argument that Covid-19 impacted ESL students disproportionately compared to the college as a whole. Since that low of 57%, the success rates have shot up to 77%. Perhaps the smaller class sizes have allowed for more personal attention. Interestingly, women seem to consistently outperform the men. Last semester the success rates for women had an 84% success rate compared to 65% for men. In the ethnicity data, the lowest success rates are “White” students. I think this might be referring to our Afghan students, but the data for Middle Eastern students needs to be disaggregated for clarity. Spring 2020 “White” students dropped to a 23% success rate and though it has rebounded significantly, even last Spring it was much lower than other groups at 54%. Latinx students have lower success rates than our Asian students, but their rates have increased a lot as well and were relatively high Spring 2021 at 74%.</p>
Entrepreneurship	<p>The Entrepreneurship discipline students are succeeding at rates comparable to the college at large.</p>
Ethnic Studies	<p>Similar to the overall College success rate, African American and Pacific Islander students are most disproportionately impacted in Ethnic Studies. However, it’s important to note that for PI students, their numbers are so low, only data for 2 semesters were available, and data collected for a very small number of students. Out of a total of 12 PI students in Fall 19, 8 succeeded, 2 withdrew, 2 failed. In Fall 20, out of a total of 23 PI students, 16 succeeded, 4 withdrew, 3 failed. For African American students, important to note that success rates in ES courses (66%) were 3.5% higher than College average (62.5%). Also important to note that Latinx/Chicanx students are considered DI population, as their overall college success rate is 69% in past 3 years, yet their success rate in ES courses were an average of 3.25% higher at 72.25%. Another significant observation is that White students’ and Asian American students’ success rates in ES courses were lower than the college average, even though the rate went up for African American, Latinx/Chicanx, and Filipinx students. Data for Native American students were not available for ES courses and as noted earlier, data for PI students were based on a very small pool. Lastly, important to note that African American, Pacific Islander, and Latinx students were disproportionately affected by the pandemic, especially when looking at data from Spring 19, onward. Also part-time students seems to succeed at a lower rate than full-time students in ES.</p>
Film	<p>I believe in lecture courses like FILM14 students struggle with writing and I should work to help them use the tutoring and WRAC center to receive additional support.</p>

Program/Area Name	Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:
Fire Technology	The success rate data is skewed due to the pandemic impact on enrollments. Due to the intensity involved in the Fire Technology Program coursework, some students are coming to class ill-prepared for the workload. Others are taking on jobs to support the families, and these jobs do not allow sufficient study time for successful completion of the coursework. Still, other students discover that the fire service is not for them and select a different career path – sometimes in EMS, but more often in a different discipline altogether. The future change coming to the fire academy scheduling at the new facility will open more opportunity for firefighter training over the course of a year vs. the single semester option (that will still be available once a year) to provide a greater opportunity for success with a manageable workload.
Geography and Environmental Studies	The success rates for Geography classes were at 78% Fall 18, they declined slightly for S19, F19, S20, F20 (72, 74, 71, 74 respectively) and then have increased back to 78% success for Spring 21. However, it is important to note that the success rates for Geography classes are consistently higher than those for the overall college rates of 70, 73, 69, 71, 71, and 73 for F18, S19, F19, S20, F20, S21, respectively. In terms of success rates by race and ethnicity, the success of black students in Geography classes significantly declined in S20, falling from 68% to 48%. They have since recovered back to 69% by S21. Almost all ethnic groups success declined that semester (S2020) due to the shift to online. Though Black students are disproportionately lower than other ethnic groups, their success in Geography classes is higher than the overall college success.
Health and Nutrition	Our courses generally have a variety of ethnic/racial and gender groups that are similar to college average.
History	Overall success rates in the History discipline routinely lag 5-7 percentage points behind the college. (One outlying semester, Fall 20, saw the discipline trailing the college's success rate by 13 percentage points.) This routine lag seems, in part, attributable to higher withdrawal rates in the discipline. Non-success rates in the discipline have generally trailed the college average by only a percentage over the past several semesters. Higher withdrawal rates, however, dog the discipline, with nearly a third (32%) of the students withdrawing in the Fall 20 semester. Certainly, the pandemic is a significant cause of this greater withdrawal. This peak, however, far outpaced the rate of the college (20%). Lower success rates are present across racial/ethnic categories in the discipline, but impact DI students most significantly. These lower success rates (including withdrawals) will become a focus of future coordinated efforts initiated by the discipline.

Program/Area Name Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

Humanities,
Philosophy, and
Religious Studies

According to the data, Pacific Islander/Hawaiian student success was lower for our disciplines than the college average, especially in F' 20.

Industrial
Technology

Connecting students to on-campus services may help success rates. Faculty have begun including services information in course materials

Interior Design

I think it is the geographically in this college region. 24 AS degrees were awarded. Might need to outreach to further regions.

Kinesiology and
Athletics

We have not noticed a difference in success rates in PEAC, HEAG, Athletics, and Kinesiology courses.

Life Sciences

Course success rates in anatomy have been trending downward with changes in the minimum science GPA required by nursing programs. About 1/3-1/2 of students earning a C at the W deadline drop the class because they need at least a B for nursing applications. Many students report having to take on increased work hours due to other family members losing jobs during Covid-19. Students also were overburdened due to the stress of shelter in place, lack of traditional structure that was previously found in learning on campus through traditional face to face meetings. Outside of school student responsibilities increased during covid-19 resulting in decreased time for focusing on their studies. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.

Machine
Tool
Technology

Our students are mainly Asian American/ Asia, or White/ European American

Program/Area Name	Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:
Mass Communication	We have a lot less disproportionate impact for Black students, and serve more of them than the college percentage. This is an important achievement since equity is one of our goals. The student success rates in other areas are in line with the rest of the college until spring of 2020. This corresponds to the timing of the global COVID-19 pandemic. There may be other factors but none that we are aware of. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.
Mathematics	There is a huge jump in PI group! More women in GE courses (MTH 41 and 47) but more men in precalc/calc1 (MTH 20/31/1/15). Even fewer women in upper level courses (MTH 2, 3, 4, 6, 8), outnumbered almost 2 to 1. There is a huge jump in PI group success rate from Fa20 to Sp21!
Medical Assisting	Possibly ESL students success rates in Medical Terminology are decreased due to content and medical terminology being more difficult for ESL students. Also, study techniques seem to vary with students. Possible increase study methods could improve this outcome.
Music	Access to professional level instruments and private lessons at the high school level. Access to practice rooms and additional applied lesson hours could support.
Music Recording and Technology	Access to hardware, software and internet.
Nursing	The number of AA/Black students in nursing programs is low in California. We need to increase the AA/Black students in the program.
PACE	N/A
Paralegal Studies	Asian-American student enrollment has significantly decreased from Spring 2020 (26%) to Fall 2021 (8%). Our male student enrollment rate has also dropped from Spring 2020 (37%) to Fall 2021 (16%) and is well below the College average (45%).
Photography	Asian American and Filipino students are succeeding at lower rates than the college average. African American, Latinx, and White students have success rates above the college average.

