

Fall 2021 PAR Synthesis Statement

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Office of Institutional Research: Cynthia Gordon da Cruz, Indra L. Joe & Na Liu

The purpose of the PAR Synthesis Statement is to synthesize the quantitative and qualitative responses of the roughly one hundred PARs on campus into graphs and narratives that can be used to inform funding allocation, strategic planning, and institutional effectiveness decisions.

Table of Contents

Qualitative Responses 3

 Deans’ Recommendations for College-Wide and/or Infrastructure Initiatives 3

 Institutional-Level Supports Helpful to Programs/Areas 5

 Institutional-Level Barriers or Challenges for Programs/Areas 7

 Institutional-Level Supports Helpful to Students 9

 Institutional-Level Barriers or Challenges for Students 11

 Representation in Staffing in Comparison to Students We Serve 13

 Barriers to Accessing Services 16

 Service Area Wait Times 18

 Summary of Policy Implications for Consideration 20

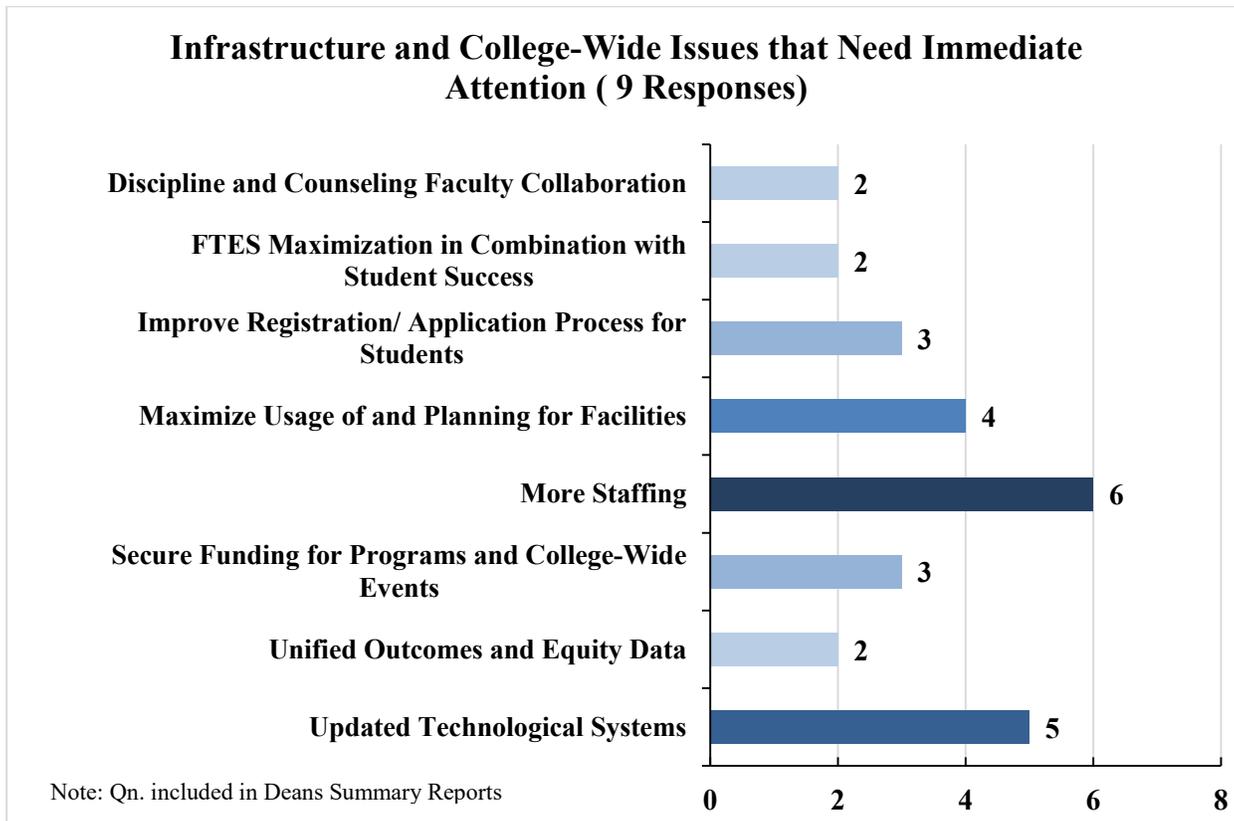
Quantitative Figures 21

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

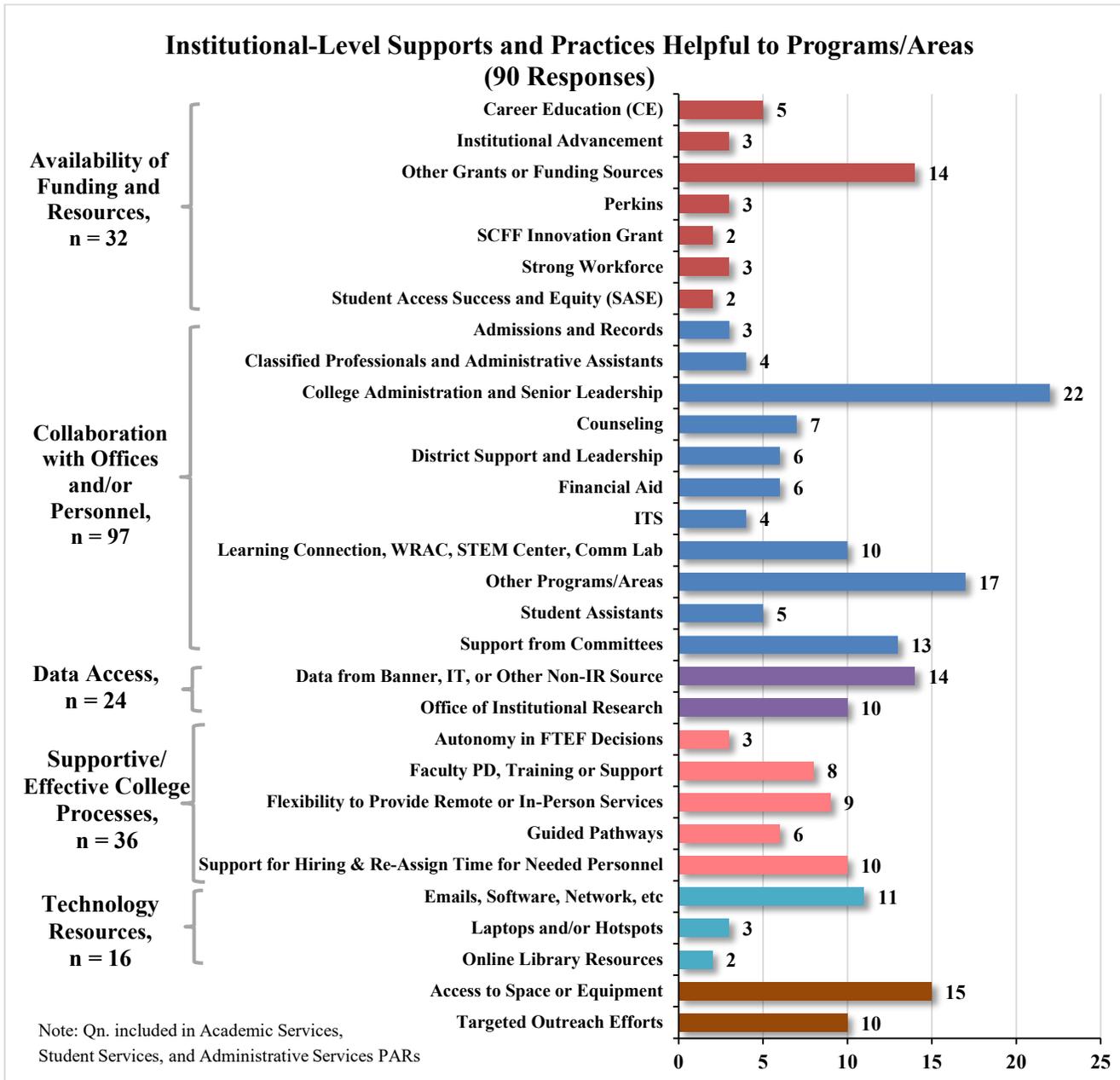
programs from reaching their goals, the issue of **hiring obstacles** was mentioned in 37 responses. Thus, while hiring significantly more staff may not be a policy option, **perhaps one way to mitigate the staffing issue would be to work with the district to further investigate hiring obstacles and 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 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).

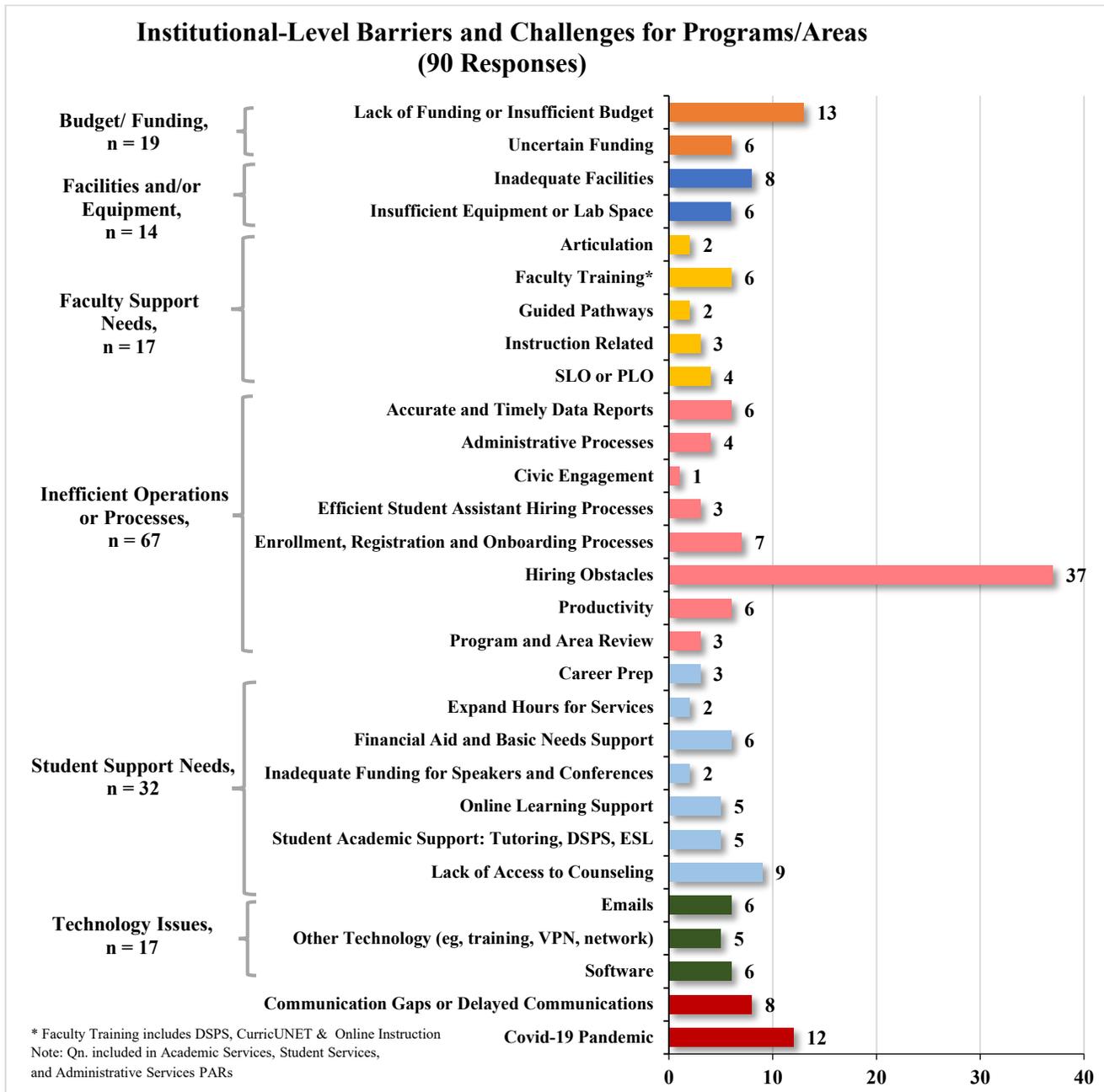
Summary and Policy Implications for Consideration:

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 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).

