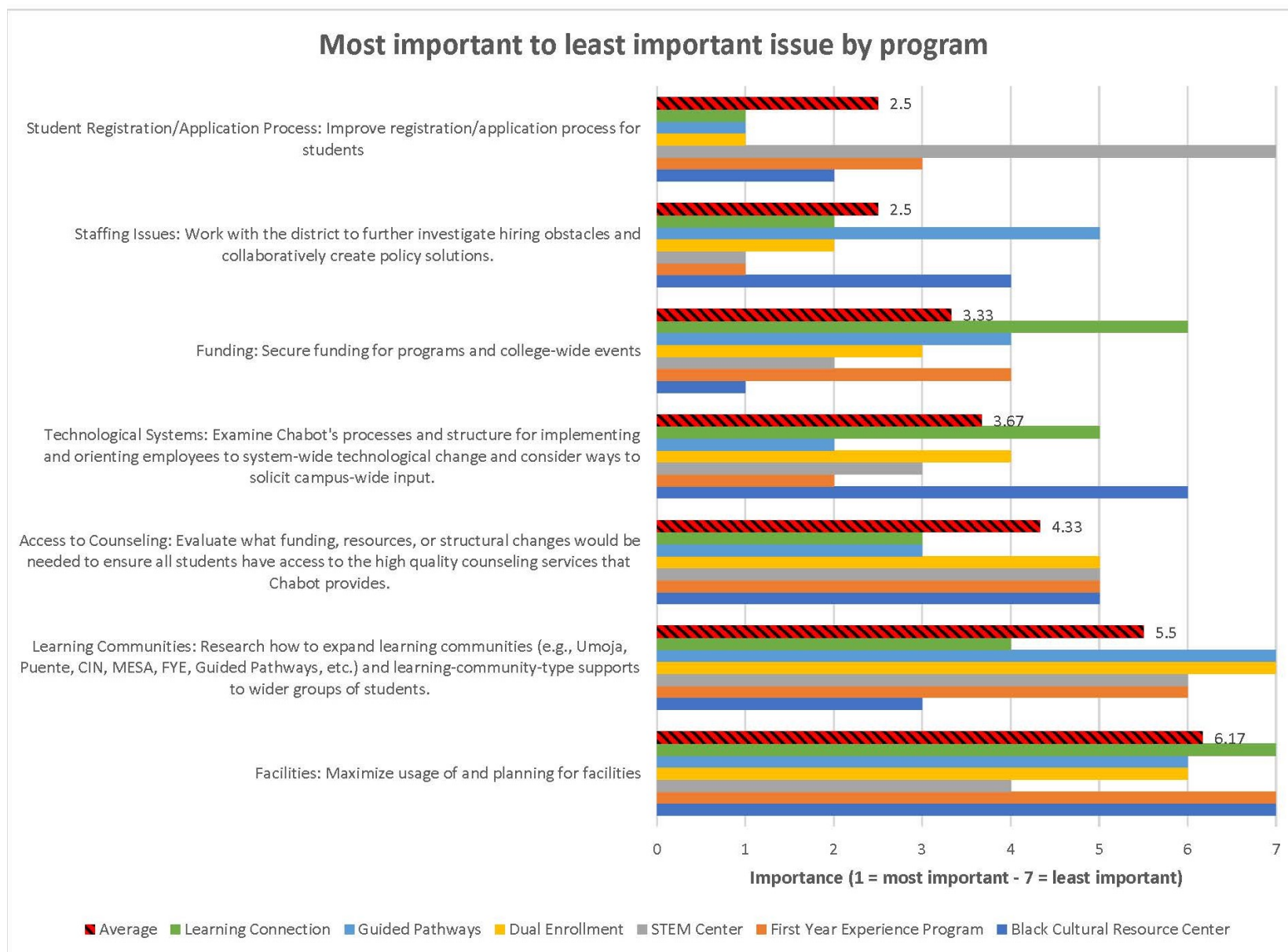


Fall 2022 Academic Pathways and Student Success Division Summary Report

7 Responses

Program/Area Name	Name(s) of the person/people who contributed to review:	Which PAR Template (word template) did you fill out?
Black Cultural Resource Center	Kwesi Wilson, Abby Patton	Student/Admin Services/Office of the President
Dual Enrollment	Christina Read, Alan David	Student/Admin Services/Office of the President
First Year Experience Program	Patrick Mwamba, Alan David, Jasmine Garcia, Virginia Criswell, Abigail Patton, Christina Read	Student/Admin Services/Office of the President
Guided Pathways	Abby Patton	Student/Admin Services/Office of the President
Learning Connection	Juan Pablo Mercado, Roland Belcher, Andrew Leung, Mary Love, Anamarie Navarro Tabujara, Rachael Tupper -Eoff, Lisa Ulibarri	Student/Admin Services/Office of the President
STEM Center	Abigail Patton Mary Love Rachael Tupper-Eoff Alex Torres	Student/Admin Services/Office of the President
RISE	Eric Gentry, Abby Patton	Student/Admin Services/Office of the President