Program/Area Name	Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:
Physics	<p>Refer to the Chabot College Course Enrollments and Success Rates Dashboard. Given the challenges posed by COVID-induced online instruction, to maintain 75-80% success in Physics is a remarkable achievement. (Comment/Explain) Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group: Looking at success by ethnicity data, the data is not sufficient to create any significant comparisons – there are no trends to pick out. Trends in success by gender equally is too difficult to judge with such small numbers – perhaps 3-4 women in Physics 4A/B/C per class. We need to pay close attention to the success of all of our students, and constantly ask what services and tools might be used to help – whether that is from MESA/TRIO, student clubs, tutoring, increased access to office hours, remediation, instructional assistants, or some other means. We should capitalize on Chabot’s recent efforts to support student success, especially within the African-American/Black community, with the Black Excellence 10x10 Villages projects, and reach out to the Umoja team as well, to improve our understanding of the types and levels of support services we might encourage, and amplify, for our Black students. Please note that the individual program submission also included a graph/table that cannot be entered into Qualtrics. This can be viewed in the program's individual submission, but not in this summary report.</p>
Political Science	<p>African-American and Multi-Racial students have lower success rates in POSC compared with other groups (but overperform compared to college averages). I am unclear as to why these two groups specifically, but this would be a very interesting point to investigate.</p>
Psychology	<p>Success rates in Psychology approximate the college-wide success rates.</p>
Psychology Counseling	<p>N/A</p>
Real Estate	<p>N/A</p>
Sociology	<p>African American, Latinx, and Pacific Islanders had the lowest success rates in our courses. The success rates in our classes are similar to the success rates across the college. The groups with the highest success rates are Asian American, Filipinx, and White students, which again are similar to the overall college trends. For the category gender, female students had slightly higher success rates than male students.</p>

Program/Area Name Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

Theater Arts The overall downward trend of two groups, Pacific Islanders and White, seems driven entirely by one course, THTR 10. This is our most populous course. Very hard to know why those two groups in particular are so dramatically affected.

Umoja Umoja students generally succeed at a higher rate than African American students not in the program. This rate has been a consistent trend over the program’s history. In 2019, Umoja students (73%) succeeded in first-level transfer English at a rate 14 percent higher than non-Umoja African American students (59%) and 12 percent higher than all other students (61%). In addition, Umoja students (11%) withdrew at a rate significantly less than both non-Umoja African American students (19%) and all other students (20%) in this same course. Overall, Umoja students had a success rate of 74% in all of their courses compared to a non-Umoja African American student overall success rate of 61% and a 71% success rate for all other students.

VP Office of Academic Services N/A

Welding I don’t claim expertise on the disproportionate impacts for any given student group.

World Languages African American/Black student success has slightly decreased since fall 18 (55%) to spring 21 (52%). This also occurred with the Latinx (fall 18 (58%) to spring 21 (56%). The slight difference cannot really be explained especially in light of the Covid emergency in the last four terms. [Text Wrapping Break]Overall college success rates for these two groups are for African American/Black fall 18 (60%) to spring 21 (63%) and Latinx (fall 18 (66%) to spring 21 (69%).

What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.) (Q55)

57 Responses

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Administration of Justice	Barriers include not having enough staffing to service all of our students and provide the necessary guidance and support for student success. This especially involves females. We have a high number of female students (and this is a male dominated field), however, there is a low transition rate to actual employment in law enforcement for females.
Anthropology	The delay to hire a full-time Anthropology Professor with Biological/Physical or Archaeology concentration. We need assistance to promote the Anthropology Program.
Architecture	Low enrollment classes were canceled. Classes cannot be offered per the sequences of classes in the program.
Art	Many Art students avoid taking Math classes until the very end. We would like to write a hands-on Math course for students in the visual arts, and are asking for CAH to support that effort.
Art History	Currently there is no major advising, and that needs to be fixed.
Astronomy	N/A
Automotive Technology	(1) Increasing complexity of vehicle systems even at the fundamental levels. (2) Economic, as many students become employable prior to completion. (3) Existing industry personnel attending for update or enrichment training, not working towards completion. (4) Social stigmas for non-traditional students in the industry.
Business	The high cost of textbooks remains a concern. We have addressed this issue by using equity funds and OER textbooks and materials for selected courses as appropriate.

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Chemistry	The two main factors that affect student completion are the time it takes and the availability of classes. Chemistry courses are sequential in nature, as are other STEM courses, so it can be difficult for students to finish the sequence and transfer in two years. This is further complicated by the fact that our courses are always full with waiting lists, making it difficult for some students to take courses when they need to. Any factors that affect students' ability to take courses in a timely manner will impact their ability to complete the course sequence. Outside family commitments and jobs are two common student situations that keep them from progressing. Unfortunately, students from DI groups are often in these situations.
Communication Studies	Communication Studies 1 is continually a high-filling course with numerous waitlists. We also need another FT faculty member to continue to offer new curriculum and better serve students.
Computer Application Systems	Lack of options for advanced classes to run with lower student enrollment numbers. I've been substituting equivalent courses from neighboring schools. It will take a while for local level of students to have enough completers from feeder courses to run the advanced classes locally.
Computer Science	None that stand out.
Dental Hygiene	N/A
Digital Media	There were no real degrees, and the courses were broken up into half semester courses. Students are finally able to complete an entire course and earn their certificate or degree. That wasn't the case when I first took over the program. In fact some students had to retake a course because we no longer offered the ½ semester course and the only had the ½ semester course on their transcript.
Dual Enrollment	N/A

Program/Area Name What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

Early Childhood Development Most of our students are part-time, many are older and have returned to school after a time away. We have a high proportion of students for whom English is a second language. They struggle with completing the math and English requirements to get a degree. They struggle with academic requirements of their ECD classes. Many of the special programs and learning communities that offer targeted help, dedicated counselors and other supports are not available to our students. Support programs such as tutoring are not available in evenings or on weekends, when many of our students take classes. Our students need help connecting to supports that can help them build academic skills and stay on track to complete their degrees or certificates. They also need help connecting to the Chabot community when they are only here part-time or on evenings/weekends.

Early Childhood Development Lab School None

Earth and Environmental Sciences Not all courses required have been offered

Economics None

Electronic Systems Technology Most of our students work full-time then take courses in the evenings possibly leading to less than desired educational outcomes, most college supports for our students are not available because of the hours the courses are taught,

Emergency Medical Services THE EXPENSE OF THE MATERIALS, THE AMOUNT OF TIME FOR IN AND OUT OF CLASS PARTICIPATION, AND THE AMOUNT OF CURRICULUM/DIDACTIC MATERIAL THAT MUST BE RETAINED IN ORDER TO PASS SUCCESSFULLY.

Program/Area Name What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

Engineering There are many significant barriers to students completing the engineering program. Math requirements, scheduling, multiple transfer requirements, as well as the overall rigor of the program, to name a few. Many students experience disproportionate barriers based on race, gender, age, disability status, and home responsibilities, however, the main barriers are how well prepared students are before starting at Chabot and how much time they are willing to dedicate to their educational plan. Most engineering students will take at least 3 years to transfer assuming they are starting at MTH 37/Trigonometry. Students will need to take at least 12 units each semester and be willing to spend 40+ hours per week on their courses. Many students need to work and do not have the support for this type of dedication.

