

# Qualitative Analyses in the Program and Area Review Synthesis Statement

Presented to PRAC: February 2, 2022

---

**BY: PROGRAM AND AREA  
REVIEW COMMITTEE  
SUPPORTED BY THE OFFICE OF  
INSTITUTIONAL RESEARCH**

# Acknowledgements

---

- Thank you to the PAR Committee for your in-depth analyses of 100 PAR responses!!
  - Co-Chairs Cynthia Gordon da Cruz and Deonne Kunkel Wu; Nicole Albrecht, Alexandra (Zannie) Dallara, Frances Fon, Alice Hale, Cynthia Horn, Na Liu, Anamarie Navarro, Liisa Pine, Nancy Pinio, and Christina Read.
- Thank you to Anamarie Navarro and Nicole Albrecht for PAR and Resource Request data entry!
- Thank you to Na Liu and Indra Liauw Joe for Qualtrics support, qualitative research support, graph-making and proofreading!
- Thank you to Svetlana Tkachenko, consultant, for developing the visualizations that we use year after year.
- Thank you to Pravnoor Kaur and Annie Dang (IR Student Assistants) for graph-making, PPT design, and data entry!

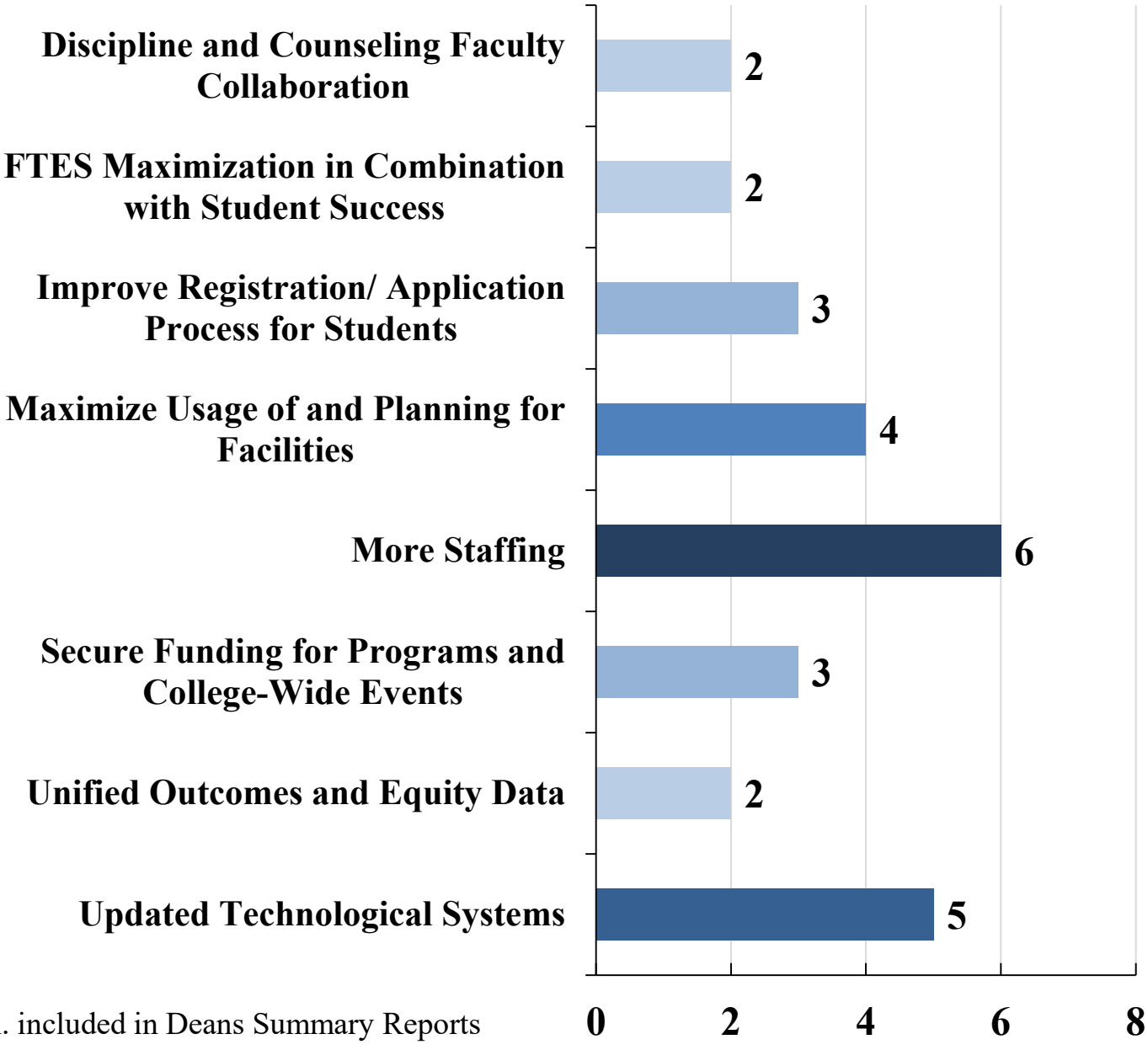
# Program and Area Reviews Submitted in Fall 2021

---

- **101** Program and Area Reviews were submitted.
  - 97% completion rate.
- **9** Deans' Summaries were submitted.
  - 100% completion rate.
- **8** Qualitative questions were analyzed (presenting today).
- Quantitative PAR questions are displayed in graphs (already shared in previous PRAC).