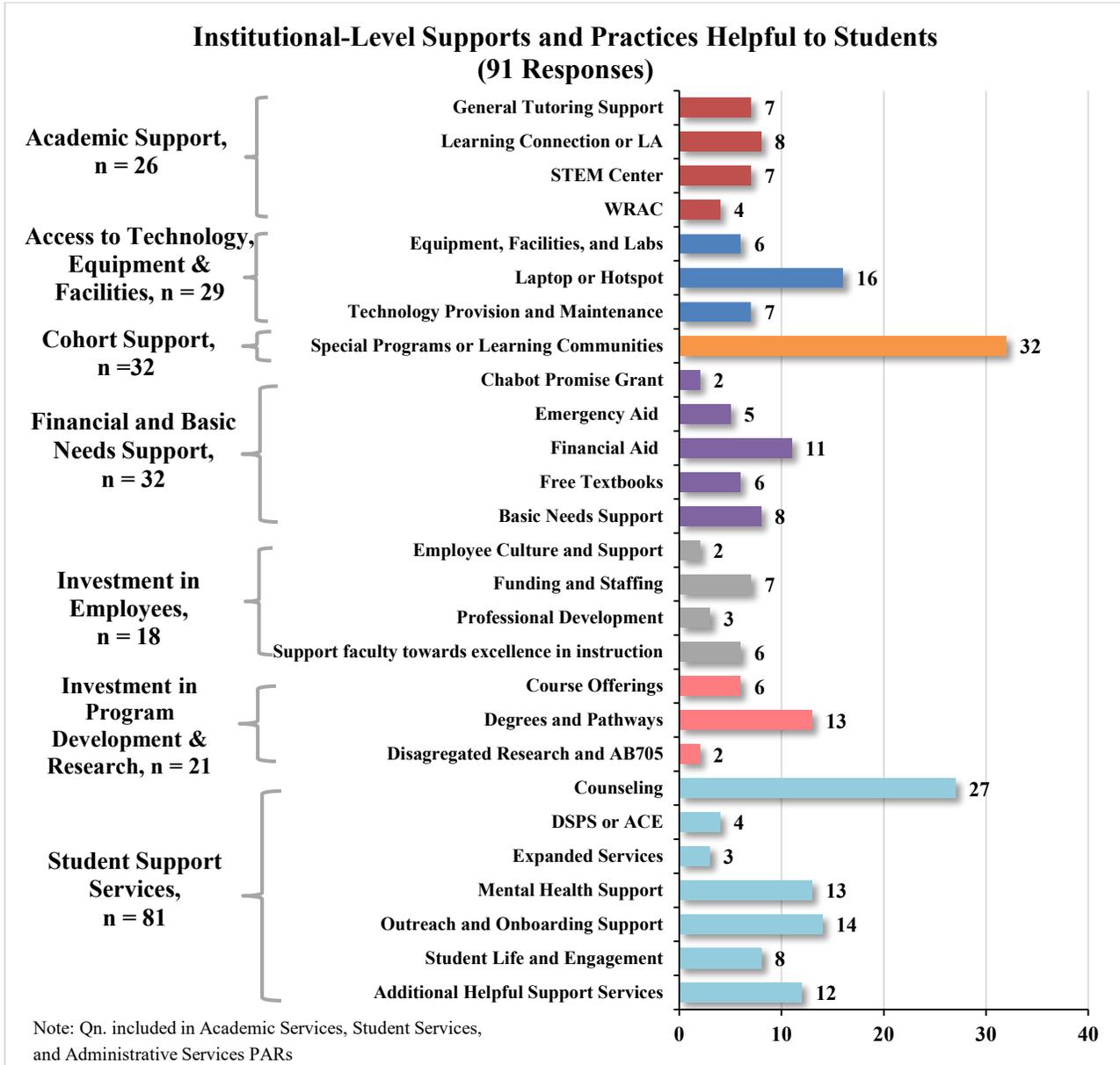
Summary and Policy Implications for Consideration:

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 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.

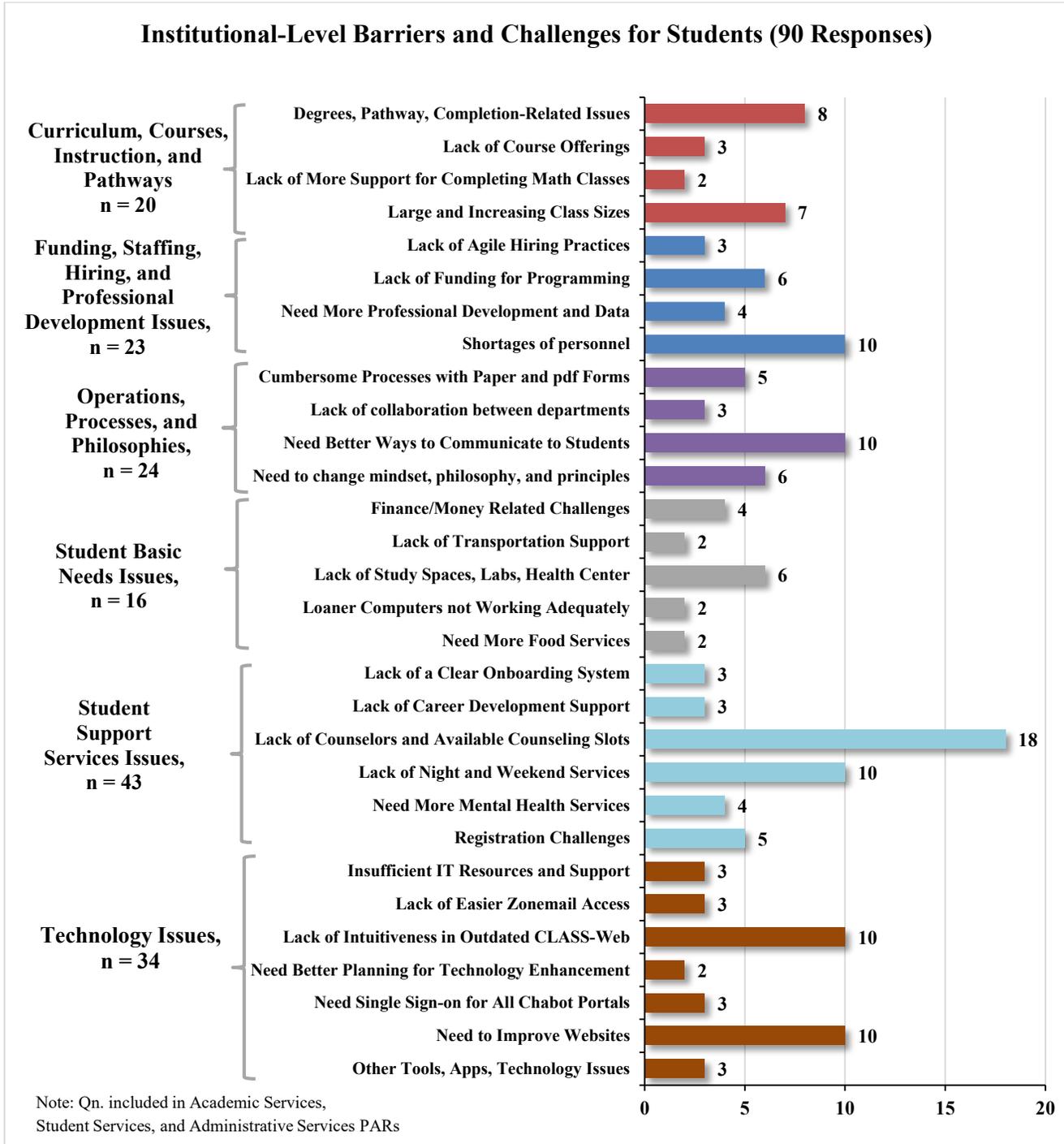
Summary and Policy Implications for Consideration:

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**.

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.

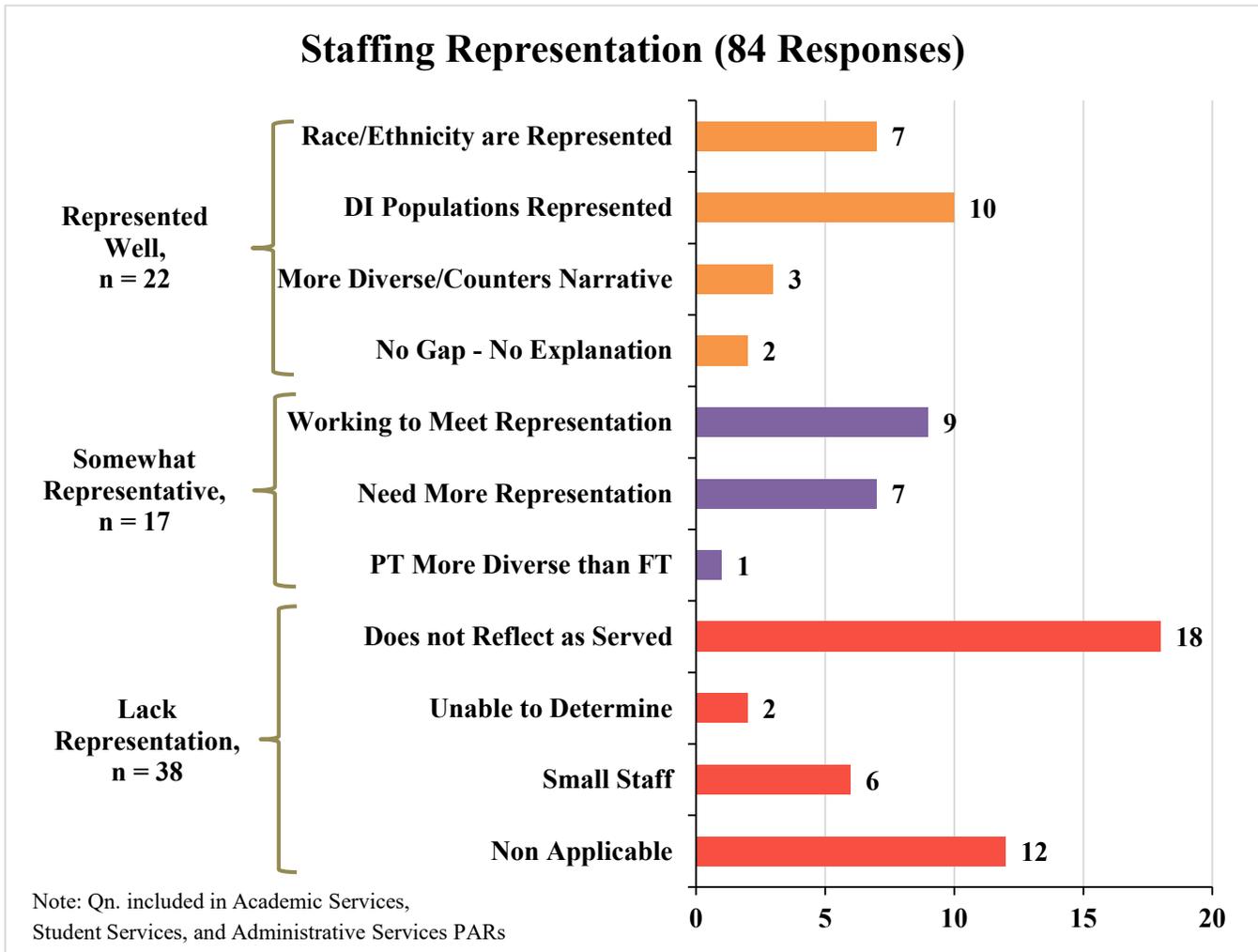
The policy implications for these two areas are the same as in the aforementioned questions: 1) **research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students** and 2) **evaluate what funding, 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.**

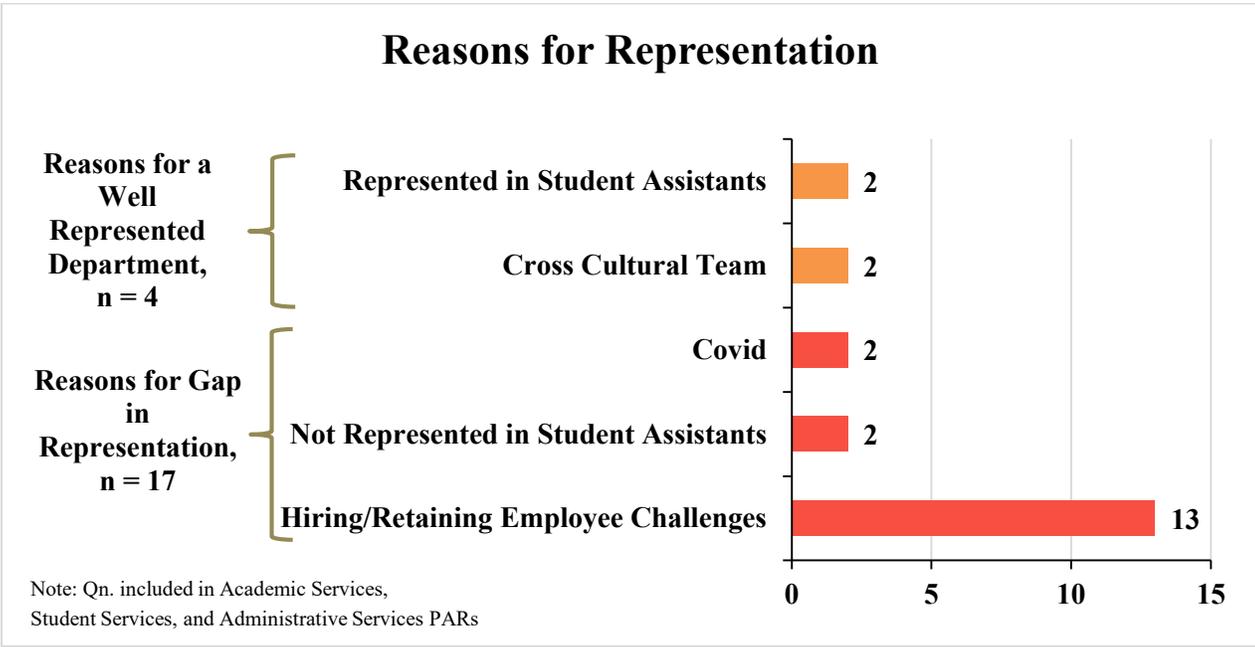
Representation in Staffing in Comparison to Students We Serve