English We've had to reduce our offerings of English literature courses and rotate some of our electives because we are not reaching our "cap" (of 44 students)s. Unfortunately this creates barriers for AA and AA-T students to want to complete their degrees in a couple years. Some students have to wait over two years to take an elective they are interested in. Also, some students end up going to other community colleges to take literature courses where they have a wider selection of courses. There are also barriers for working students who want to take evening classes; we don't offer evening literature classes, but we are planning on offering an evening literature class as well as more online literature classes.

English as a Second Language We have Afghan students, often but not exclusively women, who never went to school and never learned to read and write in their language. This is a large deficit to recover from and I believe it is reflected in the lower success rates for "White" students in ESL. Our students tend to be working adults and many are parents. The extra responsibilities and pressures make it more challenging for them to put full energy into their classes and to complete our program. I am seeing this problem increase as rents rise in the area. It is important to point out that some students never intend to complete any program and just want to improve their English skills for their job or daily life. These students will leave ESL when they have the English level they need. Lack of completion is not necessarily lack of success.

Entrepreneurship The high cost of textbooks remains a concern. We have addressed this issue by using OER textbooks and materials for selected courses as appropriate.

Ethnic Studies I believe Ethnic Studies majors experience similar barriers that first generation students and working students face. Other barriers may be related to students of color being disproportionately being affected by the pandemic, job-loss, and housing loss.

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Film	I believe students are just finding out about the certificates and degrees, and I am hopeful that they will apply for the certificates and degrees this year. I have been doing a workshop once in the Fall and once in the Spring two weeks prior to the certificate and program application deadline to help students apply for their certificates or degree.
Fire Technology	Due to the nomadic conditions under which we must deliver the Fire Academy training until the new facility opens, we are limited on the options for how we deliver the Fire Academy training using existing facilities on and off campus. Because of the long hours and the compressed format to fit within a semester, students with transportation issues, dependent care responsibilities, employment conflicts, and athletic practice/game schedules find it difficult to attend the Fire Academy. For some students, their level of physical fitness takes more than one semester to improve and condition for fire fighting work. For students with certain disabilities, the nature of fire fighting work is not an option due to the rigorous physical demands and the job performance requirements. One of the major barriers is the cost to attend the fire academy and the process for obtaining the financial aid in time to attend the course. Many students do not follow the processes for college enrollment, registration, and application for financial aid so they are ill prepared for the costs associated with a 17-unit+ single semester course, even though they are provided this information months in advance of the Academy. We are hoping that the Public Safety Outreach Specialist will help in the financial aid guidance part, as well as the advertisement of the academy requirements through more engaging social media platforms that students access to get the information to them. During the remote learning period of this pandemic, many students struggled to find a place in their own homes to engage in their classes due to distractions from other family members while classes were in session. Some students found it difficult to concentrate or complete homework assignments and tests in the home environment.
Geography and Environmental Studies	We are not able to offer all majors classes that are necessary to degree as they are often cancelled due to low enrollment. We are unable to offer majors classes during evenings to support students working 9-5pm and parents as we can offer these classes very infrequently. It may make sense to offer more majors classes online to draw in more students from other schools.
Health and Nutrition	N/A

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
History	Again, the AA-T in History is new. The discipline needs to develop a fuller program of recruitment and support to increase the number of majors and, with hope, decrease the barriers that students in History courses, both majors and non-majors, currently experience.
Humanities, Philosophy, and Religious Studies	If sections are cut from the schedule, this impacts our majors.
Industrial Technology	Lack of course offerings
Interior Design	Low enrollment classes were canceled. Classes cannot be offered per the sequences of classes in the program.
Kinesiology and Athletics	Many DI students have struggled with online or asynchronous classes. Technology and accessibility have limited the opportunity for many DI students. For many, a lack of engagement from the student has had a negative impact on their college experience. A location where DI student/athletes could go to use computers, print and have access to textbooks would greatly increase the likelihood of completion. As it currently stands, there is no location where our student-athletes have access to use a facility described above, unless it is reserved by the athletic counselor (we do offer study-hall each semester) in advance. Computer labs can be very hard to reserve. Many of our student athletes that major in Kinesiology have trouble taking Labs that are only offered in the afternoon which conflicts with their teams practice and or games. This prevents students from majoring in Kinesiology or graduate on time.
Life Sciences	The long waitlists and demand for classes creates great difficulty in getting into classes. This limits student progression through the program. Limited lab space has resulted in our discipline offering courses at times that disproportionately impact parents especially affecting women due to limited availability of Chabot childcare opening times. Building 2100 where we offer most courses especially our general education and pre-health science biology courses is currently not ADA accessible which limits the lab experience for persons with limited mobility. There is a higher cost to our programs (depending on the course) due to the price of science textbooks and lab manuals used.

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Machine Tool Technology	The only barrier is that students get employment and do not return. I think it is worth noting that our program is particularly difficult when compared to other community college programs. Also, MTT is extremely male dominated, and this could be intimidating to potential female students.
Mass Communications	Mass Communications is an equipment-intensive program. Laptops and software are expensive. This is compounded by the COVID-19 pandemic and students not being allowed to use facilities on campus. Remote education puts additional pressure on students trying to learn hands-on skills.
Mathematics	N/A
Medical Assisting	Barriers do exist as I am limited to how many students my program can accept. Also, there is currently not an evening option for students that work during the day or don't have childcare for the day. Adding the additional cohort has previously requested for the last 5 years could increase ability for students to attend.
Music	Access to professional quality musical instruments and access to quality music courses and ensembles at certain high schools and school districts.
Music Recording and Technology	Access to hardware, software and lab facilities.
Nursing	Many of our students have an issue with funding for themselves while in the program.
PACE	Women with children have experienced the greatest barriers to their degree completion. Many of the working parents in our program have had to put their educational goals on hold during the pandemic to care for children, as is also true for those who must search for new employment.
Paralegal Studies	We do not have a dedicated full-time faculty member to support our students and we are unable to regularly offer students the requisite courses. 8 courses are required to complete the certificate and we do not have enough FTEF. To date we only offer four courses a semester (and need to offer the Intro course every semester), so students are unable to complete the certificate quickly.
Photography	The new degrees and certificates provide students the flexibility to take the courses they are interested in and earn a degree with an emphasis that reflects their academic interests.

