

Fall 2022 PAR Synthesis Statement

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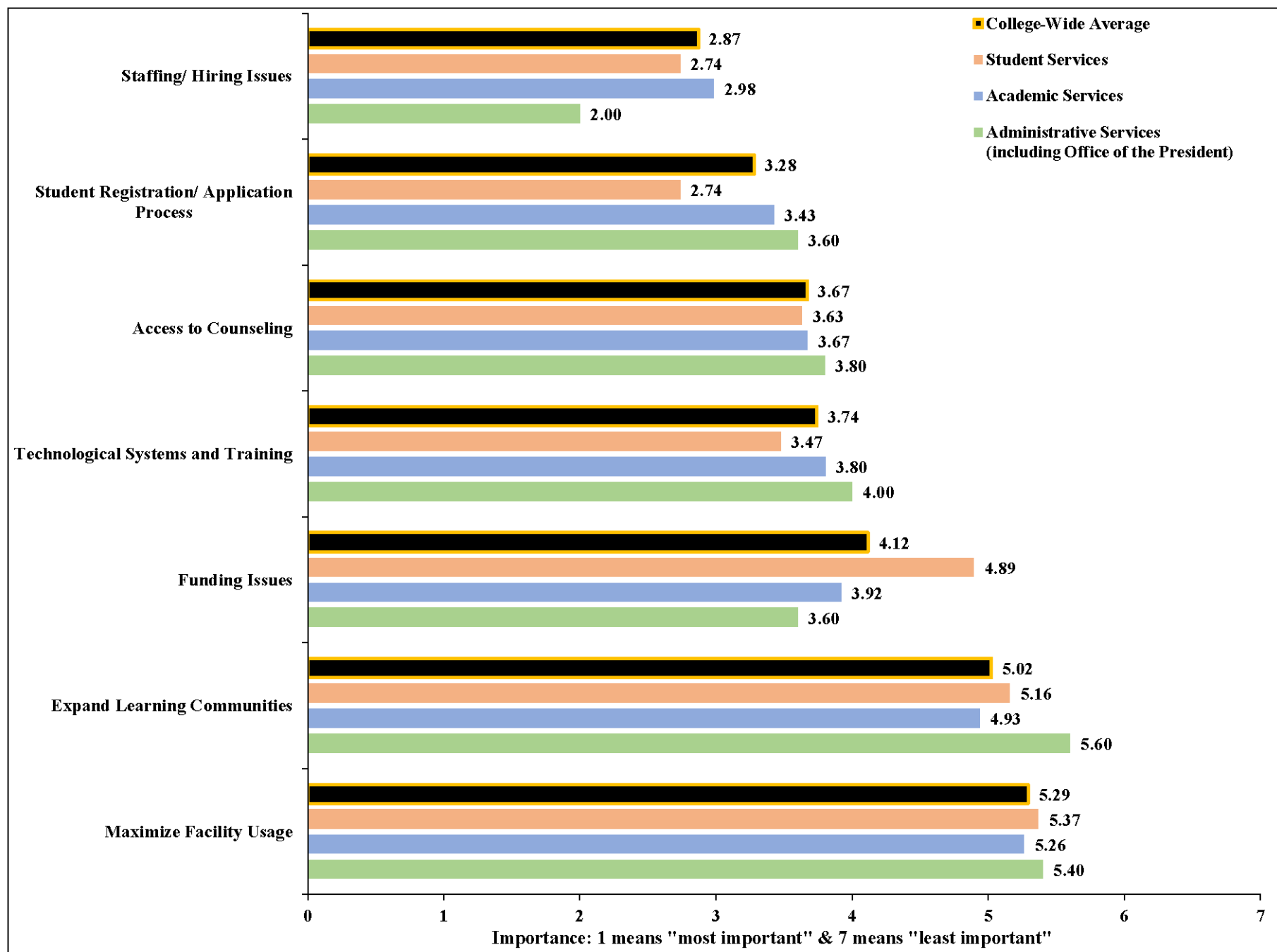
Office of Research Planning and Institutional Effectiveness: Cynthia Gordon da Cruz, Brian Goo, Alex Karan, and Na Liu

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.

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Average Rankings of Collegewide Issues by College and Area (response count = 85)



Prioritization of Collegewide/Infrastructure Issues from Most Important (1) to Least Important (7)

Field	Mean	Standard Deviation	Responses
Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.	2.87	2.12	85
Student Registration/Application Process: Improve registration/application process for students	3.28	2.07	85
Access to Counseling: 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.	3.67	1.71	85
Technological Systems: Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input.	3.74	1.74	85
Funding: Secure funding for programs and college-wide events	4.12	1.83	85
Learning Communities: 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.	5.02	1.51	85
Facilities: Maximize usage of and planning for facilities	5.29	1.71	85

Program Responses By Area (only includes completed responses; response count = 85)