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

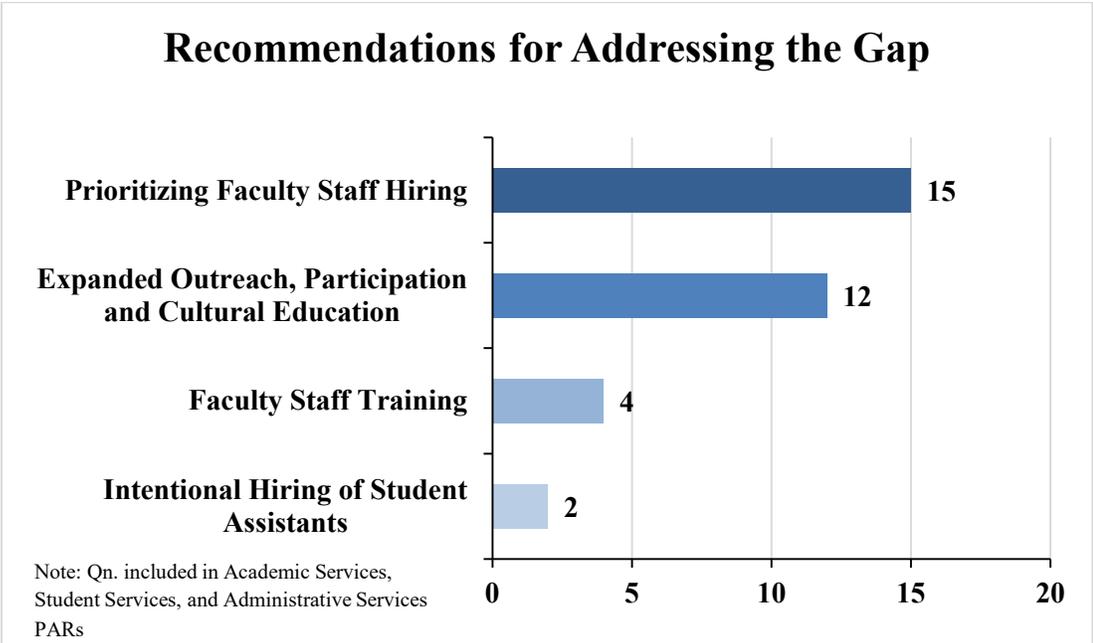
PAR Committee Lead Analysts: Anamarie Navarro and Christina Read



In terms of how well programs/areas believe DI populations are represented in their staffing in comparison to the representation of DI populations in the students served, 22 programs believe they are well-represented, 17 believe they are somewhat representative, and 38 believe they lack representation. Comments in PARs that authors were “unable to determine” representation, their staff was “too small” to be representative, or that the question “did not apply” to their program were included in the “lack representation” code.



PAR authors described reasons for having good representation as either due to their student assistants (2 comments) or to having cross cultural teams (2 comments). The most frequently mentioned reason for having a gap in representation was challenges with hiring and retaining employees (13 comments). Programs also noted Covid-19 (2 comments) and not being able to hire representative student assistants (2 comments) could lead to a gap in representation.



In order to address the gap in representation between Chabot staff and students, programs frequently mentioned two ideas: prioritizing faculty/classified professional/administrator hiring (15 comments) and expanding outreach, participation, and cultural education (12 comments). For example, one program wrote, “El Centro staff is all Hispanic or Latinx, which is ideal for the Latinx community it serves. We share similar cultures, we all are Spanish speaking. However, we may need more representation of more diverse Latinx communities from South America, male/female and LGBTQ+.” Another program wrote “This has been the most difficult challenge to overcome. We have two women and eighteen men in the instructor cadre. Our Chabot

professionals are mostly women with a couple of men. We have tried to gain more instructors, including those who represent DI groups, but have difficulty getting them to fill out applications or complete hiring packets.”

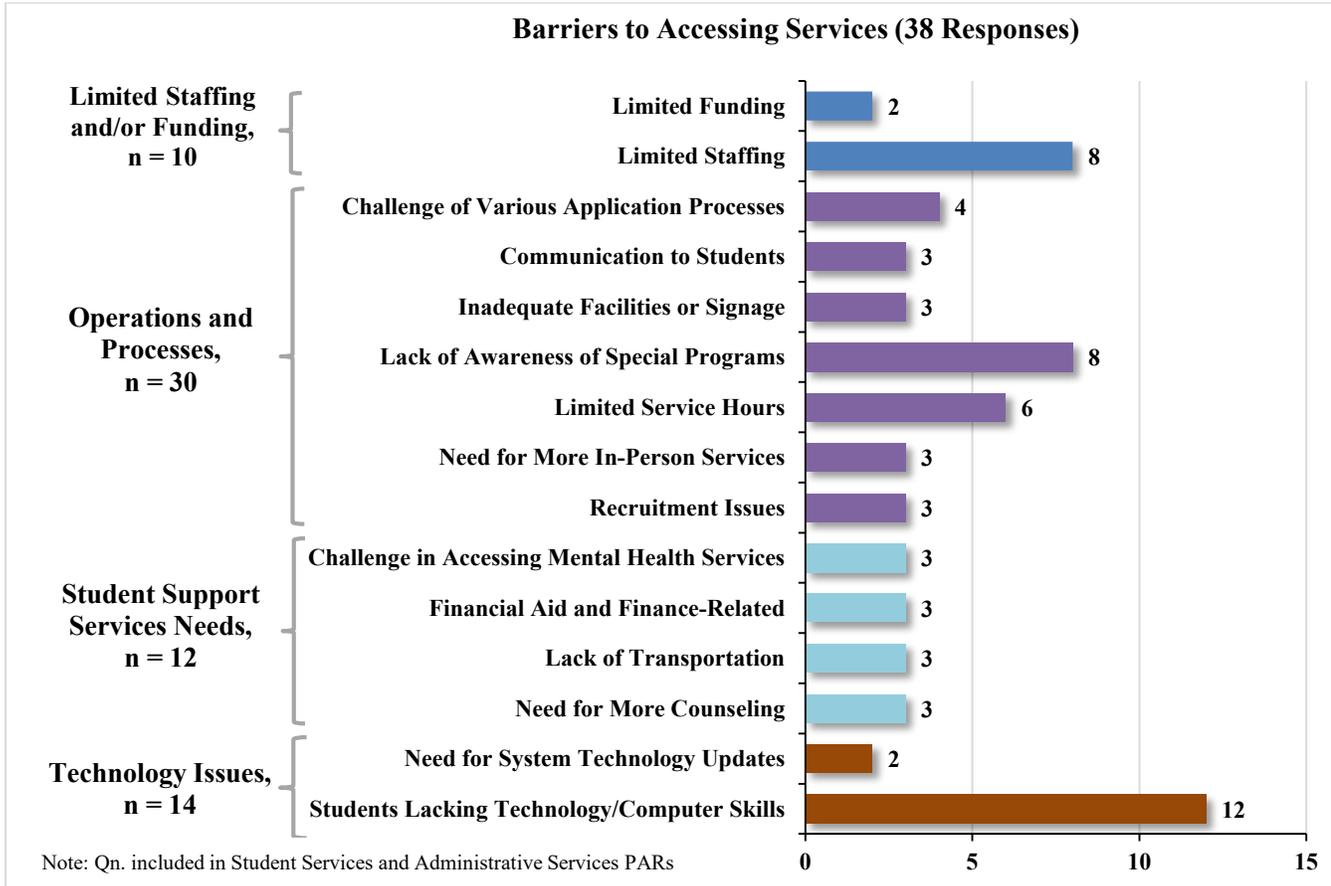
Summary and Policy Implications for Consideration:

Overall, responses to this question indicate that many programs do not believe DI populations are well-represented in their staffing, in comparison to the student population. **One possible policy implication is the importance of investing in training on hiring and retaining employees from DI populations.** It is also worth noting that twelve programs did not believe that representation in staffing applied to their area. **The PAR committee recommends that Deans/Managers 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).

Barriers to Accessing Services

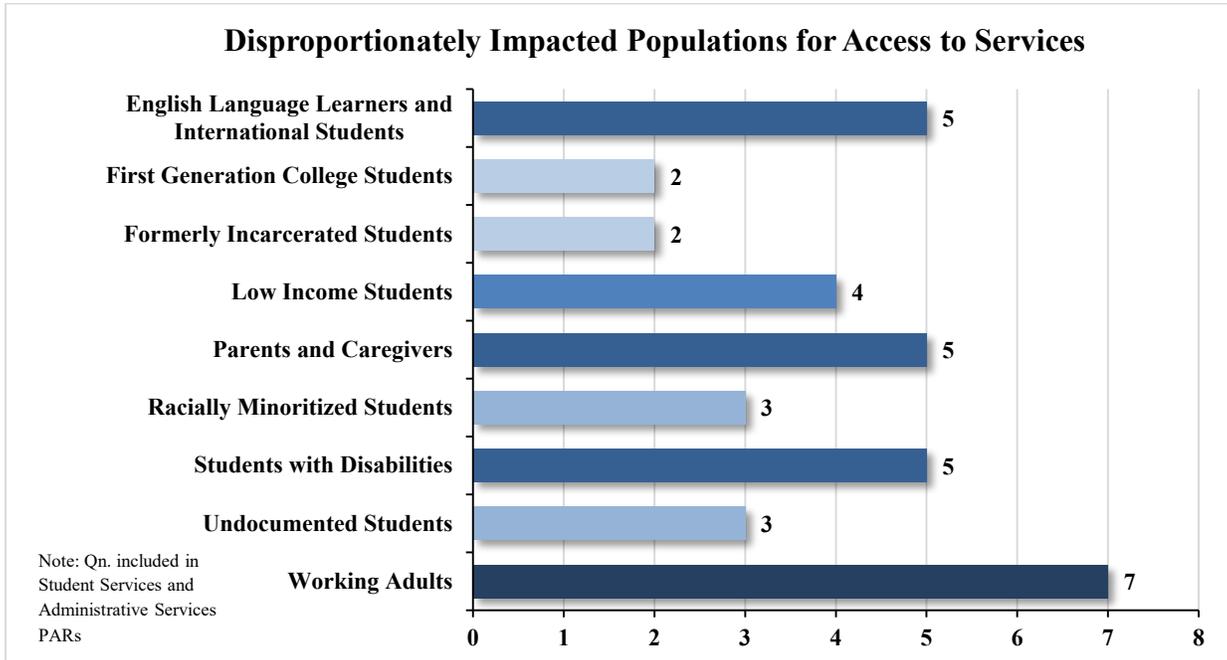
PAR Question: What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

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:

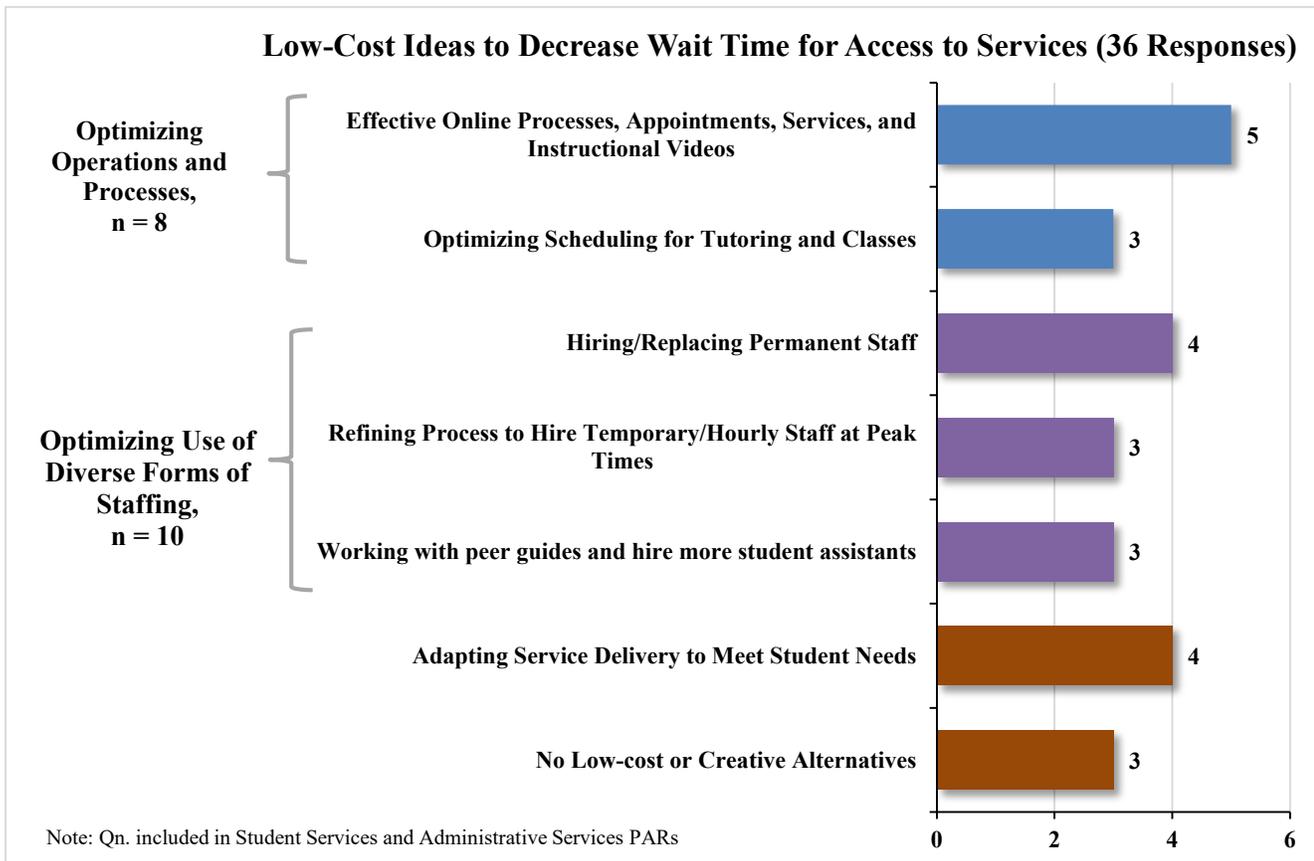
The barriers to accessing various services at Chabot include the myriad of challenges named above. Similar to previous policy recommendations, the challenges students experience that are related to navigating our technology and lack of awareness of special programs may be addressed by **examining Chabot's 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.**

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.

