

Division: Academic Pathways and Student Success

Name of Program/Area and Contributors

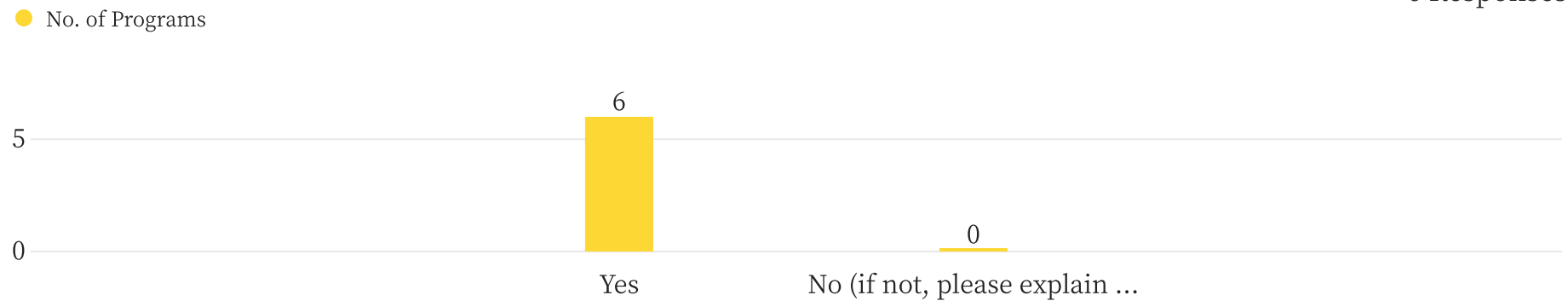
8 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
Black Cultural Resource Center	Brian Augsburger	Student Services
Dream Center	Maria Gutierrez, Benjamin Barboza, Abigail Patton	Student Services
Dual Enrollment	Christina Read, Abigail Patton, Alan David	Academic Services
First Year Experience Program	Virginia Criswell, Alan David, Patrick Mwamba, Abigail Patton, Christina Read	Student Services
Guided Pathways	Abby Patton, Alice Hale, Jennifer Lange, Emmanuel Lopez, Ben Barboza, Dara Greene, Lannibeth Calvillo, Safiyyah Forbes, Katrin Fields	Student Services
Hispanic Serving Institution/ El Centro	Monica Olmedo, Leti Reyes, Javier Hernandez, Laura Jimenez-Olvera, Remi Ramos	Student Services
Learning Connection	Juan Pablo Mercado, gabe Chaparro, Rachael Tupper-Eoff, Roland Belcher, Andrew Leung, Mary Love and Anamarie Navarro Tabujara, Lisa Ulibarri	Student Services
STEM Center	Gabriel Chaparro	Student Services

Responses on Service Area Outcomes for Areas in Your Division

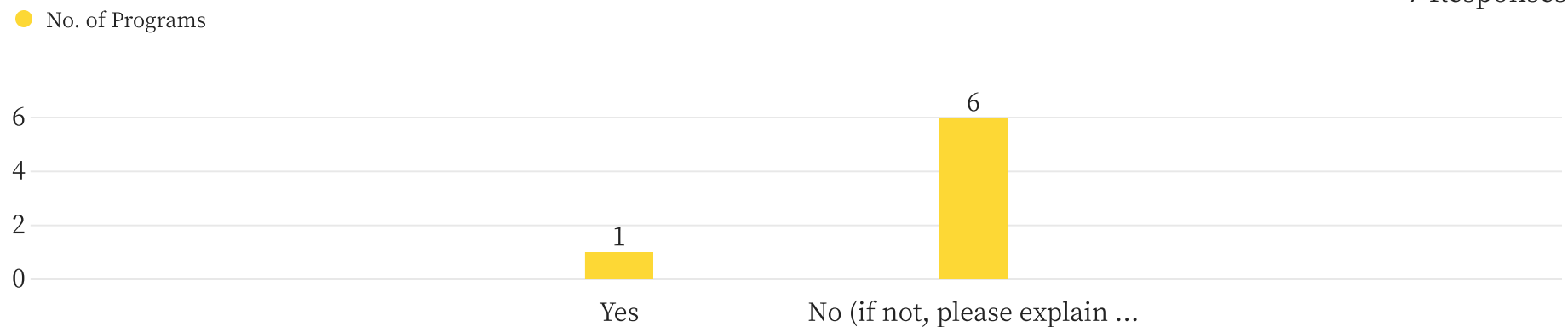
Does your service area have two or more SAOs?

6 Responses



Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Were at least two of your SAOs assessed since the previous comprehensive PAR?