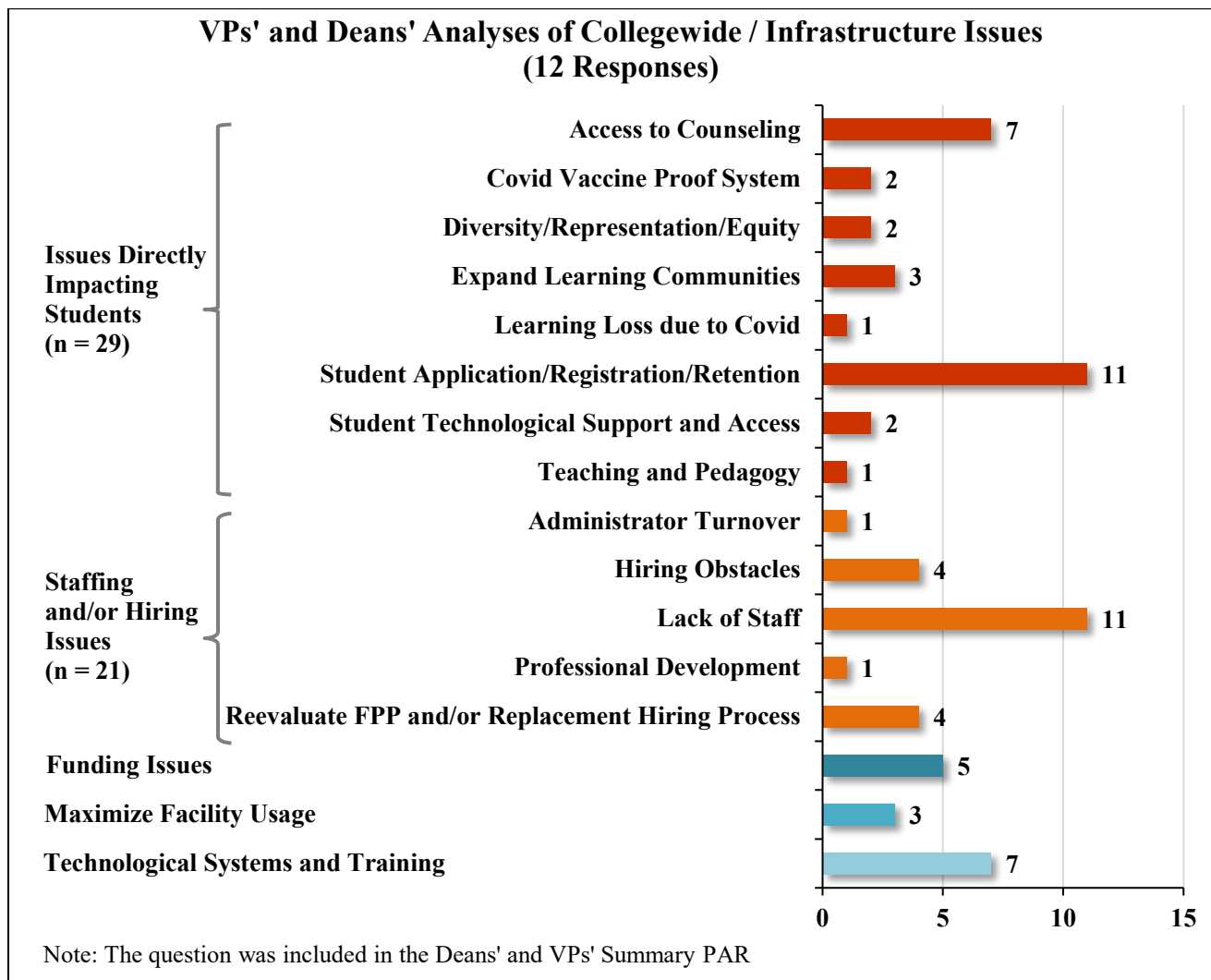
Student Services	Academic Services		Administrative Services (including Office of the President*)
Admissions & Records	Administration of Justice	Geography and Environmental Studies	Campus Safety and Security
CalWORKS	American Sign Language	Guided Pathways	Computer Support and Audio Visual
Career and Transfer Center	Architecture	Health and Nutrition	Reprographics Center
CARES Mental Health	Art	History	Office of Research Planning and Institutional Effectiveness*
Change It Now (CIN)	Art History	Humanities, Philosophy & Religious Studies	Webmaster*
Dream Center	Astronomy	Industrial Technology	* = Program Under Office of the President
DSPS Student Services	Automotive Technology	Instructional Technology	
EOPS CARE	Black Cultural Resource Center	Interior Design	
Financial Aid	Business	Learning Connection	
General Counseling	Chabot Association of Teacher Education (CATE)	Library	
Guardian Scholars Program	Chemistry	Life Sciences	
Hispanic Serving Institution/El Centro	Communication Studies	Machine Tool Technology	
Movement	Computer Application Systems	Math	
Peer Guide Support Services	Computer Science	Medical Assisting	
Psychology Counseling	Dental Hygiene	MESA TRIO STEM	
Puente	Digital Media	Music	
Student Health Center	Dual Enrollment	Music Recording & Technology	
TRIO ASPIRE	Early Childhood Development	Nursing	
TRIO EXCEL	Early Childhood Development Lab School	PACE	
	Economics	Paralegal Studies	
	Electronic Systems Technology	Photography	
	Emergency Medical Services	Physics	
	Engineering	Political Science	
	English	Psychology	
	English as a Second Language	Real Estate	
	Entrepreneurship	Sociology	
	Ethnic Studies	STEM Center	
	Film	Theater Arts	
	Fire Technology	Welding	
	First Year Experience Program	World Languages	
	Foster and Kinship Care Education (FKCE)		

Qualitative Responses

Deans'/VPs' Recommendations for Infrastructure or Collegewide Issues

PAR Question: Programs in your division/area were asked to reflect on the results of last year's comprehensive PAR regarding infrastructure or collegewide issues needing immediate attention. Please review your "Summary Data Report" from Qualtrics (these reports aggregate all responses from programs in your division/area). Based on their responses and your own experiences, in ranked order, what do you believe are the top 3-5 infrastructure or collegewide issues that deserve immediate attention?

PAR Committee Lead Analyst: Cynthia Gordon da Cruz



Chabot Vice Presidents and Deans reviewed all the Fall 2022 PARs in their areas, and drew on their own experiences, to name the top infrastructure/collegewide issues to address. The majority of their responses fell into two broad categories: *issues directly impacting students* (n=29) and *staffing and/or hiring issues* (n=21). Within *issues directly impacting students*, the most frequently named theme was to address *student application, registration, and/or retention* (n=11). For *staffing and/or hiring issues*, three themes stood out: *lack of staff* (n=11), addressing *hiring obstacles* (n=4), and *reevaluating the faculty prioritization and replacement hiring processes* (n=4). As one respondent wrote, "In order for the college to better serve our students we need to take

a closer look at our hiring processes. The current system of not automatically evaluating programs and replacing retirements has left a gap in how we serve our students. Staffing is one of our top issues not just in [our division], but across the campus.” Three other frequently mentioned themes were the importance of *technological systems and training* (n=7), *students having access to counseling* (n=7), and *funding issues* (n=5).

Summary and Policy Implications for Consideration:

In the Fall 2021 PAR, *more staffing* was the most frequently named issue in response to this question. Once again, in Fall 2022, *lack of staff* is one of the most frequent themes. The policy implication for this issue is to **investigate the multi-faceted causes of inadequate staffing and address solvable issues**. For example, is inadequate staffing due to: 1) any inefficiencies/obstacles in hiring processes, 2) lack of funding from the state, and/or 3) inefficient (technological or other) processes that drain staff time? Not all causes of inadequate staffing have quick solutions—such as lack of funding to hire adequate staff in the community college system—but issues such as an inefficient process that drains staff time, should be addressed.

