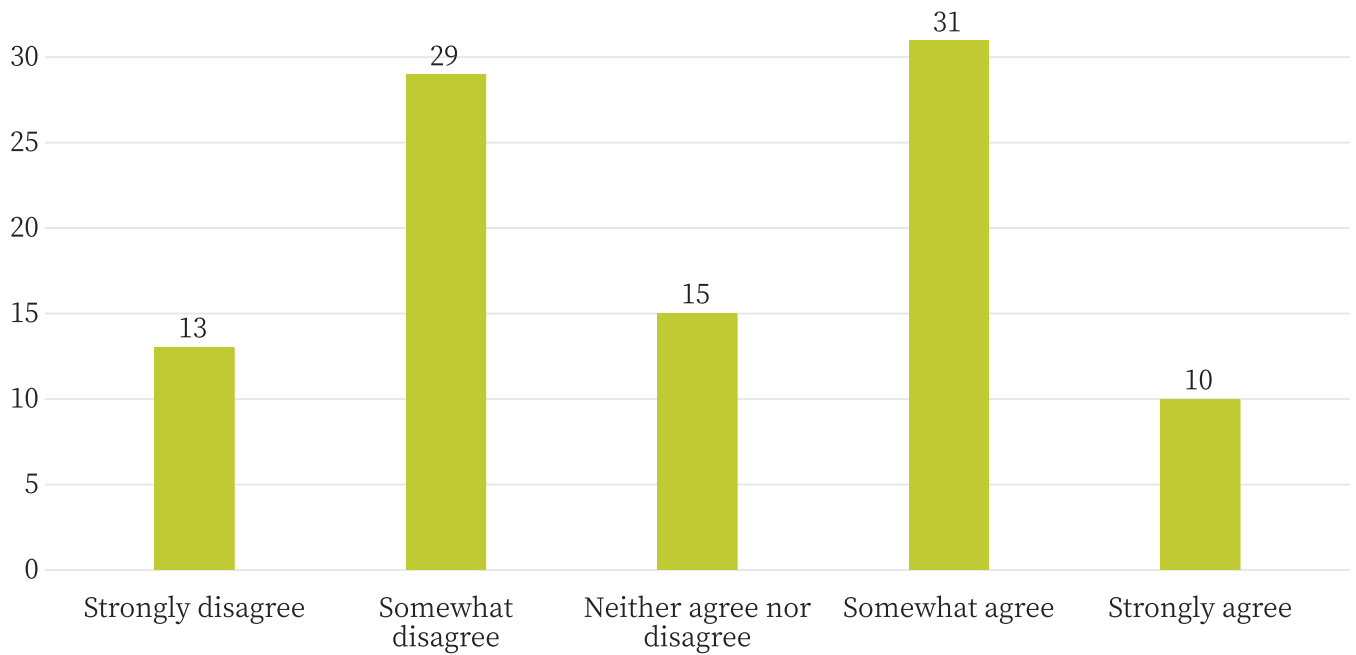


Fall 2021 PAR Report for IST

The technology in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals. (Q60)