7 Responses



Explanation for Unassessed SAOs since Previous Comprehensive PAR

8 Responses

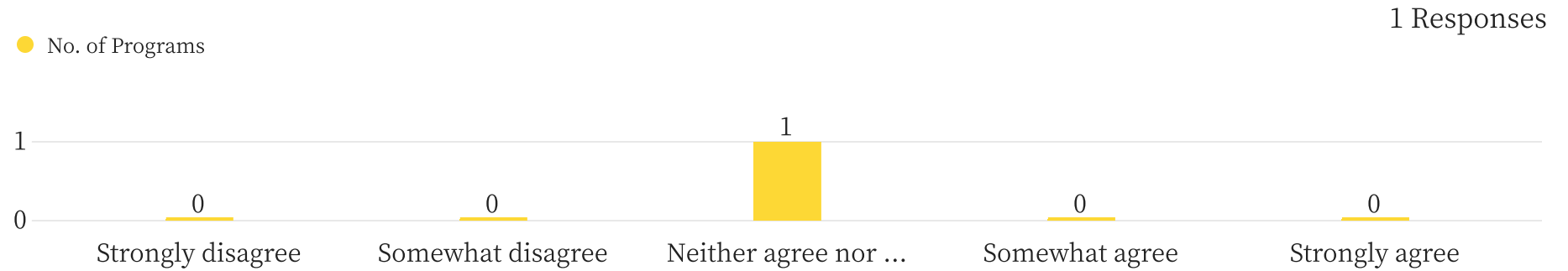
Program/ Area Name	No (if not, please explain why) - Text
Black Cultural Resource Center	The BCRC is a new program and has not participated in previous program area review cycles.
Dream Center	First time submitting PAR for the Dream Center.
Dual Enrollmen t	N/A
First Year Experienc e Program	This is the first year FYE creates SAOs. In the past, FYE has completed an academic PAR; however, had not created SAOs.
Guided Pathways	This is the first year our area creates SAOs
Hispanic Serving Institution / El Centro	This is the first year a comprehensive PAR is submitted.
Learning Connectio n	N/A

STEM
Center

The STEM Center has never had SAOs, leaving none to assess. Although the program has been a part of the Learning Connection' s PAR, outcomes expressed in those documents were focused on the LC. The STEM Center' s programming needs (i.e. special funding from activities) were enveloped into past LC PARs because of the shared connection through peer tutoring. The center, as a whole, has yet to be assessed through the PAR process – and the center has evolved, since it first had a director, to provide more than peer tutoring, thus needing its own PAR. Although there were no identified SAOs through PAR in the past years, we have done some minor assessing against our mission statement, which in the future will serve to help us better answer these questions/assess our program. Below you will find research that speaks to what correlations may exist between student achievement and their use of STEM Center resources (be it tutoring, technology, or the center itself).

Responses on Program Learning Outcomes for Programs in Your Division

Assessing PLOs has led to improvements in my area.



Responses on Institutional Supports and Barriers

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?

8 Responses

Program/ Area Name	Institutional Supports, Barriers and Data 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?
Black Cultural Resource Center	The development of the BCRC has been supported by a number of different services areas across campus. Initially, the work of the Umoja community and Umoja student leaders brought attention to the need for the BCRC space and facilitated discussions on the development of the center. The Facilities Committee, supported the request for space on campus, while the VP of Student Services & VP of Academic Services supported the procurement of supplies and the hiring of temporary staffing. President Sperling' s support for the 10x10 initiative and the development of the BCRC space has also played a significant role in our ability to build the capacity of the BCRC. The SASE committee has also offered unwavering support of the BCRC space which has had a huge impact on our ability to serve students.
Dream Center	Institutional-level supports that are helpful to the Dream Center in reaching the college mission are the partnerships developed and maintained with Admissions & Records and Financial Aid. The district has shown its support by being a sanctuary campus.
Dual Enrollment	Being allocated FTEF for dual enrollment has helped us better serve our partners by ensuring we can deliver the classes they are interested in offering. It has also provided the room to be able to plan 4-year cycle of classes with our partners and being more intentional about what classes to offer.
First Year Experience Program	The various divisions are committed to providing FYE specific coursework. This year, FYE has been allocated its own FTEF, which ensures we are able to offer the appropriate classes.
Guided Pathways	N/A- First time submitting PAR and creating SAOs.

Program/ Area Name	Institutional Supports, Barriers and Data 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?
Hispanic Serving Institution/ El Centro	N/A
Learning Connectio n	Adjustment to working policy: The ability for students to work from home allowed for tutoring to continue online and has provided flexibility that contributed to increased tutor availability. Community Awareness although a lot more work needs to be done Community Awareness - invitations and consistent appearances to summer bridge program, gladiator days, and orientations (ECD, FYE, DSPS, Chabot sports, etc.). Additionally, having the Chabot Tutoring link in every Canvas course is a big help when guiding students towards our tutoring services; appearing in some course syllabi Physical space versatility- Our physical locations have flexibility with usage and are not restricted to just one type of use. For example, we can make our spaces available for workshops, speakers, or events. We notice both students and faculty appreciate this flexibility.
STEM Center	The continued support of providing the space to house a STEM Center helps our program reach its goals. The space is roughly 3 classrooms large, with smaller rooms on the side. That allocation of space for academic support is second only to the library, and every possible inch is used. Even as things mellowed with the pandemic, the STEM Center was initially the only building on campus that prepared study spaces and a protocol for multiple students at a time.

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?