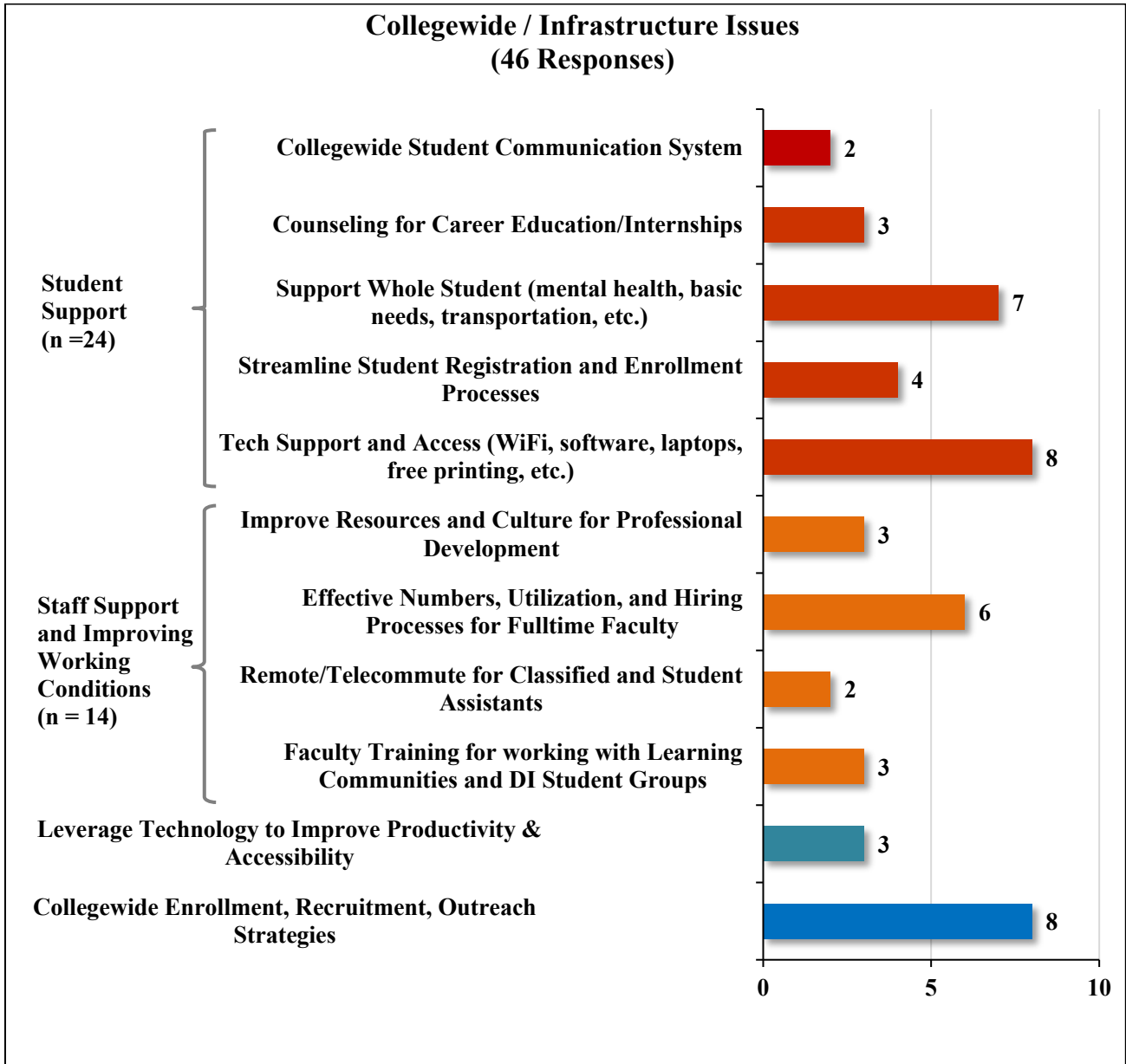
In Fall 2021, improving the student application and registration process was raised as an issue; however, in Fall 2022, the level of importance became prominent. The policy implication is to **ensure the application-to-registration process is seamless and efficient from students’ perspectives**. Consultants from Kennedy and Company have recently completed a CLPCCD study on this topic that could provide helpful recommendations to put this policy implication into practice.

Ensuring technological systems and training are up to date and **access to counseling** remained prominent issues from the Fall 2021 to Fall 2022 PARs.

Infrastructure or Collegewide Issues

PAR Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the list (student registration/application process, staffing issues, funding, technological systems, access to counseling, facilities, and learning communities), please describe below (optional).

PAR Committee Lead Analysts: Frances Fon and Alice Hale



After ranking the importance of collegewide issues named in the previous year’s PAR, respondents were asked if there were any additional pressing collegewide issues. The majority of their responses fell into two broad categories: *student support* (n=24) and *staff support and improving working conditions* (n=14). Within *student support*, two themes stood out, the importance of *supporting the whole student* (e.g., *mental health, basic needs, transportation*) (n=7) and the need for students to have *tech support and access* (e.g., *WiFi, software, laptops, free printing*) (n=8). As one respondent wrote, “As we have witnessed, the COVID-19 pandemic made evident digital inequities among Chabot College students, from the need for semester-long laptop and hotspot loans to

technical support. The latter is not new, students have continually asked library staff for assistance in terms of troubleshooting, maintaining, and upgrading both, hardware and software. ... These technology requests speak to a long-standing, structural inequality (i.e., the digital divide) impacting the majority of students. The need for ‘IT Support’ for students could be something to evaluate and consider in a post-Covid era.” Within *staff support and improving working conditions*, the most frequently mentioned theme was *effective numbers, utilization, and hiring processes for fulltime faculty* (n=6). The final frequently mentioned theme for this question was the importance of *collegewide enrollment, recruitment, and outreach strategies* (n=8). In the words of one respondent, “The recruitment of new students and retention of current students, with the declining enrollment at the college and within the district, should be our number one priority.”