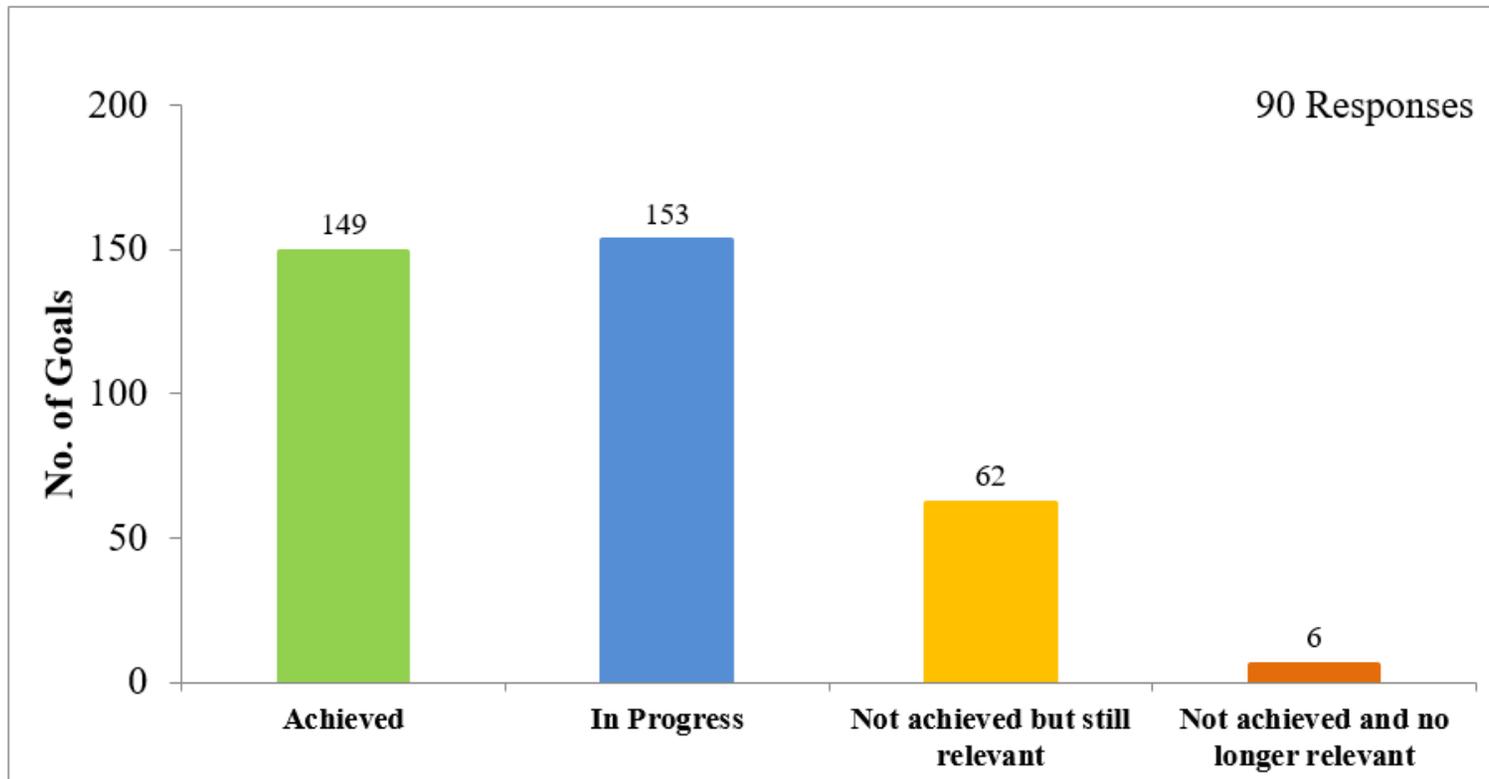
Additional Policy Implications for Consideration:

- 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.

Fall 2021 PAR Comprehensive Quantitative Report

Office of Institutional Research & Program and Area Review Committee

Status of Goals from Previous Comprehensive PAR Cycle



Service Area Outcomes (SAOs)

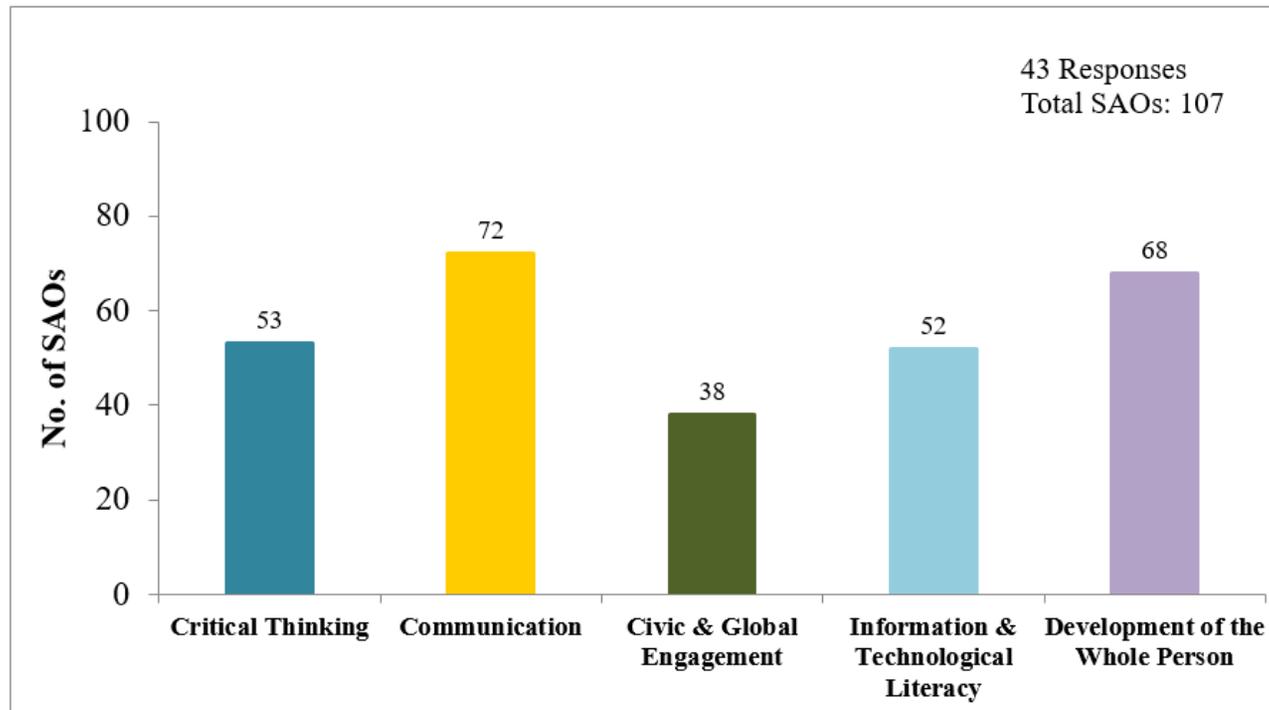
Does your service area have two or more SAOs? (Q11)

43 Responses

● No. of Programs/Areas

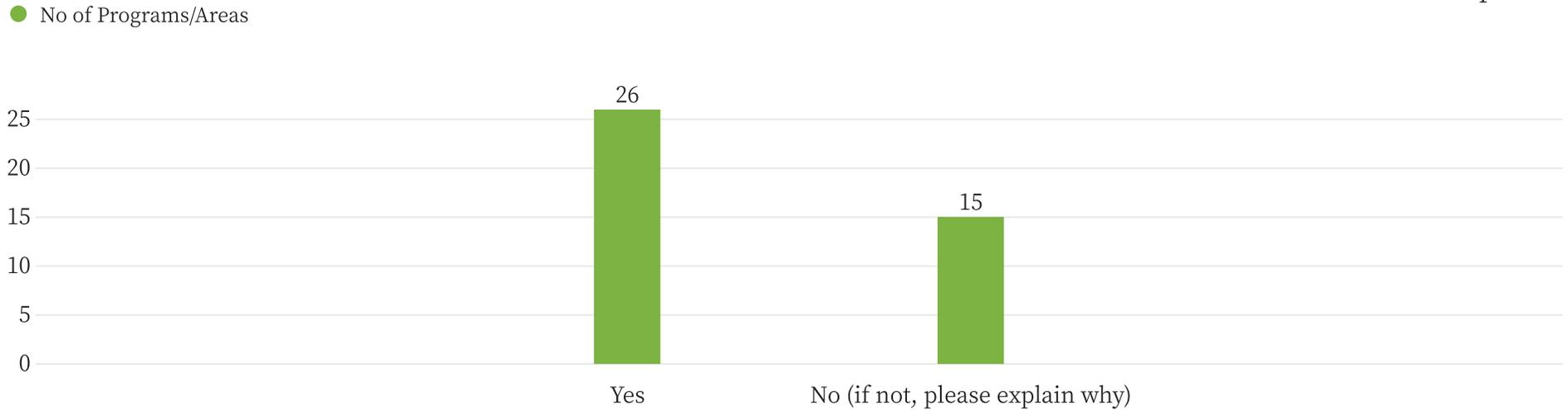


Number of SAOs connected to each of Chabot's Institutional Learning Outcomes (Q13)



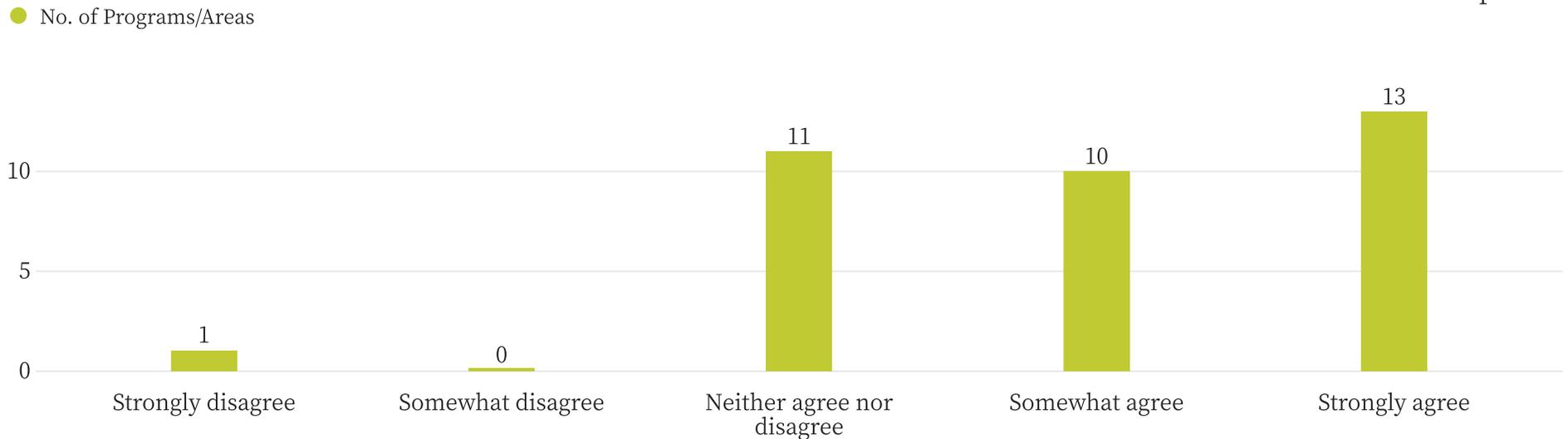
Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Were at least two of your SAOs assessed since the previous comprehensive PAR? (Q19)

41 Responses



Assessing SAOs has led to improvements in my area. (Q21)

35 Responses

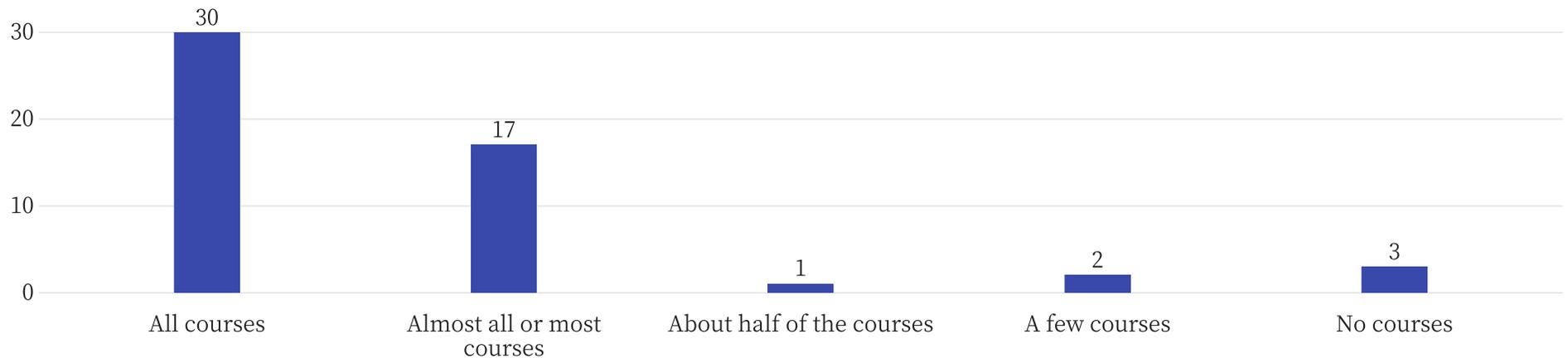


Student Learning Outcomes

SLOs: How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?