8 Responses

Program/Area Name	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?
Black Cultural Resource Center	NA
Dream Center	Data collection regarding immigration status must be protected at all costs. Though this is necessary, it can create challenges to include all undocumented student data for tracking purposes, etc. Many students in the Dream Center do not qualify for AB 540, statewide and institutional wide barriers make college unaffordable for some marginalized communities which conflict with the college mission and the Dream Center mission.
Dual Enrollment	The Concurrent Enrollment Process is cumbersome for students and does not allow for tracking by support staff. Additionally students who should not be charged fees are, creating holds on accounts. The \$33 fees for MS and HS create a barrier for students to enroll. Lack of staffing to support processing of applications causes late approvals and lack of communication about status. The current deadlines for CE to have students apply and complete forms 2 months before classes start is unrealistic.
First Year Experience Program	Most of the FYE personnel positions are on categorical, short-term funding, and funding is requested year by year. FYE does not have a dedicated space to provide services and build community with students, which would enhance the program.
Guided Pathways	N/A- First time submitting PAR and creating SAOs.

Program/Area Name	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?
Hispanic Serving Institution/ El Centro	N/A
Learning Connection	<p>Funding Commitment: The Learning Connection receives approximately \$78,000 in General Fund monies as part of our base budget; however this is wholly insufficient to fund campus tutoring each year. Categorical funds such as Basic Skills and CE make up a large part of the gap in our funding, yet we don't get a commitment and allocation typically until the Fall semester has already begun. This makes it incredibly difficult to plan both for each academic year as well as longer-term planning across multiple years. In order to address this barrier we are asking for consistent budget commitment from the college, with a base budget between General Fund and Categoricals that can realistically support the tutoring needs of our students. Demands have been increasing to grow peer tutoring and embedded tutoring support which is extremely difficult without a clear and consistent budget and when tutors who rely on this as a job do not have stable hours due to insufficient budget. To make this a reliable job for Chabot students who are largely from low-income households, the operating budget would need to be identified as early as possible to be able to make adequate decisions on student hiring. Student employment has been identified as a potential High Impact Practice; if done properly, it can contribute to student retention and success. We continue to explore more productive ways to offer learning support to Chabot students in spite of a grossly inadequate budget. Insufficient Staffing: Currently we do provide students online support but it is limited to the hours availability based on our budget. If the expectation is that we plan to offer both online and in-person services moving forward in a "post-pandemic" setting, an increase in staffing is more important than ever. Larger workloads without a corresponding staffing increase means students wait longer for support and services. More coordination between faculty and LC on how to support students in difficult classes (esp. classes needed to graduate), maybe like a f/cig? It would be nice if we can figure out solutions to supporting those classes other than hiring a student who's taken that class before-especially if it's a higher level class that students graduate after taking or a new class that wouldn't have peer tutors just yet</p>

Program/Area
Name

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?

STEM
Center

As it stands now, faculty are not able to claim tutoring hours for load. When the campus changed its policy that sent ripples throughout the program. Some teachers reduced their availability, others quit tutoring. We did recover, but not having that option causes instructors to pause when deciding to join the team. The STEM Center once had a Sr. IA. This one person on the team made it possible for us to provide services to students up until 9:30 pm – the latest of any other resource center on campus. Because the position was not institutionalized (the barrier), when the position was vacated it was not filled again. When we return to campus, we will have to return to the 8:00 am to 5:00 pm schedule, creating an equity issue as it relates to students who have other responsibilities in the day and need a space to study in the night.

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?)

8 Responses

Program/ Area Name	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?)
Black Cultural Resource Center	Chabot must continue to adapt and be innovative when it comes to developing new ways to reach our students. We are learning a few things from COVID about access. Who has access to technology, who needs access to in-person campus services in order to feel connected to the college and who prefers or has a need for remote/virtual courses & student services. Our students have been asking for more availability of remote services. We hope that the college is able to be creative in how it continues to offer virtual services as we begin to welcome students back to campus by continuing to offer virtual services for the students who need them. Additionally, we need continued institutional support and adequate funding to support the development and growth of culturally responsive support services. We have learned that the cohort model works well for many Black students, giving them an opportunity to build connection and community on our campus. The mental health services provided in various spaces on campus have been helpful for students in maintaining personal health and wellness.
Dream Center	The Friends of Chabot College has partnered with the Dream Center to provide Emergency Aid funds for students including undocumented students. Continuous funding efforts have been made to support the Dream Center staffing. The new Dream Center Coordinator position is now institutionalized.
Dual Enrollme nt	We tailor support for students based on each of the needs of the schools. Our Outreach Specialist provides targeted support for students, with drop-in hours and one-on-one support for students to help with the application and registration. We are also planning with the schools to create pathways for course offerings so that the classes may follow courses to meet requirements...In addition to drop-in-hours, during the orientations we do trainings for staff and students to complete the application and register for class web.
First Year Experienc e Program	FYE provides dedicated courses to keep students on track for completion. The Laptop lending system has also provided students with a safeguard to be able to access their coursework. The technology gap is a barrier for many of our students and this has helped alleviate some of those challenges. SOAR/Early Decision Day and other onboarding efforts have been extremely helpful to both recruit students and support students through the core services completion.