Priority Areas to Address Ranked by Programs within Your Division/Area



Other Priority Areas to Address to Carry Out the College Mission

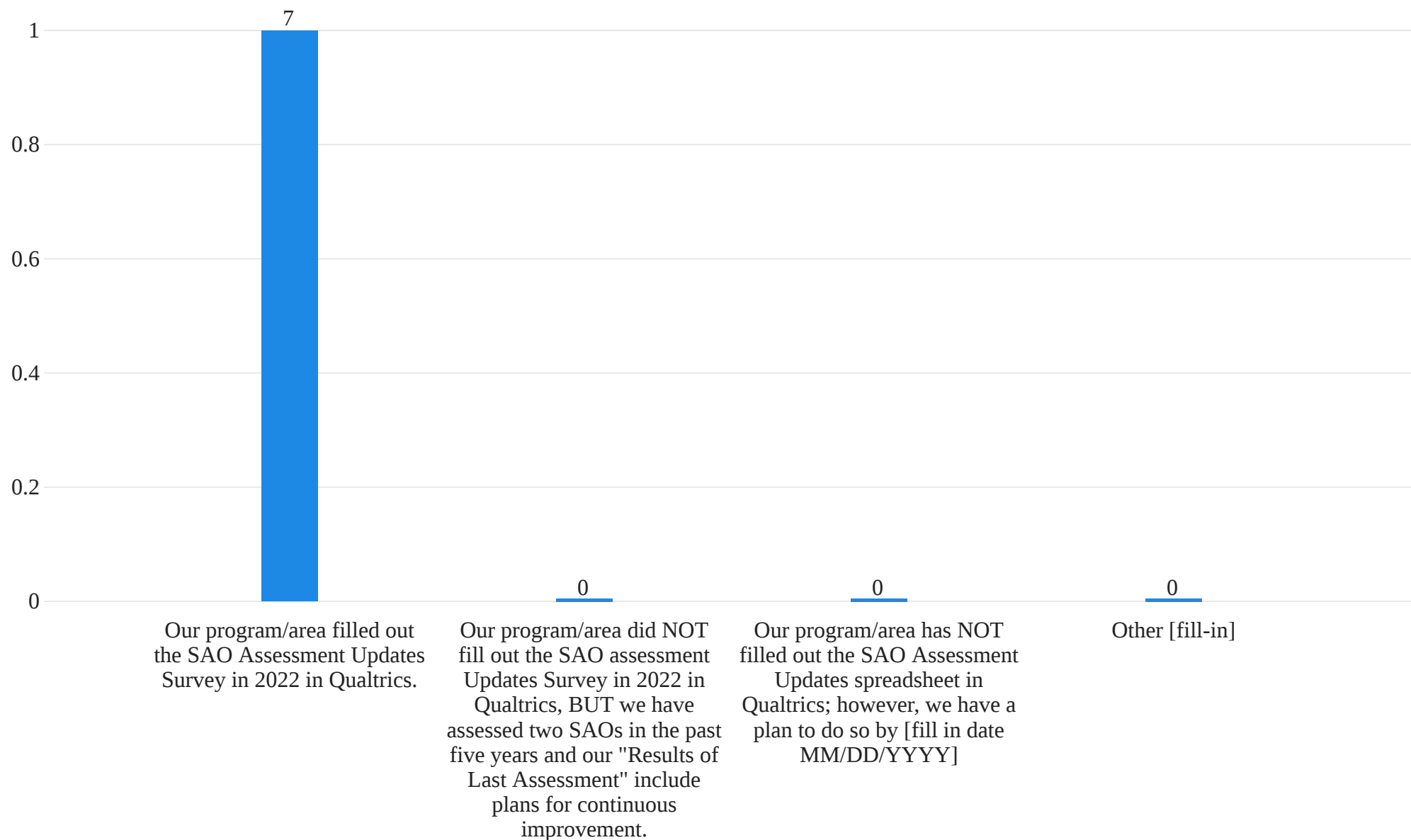
7 Responses

Name of Program, Discipline, Area or Service	Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).
Black Cultural Resource Center	N/A
Dual Enrollment	Lack of professional development for all faculty to work with middle school and high school students, and more generally, training on instructional practices to support racially minoritized, low income, first generation to college students.
First Year Experience Program	N/A
Guided Pathways	N/A
Learning Connection	<p>Technological Systems: Examine Chabot's processes and structure for implementing and orienting students to system- wide technologies used by the college. Consider making wireless printing available campus-wide, and/or free printing campus-wide.</p> <p>Staffing Issues: Work with the district to create policy solutions that provide Classified Professional and Student Assistant employees with flexibility regarding telecommuting/remote work options.</p>
STEM Center	Technological Support for students: In the STEM Center, we have issues with access to Wifi and STEM students software access for classes.
RISE	Public Transportation: Partner with AC Transit to make public transportation free for any student with a Chabot College/Las Positas Student ID. Solano Community College has successfully partnered with bus lines throughout Solano County, and I think it would be an equitable decision for Chabot to establish for our students.

Service Area Outcomes

What is the status of your program's SAO assessment?