**Deans' Summary:** 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?

**Infrastructure and College-Wide Issues that Need Immediate Attention (9 Responses)**



Note: Qn. included in Deans Summary Reports

# Summary and Policy Implications for Consideration:

---

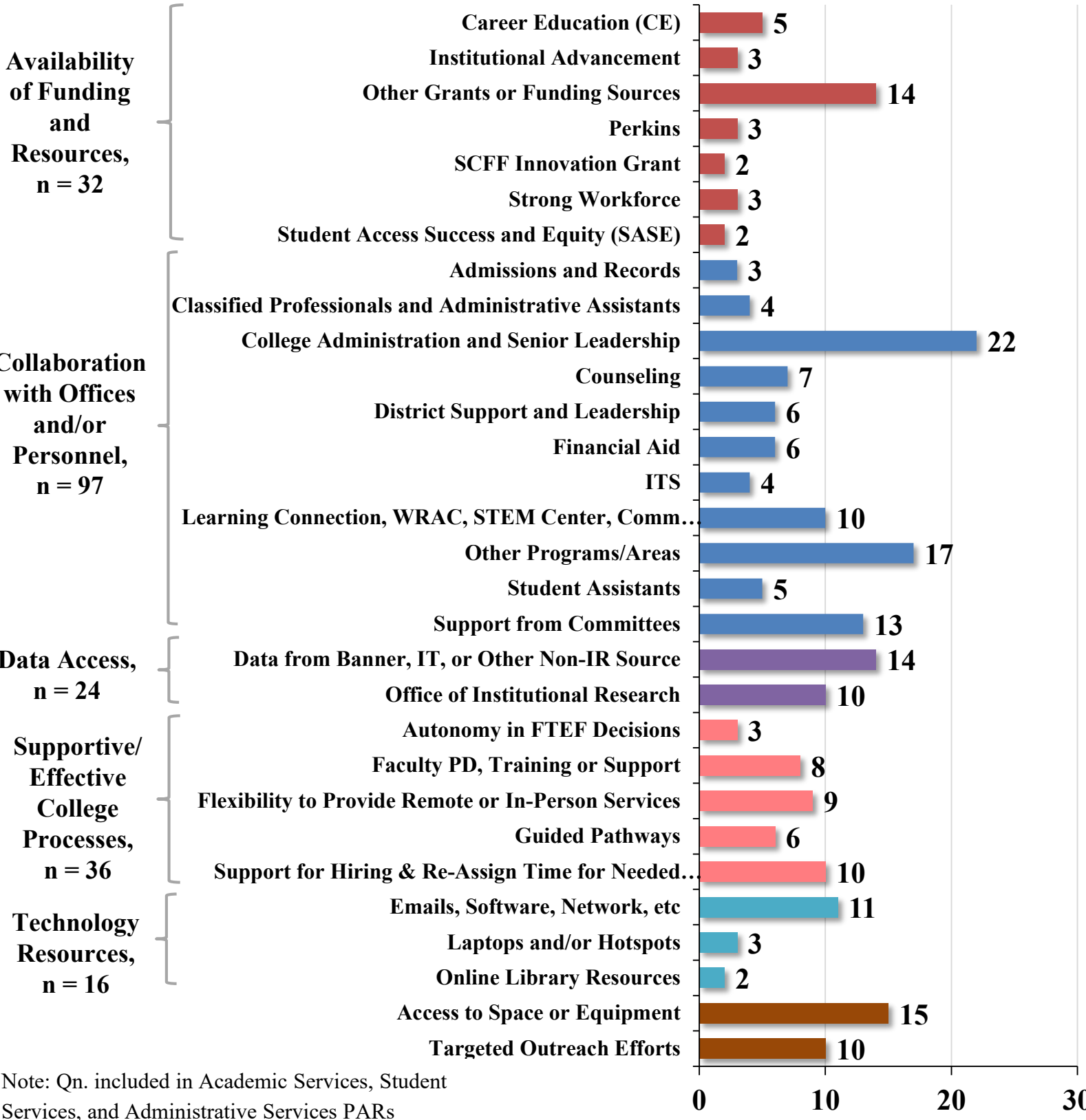
- Deans' responses consistent with frequent PAR themes
- More Staffing
  - Hiring obstacles mentioned in **37 responses** in individual PARs
- Policy Implications for Consideration:
  1. **Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.**
  2. **Cultural shift: How can administrators consistently, clearly and collaboratively discuss task priorities with employees?**
    - Clear understanding of highest priority tasks → could mitigate stresses associated with being understaffed.
- Updated Technological Systems
  - Issues with technology as a barrier to program/area success mentioned in **17 responses** in individual PARs
  - Issues to with technology as a barrier to student success mentioned in **34 responses**.
- Policy Implications for Consideration:

**IST Committee and/or applicable constituencies should consider:**

  1. **Examining Chabot's processes and structures for implementing and orienting employees to system-wide technological change.**
  2. **Consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.**

# 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?

## Institutional-Level Supports and Practices Helpful to Programs/Areas (90 Responses)



Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

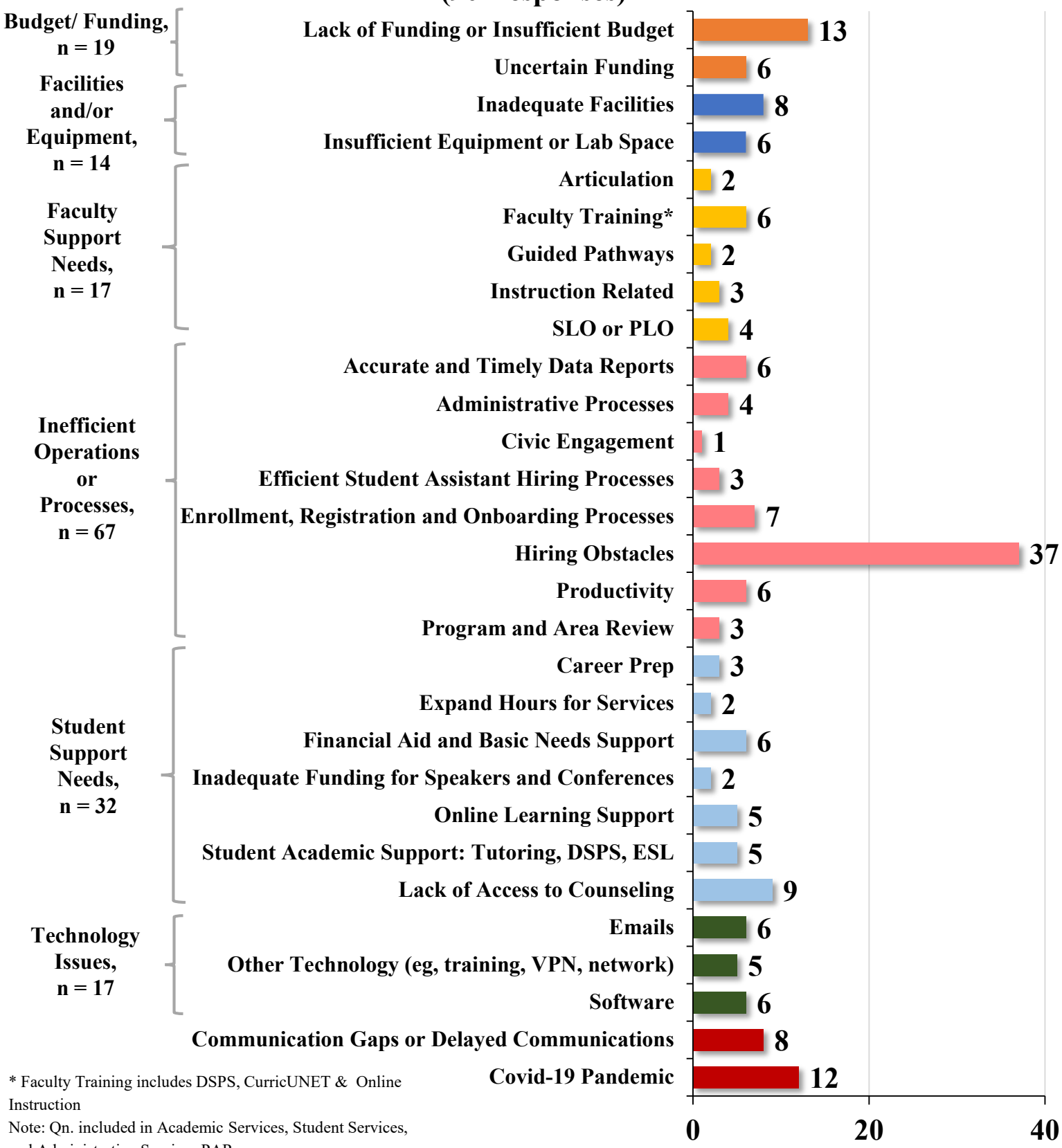
# Summary and Policy Implications for Consideration:

---

- Responses to this question celebrated the collaborative spirit (**97 responses**), modeled by senior leadership and administration and engaged in by so many at Chabot.
- Two factors named as supporting success—availability of funding and access to space or equipment—were also named in a later question as hindering success.
  - In particular, areas mentioned needing support navigating how to obtain categorical funding.
- Policy Implications for Consideration:
  1. **Examine Chabot's processes and structures for allocating resources and space to ensure they work for as many programs/areas as possible.**

# 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?

## Institutional-Level Barriers and Challenges for Programs/Areas (90 Responses)



\* Faculty Training includes DSPS, CurricUNET & Online Instruction

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs



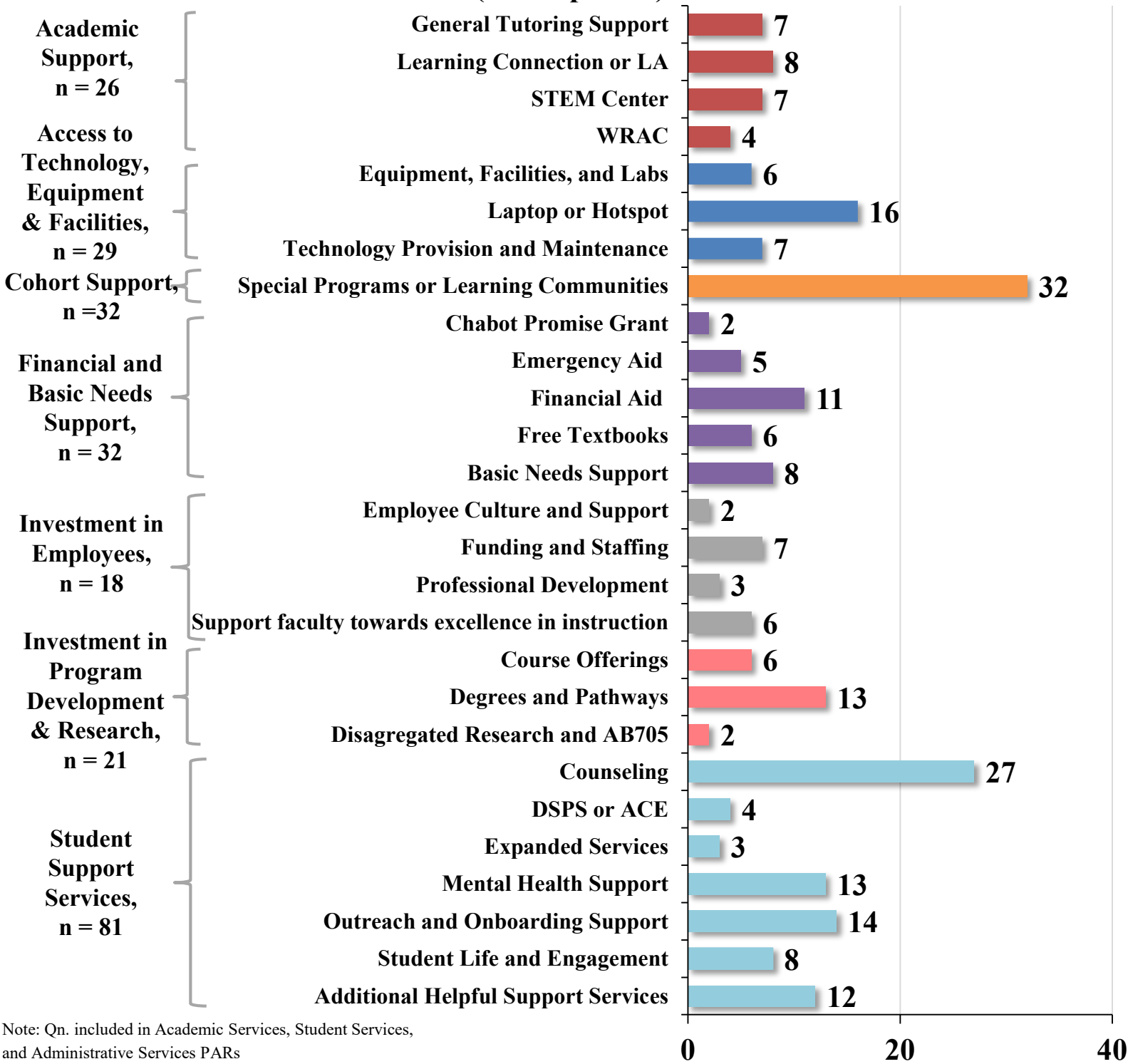
# Summary and Policy Implications for Consideration:

---

- Hiring Obstacles (37 responses)
- Policy Implications for Consideration:
  1. Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.
- Technology Issues (17 responses)
- Policy Implications for Consideration:
  - IST Committee and/or applicable constituencies should consider:
    1. Examining Chabot's processes and structures for implementing and orienting employees to system-wide technological change.
    2. Consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.