Guided Pathways	Creation of continuously updated program MAPs with linkages to relevant resources and just-in-time information about activities and supports appropriate for their stage on their educational path. Ensuring student-voice has a leading role in the conversations around the redesign of new student onboarding processes, the creation of Student Success Teams, and the design of the College's new website.
Hispanic Serving Institution/ El Centro	Our employees believe that being a one-stop resource with bilingual staff and peers is a practice that is helpful and welcoming to students navigating a complex system.
Learning Connection	Laptop lending program is great especially if we don't have capacity to keep our computer labs open, as well as hotspot lending program
STEM Center	The STEM center has roughly 80 computers for students to use. Some of them have specialized software bought through grants or other allocations (not institutional), but their maintenance and replacement are an institutional effort.

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?)

8 Responses

Program/Area Name	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?)
Black Cultural Resource Center	<p>Community Outreach – Currently each area is responsible for building their community partnerships and networks and developing their own outreach plan. This approach has had good results for some but could be strengthened by a more centralized community outreach team that supports all programs in building community partnerships and conducting community outreach. Outreach takes time, money and people power. Mental Health – We are learning more from our students that mental health and wellness is a growing concern of theirs while in college. Our CARES Mental Health team does a good job at providing outreach regarding their services & provide great support to our students but they might not have the capacity to serve the growing need for mental health support. Some programs have decided to include mental health & wellness workshops in their programming & budgets. Mental health & wellness should continue to be a focus across campus in order to continue to address the mental health & wellness needs of our students. Website – We have received feedback from students that our current college website is difficult to navigate. There may be missed opportunities for connections to Special Programs if a student does not know that they exist, or where to find them on the website. Our college has such wonderful programming and support services. Especially now, when much of our learning and support services are happening virtually, our campus services & academic programs should be easy to locate & navigate. Funding – Our cultural spaces and programming on campus should have continued institutional support with ongoing funding to support their growth & capacity to serve students.</p>
Dream Center	<p>Due to shortages of personnel in admissions and records, the residency reclassification petitions were taking longer than a semester, which left students to miss school for a year, waiting to hear back from getting approved. We need to prioritize funding positions that are at the forefront of serving students to remove barriers for students.</p>

Program/Area Name	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?)
Dual Enrollment	We need better technology to simplify the process for applying, including allowing students to complete a multi-year form so that they do not have to apply every semester. We also need to streamline how students are charged fees, so that this is automatic and students/families and our program do not have to follow up to remove the fees. Additionally, for middle school students we were able to batch enroll students; however, now students are expected to enroll themselves which increases the room for errors and barriers in enrolling in the class. We should also improve our trainings so that they are bilingual and accommodating parent/family needs. We would like to identify what faculty teach these dual enrollment classes. We are limited by the availability of each area and the seniority challenges with faculty that may not be the best faculty member to be in front of a middle school or high school.
First Year Experience Program	Technology continues to be a barrier with challenges at times with receiving W#s, the lack of intuitiveness of the website and the class-web portal that is limiting and confusing. The limited space for FYE students continues to hinder how we connect with students and be able to offer services. Funding is also a challenge which limits the personnel to support FYE students and as we expand FYE, staffing support will be more critical.
Guided Pathways	Our onboarding systems are currently complicated and provide limited access to support for our students. We need to provide a clear and user friendly website that incorporates our student maps and career exploration options so that students can more easily navigate through our onboarding steps and making informed and guided decisions.
Hispanic Serving Institution/ El Centro	One barrier or change that could be improved is catering to part-time students, since most of the programs and services favor full-time students, and many of our HSI students are working many hours; they may need more flexible schedules that still help them stay on track.

Program/Area Name 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?)

Learning Connection Visibility and brand awareness is not as successful as it could be. Many students and faculty members are still confused about what we do and what our role is at the college. Some things that confuse students are the many appearances of other tutoring services in other various departments and programs. Although not as robust as ours, many programs offer tutoring as an incentive for students to apply to their program. It would be great to provide a better bridge from their programs to ours and vice versa. Many of their tutors are course specific, we can work together to introduce our services and have students utilize many different resources. One department that offers tutoring that already has a strong bridge with LC is DSPS. Although the DSRC has its own tutors, we are called into their orientations, offer special accommodations to their students, and have open and consistent communication. Communication is not always the best--platform we use for tutoring has the ability to text students reminders, but we cannot turn that on. A lot of students don't know their Zonemail passwords, which is where important information gets emailed, but there is no easy way to reset the password. When we had to leave campus suddenly, we were unable to use our campus numbers. Emails are sent through campus alerting people of campus support, but with email experiencing outages/numerous emails sent every day, it's hard to see every email with important information. A lot of communication probably gets lost by adjunct faculty who don't have time/capacity to read through all emails and then don't know the important information to give to students.

STEM Center Communication pathways continue to be a challenge. Direct forms of communication, like marketing through texting, would be more efficient. Four-year institutions have hours, up to midnight, for students to study on campus. Our students face tickets in the parking lot if their cars are here passed eleven - a reprimand for being on campus is not welcoming. We have no late-night study spaces for students who need them.