98 Responses

● No. of Programs

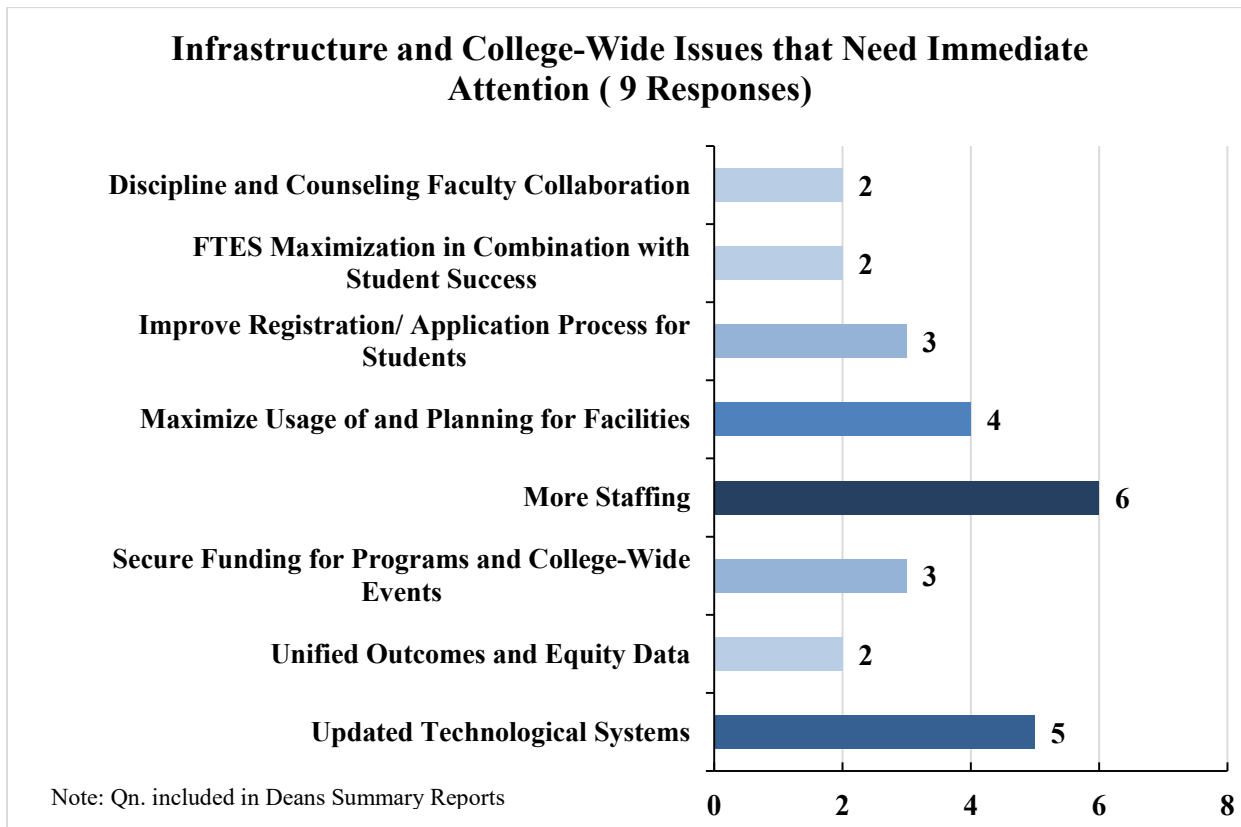


Qualitative Responses

Deans' Recommendations for College-Wide and/or Infrastructure Initiatives

PAR Question: Based on the trends you noted in PARs in your division, as well as your own analyses, in ranked order, what infrastructure or college-wide issues do you believe deserve immediate attention?

PAR Committee Lead Analysts: Cynthia Gordon da Cruz



All **nine** Chabot College Deans, identify “**more staffing**” (6 responses) and “**updated technological systems**” (5 responses) as the most pressing infrastructure or college-wide needing immediate attention. For example, regarding a need for more staffing, Deans wrote that there is a need for, “Staffing: faculty in our division, lab support, and IT,” and “Staffing: Inadequate staffing [exists] in many of the areas within APSS ... but also in Admissions and Records ..., Career Center and General Counseling,” and “...more staffing for financial aid.” With regard to the need for updated technological systems, Deans wrote that there is a need for, “Updated technology for staff and students to be able to access and provide services,” and “Improved technology: better tools for students to be able to navigate through our website, understand the various path options, and have access to career exploration and work-based learning opportunities.” Deans also mentioned that 25Live (the room reservation system) and Class Web need upgrades, and Chabot needs a communications solution to the fact that students do not check their zone mail regularly.

Summary and Policy Implications for Consideration:

Overall, the Deans’ responses to the most pressing infrastructure issues are consistent with frequent themes raised in individual PARs. The challenge with addressing the need for more staffing is that there is uncertain and/or limited funding. In another PAR question on the challenges or institutional-level barriers that prevented