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Physics	Barriers to successful completion of the entire physics sequence that our students have shared include the need to work outside of class to support themselves and their families and consequently the lack of adequate study time, and the lack of tutors. Students who could help as tutors or IA's in physics typically have left Chabot to transfer in Engineering or Math & Science. Upper division students at CSUEB in Physics, who might be possible tutors, are working on their own classes at the university, and don't have time. We've reached out to the CSUEB faculty – and continue to do so – and we have a very strong relationship between our discipline's two departments, and they acutely know of the need. These barriers are not unique to any one particular demographic group. The single best resource for student success in Physics continues to be the MESA/TRIO program, and all that it provides in terms of support, activities, access to mentoring, a place to study, computers to use, other students to help, access to counseling – everything.
Political Science	Many students transfer into Political Science BA programs who feel no need to obtain an AA-T. I would like to investigate this more.
Psychology	N/A (Psychology doesn't offer a certificate)
Psychology Counseling	N/A
Real Estate	N/A
Sociology	Currently, the pandemic is the biggest barrier that is affecting degree completion rates. We are moving towards pre-pandemic on-campus course offerings in Spring 2022, which we hope will reach students who prefer learning face-to-face. We offer classes in the early morning, mid-morning, afternoon, and in the evenings. We also offer all the courses students need to complete the degree online, for those students who work or have children. Access to technology will help students complete their courses successfully. As mentioned before, Sociology now offers a ZTC degree and has mapped the ZTC degree for students to eliminate the barrier that the cost of purchasing textbooks has on student enrollment and course/degree completion.
Theater Arts	N/A

Program/Area Name	What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
Umoja	The pandemic had a disproportionately adverse effect on African Americans students. They had more work, childcare and household responsibilities. In addition, these responsibilities were made more difficult to complete given the ongoing restrictions. Umoja students were more likely to be in frontline service positions and utilize reduced public transportation lines. These added responsibilities and barriers made student retention more difficult.
VP Office of Academic Services	N/A
Welding	With the new hybrid model of instruction, orientation to the Canvas program and procedures expected of students in online learning needs to be delivered on the college level, not just the Department or Faculty level.
World Languages	Language acquisition requires a low ratio of instruction to help students cognitively process new language skills. In order to dismantle student barriers to success, lower class sizes are required to achieve greater student completion of courses. Since WL courses have prerequisites, the college (WL department, Counseling, Admissions and Records) needs to streamline the prerequisite challenge process for students with prior foreign language knowledge. Once streamlined, students could be placed in the appropriate WL level courses efficiently and in a timely manner.

Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

(Q74)

57 Responses

Program/Area Name	Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Administ ration of Justice	Due to Covid restrictions, the answer is yes as of Spring 2020. We intend to continue developing creative solutions to ensure student access, including hybrid and online offerings.
Anthropo logy	Students can take courses: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online
Architect ure	Architecture program offers all #1, 2 & 3 options on the schedule.
Art	No, we need for FTE to support our evening classes
Art History	Yes
Astrono my	N/A
Automoti ve Technolo gy	Yes, we cycle all classes between day and evening offerings nearly every semester or every other at the most. We only have limited classes that can 100% online due to the practical nature of our discipline.
Business	It depends on the program as we offer 3 degrees and 18 certificates. All programs can be completed online. Not all programs can be completed in the day or in the late afternoon/evening. Many of our specialized and professional programs (certificates in Enrolled Agent Exam Preparation, CPA Prep, Health Care Administrator, HR Assistant, Project Management) are offered exclusively online. That works for our student population. Our more “traditional” AS-T and certificate on business Administration can be completed in all three scenarios listed above. We do need to be careful to preserve our very limited evening offering. Project Management is offered as a hybrid in the evenings because of a need for a lab that the students can use for creating projects using software tools. Losing Building 300 has impacted our offering of Project Management classes as we lost our lab.
Chemistr y	Most of our chemistry courses are offered in both morning and afternoon sections. A few of our majors courses are offered in the evening.

Program/Area Name	Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Communication Studies	As we incorporate more online courses while planning to return to some on campus learning, we have mapped programs that would allow for students to take all their required courses in a manner that fits their schedule. The exception would be some more specialized courses that are only offered every other semester or only once every two years and are usually only offered as one section. To ensure access in all three scenarios, there would have to be more sections of our specialized courses offered either (a) more frequently or (b) at least two in a particular semester. This would also require faculty qualified to teach those courses.
Computer Applications Systems	They can take the course during the day and online TBA.
Computer Science	Most transfer sequence courses are taught during the day. There is currently only one section of CSCI 20 taught at 6:30pm. A second (daytime) section of CSCI 20 would allow students to fulfill all transfer requirements via daytime sections. CSCI does not favor a fully online degree at this time, since CSCI 14, CSCI 15 and CSCI 20 include lab components that are best taught in a physical classroom. It may be beneficial to offer one or more hybrid sections of these courses however, to give students more flexibility.
Dental Hygiene	All required courses in the dental hygiene curriculum are offered during the day and in the late afternoon.
Digital Media	We can't offer enough evening courses to support a primarily evening student. We have never had enough enrollment to meet productivity at Chabot College while offering classes for both traditional students, and evening and weekend students. Currently traditional day and afternoon students are primarily the students we are able to serve.
Dual Enrollment	Our class times are determined by the school site.

Program/Area Name	Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Early Childhood Development	<p>The ECD department has modified the courses based on students needs. We have similar courses taught in different modalities such as in-person, distance learning (fully online and/or hybrid). We also offer courses during the day, evening and Saturday. There are some accommodations done for some ECD courses that require practicum experience. For example, ECD 63 and ECD 90 courses have a synchronous lecture and in-person lab that can be completed with a mentor teacher, in a licensed ECD program, and/or at Chabot laboratory school. A student can take most of their required courses in the evenings/weekends. We offer a few introductory courses during the day; many of our students, once they complete those courses, begin teaching in a preschool and therefore are only able to take courses in the evening, on weekends or online. Therefore, offering all of our core courses during the day would be impractical. We also do not have the available faculty, as our part-time instructors themselves are working during the day and unavailable for daytime classes. While our lab courses (ECD 63 and ECD 91) have been successfully taught online during the pandemic, best practice for these courses demands hands-on experience under the supervision of faculty in a Lab School setting or under the supervision of a mentor. They will only be taught completely online in the future in emergency situations. We have created a format that allows for the lecture portions of this course to be taught in a synchronous Zoom lecture. ECD 79, Teaching in a Diverse Society, optimally should be taught face to face as the subject matter can be quite sensitive and requires a good deal of scaffolding. We might design a hybrid/synchronous version of this course going forward.</p>
Early Childhood Development Lab School	N/A
Earth and Environmental Sciences	N/A
Economics	Yes

Program/Area Name	Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Electronic Systems Technology	1) during the day = NO; 2) in the evening = YES; 3) online = NO Changes needed for all 3 scenarios include increasing enrollment, faculty, staff
Emergency Medical Services	YES
Engineering	<p>1. Yes, however, there are two classes that have jeopardized students earning certificates, MTT 70 and ENGR 15. ENGR 15 has been cancelled until this semester due to low enrollment. MTT 70 is not offered regularly. We will need to have ENGR 15 offered every fall semester and MTT 70 should be offered in either fall or spring and during summer. 2. No To be able to fully complete this degree program in late afternoon/evening/weekend, we would need additional faculty in order to offer classes simultaneously. More critically, we would need the classroom/lab space to offer classes on evenings/weekends. As is, engineering classes are scheduled M-F from 8am through 7pm in order to have the space available for our required computer and engineering labs, and to compress that into evenings/weekends would not be possible with the amount of computer space and lab space/equipment we currently have. It is possible that strategic scheduling (i.e. alternating offerings between morning and evenings by semester) would help, but this would require substantial scheduling on behalf of co-courses in math and physics. 3. No-All classes and instructors must be approved through the COOL process.</p>
English	<p>We have found a schedule that works for creative writing students and for our composition courses. Our literature courses have been hard to offer equal access as they have been reduced and many are on rotation. What' s more, after COVID Distance Ed is over, the two core Lit courses for the AA-T (41:World Lit and 35: American Lit) are always offered in person during the day). We'd need to rotate or offer multiple sections a year to cover these times and modalities. If we keep rotating the other Lit classes a student might be able to gather enough units overall to earn an AA. Prior to COVID Distance Ed this would not have been possible.</p>
English as a Second Language	<p>We have 2 sections of each core cores, one in the day and one in the evening. We are making the transition to offering the evening classes as either hybrid or online. The last course in our sequence, ESL 15B, only has one section. This is offered online so that all students can have access to it.</p>