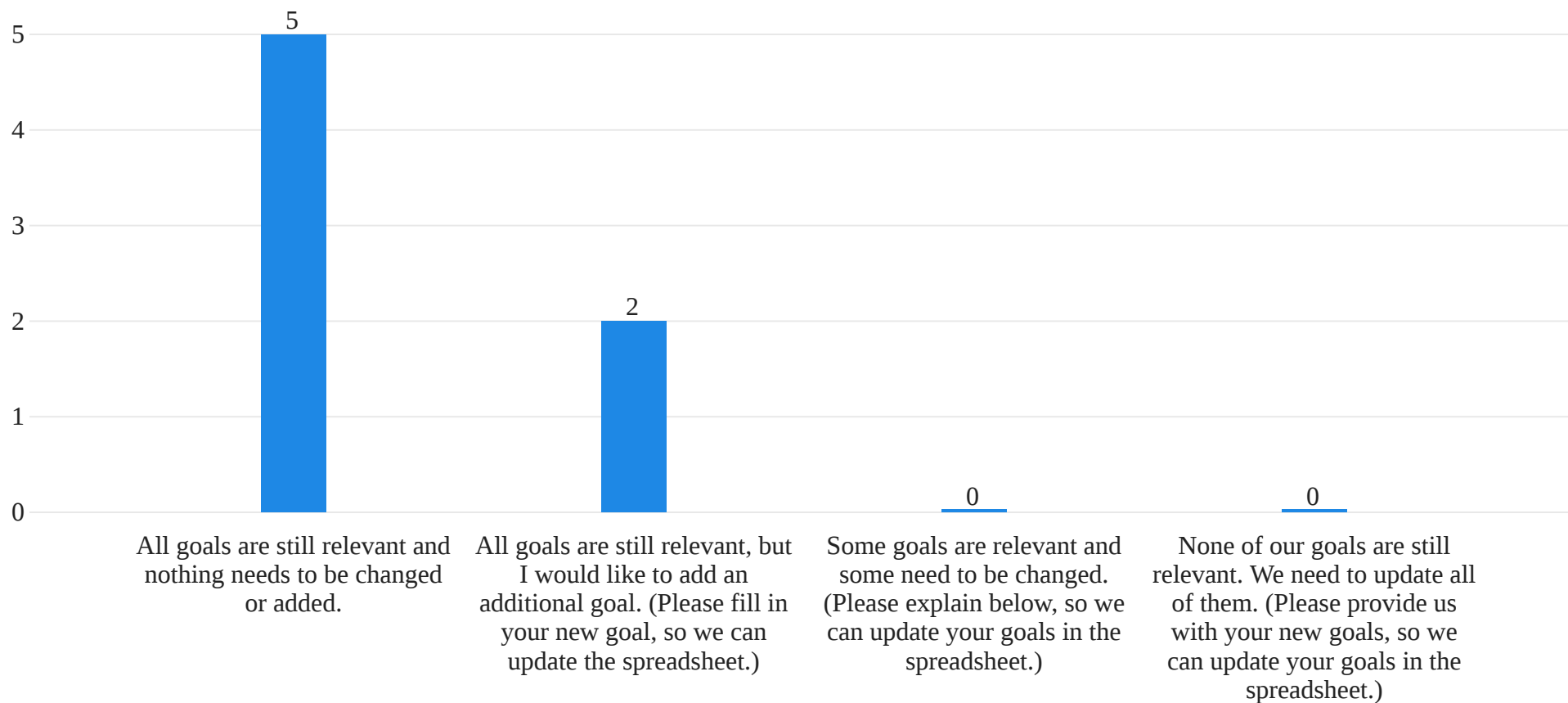
7 Responses



Reflections on Goals & Future Planning

Status of Goals Established in Fall 2021 Program and Area Review

7 Responses

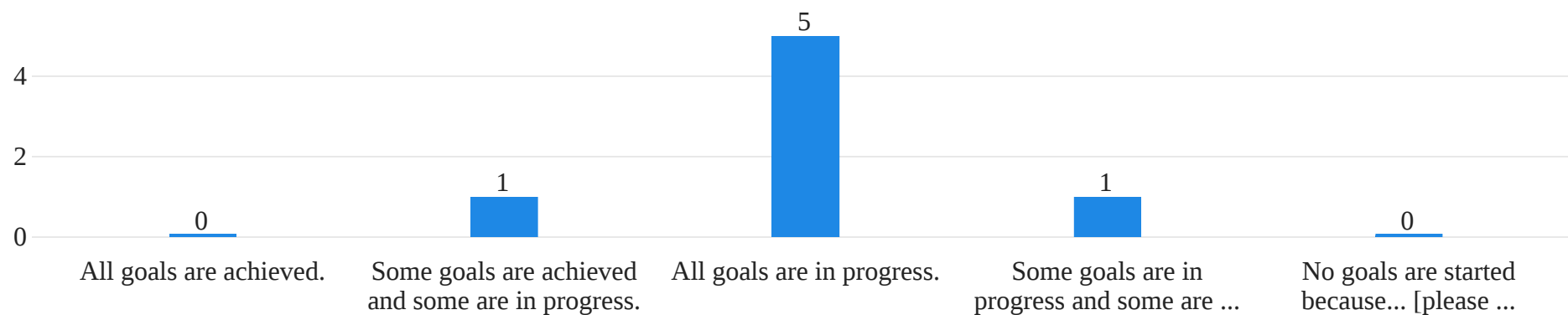


7 Responses

Name of Program, Discipline, Area or Service	All goals are still relevant, but I would like to add an additional goal [fill in].
Black Cultural Resource Center	N/A
Dual Enrollment	Increase participation of racially minoritized students and students that are in the mid-range in GPA by 10%
First Year Experience Program	Students become more familiar with Learning Pathways and Career opportunities to better inform the major selection process
Guided Pathways	N/A
Learning Connection	N/A
STEM Center	N/A
RISE	N/A

Status of Your Program's/Area's Goals

7 Responses



Trends in Accomplishments and Challenges in Reaching Goals

7 Responses

Name of Program,
Discipline, Area or
Service

Question: So far, what is going well and what are some challenges regarding completing your program's/area's goals? You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

Black Cultural Resource Center

We're currently partnering with EOPS to provide academic counseling on Wednesdays. This just started and waiting student response to see if we will need additional hours to provide from the center. Last year we provided mental health support targeting our Black students; however, this semester, we have been unable to secure a new contract with PRANAMIND and have not partnered with the Care Mental Health Team. We are short on staffing and have had to prioritize the day-to-day staffing of the center. We hope that we are able to move this initiative forward in the Spring. We have provided cultural workshops through our Chop it Tuesdays for students to build community amongst each other and get to engage in pop culture, political and current affairs impacting the Black community. We will also be offering financial literacy, advocacy, and career exploration as future topics.