(Q26)

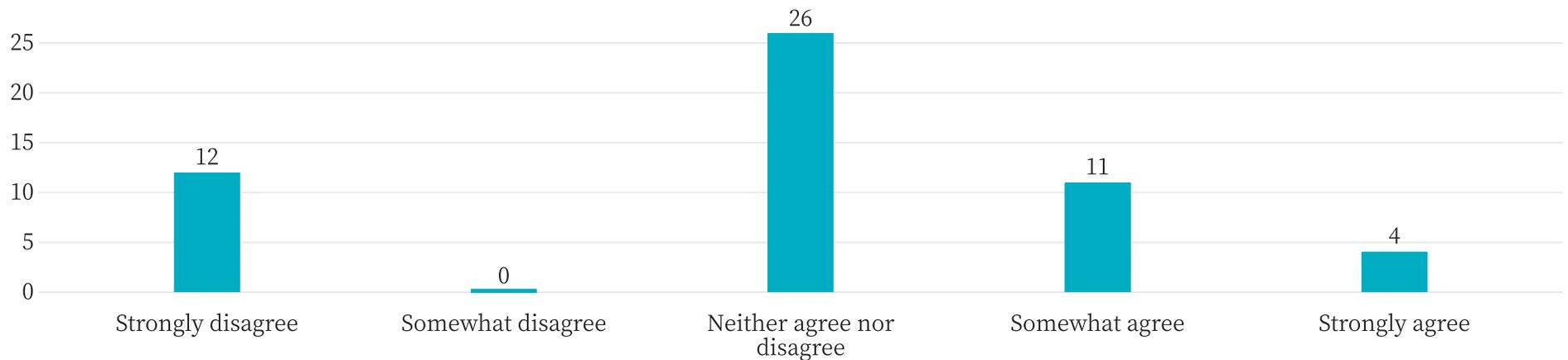
53 Responses



Assessing SLOs has led to improvements in my area. (Q28)

53 Responses

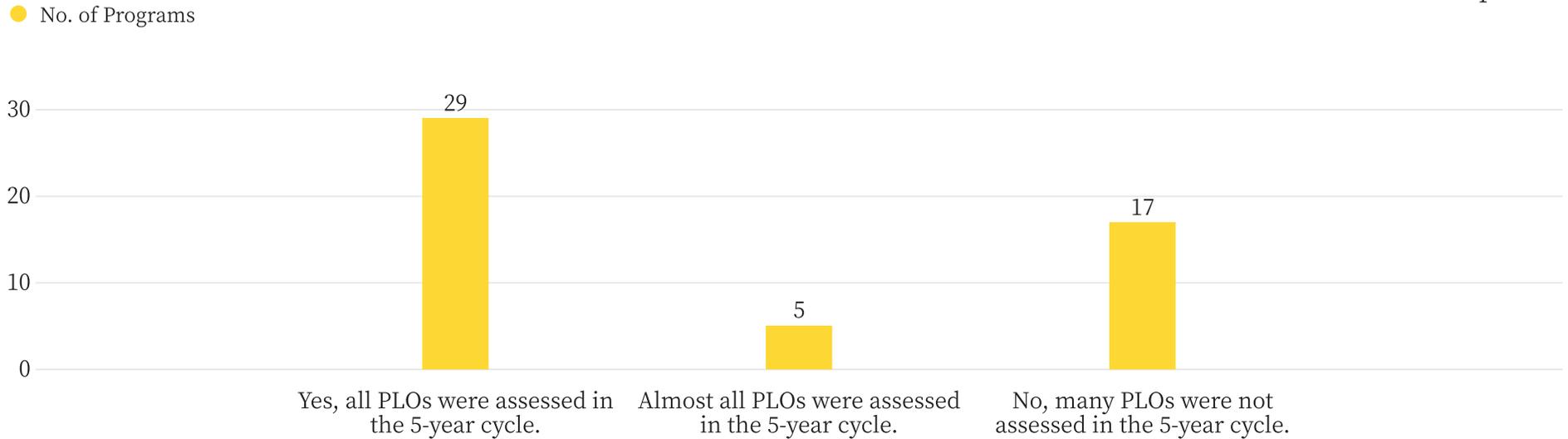
● No. of Programs



Program Learning Outcomes

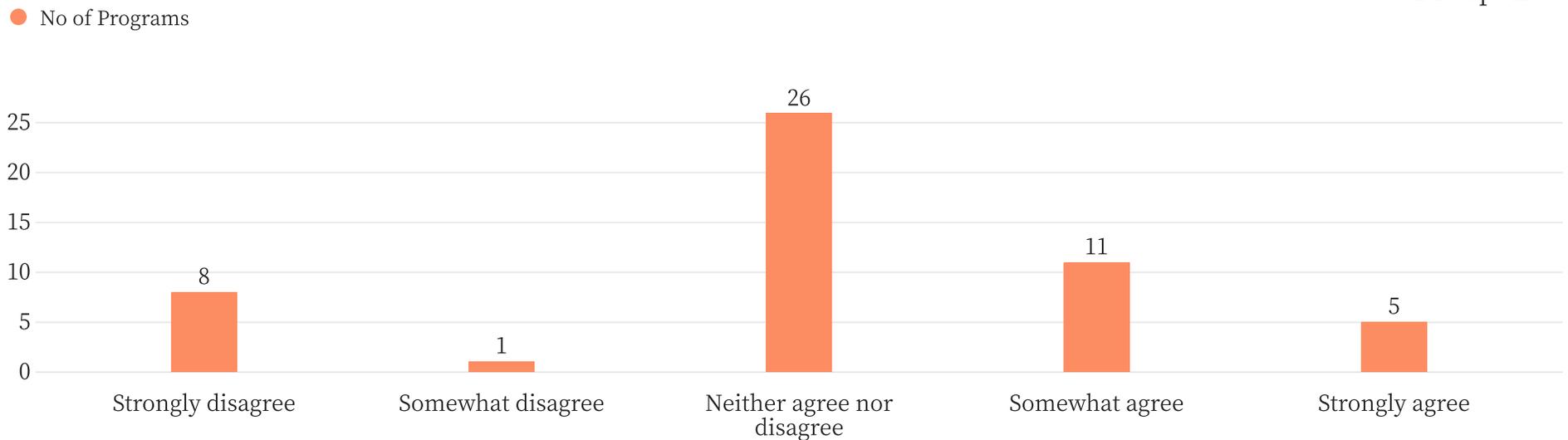
PLOs: Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET? (Q29)

51 Responses



Assessing PLOs has led to improvements in my area. (Q31)

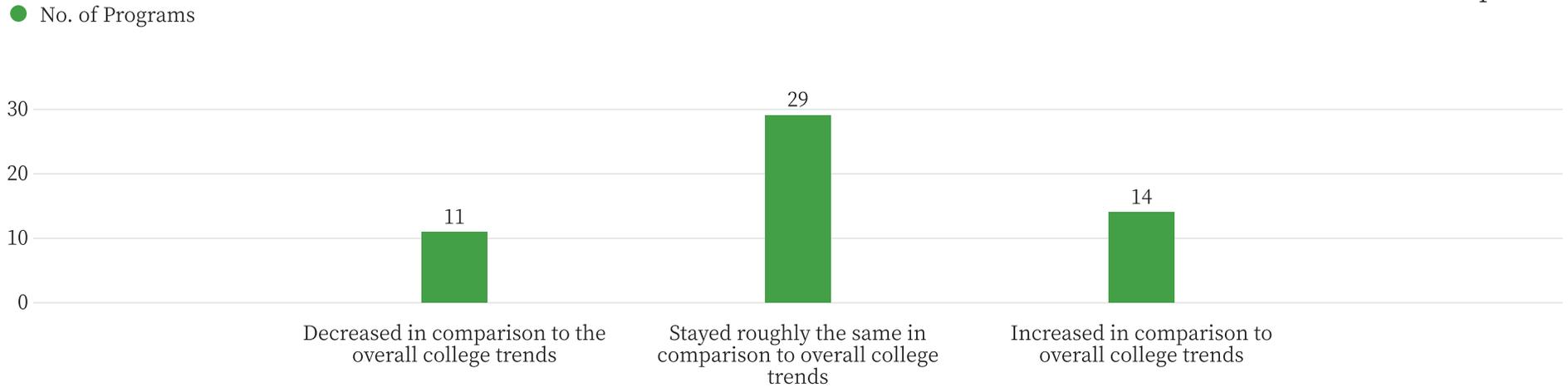
51 Responses



Academic Programs/Disciplines Data

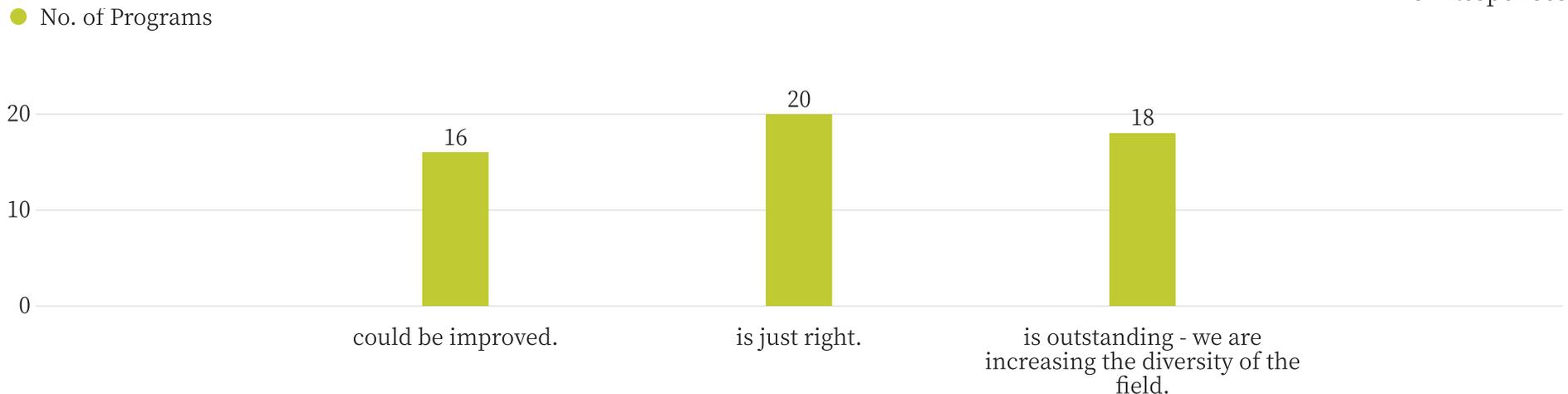
FTES and Enrollment: Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have: (Q37)