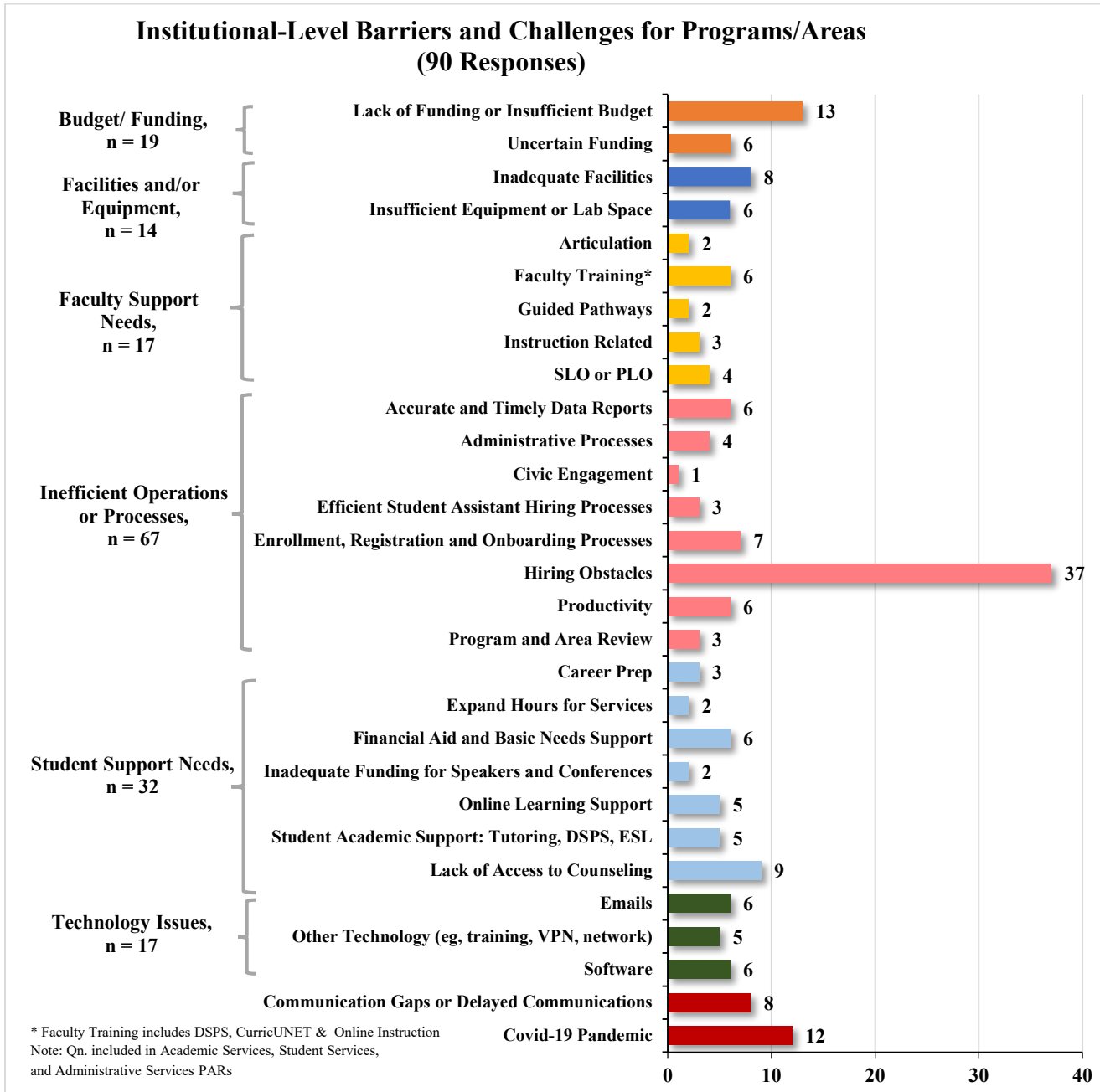
programs from reaching their goals, the issue of **hiring obstacles** was mentioned in 37 responses. Thus, while hiring significantly more staff may not be a policy option, **perhaps one way to mitigate the staffing issue would be to work with the district to further investigate hiring obstacles and collaboratively create policy solutions.** A second possible policy solution to the need for more staffing could focus on a cultural shift. Perhaps a topic for a future administrators' meeting could be how to consistently, clearly and collaboratively discuss task priorities. If employees have a clear understanding of the highest priority tasks, perhaps that could at least alleviate the stresses associated with being understaffed.

As with the theme of staffing, the need for **“updated technological systems”** (5 responses) was not only mentioned by the deans, but frequently raised in individual PARs. For example, in the PAR question on barriers that hindered programs/areas in reaching their goals, updating and training on technology, issues with software, emails, and VPN were recurrent themes (17 Responses). Similarly, in the PAR question on barriers that hindered students in reaching their educational goals, technology challenges were mentioned in 34 responses. However, while the broad theme of technology was frequently mentioned, the specific technology issues ranged across functional areas. Some PAR respondents discussed a need for technology for instruction, others a need for technology for communications with students, others the need for updates to infrastructure technology, like Banner and ClassWeb. Since the technology challenges span multiple and diverse areas, PAR committee recommends the IST committee and/or applicable constituencies consider two next steps: 1) **examine Chabot’s processes and structures for identifying, prioritizing, and implementing system-wide technological change, and orienting employees to changes that occur** and 2) **consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.**

Institutional-Level Barriers or Challenges for Programs/Areas

PAR Question: What institutional-level barrier or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

PAR Committee Lead Analysts: Alice Hale and Nancy Pinio



Across the 90 responses to this question in Program and Area Review, some of the most frequently named barriers preventing or inhibiting programs and areas from reaching their goals were: hiring obstacles (37 responses), insufficient or uncertain funding (19 responses), inadequate facilities or lab space (14 responses), challenges with getting students’ needs met, such as lack of access to counseling (15 responses), and various technology issues (17 responses).