Dual Enrollment

COVID has had a big impact on Dual Enrollment. Students were not interested in taking additional classes and the transition back to in person classes has also been a challenge in some districts. Some high schools did find that students liked the online asynchronous classes, and we are continuing to offer those as well as in person classes. One of our biggest challenges is finding faculty who are willing to teach in person, many prefer to only teach online. Another challenge is the concurrent enrollment form deadline. Students may be interested in taking a class but if they miss the CE form deadline they are not approved. The online form has also been a challenge for students and at time has not worked correctly. For fall classes, much of the work is done during the summer but staff are not available on campus, making it difficult to contact students to help them complete the process.

First Year Experience Program

Increase of participation at SOAR Day, however due to COVID restrictions at the high school sites, we were limited to online outreach. The CCCApply Supplemental Question List for FYE Interest was used for one-on-one outreach. Additional in-person outreach was done at the Discover Chabot event.

Review of core classes for each pathway are on hold until the Program Maps are published at the end of Fall 2022 semester.

On track to meet 90% of FYE Students having an SEP appointment with a counselor by end of Spring 2023.

Redesign Chabot's new student onboarding process in accordance with the development of the Learning and Career Pathways at Chabot College.

A redesigned Learning and Career Pathways website that students believe is user-friendly and helpful through user-based focus groups and surveys

This is an ongoing project to review the onboarding process for students, including the SOAR program. This year, we have made great progress in branding the SOAR program and decreasing confusion for students participating in SOAR. We will also review the landing page in future discussions once the Learning and Career Pathways are published on the website.

The establishment of six (6) Student Success Teams for each of the Learning and Career Pathways to connect students with resources to provide students with sustained, strategic, and personalized support

Chabot employees who are members of the Student Success team will assess the teams as supportive to students learning and achievement.

Students who participate in the Student Success teams will assess the teams as supportive to their learning and achievement.

Last Spring, we rolled out the HSI STEM Student Success Teams and have started conversations with other pathways like Business and Economy and Society, Culture and Ideas pathway. We are hoping to meet with the HSI STEM pathway SST to learn from the pathway and develop recommended structures for the other pathways. The HSI STEM pathway has made a lot of headway in bringing together cross disciplinary teams to examine barriers to equity and academic success and to engage the research office and the counseling office in identifying bottleneck courses and DI course enrollment and scheduling challenges that may limit students ability to complete in a timely manner.

Develop the Guided Pathways Student Council to influence the decision-making process around the redesign of new student onboarding processes and Learning and Career Pathways

Student Council members will believe the Council impacts Guided Pathways decisions on campus College policies on Guided Pathways

We have slowed down our Guided Pathways Student Council development because we have been focused on program mapping; however, we continue to seek student input through presentations to the Student Senate. We plan to reconvene the GPS Council next month for more cohesive input as we begin to reassess our services and programming within guided pathways.

Develop and integrate program maps in (META) to intersect with the existing curriculum workflow, and design Pathway and Program webpages that integrate each degree and certificate with various resources and support services that complement that program.

A redesigned Learning and Career Pathways website that students believe is user-friendly and helpful through user-based focus groups and surveys; Program maps that show high levels of engagement in surveys of website usage

We are currently inputting program maps into Meta and hope to be ready to publish program maps by this Spring. We are also developing systems so that there are processes in place to correct maps that are now updated and systematize this process through PAR. As part of the Dean synthesis, Deans will be asked to check in with their faculty to ensure all program maps are submitted. We will also hold office hours to support faculty in updating their program maps.

GOAL #1: Incorporate best pedagogical practices from online modality to face-to-face tutoring

- The online tutoring system adopted in Fall 2021, Accudemia, has proven beneficial now that we have returned to face-to-face tutoring. We are continuing to use the Accudemia online queue for both online and in-person tutoring to efficiently and effectively serve the needs of the students using our services. Another aspect of online tutoring that has been integrated into in-person services is the integration of technology in tutoring sessions. Currently, most students and tutors bring their own laptops to tutoring sessions. The integration of laptops into tutoring sessions allows tutors to look up resources and students to open their Canvas course sites to more easily refer to prompts, directions, as well as their own in-progress work. As a result, tutoring sessions have become more productive and robust. We've also had the opportunity to combine in-person and online conversation groups providing dual modalities for student support. Lastly, and quite significantly, there is the increased availability/accessibility of our LC staff, including texting options for students and tutors with LC front desk, coupled with the use of zoom meeting rooms for front desk availability.