54 Responses



Enrollment Disaggregation: 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

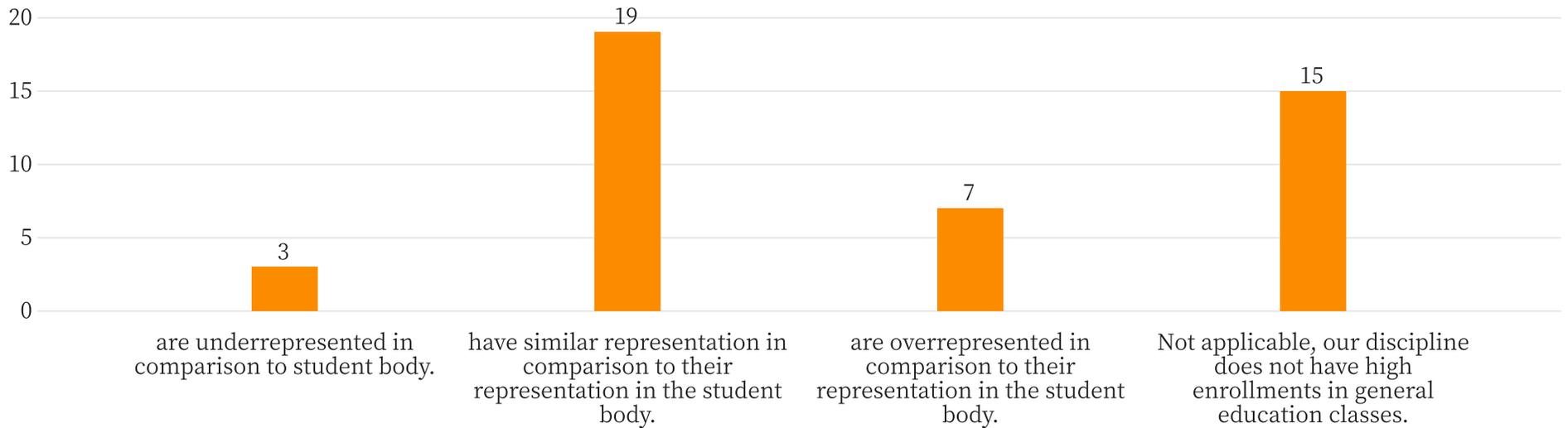


For disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups/disproportionately impacted groups (DI Groups) in your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

DI Groups in our general education classes: (Q43)

44 Responses

● No. of Programs

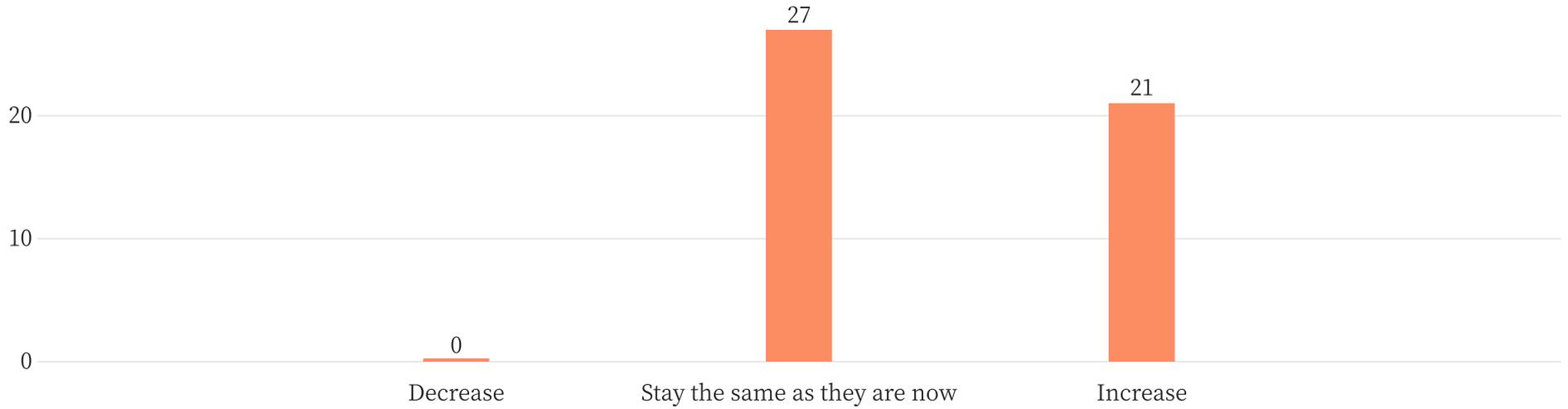


Non-Credit Course Offerings

Over the next 3 years, non-credit course offerings in our program/area are planned to: (Q46)

48 Responses

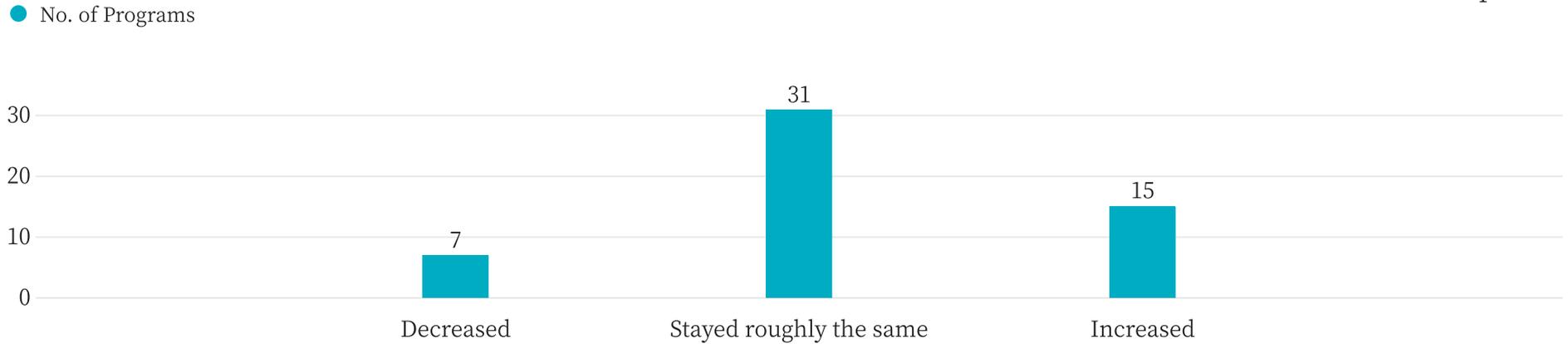
● No. of Programs



Course Success Rates

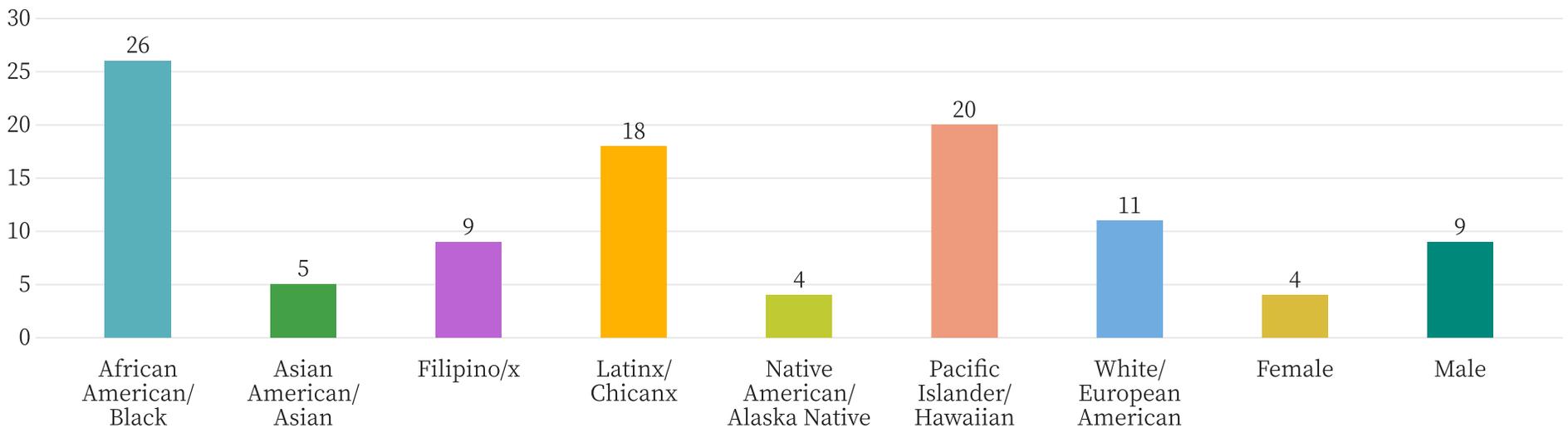
Course Success Rates Over the past three years, how have course success rates in your discipline changed? Course success rates have: (Q47)

53 Responses



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

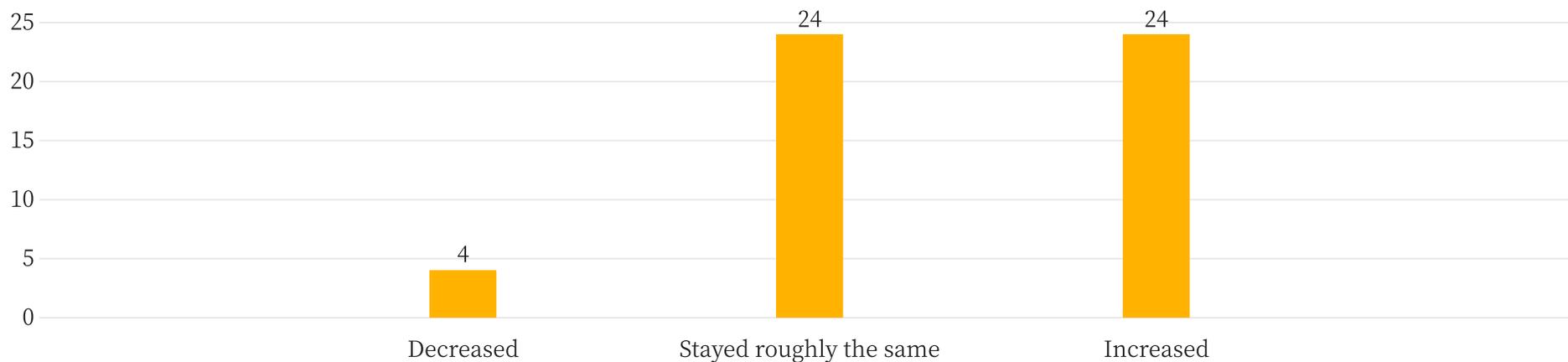


Program Completion

Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)? (Q51)

52 Responses

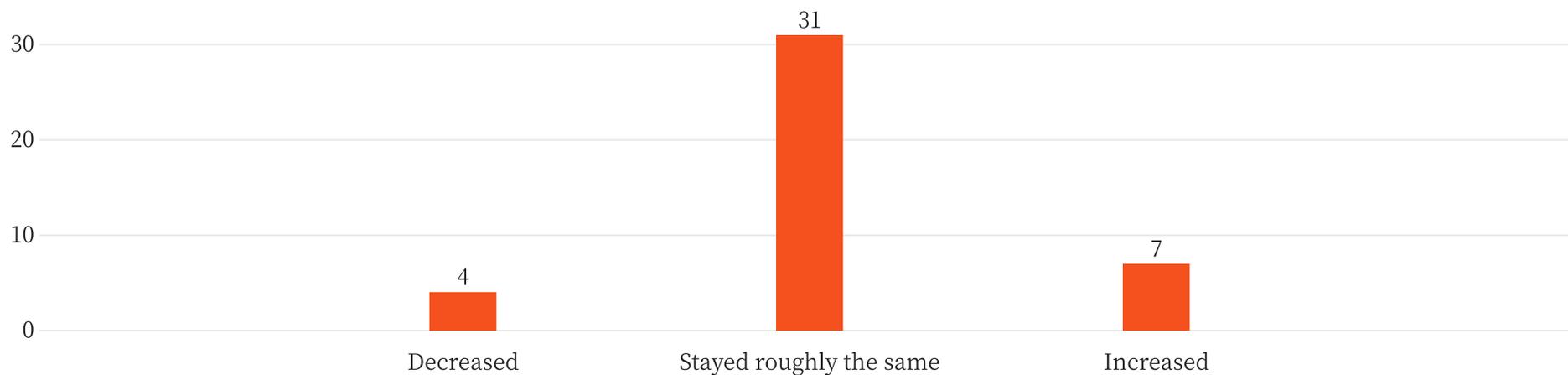
● No. of Programs



Over the past 3 years, what is the trend in Chancellor-Approved Certificates awarded in your program(s)? (Q52)