**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?)

**Institutional-Level Supports and Practices Helpful to Students  
(91 Responses)**



Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

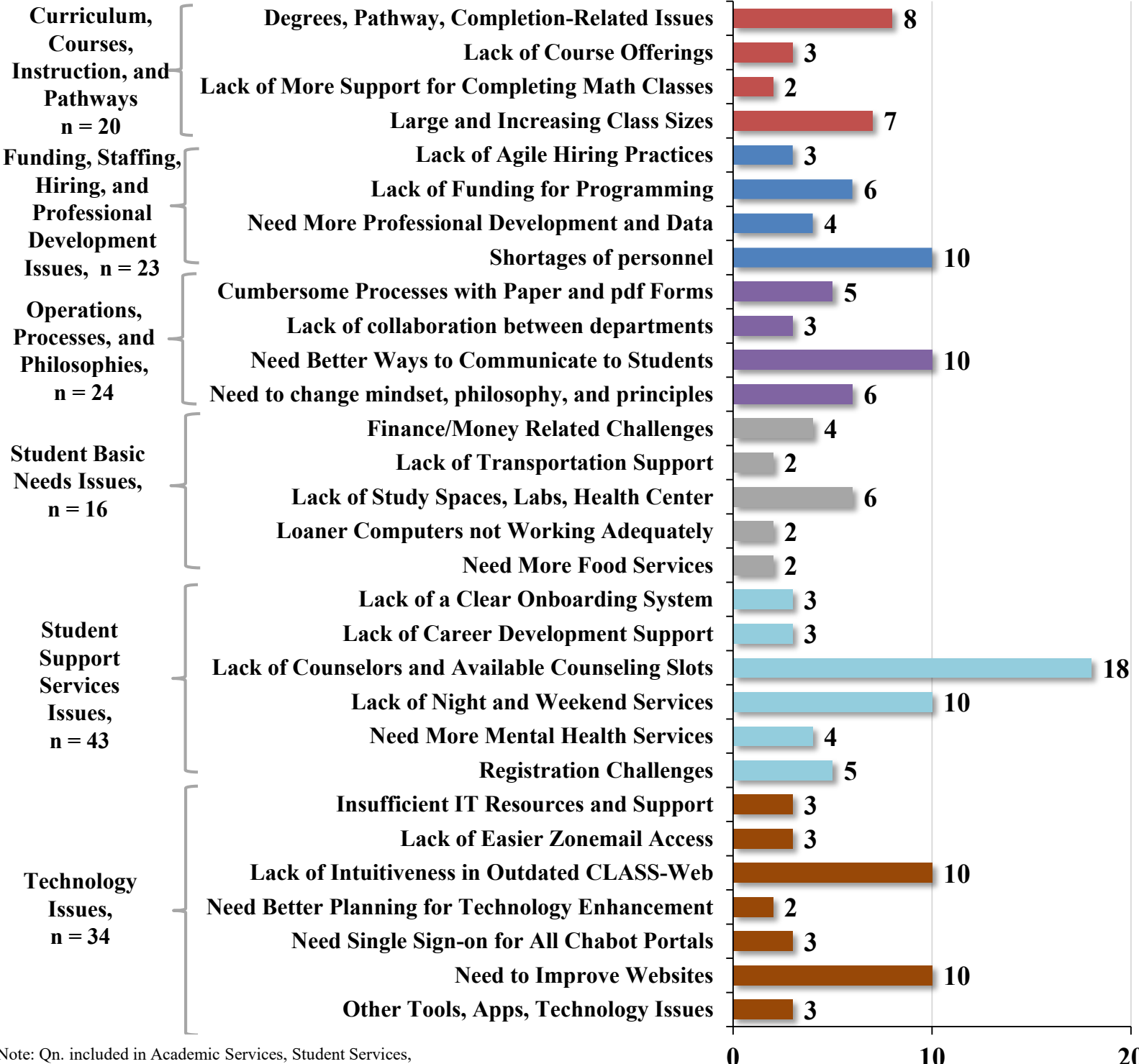
# Summary and Policy Implications for Consideration:

---

- **Special Program and Learning Communities (32 responses)**
  - **Policy Implications for Consideration:**
    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.**
      - Potential Research Questions:
      - What about learning communities make them so successful?
      - Are there aspects of what make learning communities successful that could 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?).
- **Counseling (27 responses)**
  - **Policy Implications for Consideration:**
    1. **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.**
- **Frequent mentions of multiple programs and services**
  - **Policy Implications for Consideration:**
    1. **Ensure that support for students' financial, technological, academic, and basic needs continues.**