Questions Related to Staffing, Technology, Facilities, and Professional Development

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

8 Responses

Program/Area Name	If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?
Black Cultural Resource Center	The BCRC will begin to collect data on number of students served in Spring' 22
Dream Center	This last year has been especially challenging for the undocumented student community. We had started to see a gradual increase in the number of AB 540 students and undocumented students overall; however, since the pandemic, we saw a sharp decline consistent with the campus wide loss of enrollment. An outreach specialist to support outreach and in-reach of undocumented students would be especially helpful at this time to work with local high schools and adult schools and current students.
Dual Enrollment	N/A
First Year Experience Program	Write-in notes for Staffing: Full-time Classified Professionals: 3 Full Time Classified Professionals, 1 dedicated; Part-Time permanent or Hourly Classified Professionals: 0; previous years 2; Student Employees: 7 student employees by 2 peer advisors to support more impacted pathways and serve both in person and online services. If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice? We have seen a reduction in student participation during covid. As we return to in person outreach and supporting students directly, we anticipate the # of students we serve to also increase. Our program has roughly served 150-200 students; these last two years we have been hovering around the 100-student mark.

Program/Area Name If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

Guided Pathways N/A

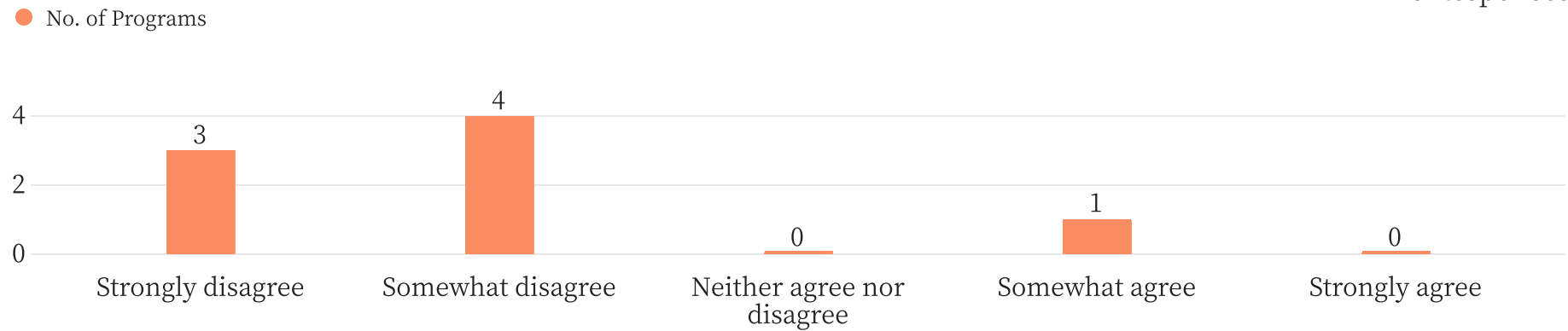
Hispanic Serving Institution/ El Centro El Centro was fully operational online during the pandemic. We noticed that the demand for counseling and other services was higher, but we've had to juggle two modalities, online & in-person, which has made it difficult due to less staff.

Learning Connection Write-in note for Staff: FULL-TIME FACULTY- There are no full-time faculty in the Learning Connection program; our Program Coordinator is a full-time faculty from another division on 50% re-assign time. ; PART-TIME FACULTY - There are no part-time faculty in the Learning Connection program. ; FULL-TIME CLASSIFIED PROFESSIONALS Equivalent to 3.0 FTE: ● 1.0 FTE Sr. Admin Assistant ● 1.0 FTE Instructional Assistant ● 0.5 FTE Instructional Assistant ● 0.5 FTE Library Tech (1.0 FTE position split with Library) PART-TIME PERMANENT OR HOURLY - There are no part-time permanent or hourly Classified Professionals in the Learning Connection program ; STUDENT EMPLOYEES - 55 Student Assistants (Note, while our # of SA has decreased, it is important to note that we are also able to fund fewer hours, regardless of the number of SA we hire. SA salaries have increased by \$1/hour each year for the past several years while our budget has remained flat. In AY 18-19, we were able to fund ~6,542 hours with our GF allocation; in AY 21-22, we will be able to fund ~5,233 hours with the same level of funding, a decrease of approximately 1,300 tutoring hours.) If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice? IR Request: will update as soon as data request is available and use this to inform our continued planning and goal setting

Program/Area Name	If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?
STEM Center	<hr/> <p>Less staff for us means less available hours. Between the two existing staff members we tried to stagnate our hours to keep the STEM Center as late as possible. Instead of closing at 9:30 pm, we closed at 7:00 pm. We were fortunate to have faculty who stayed on their own time to support students, thus providing state mandated when the director had meetings that went beyond the IA' s hours. Still, that is a loss of roughly 32 hours a month that students could have been using the center but couldn' t for lack of staffing. We saw less students come to the center in the evenings – with less available hours per night, it was not worth it for student to come for such small amounts of time after their evening classes. By the time they lock into study mode, they would have to go home. These are pre-COVID observations. The pandemic has caused a drop-in tutoring, and use of some of our resources. Calculator lending however continues to flourish and has expanded. Our faculty partners have used the center as a “pick up-drop off” center for remote learning kits and other lab equipment.</p>