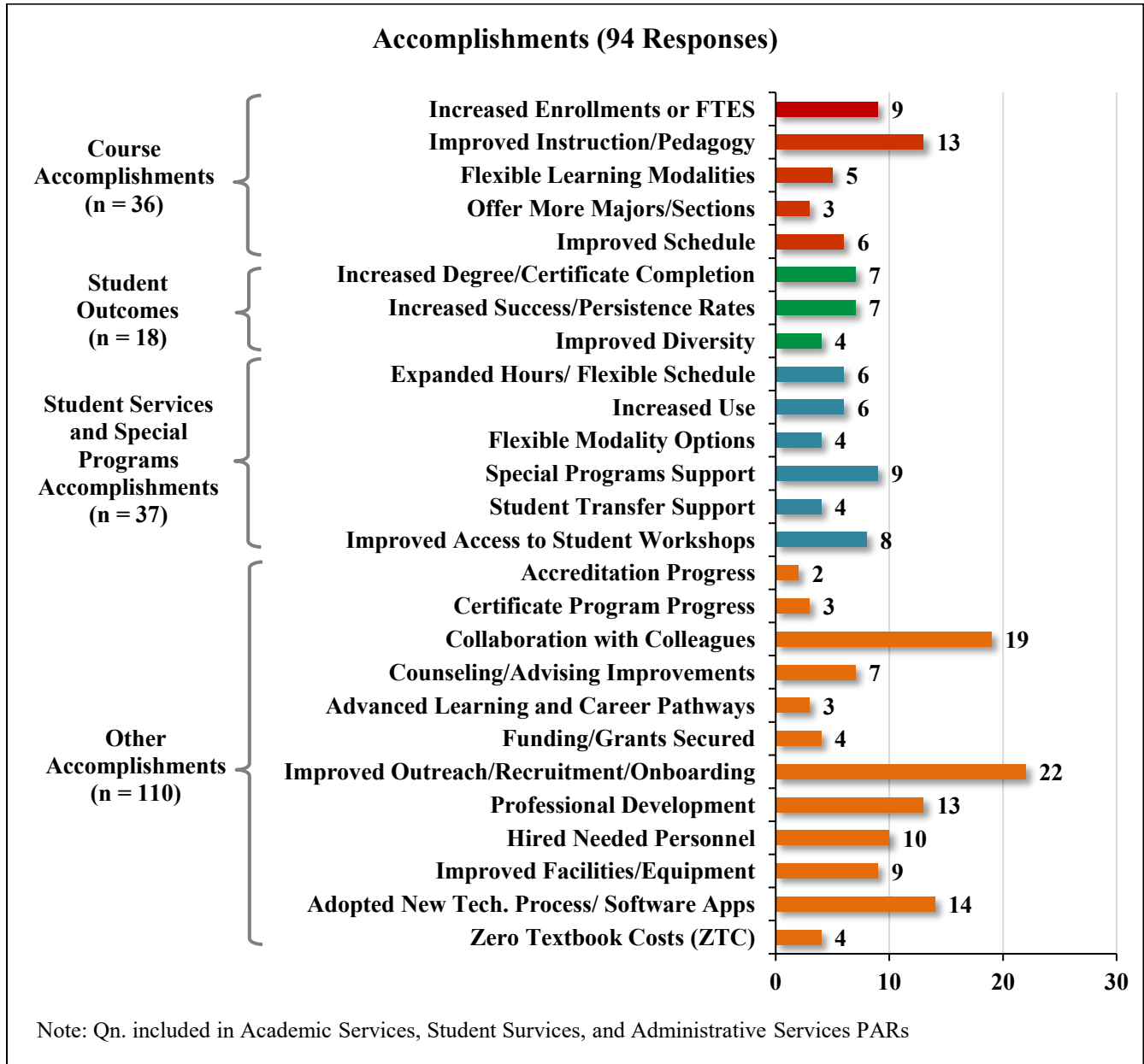
Summary and Policy Implications for Consideration:

A number of policy implications from this year’s PAR arise in relation to additional collegewide issues. These additional implications echo concerns around technology, staffing, and student support. For example, one policy implication would be to **investigate systems for providing students with hardware and software access and technological support**. Additionally, the theme of effective hiring processes for full-time faculty, could be addressed with one of the policy implications from the Deans’ and VPs’ PARs: **to investigate the multi-faceted causes of inadequate staffing and address solvable issues**. The theme of addressing collegewide enrollment, recruitment and outreach strategies, could be addressed in part by **ensuring the application-to-registration process is seamless and efficient from students’ perspectives**, but may need an additional policy consideration, such as **analyzing and implementing collegewide outreach and marketing strategies to address low enrollments**. The final policy recommendation from this question is consistent with one of the Fall 2021 PAR policy implications: **ensure that support for students’ financial, technological, academic, and basic needs continues**.

Accomplishments Regarding Meeting PAR Goals

PAR Question: So far, what is going well regarding completing your program’s/area’s goals? You could include reflections on achievement of outcomes or outcomes so far.

PAR Committee Lead Analysts: Alexandra (Zannie) Dallara and Abigail Patton



PAR respondents were asked what accomplishments they had achieved in working towards their program’s/area’s goals. Many of their responses fell into three broad categories: *course accomplishments* (n=36), improving *student outcomes* (n=18), and *student services and special programs accomplishments* (n=37). Within the *course accomplishments* category, many wrote about the theme of an *improved instruction or pedagogy* (n=13) or achieving *increased enrollments or FTES* (n=9). As one respondent wrote, “Flexibility and features of online counseling provide our working students with convenience and accessibility.” This sentiment was also referenced when discussing flexible modalities for office hours and other services like

tutoring. Within the *student outcomes* category, themes of *increased degree/certificate completion* (n=7) and *increased success/retention* (n=7) stood out. Within the *student services and special programs accomplishments* category, *special programs support* (n=9) and *improved access to student workshops* (n=8) were the two most frequently mentioned themes.

Additionally, there were many other accomplishments that stood out in the *other accomplishments* category (n=110), such as *improved outreach/recruitment/onboarding* (n=22), *collaboration with colleagues* (n=19), *adopting a new technological process or software application* (n=14), and *engaging in professional development* (n=13). It is important to note that the accomplishments shared indicated some improvements in hiring and new technology, both of which were recommended policy implications in the Fall 2021 PAR.