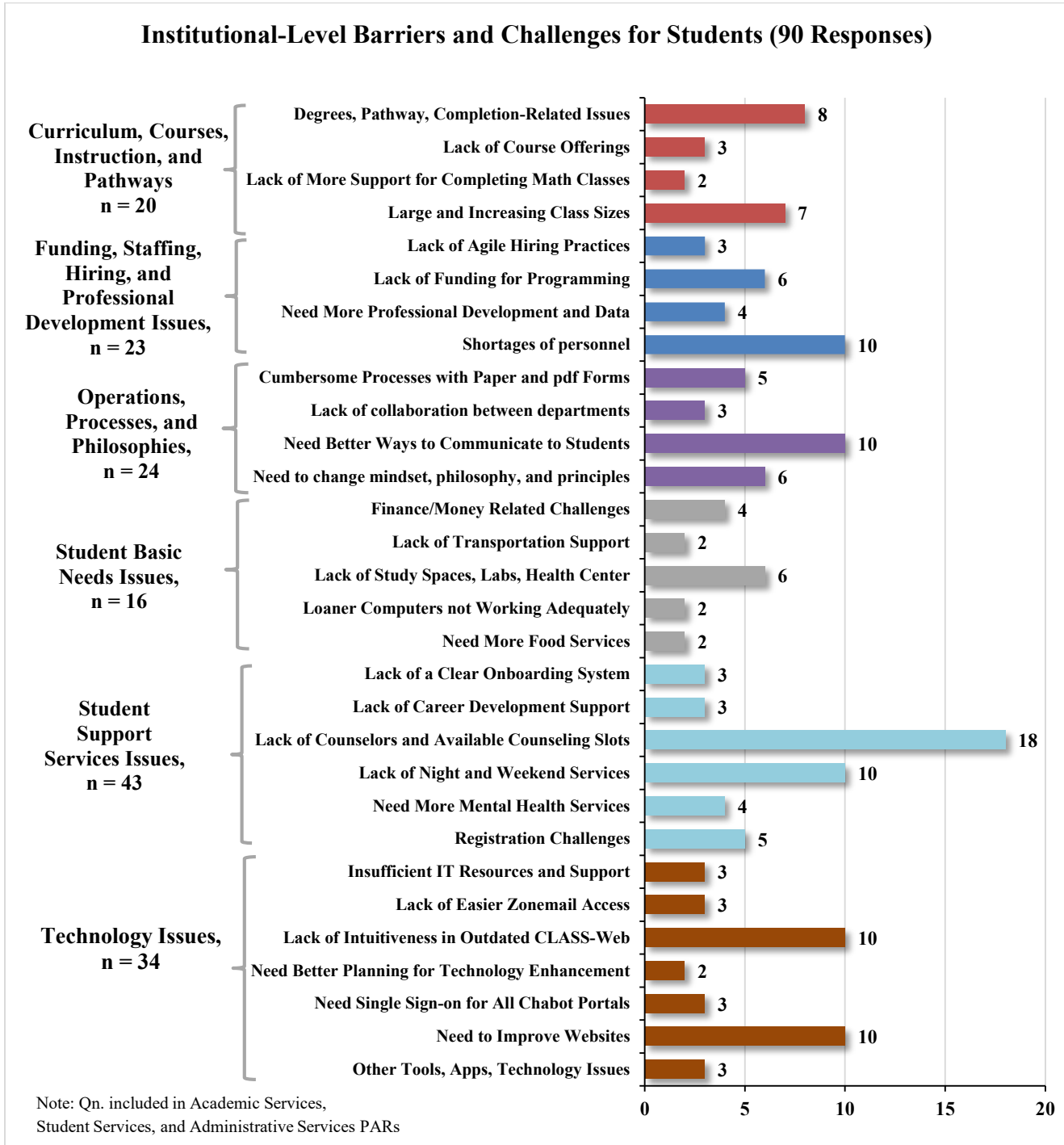
Summary and Policy Implications for Consideration:

Similar to the Deans' responses about the most pressing infrastructure issues, PAR respondents named **hiring obstacles** as a key barrier preventing success. Thus, the same policy recommendation applies: **consider working with the district to further investigate hiring obstacles and collaboratively create policy solutions**. Also in line with the Deans' summaries of infrastructure challenges, PAR responses to this question frequently named **technology issues** as a barrier to success. Once again, the policy recommendation would be for the IST committee and/or applicable constituencies to consider two next steps: 1) **examine Chabot's processes and structures for identifying, prioritizing, and implementing system-wide technological change, and orienting employees to changes that occur** and 2) **consider a campus-wide survey on Chabot technology so that community members can contribute their ideas**.

Institutional-Level Barriers or Challenges for Students

PAR Question: What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)

PAR Committee Lead Analysts: Frances Fon and Anamarie Navarro



The graph of the themes in the 90 responses to this question indicates that a myriad of challenges face our students in diverse areas from curriculum, to instruction, to operations, to student basic needs and beyond. The

sheer volume and diversity of different barriers to students' success shows us that our campus must work together with synergy to solve these problems and create a more successful environment for students.