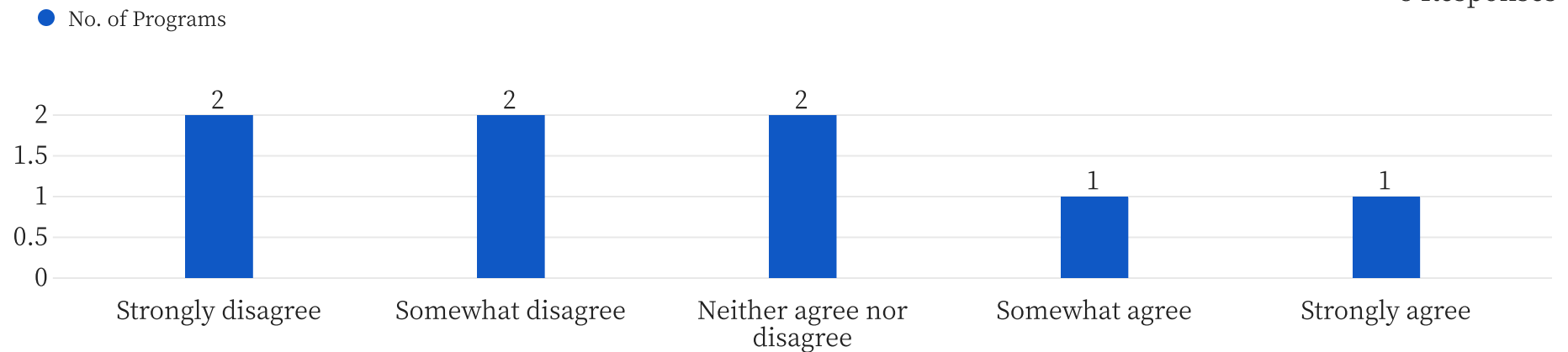
The technology in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.

8 Responses



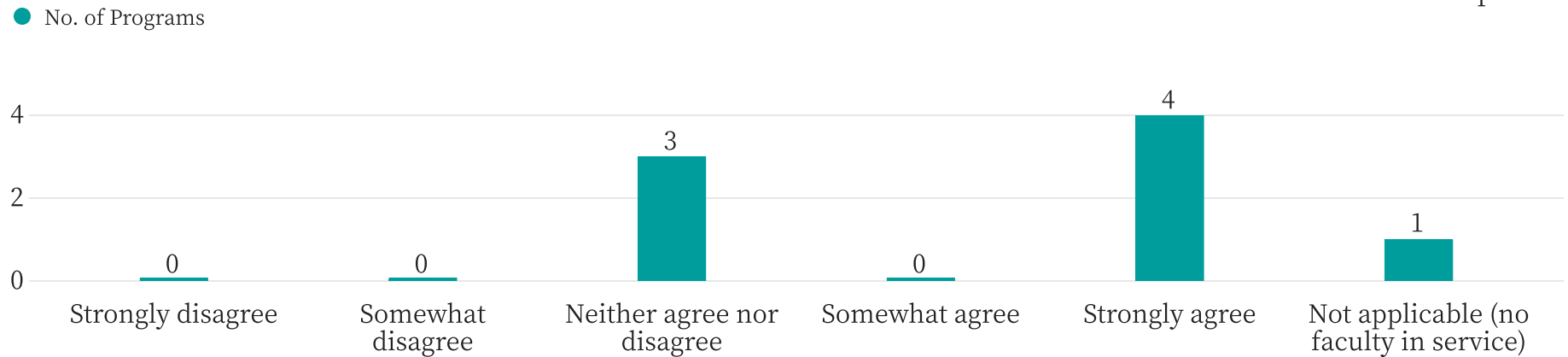
The facilities in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

8 Responses



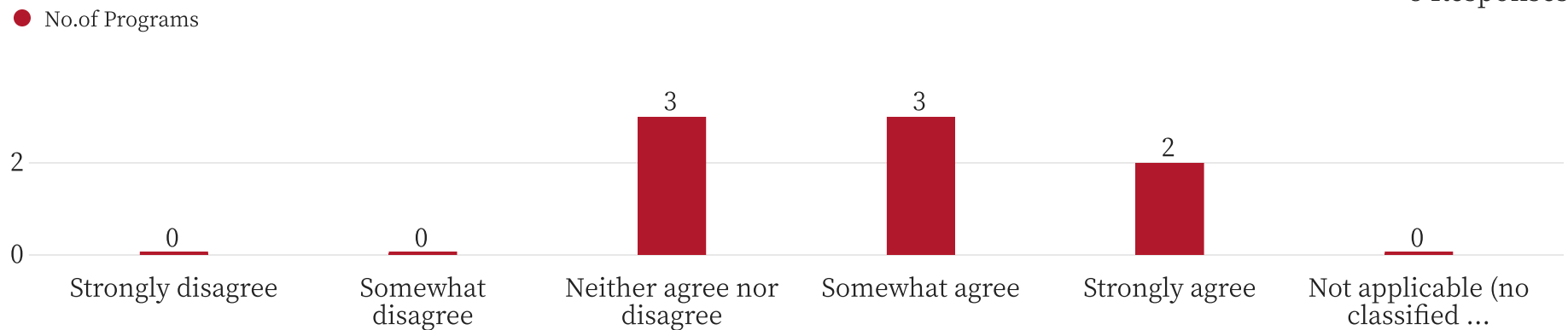
Professional Development: In general, Faculty members in my program/area regularly participate in professional development activities offered by/at Chabot.