Summary and Policy Implications for Consideration:

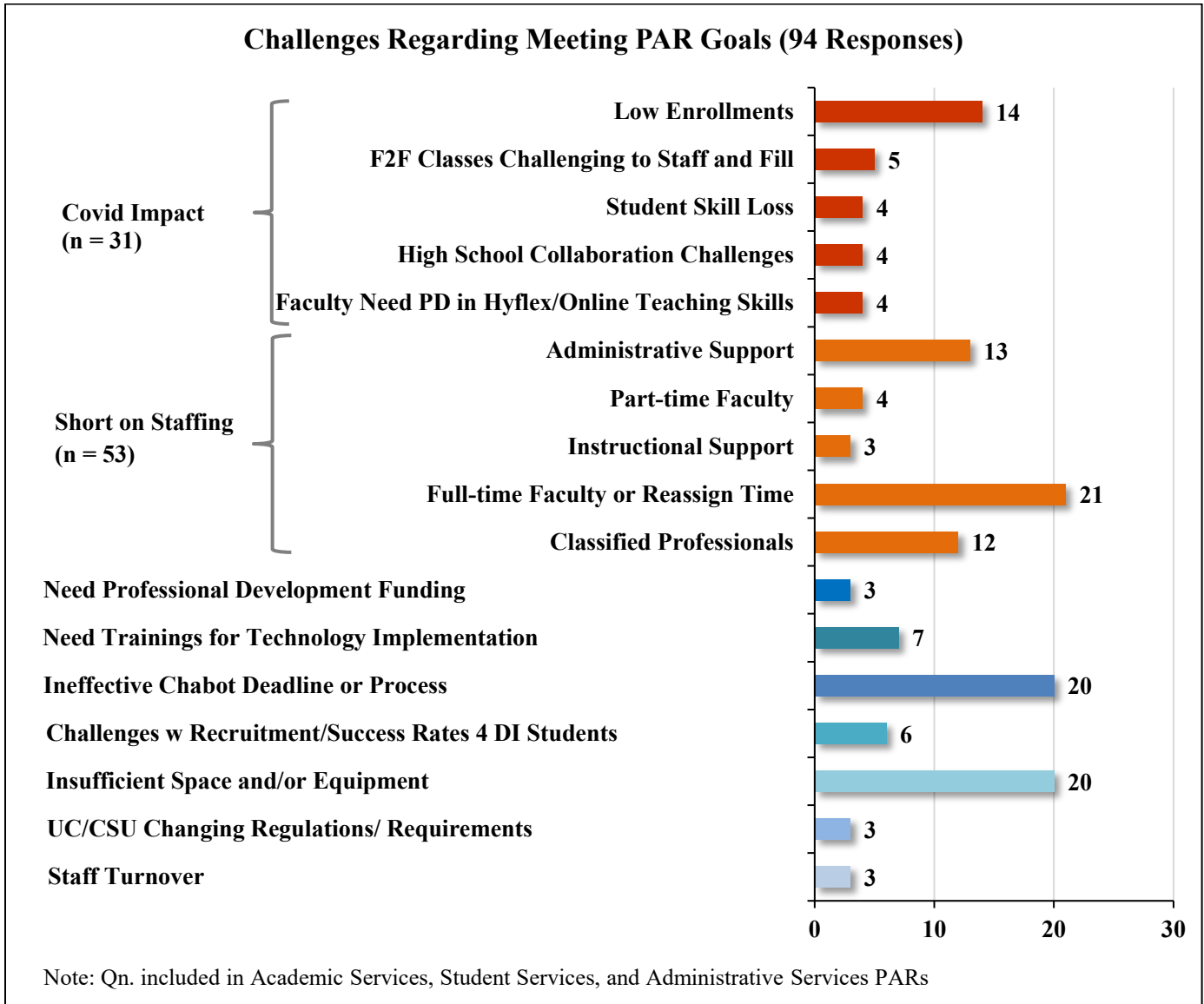
A number of policy implications arose in connection to accomplishments noted in Fall 2022 PAR's. For example, the importance respondents placed on accomplishments related outreach, recruitment, and onboarding lends further credence to two of the policy implications raised in the collegewide issues section: **1) to ensure the application-to-registration process is seamless and efficient from students' perspectives, and 2) to analyze and implement collegewide outreach and marketing strategies to address low enrollments.** Perhaps some of the successes named in individual areas' PARs can be scaled up collegewide.

Many PAR respondents named collaboration with colleagues in their accomplishments, highlighting the importance of working with our colleagues and across silos to accomplish goals. The policy implication would be to **continue to work in cross-area/disciplinary teams in order to address collegewide issues.**

Challenges Regarding Meeting PAR Goals

PAR Question: So far, what are some challenges regarding completing your program’s/area’s goals? You could include reflections on challenges with producing outputs or outcomes so far.

PAR Committee Lead Analysts: Patricia Molina, Nancy Pinio, and Christina Read



PAR respondents were asked what challenges they encountered when working towards their program’s/area’s goals. Many of their responses fell into two broad categories: *Covid impact* (n=31) and *being short on staffing* (n=53). Within *Covid impact*, the theme of *low enrollments* (n=14) stood out. Within *short on staffing*, three themes were named the most frequently, needs for: 1) *full-time faculty or reassign time* (n=21), *administrative support* (n=13) and 3) *classified professionals* (n=12). As one respondent wrote, their challenges were due to several factors, but the biggest challenge was “...lack of staffing support. We need a full-time ... assistant or coordinator to support the enormous volume of students and adjunct faculty involved with this program (over one hundred adjuncts and hundreds of students).” PAR respondents wrote about the impacts of lack of staffing and insufficient FTEF as ranging from: burning out current staff, not being

able to offer enough courses, not being able to meet student demand, and not effectively supporting students to complete their degrees/certificates. Other frequently named themes in response to challenges were an *ineffective Chabot deadline or process* (n=20) and having *insufficient space or equipment* (n=20).