Throughout the PAR surveys, we see technology issues (34 responses) continue to be a barrier for students. Issues are wide ranging and include **lack of intuitiveness in outdated CLASS-Web software, need for website improvements**, challenges related to specific apps and **Zonemail**, and insufficient tech support. Technology challenges have been a recurring theme in PAR for many years. Another frequently identified challenge is the need for **better ways to communicate to students** (10 responses).

Furthermore, PAR respondents believe students were challenged by a lack of access to a number of student support services, in particular **lack of counselors and available counseling slots** (18 responses), **shortage of personnel** (10 responses), and **lack of night and weekend services** (10 responses).

Summary and Policy Implications for Consideration:

The responses to this question on *barriers* to student success are interesting to consider in concert with responses to the previous question on what *supports* help students succeed. Both responses highlight the importance of **cohort-based support or special programs** and **access to counseling**—these services are crucial to supporting students and represent a barrier when students cannot access them.

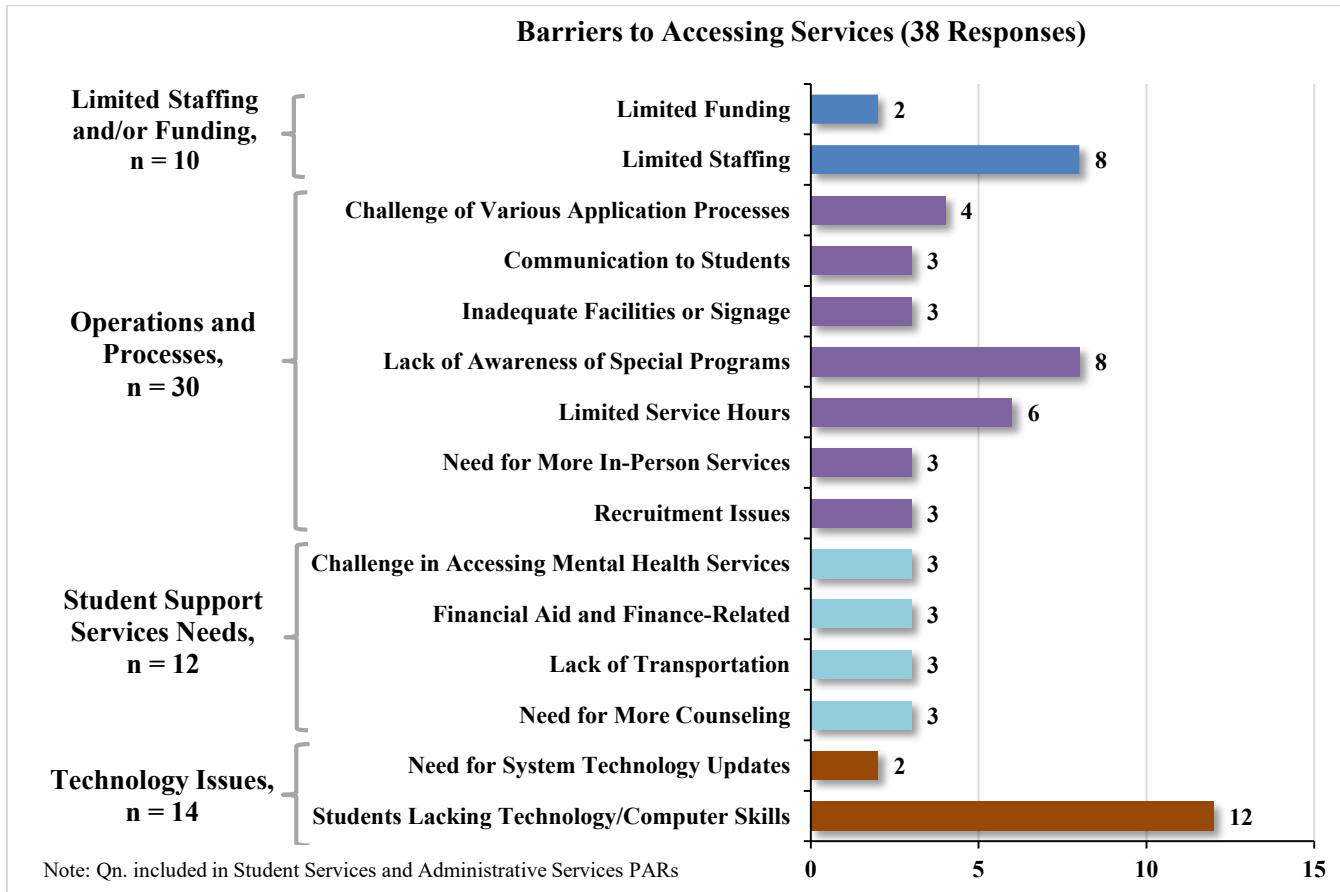
The policy implications for these two areas are the same as in the aforementioned questions: 1) **research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students** and 2) **evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.**