GOAL #2: Reevaluate the scheduling strategy for the LC and be more intentional about funding tutors across disciplines

This fall, we are beginning to rebuild our tutoring program post-pandemic which includes considering how we are funding learning support activities across modalities and disciplines. We have been using our new scheduling platform, Accudemia, for a full academic year now (since Fall 2021), and so are beginning to look at data to identify trends or patterns that will assist in funding decisions moving forward. Over the pandemic, we have changed the way that tutors are scheduled to work, which allows for more intentional planning and allocation across disciplines/modalities: tutors used to have variable schedules, based on a combination of drop-in hours and scheduled appointments. Now, however, they have set schedules for the semester, so we can project with greater accuracy allocated hours for each discipline. We plan to work with OIR to identify courses with low pass rates and bottleneck courses, then work with faculty teaching those classes to provide more targeted learning support through outreach, relationship-building, and informed scheduling.

Learning
Connecti
on

GOAL #3: Connect students to tutors; increase number of students who use LC services

This goal seeks to increase marketing of LC services with targeted outreach especially to affinity groups: BCRC, El Centro, Movement API, Rise, etc. We identified the Learning Connection Scholar (LCS) Workshop Series as an important way to develop relationships with some of these groups in addition to learning more about the services and support they offer students on campus. Providing this information to our tutors is an important way for them to pass along opportunities to the students they are supporting in the Learning Connection. El Centro will be part of our LCS Workshop Series in the Fall, we have confirmed that the Dream Center will participate in the Spring. We also recognize that we need to be more proactive reaching out to other groups on campus including the BCRC, Movement API, and RISE, and will make that a priority as we head into the spring semester. We also plan to make presentations to different groups on campus to increase the number of DI students served and support increased persistence and success rates.

GOAL #4: Provide training for faculty who will be using Embedded Tutors

During Spring 2022 Flex Day the Learning Connection provided a training session that focused on sharing out some of the services the LC offers but also specifically how the LC can support students and faculty. Within that session there was specific training regarding how to effectively use Embedded Tutors. Points covered included identifying and recruiting potential tutors and best practices for successfully incorporating your Embedded Tutors into your class. The LC staff shared specific recommendations, but we also invited current faculty members who have successfully implemented Embedded Tutors into their classes to share their experiences. We will continue to look for opportunities to share this information and provide training when possible.

STEM
Center

We have hired the SR. IA position and now we need to replace the IA position, since Mary Love was promoted to Sr. IA. We also recently lost our Director to an interim Dean role which has left a gap in the center for coverage and support. We hope to be able to hire soon for the Learning Connection Equity Director. We have also been collaborating with MESA to provide more hours at the STEM Center and Alex Torres has been a great help in expanding coverage for the center. We also increased evening hours to now closing at 9pm. We have some cameras and some headphones for the computers; however, we still would like to increase our access to more cameras and headphones for our area computers. The Black STEM Majors support has not begun. We have been reduced in staffing which has required us to respond to the day to day of the STEM Center, which has not allowed time for building of new initiatives.

RISE Achievements of outputs include increasing the number of formerly incarcerated students in our program from 43 to 54 students from last Spring to Fall 22 and establishing a designated English professor for RISE with a RISE English Study Hall cohort. The challenges with producing outcomes with the guest speakers are the extensive forms needing completion for every speaker, which delays the onboarding process. In addition, hiring a full-time outreach specialist for the program would increase the number of formerly incarcerated students enrolled in the program. Currently the RISE Program is supported by a full-time Program Manager and two student assistants. More staffing support is necessary to be able to meet the needs of this target population.