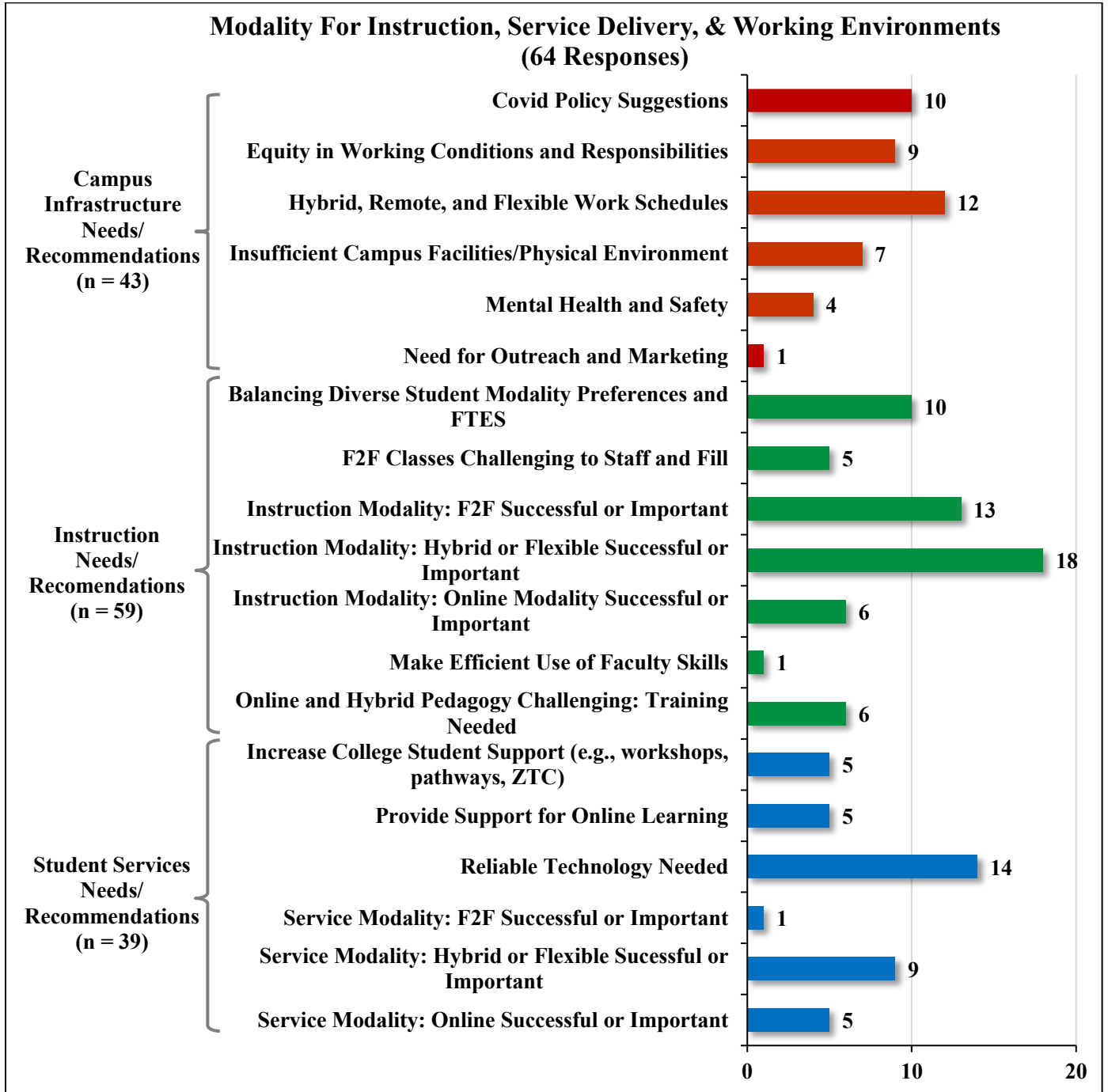
Summary and Policy Implications for Consideration:

The policy implications that were raised by themes in PAR responses to challenges echo many of the policy implications for collegewide issues. For example, the frequently named category of being short on staff in various areas supports the importance of **investigating the multi-faceted causes of inadequate staffing and addressing solvable issues**. Further, the challenge of low enrollments could be addressed by the following two policies: 1) **ensuring the application-to-registration process is seamless and efficient from students' perspectives**, and 2) **analyzing and implementing collegewide outreach and marketing strategies to address low enrollments**. The challenge of insufficient space or facilities could be addressed by one of the policy implications from the Fall 2021 PAR: **maximize usage of and planning for facilities**. Concerns around collegewide processes and deadlines and insufficient administrative support suggest a need for the college to **analyze and implement more efficient processes and workflow for payroll, purchasing, human resources, and student services paperwork**.

Modality for Instruction, Service Delivery, & Working Environments: Online vs. Hybrid vs. Face-to-Face

PAR Question: As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?

PAR Committee Lead Analysts: Anamarie Navarro, Virginia Criswell, and Simon Abramowitsch



Regarding how Chabot should adapt modality for instruction, service delivery, and working environments in response to Covid-19, responses fell into three broad categories: 1) *campus infrastructure needs/recommendations* (n=43); 2) *instruction needs/recommendations* (n=59); and 3) *student services*

needs/recommendations (n=39). Within *campus infrastructure needs/recommendations* three themes stood out, the importance of *hybrid, remote and flexible work schedules* (n=12), *Covid policy suggestions* (n=10), and *equity in working conditions and responsibilities* (n=9). As one respondent wrote, “For Chabot to maintain work environments that promote environmentalism (by reducing unnecessary travel), health, reduced stress-levels, and work-life balance, we believe it would be beneficial to create hybrid work environments that simultaneously meet the needs of the institution and the employees.” Similarly, another said, “We think it is important to re-consider the requirement of classified professionals working 100% on-campus. ... If we do not also allow this, we risk losing our talented Classified Professionals to other positions that allow more flexibility.”

Within the category, *instruction needs/recommendations*, the three most frequently mentioned themes were: 1) *balancing diverse student modality preferences and FTES* (n=10), 2) *instruction modality: face-to-face successful or important* (n=13) and 3) *instruction modality: hybrid or flexible successful or important* (n=18). Regarding balancing diverse student modality preferences with FTES, PAR respondents noted the importance of addressing Chabot’s declining enrollments, but wanted strategies that would give disciplines and students time to re-adjust to face-to-face instruction, as well as meet the needs of students currently wanting the face-to-face modality. For the theme of the need for hybrid or flexible instruction, one respondent wrote, “Students need the option of receiving instruction and services face-to-face or online, and students should be able to switch from one modality to another one easily throughout the semester, based on their individual needs.” Similarly, another wrote, “The need for flexibility is of great importance. This includes having different teaching modalities available for appropriate classes, as well as maintaining day-to-day flexibility within classes.”

In the third category, *student services needs/recommendations*, the most frequently mentioned theme was the need for *reliable technology* (n=14). Text segments in this category ranged from emphasizing needs for access to online services, clear website navigation, student access to hardware in order to access services, and reviewing college processes to see where technology can be leveraged. Finally—similar to responses on instructional needs—a key theme for service needs was the *importance of having hybrid or flexible service modalities* (n=9).

Summary and Policy Implications for Consideration:

The Covid-19 pandemic provided the college with opportunities to strengthen its online presence, diversify course and service offering modalities, and address facility needs. Policy recommendations that arise from these responses include: 1) **continue to gather and share information/data on the relationship between course modality and student outcomes**; 2) **continue to offer classes in multiple modalities balancing college FTES with student learning needs**, e.g., hiflex, face-to-face, hybrid of face-to-face and online, and online (e.g., online synchronous, asynchronous, and combined); 3) **continue to support professional development related to these teaching modalities**; 4) **explore options for implementing flexible work schedules with emphases on addressing issues of equity across work categories, retaining high-quality employees, and meeting the college mission**, 5) **examine the way the college designs and uses its facilities in light of changing needs related to Covid-19**; and 6) **support student service’s ongoing efforts to strengthen their online presence and technological capacity to offer hybrid services**. These policy recommendations reflect prior recommendation related to technology, student support, and onboarding.