With regard to the technological challenges that PAR respondents believe students face, PAR committee makes the same recommendation as in the previous questions, the IST committee and/or applicable constituencies should consider two next steps: 1) **examine Chabot's processes and structures for identifying, prioritizing, and implementing system-wide technological change, and orienting employees to changes that occur** and 2) **consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.**

Barriers to Accessing Services

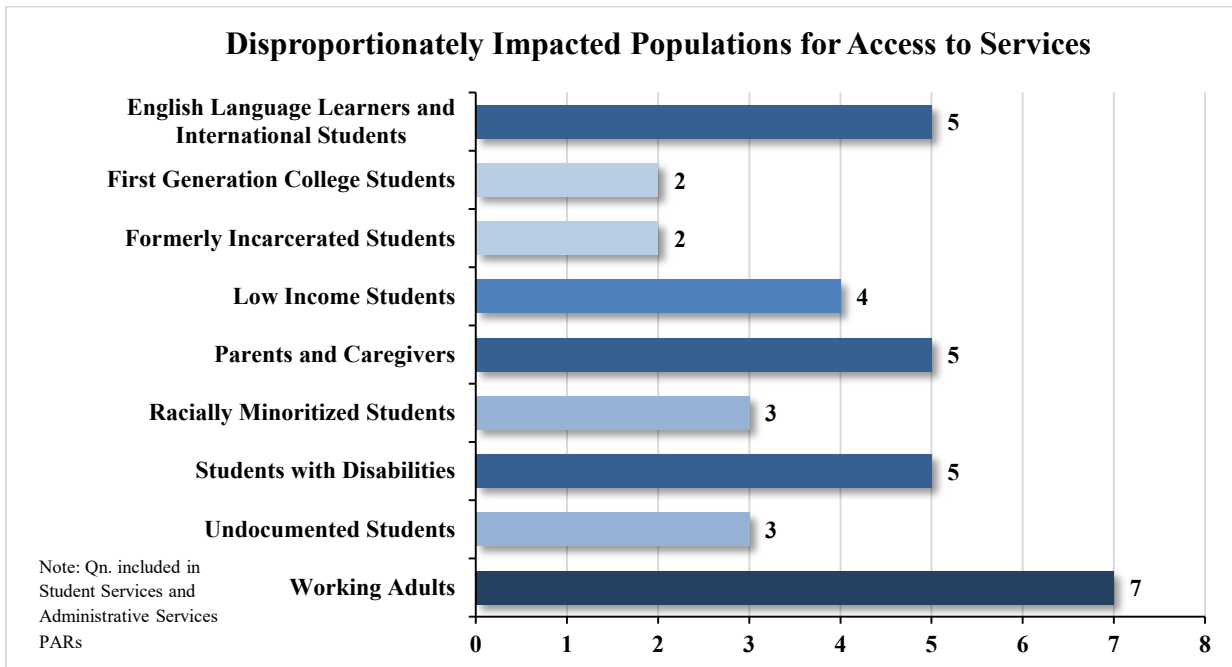
PAR Question: What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

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.