42 Responses

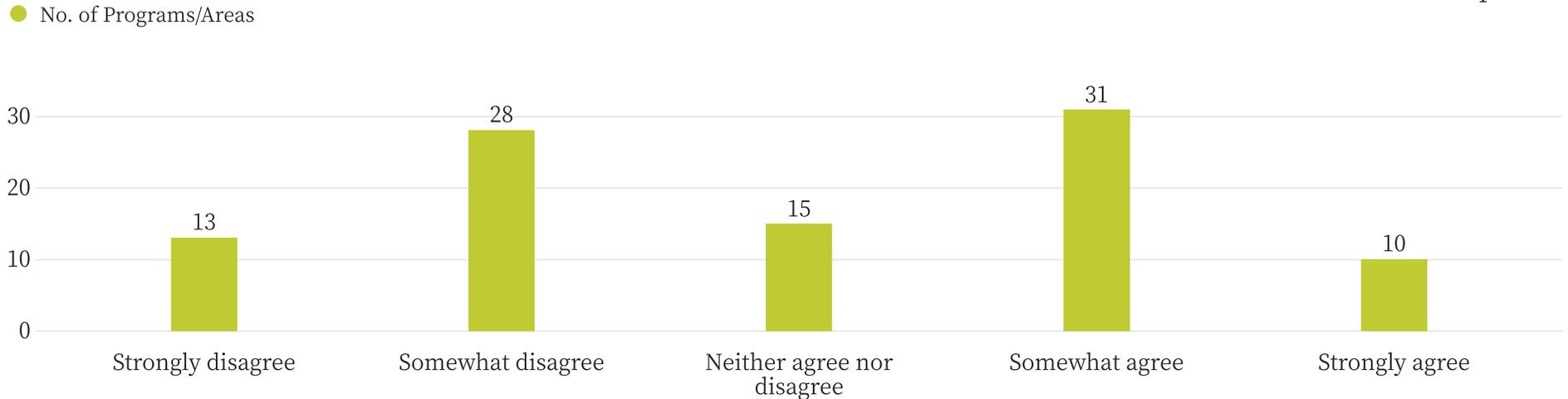
● No. of Programs



Technology, Facilities and Professional Development

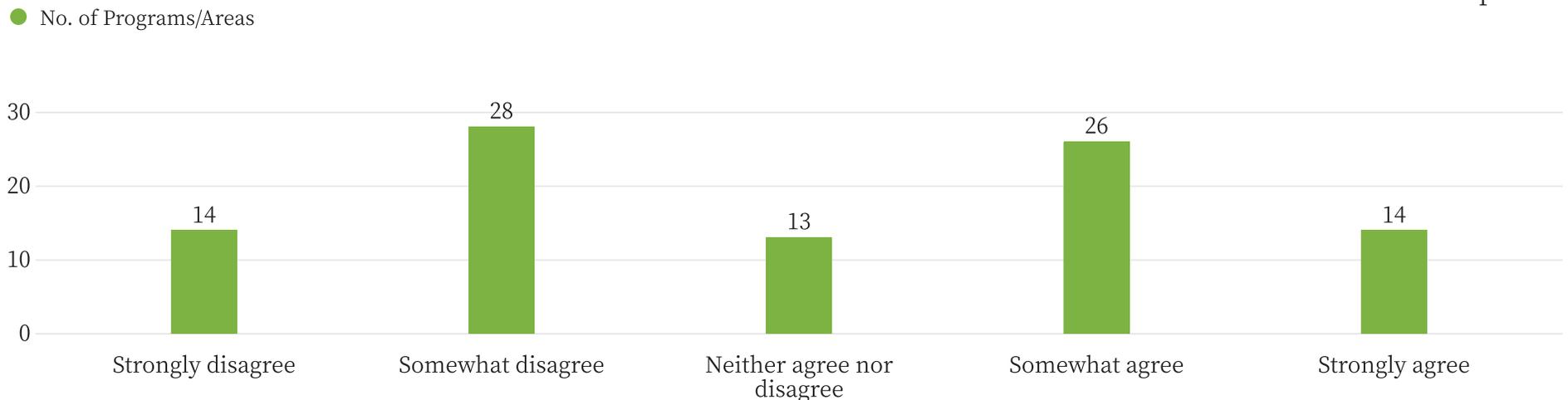
The technology in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals. (Q60)

97 Responses



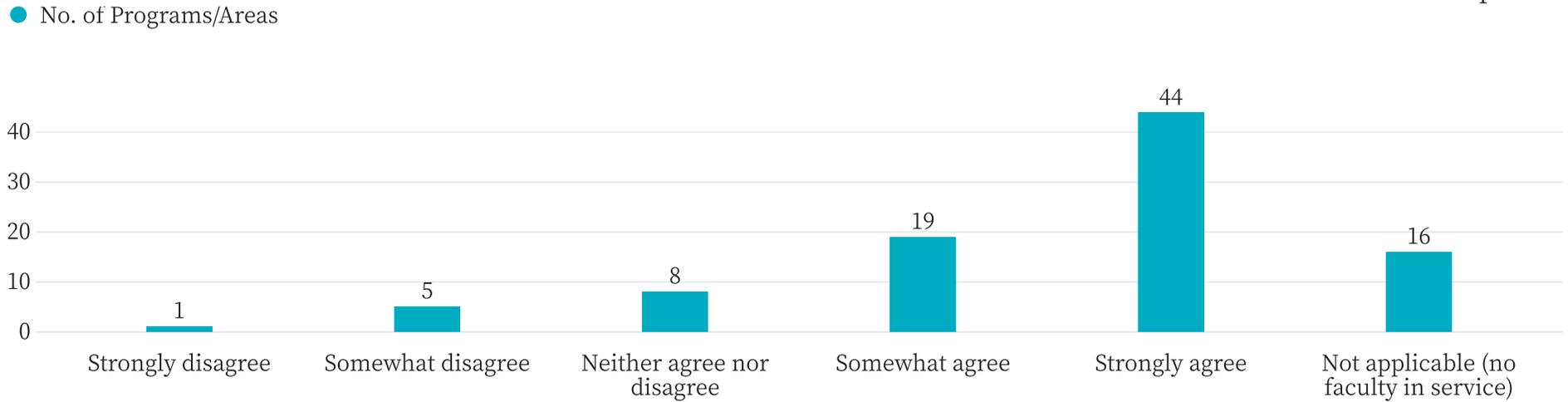
The facilities in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals. (Q62)

95 Responses



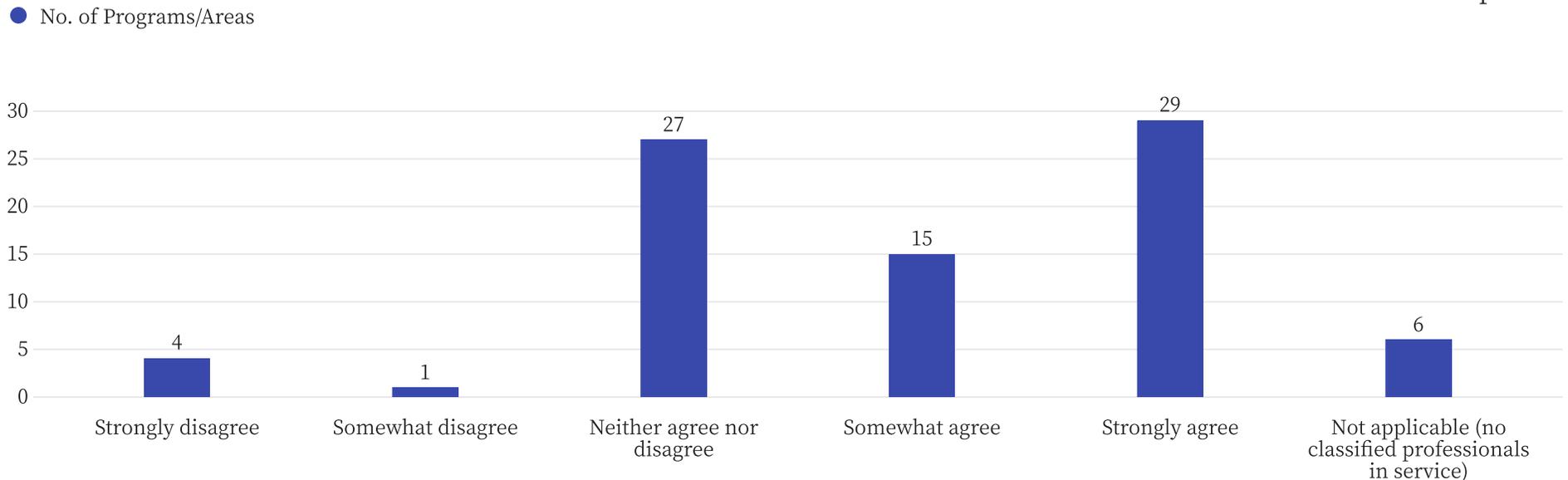
In general, Faculty members in my program/area regularly participate in professional development activities offered by/at Chabot. (Q64)

93 Responses



In general, Classified Professionals in my program/area regularly participate in professional development activities offered by/at Chabot. (Q65)

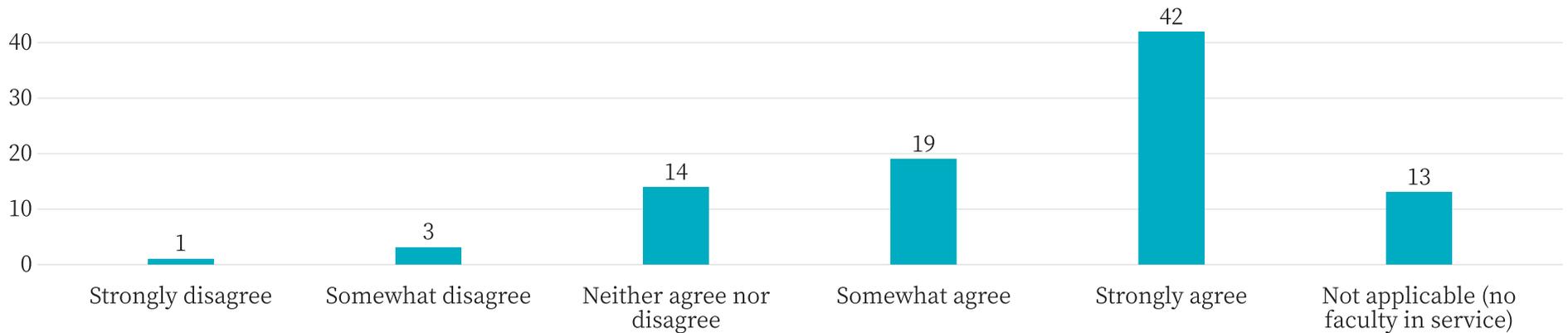
82 Responses



In general, Faculty members in my program/area regularly participate in professional development activities offered outside of Chabot. (Q66)

92 Responses

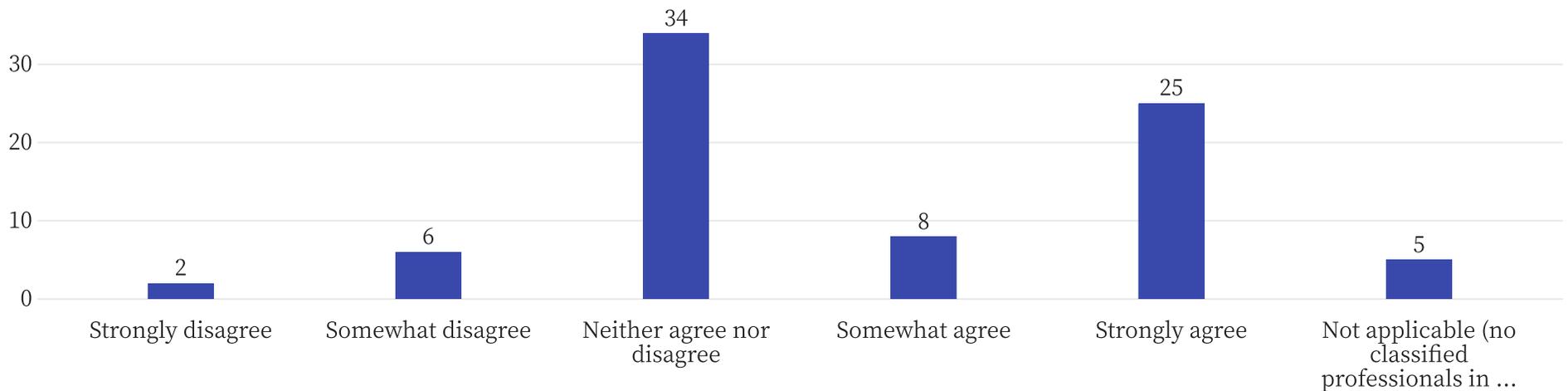
● No. of Programs/Areas



In general, Classified Professionals in my program/area regularly participate in professional development activities offered outside of Chabot. (Q67)