**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?)

**Institutional-Level Barriers and Challenges for Students (90 Responses)**



Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

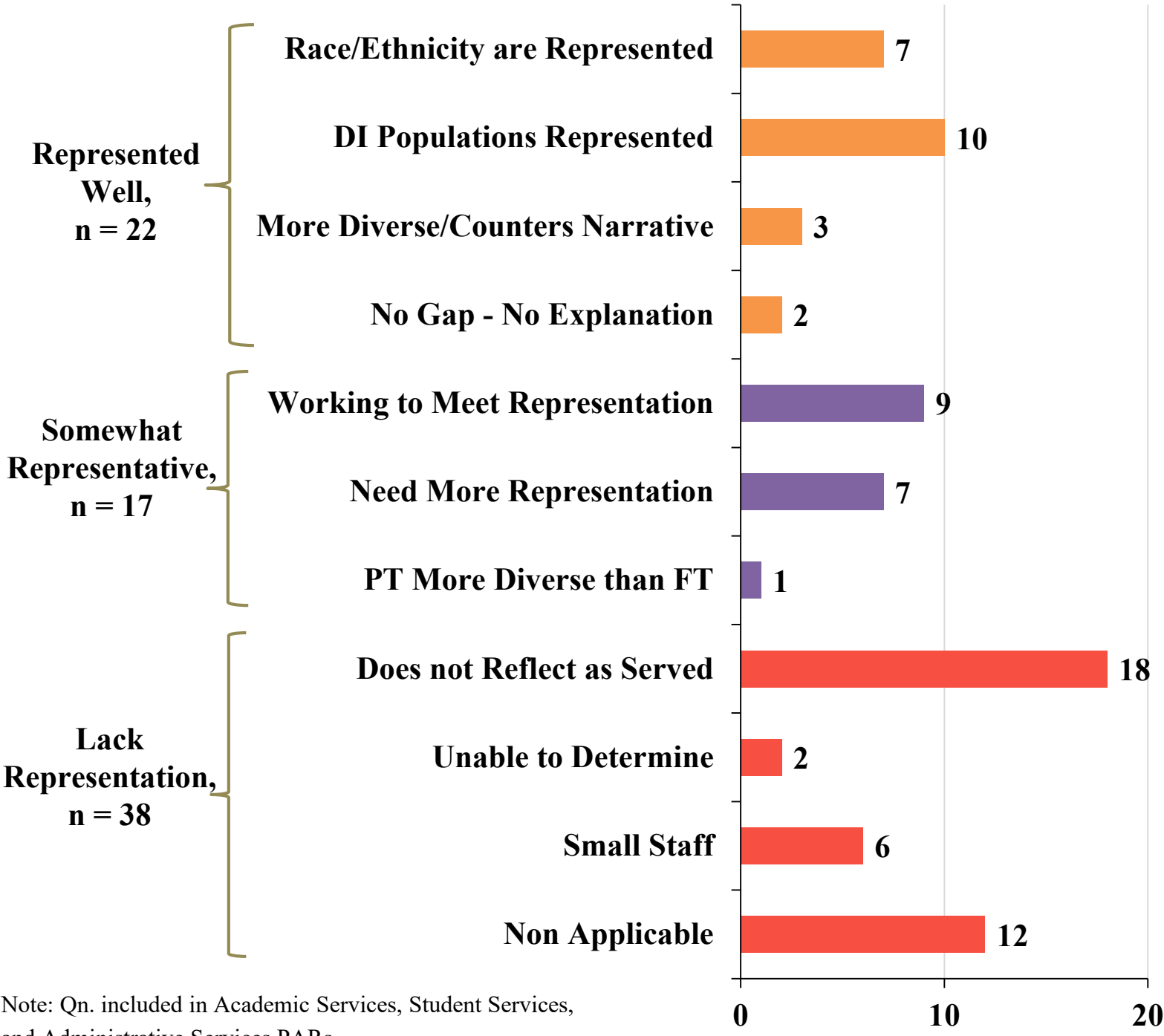
# Summary and Policy Implications for Consideration:

---

- Importance of cohort-based support or special programs (**32 responses**)
  - Policy Implications for Consideration:
    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.
- Importance of Access to Counseling
  - Policy Implications for Consideration:
    1. 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.
- Importance of Addressing Technological Challenges
  - Policy Implications for Consideration:
    1. Examining Chabot's processes and structures for implementing and orienting employees to system-wide technological change.
    2. Consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.

**PAR Question:** Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice?

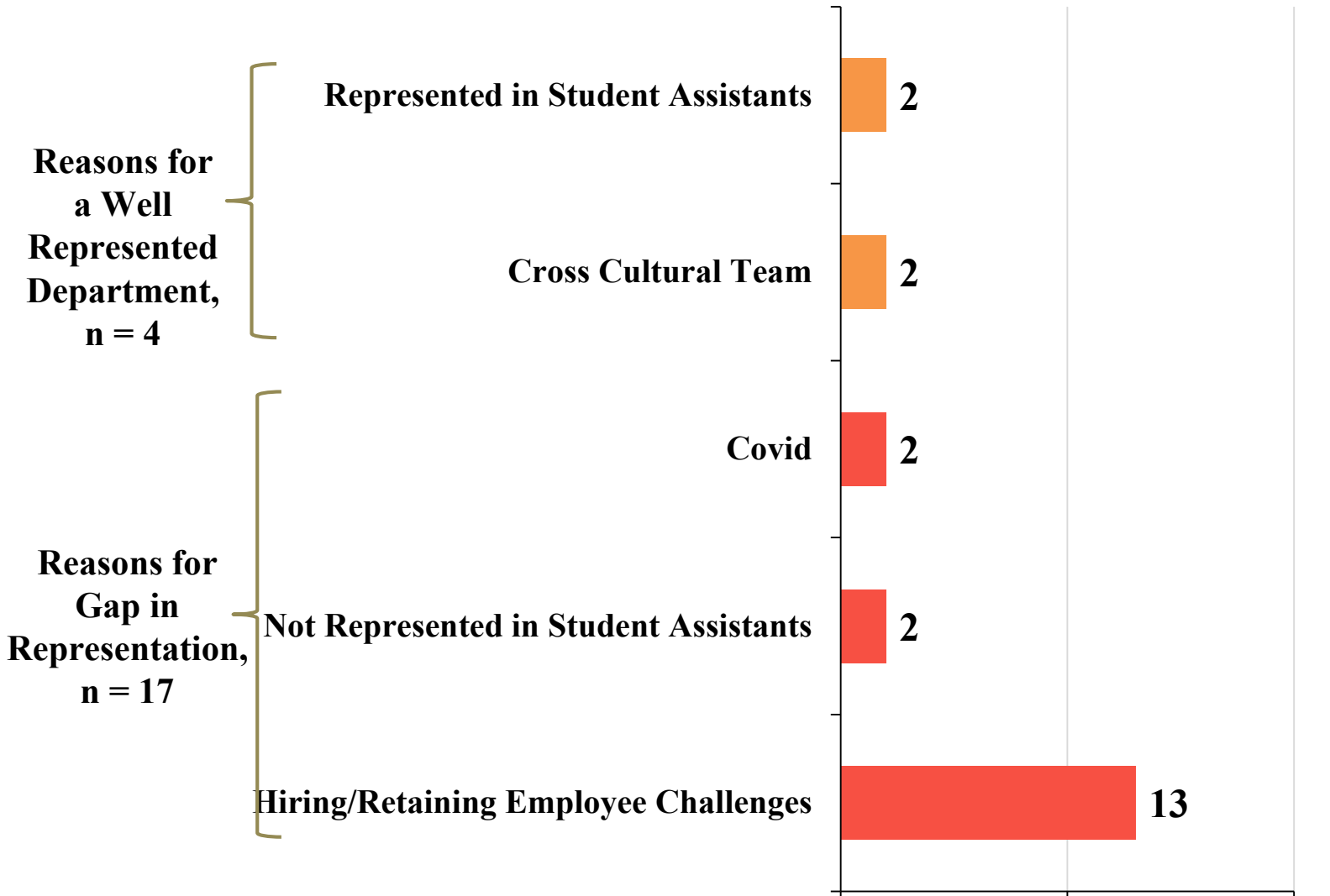
**Staffing Representation (84 Responses)**



Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

**PAR Question:** Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice?

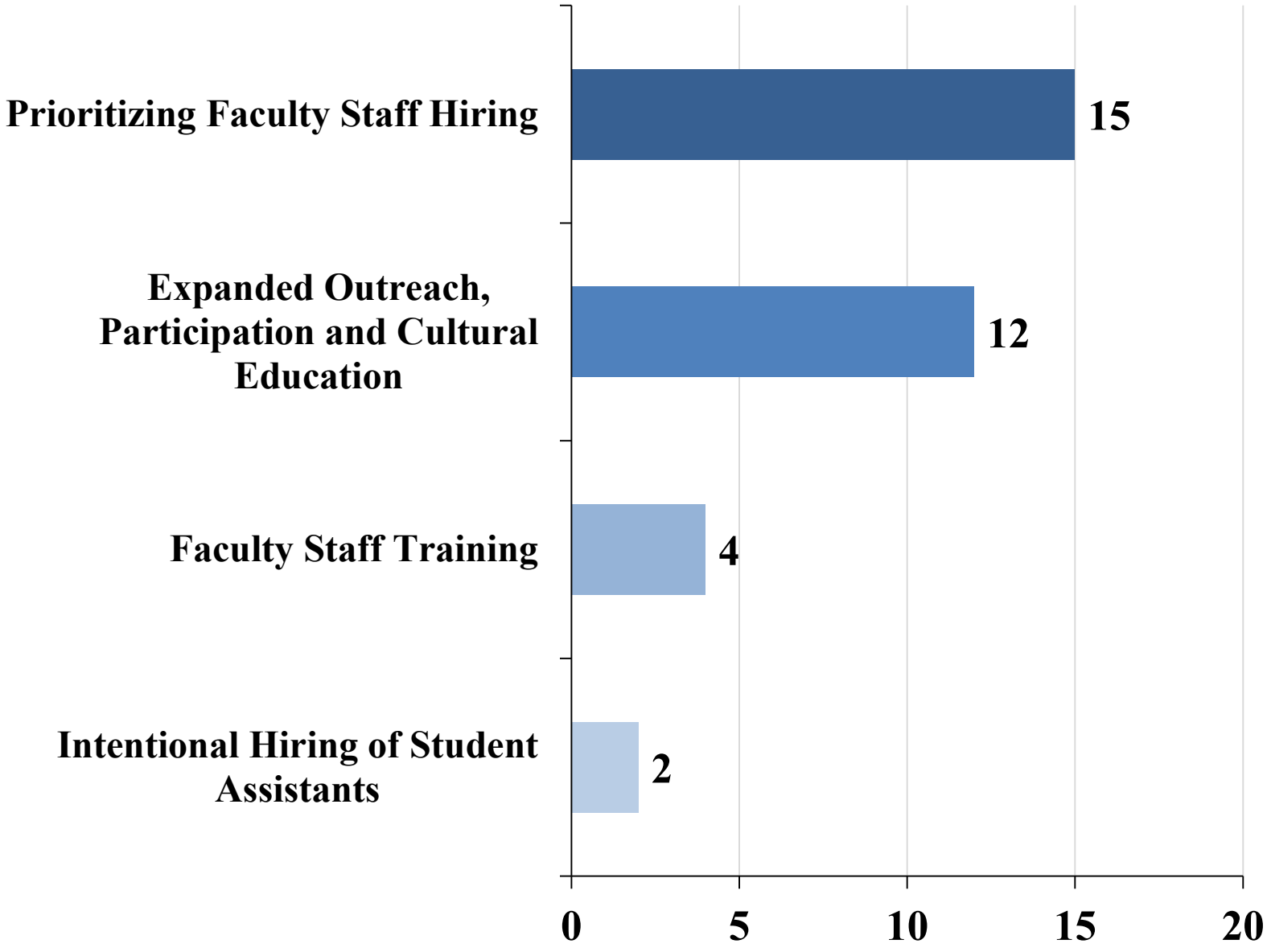
### Reasons for Representation



Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

**PAR Question:** If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

### Recommendations for Addressing the Gap



Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs



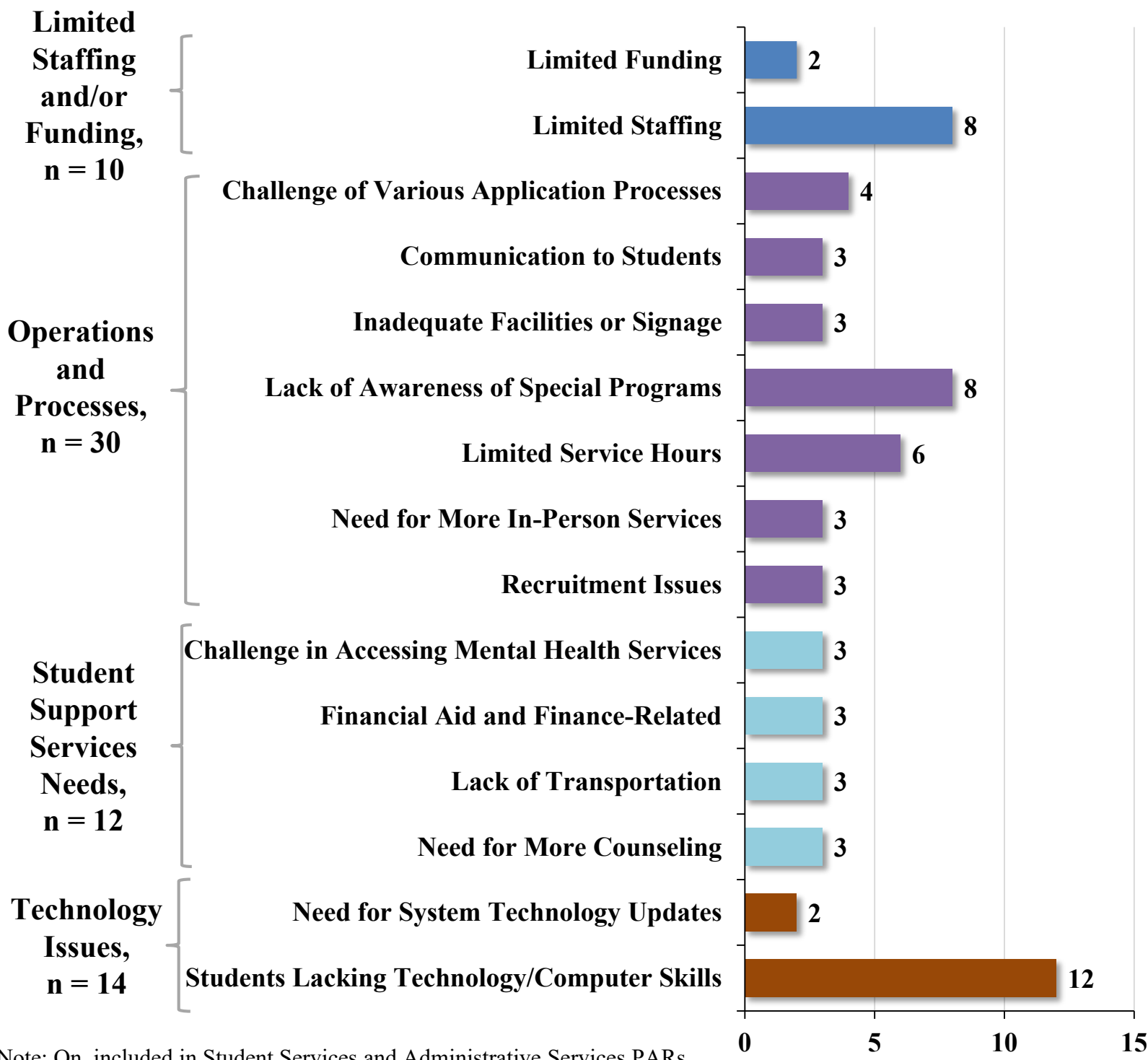
# Summary and Policy Implications for Consideration:

---

- Many respondents indicate they do not believe DI populations are well-represented in their staffing.
  - Policy Implications for Consideration:
    1. Invest in training on hiring and retaining employees from DI populations.
- Twelve programs did not believe that representation in staffing applied to their area.
  - Policy Implications for Consideration:
    1. Deans/Managers should further investigate these comments, as literature has illustrated the importance of representation of the student population (see e.g., Faculty Diversity and Tenure and Higher Education; Journal of Cultural Diversity. Summer 2016, Vol. 23 Issue 2, p53-56).

**PAR Question:** What barriers, if any, make it difficult for students (or Chabot community members) to access your service?

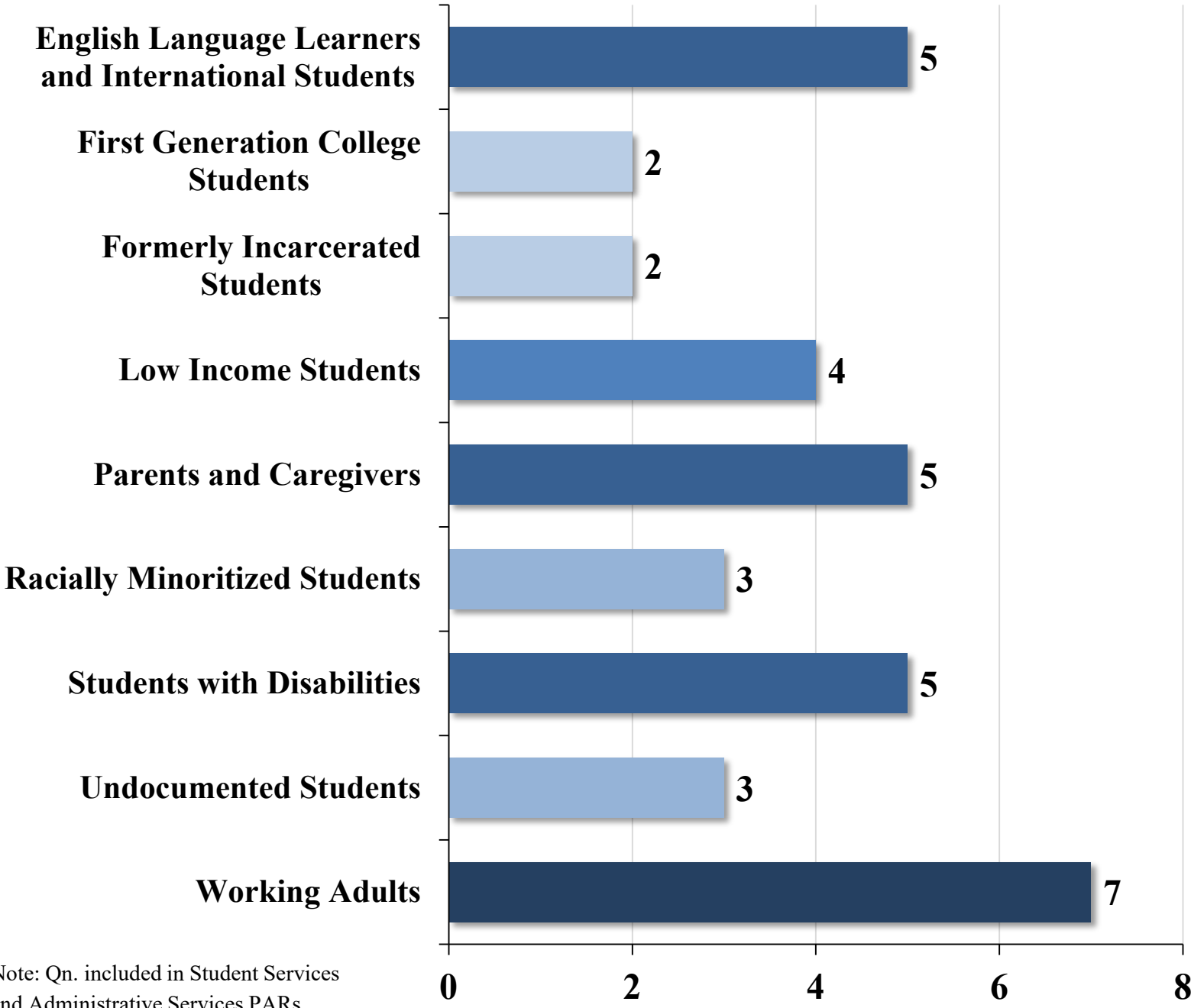
**Barriers to Accessing Services (38 Responses)**