Program/Area Name	Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Entrepreneurship	We used to offer ENTR1 in the evening but had to cut the class due to budget constraints. I would like to bring this offering back as a synchronous course.
Ethnic Studies	ES majors can meet required classes by taking classes during the day and some courses are available online (more options in summer). More Ethnic Studies courses need to be added and another full-time Ethnic studies faculty needs to be hired, who can teach Ethnic Studies courses that emphasize different areas of expertise than the current full-time Ethnic Studies faculty.
Film	We can't offer enough evening courses to support a primarily evening student. We have never had enough enrollment to meet productivity at Chabot College while offering classes for both traditional students, and evening and weekend students. Currently traditional day and afternoon students are primarily the students we are able to serve.
Fire Technology	Depending on the Fire career pathway, Fire Academy students can complete all requirements during the day, and Fire Prevention Inspector students could complete all requirements on evenings and weekends. Based on the historical offering of Fire Technology classes, we found that the Fire Technology 4, 5, and 6 classes have better enrollment at night, and poor enrollment in mornings. The Fire Technology 3 can be offered in Fall and Spring semesters, but needs to be mornings in Fall and evenings in Spring for best enrollment. The Fire Technology 1 day class works best in Summer and Fall, and the Fire Technology night class works best in Fall and Spring semesters. The Fire Technology 2 class works best with day and night offerings in Fall, but only night offerings in Spring. All of these classes have hybrid online options. The pre-Academy, the Fire Academy, and the Fire Fitness courses are in-person offerings and are scheduled around the Emergency Medical Services (EMS) classes to prevent overlap since fire students are also in EMS classes.
Geography and Environmental Studies	1.)Yes 2.) No 3.) No We would need to offer majors classes 2x/yr with half online. We are currently only offering most of them 1x or less so we opt for in-person.
Health and Nutrition	Yes, they can.

Program/Area Name	Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
History	Serious scheduling changes would have to be made for students to fulfill all required courses in the evening. Most of the first-year courses in math and English offer this flexibility, but many other disciplines do not. Especially with increased reliance with online courses filling the role of classes for students who need more flexible scheduling, the number of evenings, and especially weekend, classes has declined significantly. Many of the courses in the history discipline are offered in the evening, but not all. For completing everything online easily and with some flexibility for the students, we need to offer some more courses online, such as History 1, 2, 3, and perhaps the Latin American series, Women's History series, and African American History series
Humanities, Philosophy, and Religious Studies	Yes, our program offers sections for students with all of these preferences.
Industrial Technology	N/A
Interior Design	Interior Design program offers all #1, 2 & 3 options on the schedule.
Kinesiology and Athletics	No...many of our Kinesiology majors are unable to take Lab classes due to conflicts with practice and games. Most Labs are only offered in the afternoon. It would be helpful to have more Labs offered in morning.
Life Sciences	o Health Science = Yes Day + Evening o Biology = Yes Day, Maybe Afternoon/Evening? - what chem/physics/math is in the evening? o These programs cannot be completed online because of the need for in person labs.
Machine Tool Technology	No students can not complete the programs/s during the day. Yes late afternoon evening, no on weekends, and no online

Program/Area Name	Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Mass Communications	Yes, a student who is working toward a degree in Mass Communication can take all of the required courses during the day. No, a student who is working toward a degree in Mass Communication cannot take all of the required courses in the late afternoon/evening/weekend. 3) No, a student who is working toward a degree in Mass Communication cannot take all of the required courses online. In order for all of the above options to be true, we would need to offer more sections and hire additional instructors.
Mathematics	N/A
Medical Assisting	Program could never be offered entirely online, however we are transitioning to a hybrid model which has been working. The proposed new cohort was slated to occur nights and weekends to accommodate working students and other students who are unable to attend during the day.
Music	Can not be fully online per NASM accreditation standards.
Music Recording and Technology	No, Online offerings, additional staffing would be needed.
Nursing	All the same as before COVID
PACE	Since our program serves students who are full-time working adults, all our classes are offered either in the evening or online.
Paralegal Studies	Due to Covid restrictions, the answer is yes as of Spring 2020. We intend to continue developing creative solutions to ensure student access, including hybrid and online offerings. If we had enough FTEF a student could complete the entire certificate in ONE year.
Photography	No, only #1 is applicable. Lower cap numbers would be necessary to run courses in the evening or weekend. And some courses such as 'Darkroom Photography' don't work online.

Program/Area Name	Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Physics	To make it through Physics 4ABC and 5 (the core courses for a Physics major, and those taken by many Engineering students), students must attend during the day only. We do not have the demand, nor the faculty, to offer our calculus-based physics sequence at night or on weekends. And with the labs required, we cannot offer the program online or in a hybrid format. To complete the Physics 3AB program, students may attend either mornings or evenings. We have in the past had to cancel the evening section of Physics 3B because of very low enrollment, as few students continued after 3A. We are hoping that increases in the Biology/Allied Health enrollments will continue to bring enough students to Physics to fulfill requirements, and justify keeping both daytime and evening sections.
Political Science	Students can take all required courses either during the day or online. We hardly offer courses in late afternoons or evenings because they do not fill (POSC 12 being the exception due to high attendance amongst CSUEB students).
Psychology	Many Psychology courses are offered at various times and in different formats. There is, of course, a tension between enrollment management and range of schedule. The most obvious, perhaps, is the decreasing student demand for evening classes. The full courses and high productivity indicated above result from offering courses mostly during prime demand times and days, and asynchronous online. Many times over the years we have moved the same course and same instructor to a non-prime time and watched enrollments decrease by 30 to 50% or more. Note: I am referring to sections that were moved not sections that were added.
Psychology Counseling	Yes
Real Estate	The real estate student has the option of completing a portion of required courses during the day and online, or 100% online. The vast majority of the students prefer online courses with access to faculty during the day as needed for topic specific explanations. Most of the students in the program are working adults and are not able to attend classes during the day as that would conflict with their work schedule.
Sociology	Students can take all our courses during the day and online. Out of all sociology courses, only SOCI 1 is offered in the evenings due to low student demand. Very few students are interested in completing all the courses in the evening.
Theater Arts	We would need to offer more courses and more sections.
Umoja	N/A

Program/Area Name Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

VP Office
of
Academic
Services

N/A

Welding Yes, students have the ability to take all critical courses in either the day, evening or on Saturdays. We have no courses that are completely online.