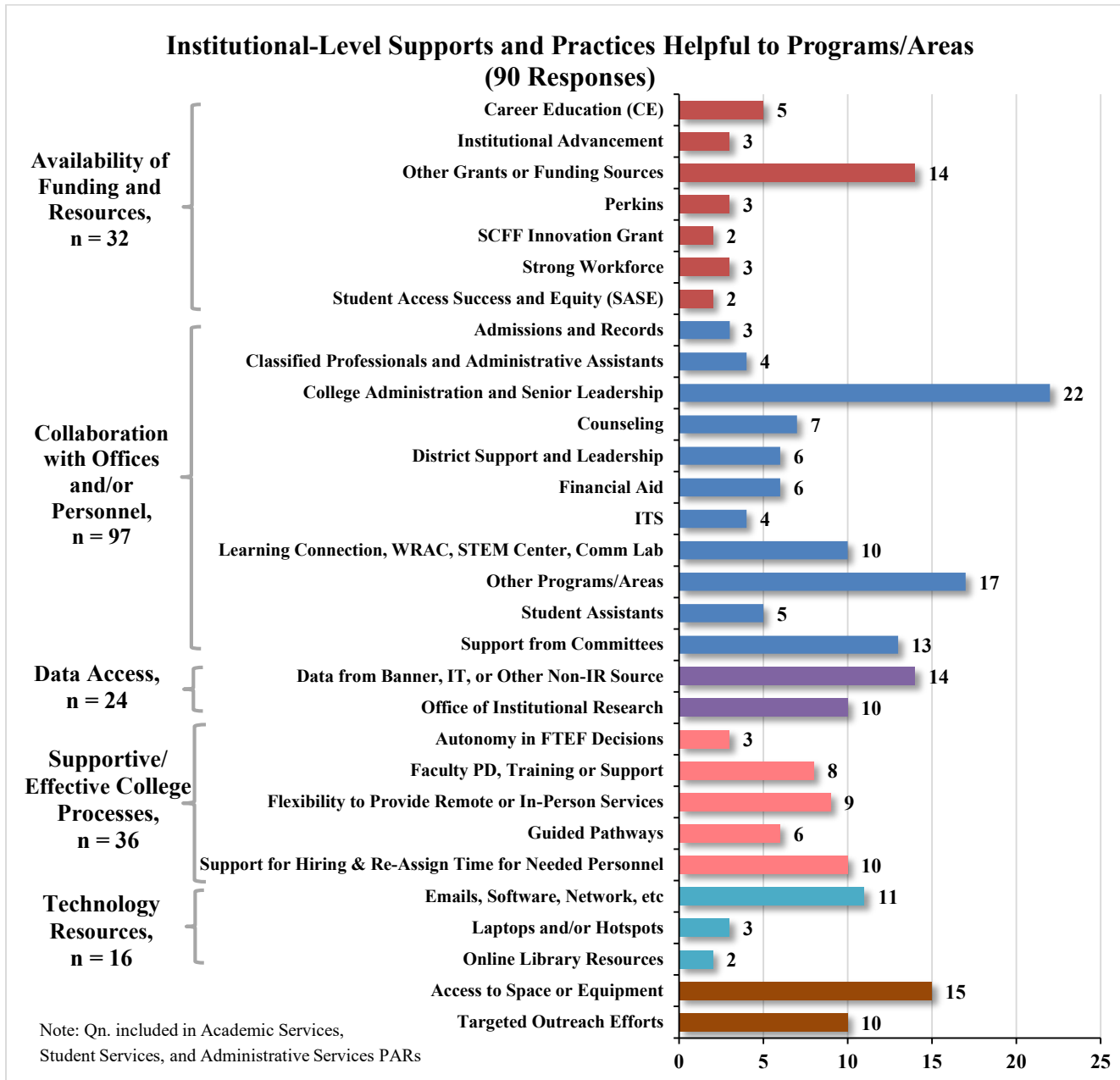
Summary and Policy Implications for Consideration:

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.**

Institutional-Level Supports Helpful to Programs/Areas

PAR Question: What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

PAR Committee Lead Analysts: Alexandra “Zannie” Dallara and Liisa Pine



Across the 90 responses to this question in Program and Area Review, some of the most frequently named supports or practices for programs and areas that were helpful in assisting areas to reach their goals were: collaboration with offices and/or personnel (97 responses) including with college administration and senior leadership (22 responses), availability of funding from a variety of funding sources (32 responses), supportive/effective college processes (36 responses), data access (24 responses), and access to space or equipment (15 responses).