Summary of Policy Implications for Consideration

Four Most Frequently Named Policy Implications for Consideration

Existing Policy Implications from Fall 2021 PAR		Updated Policy Implications from Fall 2022 PAR
Four Most Frequently Named Policy Implications Fall 2021:		Four Most Frequently Named Policy Implications Fall 2022:
		Ensure the application-to-registration process is seamless and efficient from students' perspective.
Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.	➤	Investigate the multi-faceted causes of inadequate staffing and address solvable issues.
		Analyze and implement collegewide outreach and marketing strategies to address low enrollments.
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 and 2) Consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.	➤	Ensuring technological systems and training are up to date and investigate systems for providing students with hardware and software access and technological support.
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.		

*Red highlights denote policy implications that are newly raised in the Fall 2022 PAR.

Additional Policy Implications for Consideration

Existing Policy Implications from Fall 2021 PAR		Updated Policy Implications from Fall 2022 PAR
Additional Policy Implications for Consideration Fall 2021:		Other Additional Policy Implications for Consideration Fall 2022:
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 access to counseling.
Ensure that support for students' financial, technological, academic, and basic needs continues.	➤	Ensure that support for students' financial, technological, academic, and basic needs continues.
		Analyze and implement more efficient processes and workflow for payroll, purchasing, human resources, and student services paperwork.
Examine Chabot's processes and structures for allocating resources and space to ensure they work for as many programs/areas as possible.	➤	Maximize usage of and planning for facilities.
		Continue to work in cross-area/disciplinary teams to address collegewide issues.
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.		

*Red highlights denote policy implications that are newly raised in the Fall 2022 PAR.

Policy Implications Responding to Covid for Consideration

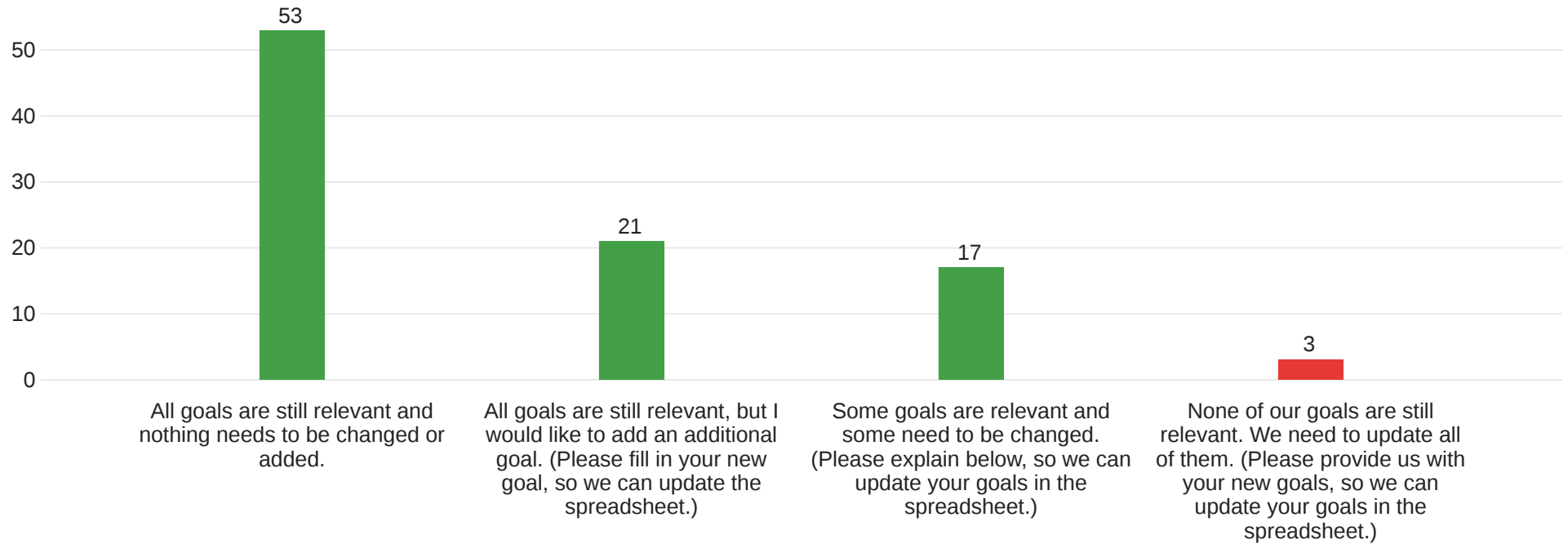
Existing Policy Implications from Fall 2021 PAR		Updated Policy Implications from Fall 2022 PAR
Question not asked in Fall 2021 PAR:		Additional Policy Implications for Consideration Related to Covid-19 for Fall 2022:
		Continue to gather and share information/data on the relationship between course modality and student outcomes.
		Continue to offer classes in multiple modalities balancing college FTES with student learning needs.
		Continue to support professional development related to these teaching modalities.
		Explore options for implementing flexible work schedules with emphases on addressing issues of equity across work categories, retaining high-quality employees, and meeting the college mission.
		Examine the way the college designs and uses its facilities in light of changing needs related to Covid-19.
		Support student service's ongoing efforts to strengthen their online presence and technological capacity to offer hybrid services.

*Red highlights denote policy implications that are newly raised in the Fall 2022 PAR.