World Languages All current WL courses are offered via DE asynchronously allowing students schedule flexibility needed for our 5 and 4 unit courses with 1 hour lab to work toward completion of degrees and/or certificates.

Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios? (Q70)

49 Responses

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Admissions and Records	1) YES. Admissions & Records have in-person hours and also have chat services offered. 2) YES. Admissions & Records offer evening hours on Wednesdays. 3) YES. Admissions & Records offer online services, online requests. We have a chat bot and also cranium hours (direct chat with staff).
Black Cultural Resource Center	The BCRC is planning to have regular open “office hours” on campus in the spring as well as virtual lobby for students to access staff daily. We will offer access to staff in the late afternoons a few days a week & will continue to conduct needs surveys to determine student needs in the evenings & weekends
Business Services	N/A
CARES Mental Health	Students can access services during Monday-Saturday including some evening hours, as well as online since the emergence of the pandemic. We also have virtual walk in hours during the day time couple days a week.
CalWORKS	o Yes, our hours are accessible for students in person and on-line. o Our CalWORKS team is flexible and accommodate to our students needs for their intake and counseling appointments.
Campus Safety and Security	N/A
Career and Transfer Center	Consider offering evening services in partnership with General Counseling Consider offering online evening synchronous transfer workshops
Chabot Association of Teachers Education (CATE)	Students have been able to access our services during the day and evening and through emailing for information.

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Change It Now (CIN)	<input checked="" type="checkbox"/> Yes. CIN counseling appointments are primarily during the day but when needed, we have set up counseling appointments and workshops in the evening and provided services on the weekends. <input checked="" type="checkbox"/> CIN Instructors are responsive in their work with students.
Computer Support and Audio Visual	N/A
DSPS Student Services	At the moment students can access DSPS services in-person twice a week during the day, but we are returning evening services once a week in about 2 weeks. Online services are always available and we continue to add what is available online. At the moment, return to campus policy relating to COVID is what is determining our on-campus presence. In spring of 2022 these are scheduled to return to 5 days a week in-person service availability.
Dream Center	Students can access services during the day and online. However, the Dream Center is currently staffed by a part-time counselor and 5 hours from a full-time counselor. We would need to increase the level of personnel including an administrative assistant, Outreach specialist, peer advisors, and more counseling support.
Dual Enrollment	N/A
EOPS/CARE	Yes, students have access to us starting at 9 until 6pm. They can also send us email on our EOPS email and Canvas, or leave messages on our Google Voice#. They have access to ask a question on ESARS online counseling through email, anytime of the day.
Early Childhood Development Lab School	N/A

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Financial Aid	<p>Per FAO discussion and suggestions, the following are thoughts to consider and explore as solutions or changes in the future. Current services during the day: Front Desk (in person, remote), individual advisement by zoom, email and phone, cranium cafe. We believe our online and in-person services during the day are working and give variety of access options to students, some who prefer in-person, some prefer remote. Evening / Weekend Services We currently have Front Desk one evening per week; has been remote, beginning Nov, will be in-person. This would understandably be limitation for students who work during the day. We do not have any weekend services but it might be useful on at least a periodic, or strategically scheduled basis (prior to certain deadlines, for example). It could be a good pilot idea within Student Services. Late afternoon/evening/weekend students have 24/7 access to the website, the ChatBot, ClassWeb, and email. By providing online and in-person services such as zoom and front desk we are giving options to the students. We have Cranium and students send emails during the weekend or anytime with their questions. Changes / Issues to resolve: We need more well-trained permanent staff (FAA1 and FAA2) to help with phones, emails and front desk. This is in part a staffing / resource issue. Additional hourly temp staff would be helpful as support. Observation: Since transitioning online and providing remote advisement, we are available more than we were in-person. We strive to improve on letting students know where to meet us.</p>
First Year Experience Program	Students can currently access services during the day and online. Evening hours and weekend hours are accessible by appointment and we have some drop-ins; however, we would need to expand our times which is challenging with the limited personnel that supports our program.
Foster and Kinship Care Education (FKCE)	N/A
General Counseling	While during the Fall and Spring students are able to schedule appointments online during the summer the online booking appointment system is not available. In order to provide consistent access to students, we need to ensure that the modality of accessing Counseling services at Chabot is consistent throughout all semesters.
Guardian Scholars Program	GSP students must plan out in advance to schedule their appointment with the GSP counselor because her schedule is regularly full one to two weeks out. Sometimes, students have a quick question or high needs and unfortunately GSP does not have the capacity for drop ins support from the counselor.

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Guided Pathways	N/A
Hispanic Serving Institution/ El Centro	Students have access to our services during the day and early evening. We do not offer services late evening or Weekends. We either need more staff to be able to offer services during other hours or rotate staff hours, but that would mean increasing staff to adjust to increase in hours.
Instructional Technology	N/A
International Students	Students can access services during the date and afternoon on week-days. They can contact the Coordinator by phone, email, in person during limited availability, by virtual chat over Cranium Café or by setting up a virtual conference meeting over Zoom.
Learning Connection	We don't currently offer weekend hours/services and we've never offered online tutoring & face-to-face tutoring concurrently/simultaneously. To address the above, we'd need to acquire more technology/equipment pertinent to online tutoring; more space in our centers/locations (to set up online tutoring stations without compromising face-to-face work space), increased staffing (meaning increased \$\$\$). More student workers/tutors may be needed to cover weekends & simultaneous face-to-face/online tutoring & more staff will be required to offer support, line of sight supervision, weekend hours, etc.
Library	N/A
MESA and TRIO-STEM	Depending on which services, yes it could be available at all three times. We have less access in the evening and that was the shift worked by our IA. Our tutors survey students and set their schedule based on student survey with faculty input so there should be a variety of hours tutors/workshops are available.
Office of Institutional Advancement	N/A
Office of Institutional Research	N/A