Note: Qn. included in Student Services and Administrative Services PARs

**PAR Question:** Are there any barriers disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

### Disproportionately Impacted Populations for Access to Services



Note: Qn. included in Student Services and Administrative Services PARs

# Summary and Policy Implications for Consideration:

---

- **Technological Issues**
  - **Policy Implications for Consideration:**
    1. **Examine 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.**
- **Support students in accessing services**
  - **Policy Implications for Consideration:**
    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.**

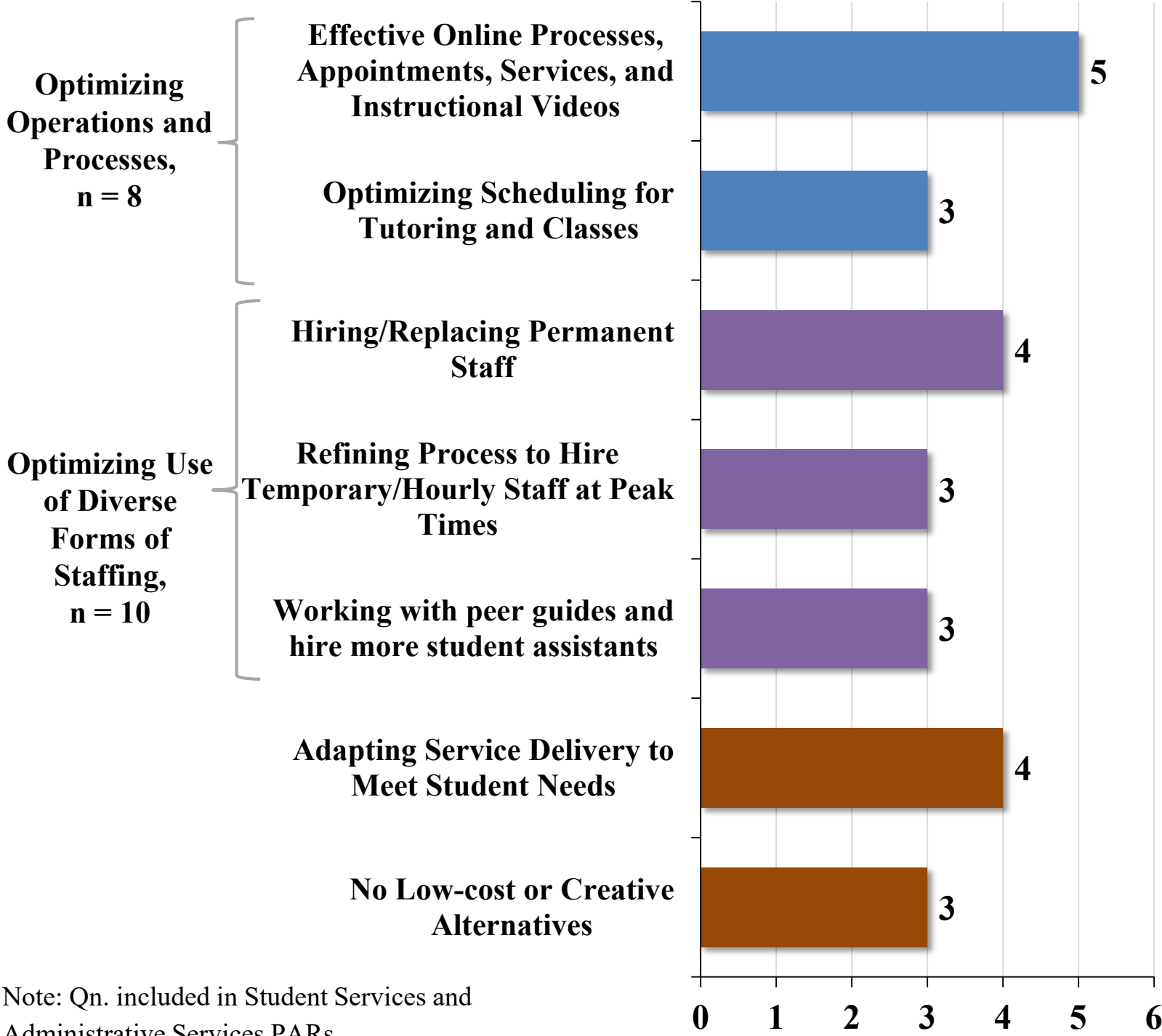
**PAR Question:** Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services?

---

- Context: Need more staffing, structural or technological updates and supports, etc.
- 36 responses
  - Majority of programs do not report long wait times.
- Following programs reported 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
  - Institutional Research
  - Area most frequently noted as having long wait times is Admissions and Records

**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?

**Low-Cost Ideas to Decrease Wait Time for Access to Services  
(36 Responses)**



Note: Qn. included in Student Services and Administrative Services PARs

# Summary and Policy Implications for Consideration:

---

- Long wait times in context of low resources and staffing
  - Policy Implications for Consideration:
    1. 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.

# Summary of Policy Implications for Consideration:

---

## **Four Most Frequently Name Policy Implications:**

- Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.
- IST Committee and/or applicable constituencies should consider:
  - Examining Chabot's processes and structures for implementing and orienting employees to system-wide technological change.
  - Consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.
- 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.
- 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.

## **Additional Policy Implications for Consideration:**

- 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.
- Ensure that support for students' financial, technological, academic, and basic needs continues.
- Invest in training on hiring and retaining employees from DI populations.
- Deans/Managers should further investigate why PAR respondents wrote diversity in staffing was not applicable to their areas, as literature has illustrated the importance of representation of the student population.
- Examine Chabot's processes and structures for allocating resources and space to ensure they work for as many programs/areas as possible.