8 Responses



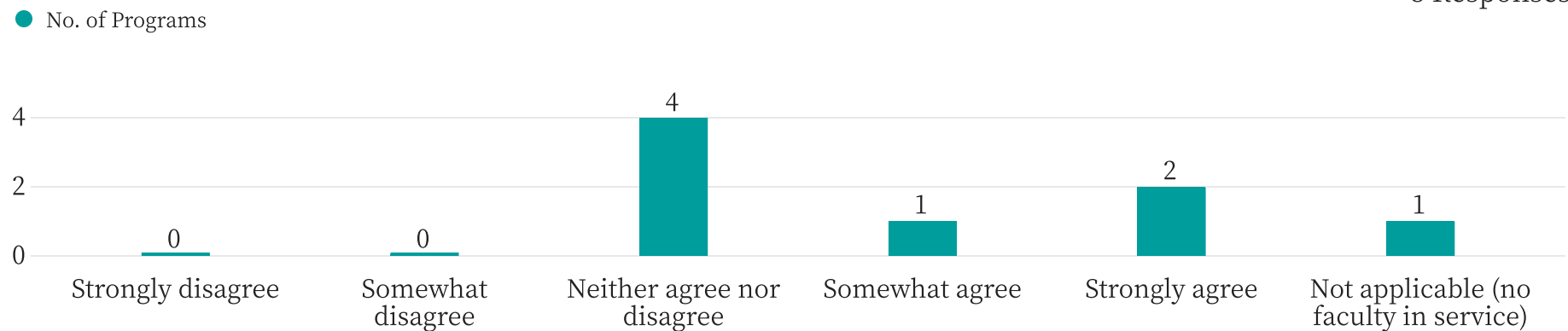
In general, Classified Professionals in my program/area regularly participate in professional development activities offered by/at Chabot.

8 Responses



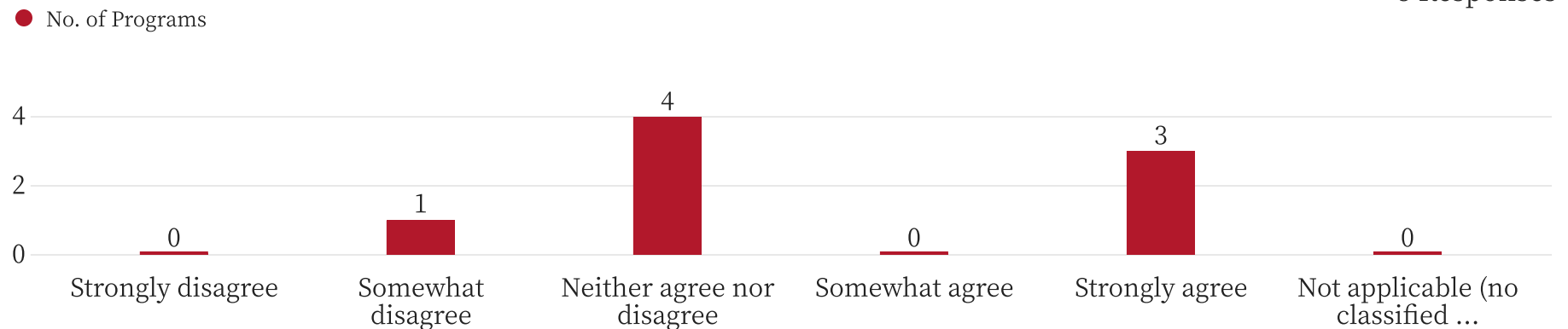
In general, Faculty members in my program/area regularly participate in professional development activities offered outside of Chabot.

8 Responses



In general, Classified Professionals in my program/area regularly participate in professional development activities offered outside of Chabot.

8 Responses



Questions Related to Equity and Access to Services

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.)

8 Responses

Program/Area Name	Equity and Access to Services	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.)
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Black

Cultural Resource Center	Currently it may be difficult for parents and working adults to access our services if they are not available to reach us during 9-5 M-F business hours.
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Dream Center

Staff and Faculty are not be well versed with undocumented student challenges and needs and therefore we are unable to adequately serve undocumented students. Although we provide an undocuually training for campus staff, we need to build critical mass amongst staff and student workers so that undocumented students have access to services for them to be successful at Chabot.

Dual Enrollment

N/A

First Year Experience Program

The pandemic has exposed barriers that are disproportionately impacting racially minoritized students and low socio-economic statuses. Additionally, our program promotes full-time participation, taking at least 12 units; however, many of our Black, Latinx, Indigenous, and Asian communities need to work or have familial responsibilities that prohibit them from participating. Our program serves students that are transferring or earning a degree for the most part. This disproportionately impacts our low socio-economic students because they are looking to pursue a degree to be able to enter the workforce. We have changed this practice this year. Students who are English Language Learners, do not fit into our program because they have to go through an alternative path for ESL; we also do not have a lot of information for students in different languages.