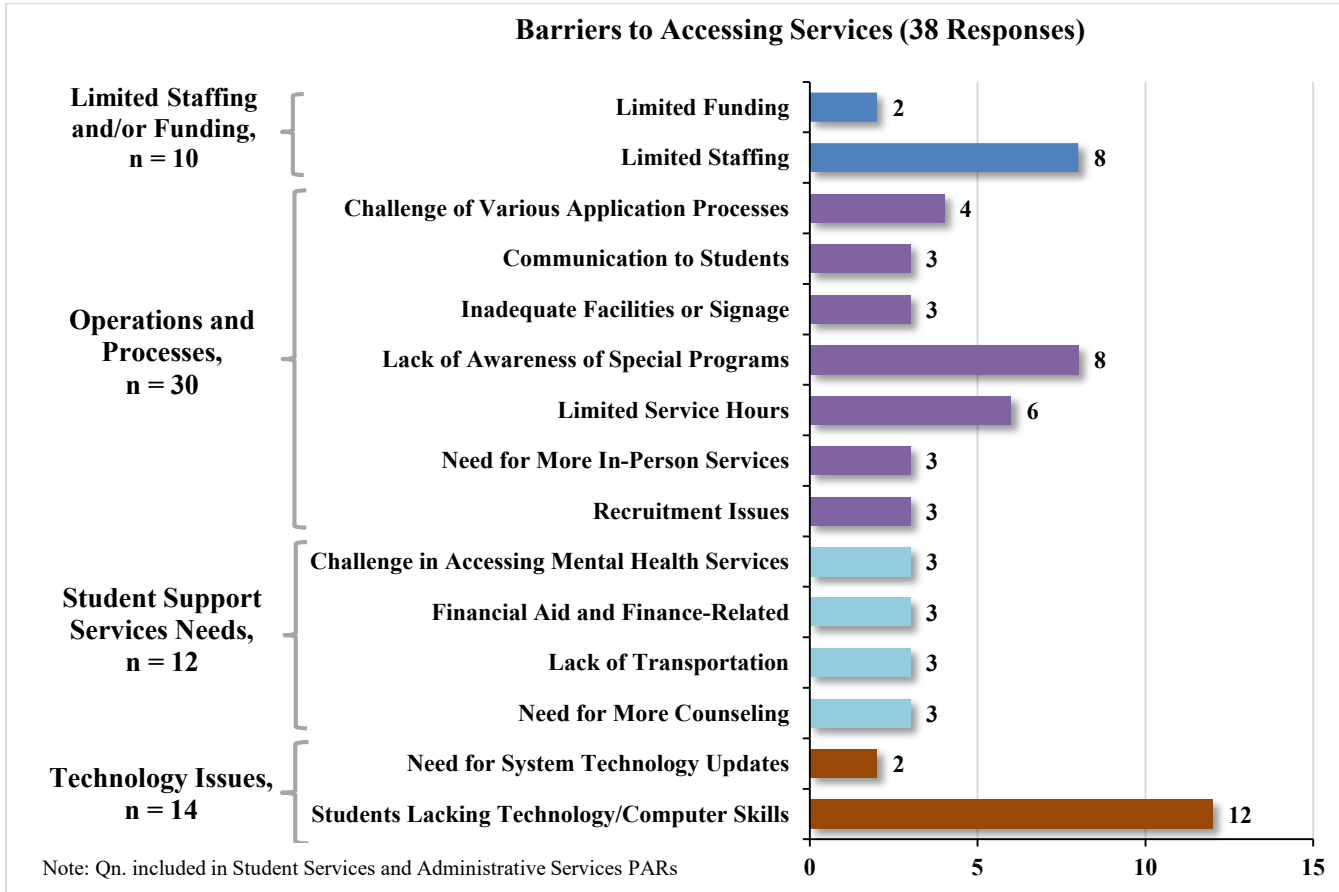
Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
PACE	N/A
Puente	Our students have access to our services during all three scenarios. Our contact information is on the Chabot Puente website. Students are eligible to text or email to request services.
RISE	Yes, RISE staff are available during the day, late afternoon/evening/weekend, as well as online. Contact information is also available on our RISE Website and the program is also accessible on social media.
Reed L. Buffington Visual and Performing Arts Center	N/A
Reprographics Center	N/A
STEM Center	During the day students can reach our services. Even at times when the Director and IA are both away from their desks, instructors and tutors are trained on how to support students with calculators, textbooks, etc. With our current staffing we close at 5:30 pm, M-F We used to have Saturday hours, a faculty member would volunteer and open the center from 9:00 AM to Noon. However, because it was volunteer, sometimes this individual would not show up and students stopped coming because of the inconsistency. These hours were not sanctioned by anyone, but it was a good idea. COVID helped us move towards online tutoring with our LC partners. It is going to be a challenge for us to manage both online and in person tutoring once we return from COVID For us to be able to offer day, night, and online services we need a Sr. IA, and 3-5 student employees (see intern program below)
Student Equity	N/A
Student Health Center	Yes. Students can come into the health center, do telehealth visits, or phone consultations
Student Life	Increasing online resources is the biggest area of need. Online forms and video trainings are the next steps in improving this area.

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Switchboard and Mailroom	N/A
TRIO - ASPIRE	Student can access our service Monday – Friday online during the day and late afternoon. All of the current services are online
TRIO - ETS	Yes though not on the weekends, but in every other way.
TRIO - EXCEL	Student can access our service Monday – Friday online during the day and late afternoon. All of the current services are online
TV Station	Students can access our services during the day and late afternoon, but due to staffing issues this is limited to 2 days a week.
Umoja	N/A
VP Office of Academic Services	N/A
VP Office of Administrative Services	N/A
VP Office of Student Services	Students can email the VPSS, Executive Assistant or call the office including day, late afternoon and often into the evening until 7 PM. Our office of the VPSS website has recently been updated: www.chabotcollege.edu/student-services
Veterans Resource Center	Have been working on better online access before shelter in place and pivot to remote services was fairly quick. Most students visit the VRC in between classes so evening hours are not very popular and we are not seeing a demand for weekends.
Webmaster	N/A

Barriers to Accessing Services

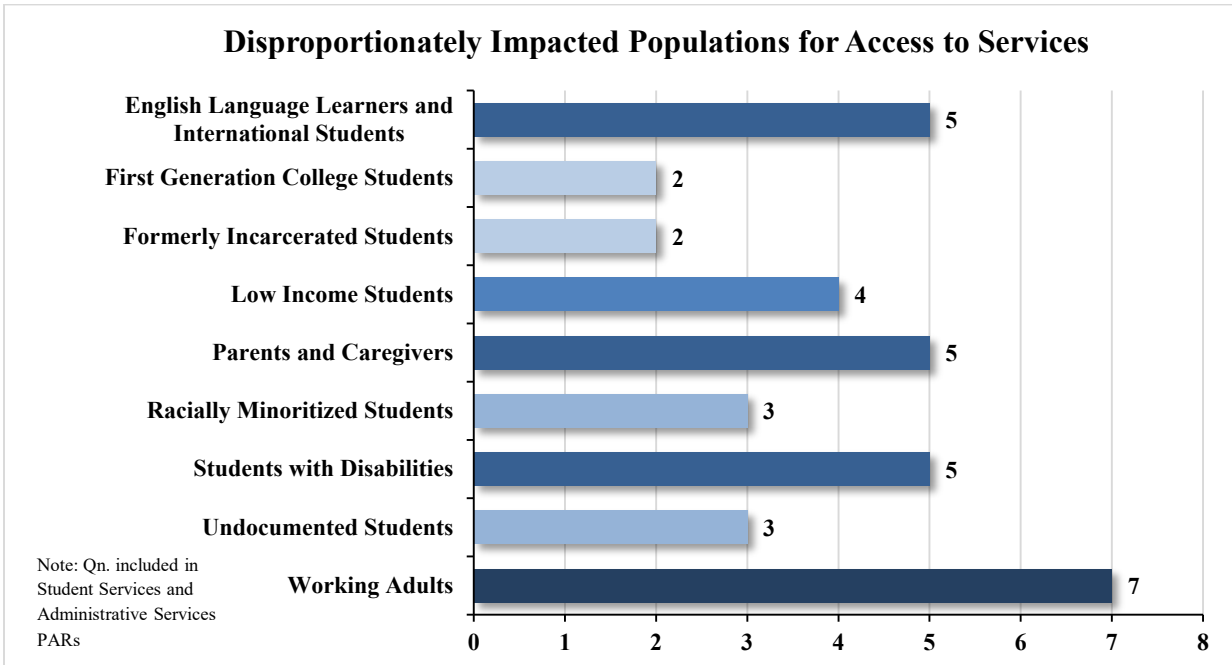
PAR Question: What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

PAR Committee Lead Analysts: Cynthia Horn and Nicole Albrecht



Across the 38 responses discussing barriers for students to access services, some of the most frequently mentioned responses were technology issues (14 responses), challenges with accessing student support services (12 responses), limited staffing and/or funding (10 responses), and various operational or process issues, such as lack of awareness of special programs (8 responses), limited service hours (6 responses) or challenges with various application processes (4 responses).