Additional Quantitative Figures from Fall 2022 Program and Area Review

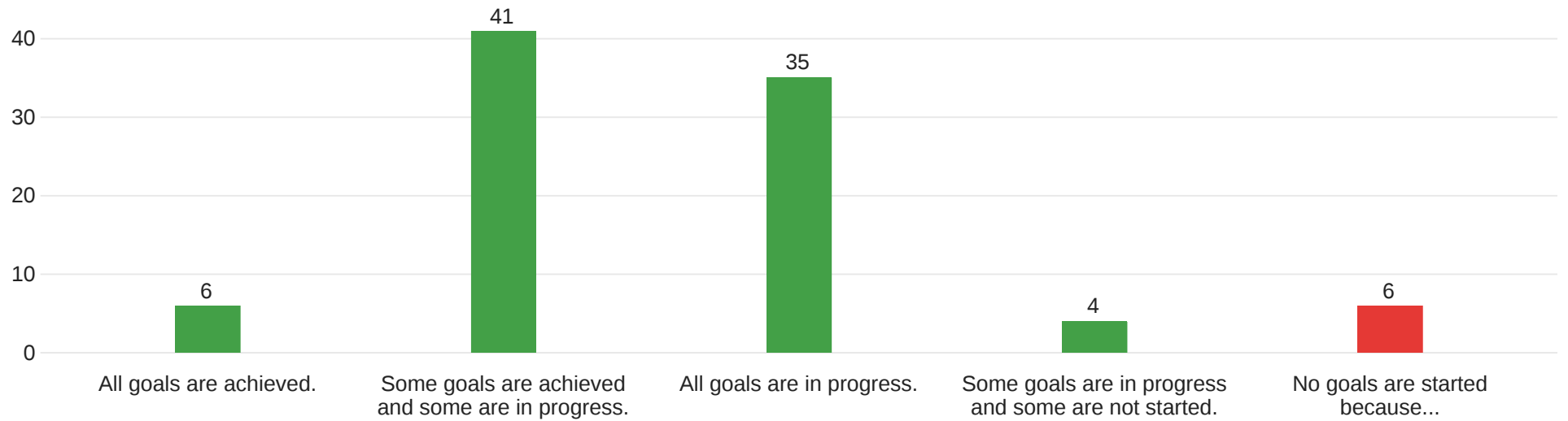
Fall 2022 Relevance of Program/Area Goals Established in Fall 2021 PARs

94 Responses



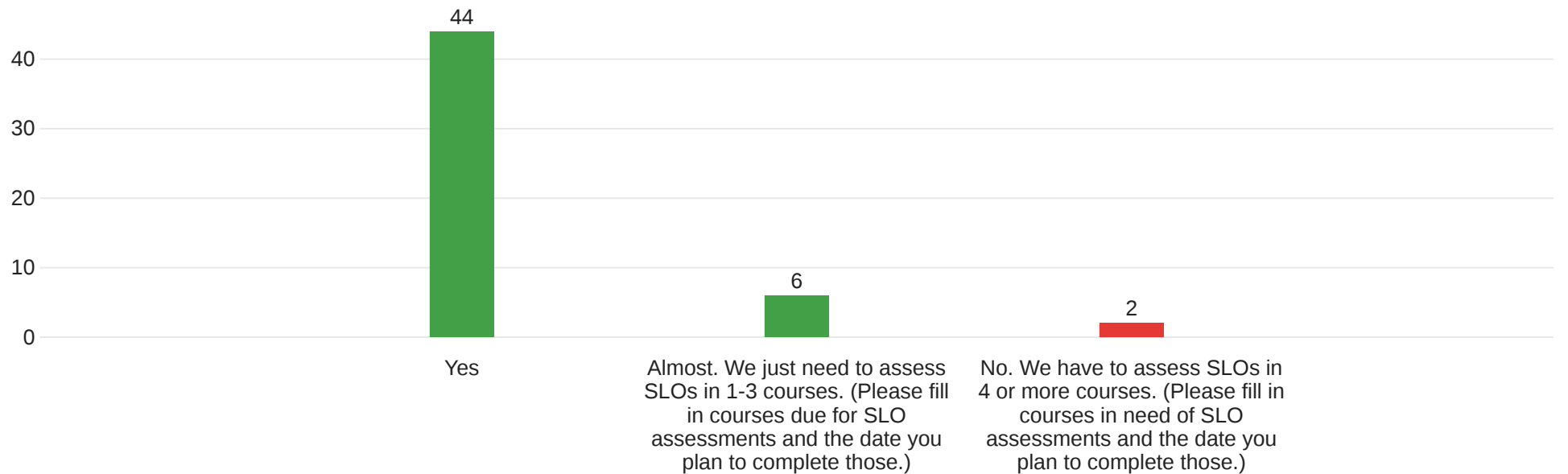
Fall 2022 Status of Program/Area Goals Established in Fall 2021 PARs

92 Responses



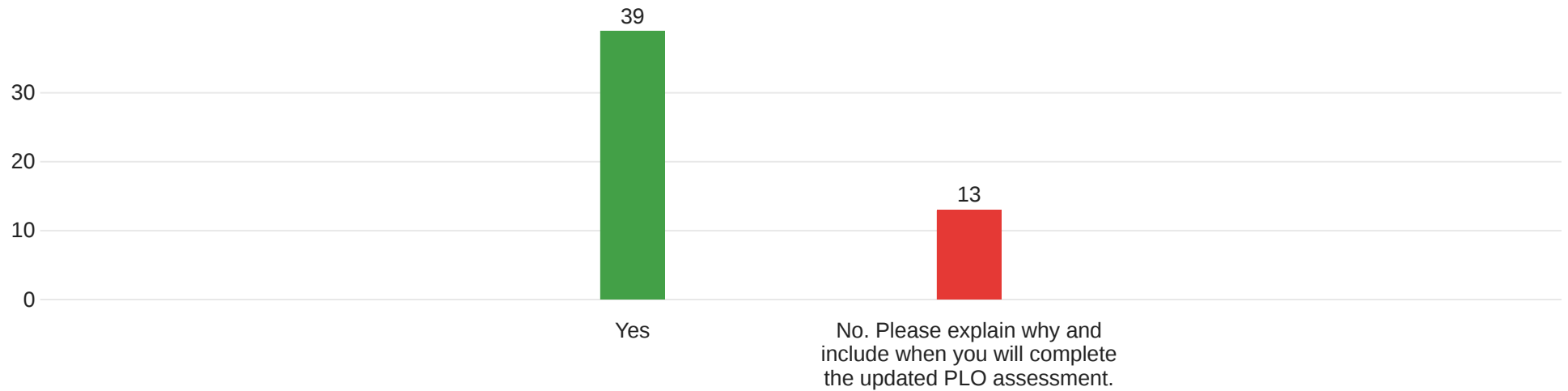
Assessment for all SLOs in Your Program Up-to-Date

52 Responses



Assessment for all PLOs in Your Program Up-to-Date

52 Responses



How is your discipline doing with regards to plans/actions for improving student learning based on SLO/PLO assessment data?

53 Responses



How is your program doing regarding assessment of SAOs?

41 Responses