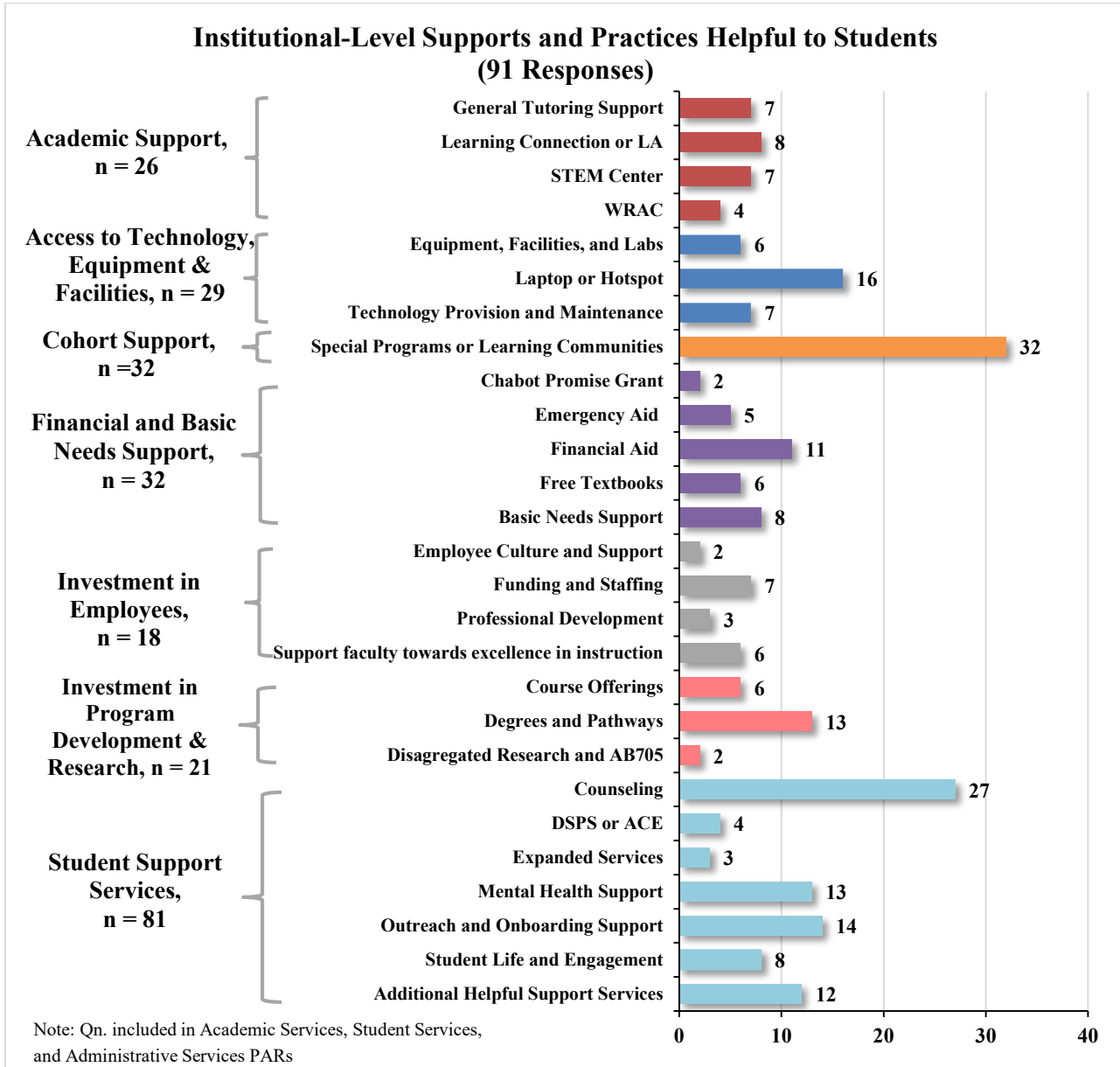
Summary and Policy Implications for Consideration:

Responses to this question celebrated the collaborative spirit, modeled by senior leadership and administration and engaged in by so many at Chabot. Interestingly, two of the factors named in response to this question as *supporting* success—availability of funding and access to space or equipment—were also named in a later question by some programs and areas as *hindering* their success in reaching their program/areas goals. In particular, areas mentioned needing support navigating how to obtain categorical funding. Thus, one policy recommendation would be to **examine Chabot’s processes and structures for allocating resources and space** to ensure they work for as many programs/areas as possible.

Institutional-Level Supports Helpful to Students

PAR Question: What institutional-level supports or practices do employees in your program/area believe are particularly helpful to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)

PAR Committee Lead Analysts: Cynthia Horn and Frances Fon



Across the 91 responses to this question, the most frequently mentioned institutional-level supports and practices that helped students reach their educational goals all fell within the category of student support services (81 responses)—such as counseling (27 responses), outreach and onboarding support (14 responses), and mental health support (13 responses). Two other key areas frequently mentioned as helping students reach their goals were special programs and learning communities (32 responses) and financial and basic needs support (32 responses). PAR respondents also mentioned the important role that access to technology, equipment, and facilities played in supporting students (29 responses), in particular, access to laptops and

hotspots was frequently mentioned (16 responses). Finally, the importance of Chabot’s academic support was mentioned in 26 responses, more specifically, general tutoring, learning connection and the STEM center were each named 7-8 times.

Summary and Policy Implications for Consideration:

Overall, regarding institutional supports most helpful to students, the most frequently mentioned response was special programs and learning communities (32 responses). Thus, the PAR Committee recommends **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** (i.e., what about learning communities make them so successful? How can these aspects of what make learning communities successful be extended to all students? How can we ensure new and continuing students have the opportunity to join learning communities? How can Guided Pathways be further developed to capitalize on what we know is successful about learning communities?). The second most frequently mentioned program/area that is helpful to students was counseling (27 responses). Yet, in the question about *barriers* to student success, *lack of access to counseling* was a frequent theme. Therefore, the policy recommendation is to **evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides**. For example, how can Chabot structure majors advising, peer support, DegreeWorks orientations, etc. to be the most beneficial to students? Finally, the frequent mentions of how helpful the following programs/support services were—financial and basic needs support (32 responses), academic support (26 responses), laptop and hotspot lending (16 responses), mental health support (13 responses), and outreach and onboarding support (14 responses)—leads to the recommendation to **ensure that support for students’ financial, technological, academic, and basic needs continues**.