A barrier mentioned that could be disproportionately experienced by people from a particular demographic group is difficulty accessing technology—such as laptops, hotspots, wi-fi and study space—as well as students’ knowledge of how to use this technology and computer software. The student groups who were named as disproportionately impacted in terms of accessing services are outlined in the graph below.



Summary and Policy Implications for Consideration:

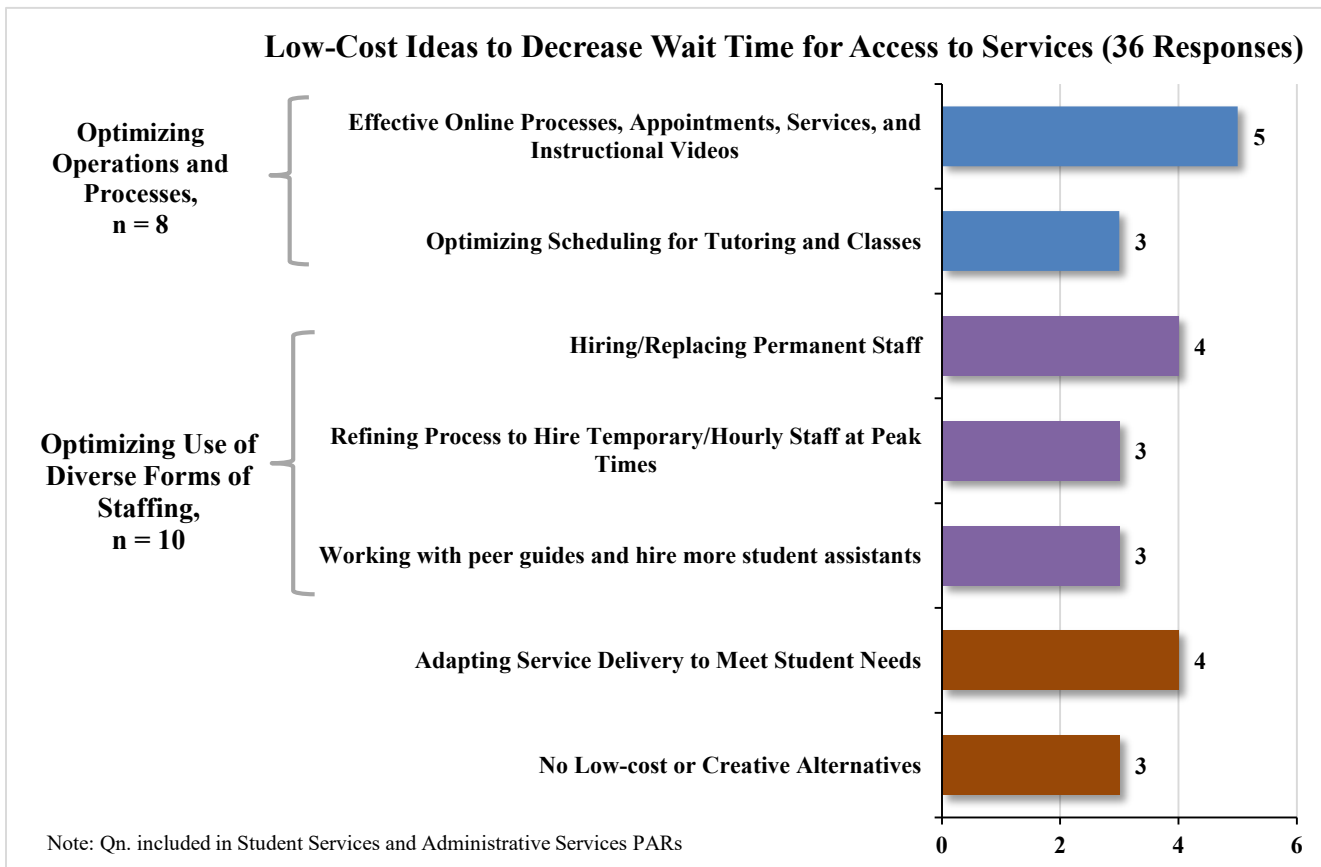
The barriers to accessing various services at Chabot include the myriad of challenges named above. Similar to previous policy recommendations, the challenges students experience that are related to navigating our technology and lack of awareness of special programs may be addressed by **examining Chabot's processes and structures for system-wide technological change, with a particular eye towards understanding how we use technology to communicate with students and ensuring students have access to the technology they need to be successful.** Continued support in the form of high-touch interventions and guidance, such as that provided to students in special programs and learning communities could address challenges that students face with accessing student services. Thus, responses to this PAR question provide further support for the importance of **researching 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.**

Service Area Wait Times

PAR Question: Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?

PAR Committee Lead Analysts: Nicole Albrecht and Christina Read

In the 36 responses to the question on service area wait times, the majority of programs do not report long wait times. However, the following programs shared there is at least one service in their area with a long wait time: Admissions and Records, Financial Aid, Counseling, Tutoring, EOPS, CalWORKS, Foster and Kinship Care Education, VP Office of Student Services, and Institutional Research. The area most frequently noted as having long wait times is Admissions and Records.



Programs suggested creative, low-cost solutions to address long wait times. The suggestions fell into three main categories: “Optimizing Operations and Processes” (8 responses), “Optimizing Use of Diverse Forms of Staffing” (10 responses), and “Adapting Service Delivery to Meet Student Needs” (4 responses). In terms of optimizing operations and processes, the most frequently mentioned solution was ensuring “effective **online** processes” for appointments, services, and instructional videos (5 responses). With regard to optimizing use of diverse forms of staffing, respondents suggested refining processes to easily hire temporary/hourly staff at peak times (3 responses). The importance of hiring/replacing permanent staff was also mentioned four times. Within the final category, adapting service delivery to meet student needs, respondents suggested things like small group appointments and establishing one staff contact for particular groups of students. For a few key services (e.g., DSPS, Institutional Research, and Foster and Kinship Care Education), respondents noted that there are not any low-cost solutions.

Summary and Policy Implications for Consideration:

Among the programs that were named (or shared about themselves) that there are long wait times for at least one service, the following programs serve all students on campus—Admissions and Records, Financial Aid, Counseling, and Tutoring. Delays in these services to all students could impact the student body at large in meeting their educational goals. Therefore, the policy recommendation is to **evaluate what funding, resources, or structural changes would be needed to ensure that Admissions and Records, Financial Aid, Counseling, and Tutoring are able to provide their services efficiently and effectively to campus.**