Program/Area Name Equity and Access to Services 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.)

Guided Pathways Our services are currently not accessible to students since we are still in the development and implementation phases.

Hispanic Serving Institution/ El Centro Some barriers are: access to technology, students having to work during open-hours, being able to speak English at a level that they can be successful, communicating effectively the application process, immigration status is complicated and lengthy, transportation, first generation, learning disability, helping students w/out a W# yet; we still help students w/out W# but how to capture that.

Program/Area Name Equity and Access to Services 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.)

Learning Connection Insufficient staffing: The Learning Connection continues to lack adequate permanent staffing. Currently, the LC Center (including WRAC and ESL Language Centers) and computer classrooms are supported by the equivalent of 2.0 FTE IA's. The implementation of AB 705 has impacted student needs and increased demand for learning support across all our labs/centers. The introduction of online tutoring means an increased demand for learning support that we may not be able to meet without additional staff. We hope that adequate full-time employment will provide additional job stability for current part time employees, in recognition of the benefits of full-time employment (medical, socio-economic, etc.). Working Students: The times we offer our services might not be beneficial for working students because we have limited night/weekend tutoring available. This also can cause barriers for students who are parents and/or caregivers. Frequently encounter students with little to no computer skills: Many students we work with are only vaguely familiar with basic computer operating systems/functions, and completely unfamiliar with productivity software used for academic purposes -- word processors, spreadsheets, slide presentation applications, etc. Students seeking help from writing tutors often spend most or all of their sessions with tutors learning how to use software (typing, formatting, saving, retrieving, printing, working with PDFs) instead of getting support for course-related/course-specific content. Even students being tutored in CAS (computer application systems) or taking online classes aren't always familiar with technology and tutors spend time teaching hardware & software use instead of supporting students with course content & assignments. Even tech-savvy students can be unfamiliar with computer functions. Many formerly incarcerated students, international/immigrant students, financially compromised students, and older students returning students struggle with this transition. Student assessment and support for computer skills in the same way they' re assessed for math and language skills before enrolling in classes could help address this issue. Support could be offered via orientation & "jam" sessions in the same way academic & other studenting skills are supported in summer bridge sessions, intensive "jam" sessions, learning community orientations, etc. Another possible intervention could be staffing labs with student assistants or IAs specifically dedicated to computer support might help as well.

STEM Center There are no signs on campus directing students to "the STEM Center" The center does not have institutionalized funding for programs and has to ask for allocations year to year, even though it is a student support center with an administrative lead Hours: no weekends, no evenings Restrooms are closed in evenings at various times (you never know when you are going to have a nearby restroom) - when this happens, people leave (when we used to be open later) Parking tickets issued after 11 pm (the week before finals we try to offer hours until midnight, like some 4-year colleges regularly have)

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?

8 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?
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?
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
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 Enrollmen t	N/A
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.
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.

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?
Learning Connectio n	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.
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)

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?

8 Responses

Program/ Area Name	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?
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Program/ Area Name	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?
Black Cultural Resource Center	NA
Dream Center	One of the greatest challenges is the processing of residency reclassification and AB 540 applications. We are hiring a coordinator that would be able to process residency reclassifications and AB540 application, which will reduce the amount of time in processing documents. Adult school students have also expressed a long wait time in receiving updates after completing a concurrent enrollment application.
Dual Enrollmen t	N/A
First Year Experienc e Program	Students can generally access our program services; however, in supporting students with application, registration and counseling, sometimes responses and follow up can have a long wait time. We have been able to establish a contact in some areas to facilitate supporting students which has helped. Providing dedicated support from Financial Aid, Admission and Records, Counseling, according to Learning and Career Pathways, in this case FYE pathways, would be of great benefit to our students.
Guided Pathways	N/A
Hispanic Serving Institution / El Centro	The only service that gets overloaded may be financial aid. During peak times, hiring financial aid hourly.
Learning Connectio n	Access drop-in tutoring services: Sometimes there' s long wait times to access drop-in tutoring services on a busy day; to decrease wait time we offer to schedule appointments, so they have guaranteed time to meet with tutors

Program/
Area
Name

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?

STEM
Center

Sometimes students are wait a long time for a tutor. Sometimes this is a matter of scheduling, but more times than not it is about available hours. Scheduling: It can be a challenge matching tutor availability with the times when students need support. Example: If our best Trig tutors are Calculus students, and the time for the Calc class parallels the time most Trig students are available – then Trig students will not get the tutoring they need. Maybe we should factor this in when choosing when classes meet - i.e. upper division classes on Tu-Th, Lower division classes, M – W: this makes sure upper division students are available for tutoring the other days. Hours: Students have classes crammed into their days, along with work, and other responsibilities. Sometimes their availability to meet with tutors are at our busiest hours. If we could be open later, with tutors, students could get more support and not have to try to find help during our busiest hours. Maybe schedulers can this in while scheduling.