80 Responses

● No. of Programs/Areas

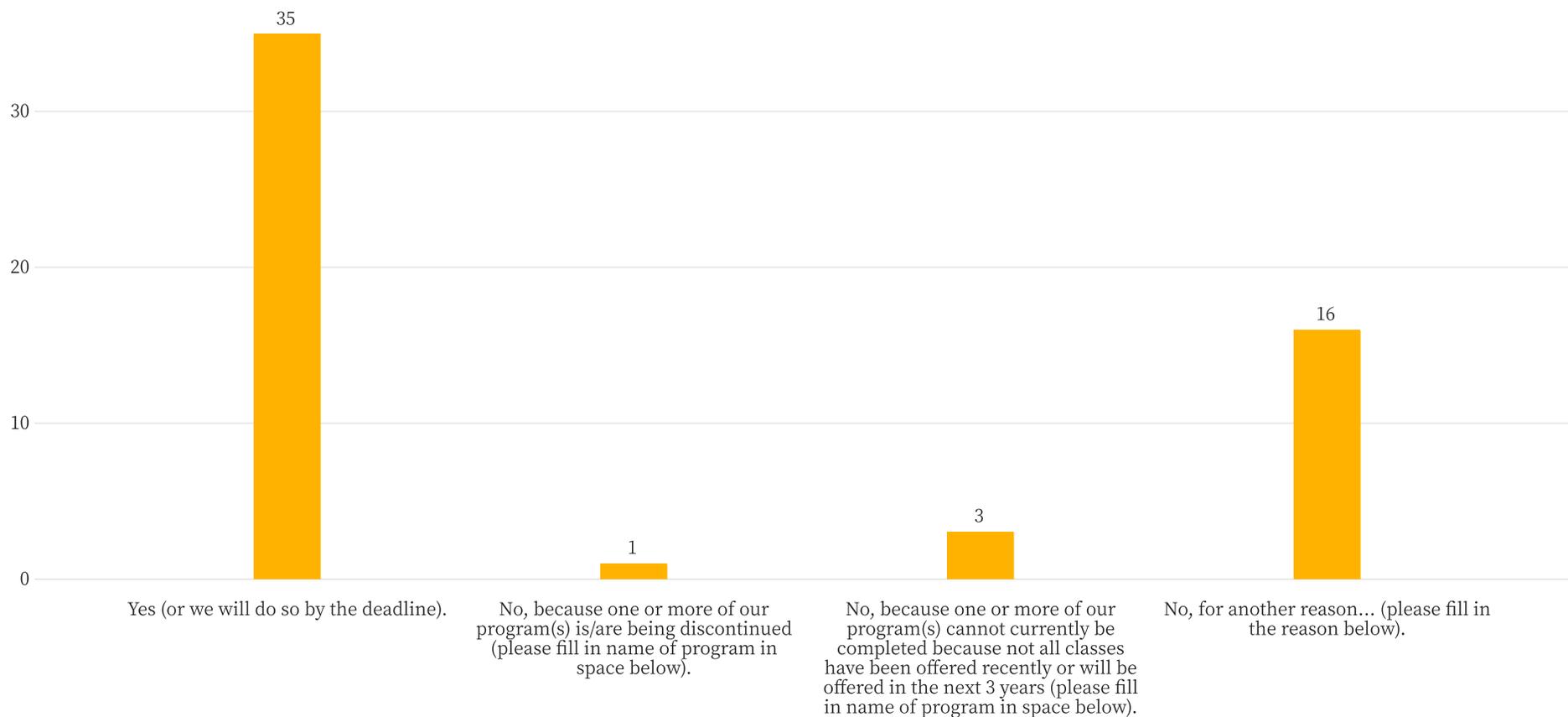


Program Maps

Have you completed all program maps for your discipline? (Q72)

55 Responses

● No. of Programs

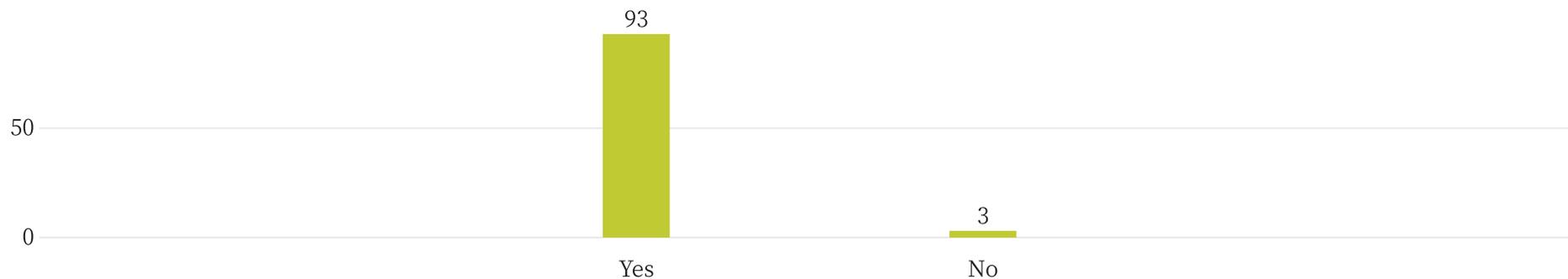


Planning

Are any of the goals that you listed for your program aligned with any of Chabot's Mission Critical Priorities in the EMP? (Q78)

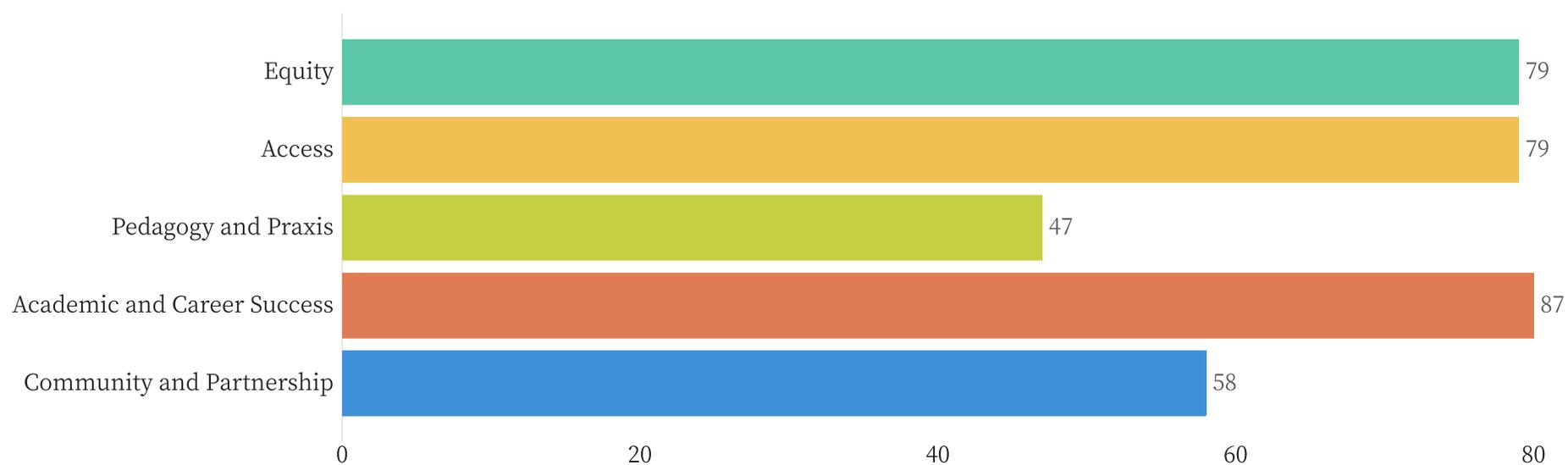
96 Responses

● No. of Programs/Areas



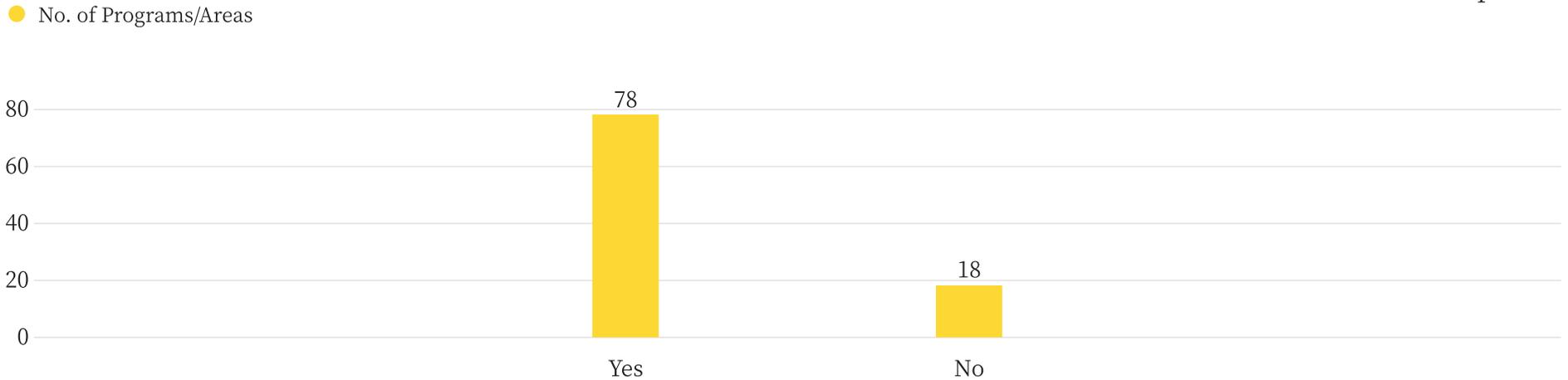
If yes, check all mission critical priorities for which at least one PAR goal is aligned (check all that apply) (Q79)

94 Responses



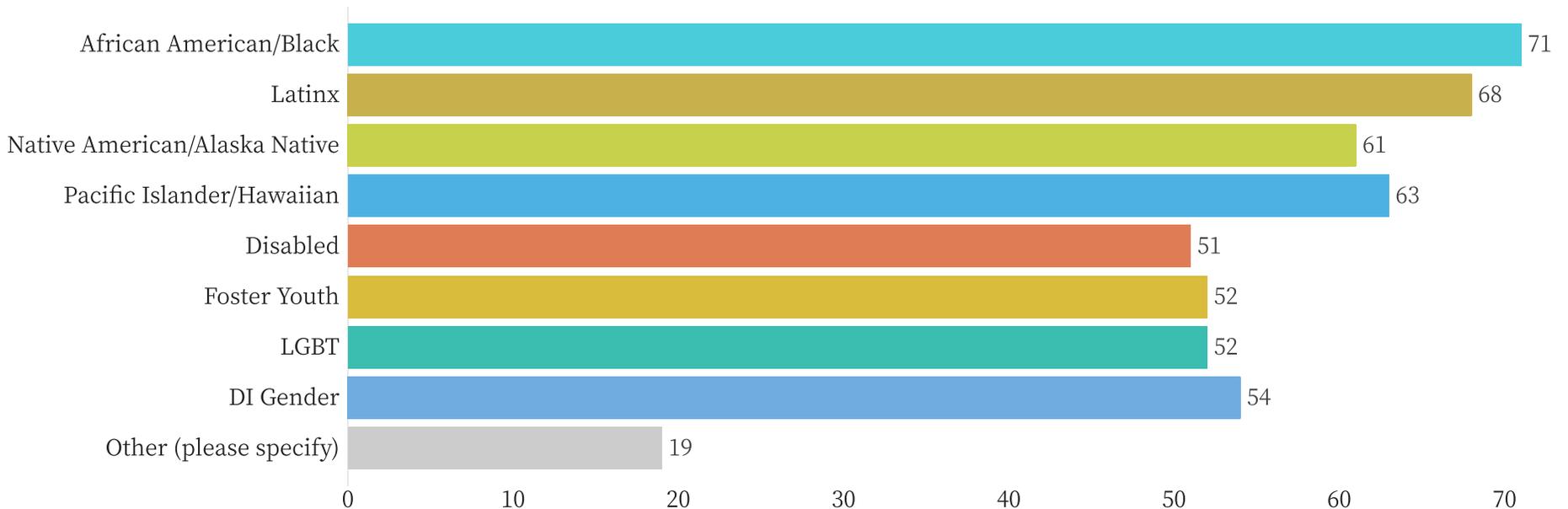
Are any of the goals you listed for your program designed with the intention of positively impacting equity, i.e., improving outcomes for any disproportionately impacted population? (Q80)

96 Responses



If yes, check all racial/ethnic student populations that at least one of your PAR goals intentionally supports. (Q81)

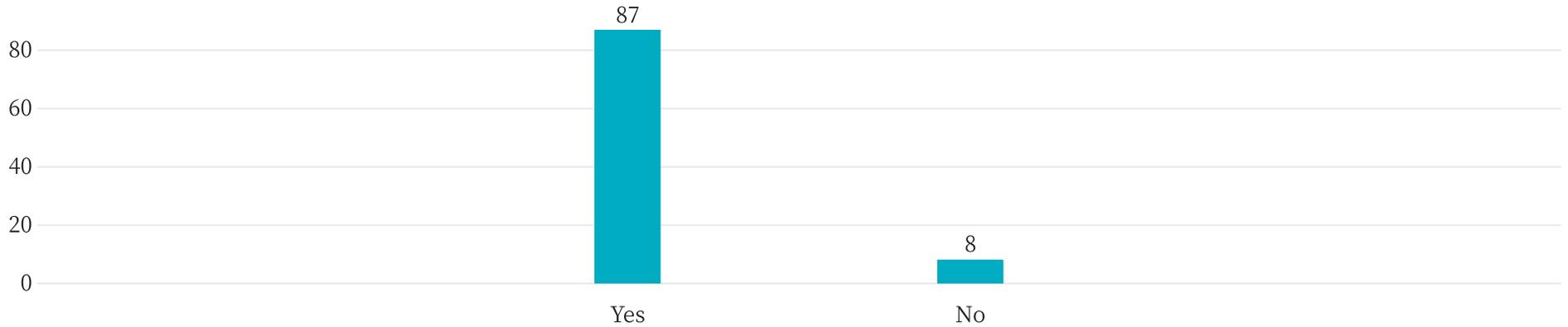
77 Responses



Chabot will be funded by the Student Centered Funding Formula (SCFF) once the "hold harmless" period ends. Are any of the goals that you listed for your program aligned with increasing Chabot's funding in any of SCFF Metrics? (Q82)

95 Responses

● No. of Programs/Areas



If yes, check all SCFF metrics that at least one of your PAR goals intentionally supports. (Q83)

88 Responses