Rationales for Resource Requests

7 Responses

Program/Area Name	Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
Black Cultural Resource Center	The most pressing concern for the center is staffing. We have been unable to move forward with hiring a BCRC Program Manager. The center is currently supported by a faculty coordination that already has assigned courses and has limited hours at the center. We also have a classified staff member supporting the center after hours; however, it is critical that we staff the Program manager position and a administrative assistant or counselor assistant to support the center. We also have student assistants; however, with the limited staffing, we are unable to have student assistants support the center to the extent that we would like, since we are limited with supervision staff. Additionally, need to secure funding in the beginning of the year to have a better understanding of the programming and services we can offer at the center.
Dual Enrollment	Currently, Dual Enrollment is an unfunded program at Chabot. Funds need to be allocated to ensure staffing and support for the successful enrollment and completion of courses by high school students. Ideally, a dedicated coordinator and additional staffing to go to high schools to help students with the process.

Currently, we are using room 810 to hold space for FYE students since the forensics team has not been utilizing the space. We can continue working with the Forensics team to use the space for FYE and supporting the Forensic team members. Dedicated space has been a great space for FYE students to study, build camaraderie and support each other. We would like to make sure that classes are not scheduled in the space to continue to utilize the space.

First
Year

Experience Laptops (15) to use in FYE Space to lend out to students. Laptops are secured in the space and will only be available for students to use in the space.

Program

Large Air purifiers (3) for the space as we anticipate an increase in the utilization of the space by students.

Dedicated FYE counselor to help with First Semester Planning sessions and Student Educational Plans over the summer and orientation.

Peers support over the Summer to help current and new FYE students with registration steps, promotion/outreach, workshops, and orientation.

Guided
Pathways

As we continue to align our college to Learning and Career Pathways and enhancing our technology and services to support the full implementation of the guided pathways framework, we will need to institutionalize services and positions to support these efforts in a continue manner. This includes allocating staffing support and CAH for the Student Success Team leads and updating our technology systems available to our students like career coach.

Learning
Connection

N/A

STEM Center In alignment with our HSI STEM Grant, we would like to request an HSI STEM Career Counselor to support STEM students with counselor support, work-based learning support and connection to internships and industry partners. Replenishing calculators has been a consistent issue every year to ensure that our students taking STEM courses have access to the resources they need. The Learning Connection Equity Director will support efficiency and collaboration between our Learning Connection and our STEM Center tutoring and other services. This position is critical to ensuring we are offering comprehensive support for students and achieving the goals of the center. Engineering and other science courses require students to have access to very expensive software to successfully complete their coursework. We want to increase the licensing of this software especially as more students are using our services and the use will increase with a greater demand. With the focus on expansion of our STEM students and the support to keep the software updated.

Laptops/Hotspots/Full-time Outreach Specialist

RISE One full-time outreach specialist, 40 hours a week, which aligns with the EMP by prioritizes disproportionate impacted student and supports special programs in their effort to increase DI motivation and student's success rates while decreasing the stigma of incarceration.

Service and Instruction Mode of Delivery (Optional Question)

7 Responses

Program/Area Name	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?
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Black Cultural Resource Center	N/A
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Dual
Enroll
ment

N/A

First
Year
Experi
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Progra
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Continued course modalities are important for our students. Students wanted different course options due to access to transportation, work/family schedules, and safety due to COVID.

Students are in need of a semester-long laptop and hotspot loaning system versus only 30 days. The semester-long system was helpful for students who didn't have access to technology.

More outside charge stations and tables so students can work on coursework outdoors.

Continued online support options (ie. Zoom) to help students and families who cannot come onto campus

Guided
Pathwa
ys

N/A

There are a few issues that we felt are important that were impacting our campus that merit some further consideration including:

-providing students with the training and resources to successfully navigate online learning. As student demand for online courses and online tutoring support remains high, their preparation for online learning, in general, must be addressed as a college-wide concern.

-assessing staff bandwidth; adding additional services without providing more hours or additional staff.

-maintaining flexibility on how we deliver services online/in-person-incorporate what we learned during the pandemic on how to deliver services online and not completely go back to status quo pre-pandemic-continue to innovate and improve upon ways we deliver services, including remote work options for all employees including student assistants.

-consideration given to differing student comfort levels & needs regarding study space design & use – peer-to-peer proximity, risk of exposure, etc. -- pertaining to exposure/infection

Learning -mental health support/resources for students & employees are important & necessary, now more than ever.

Connection The option for student employees to work remotely is imperative to the success of the Learning Connection Program. The CLPCCD District has implemented a rule that student employees must work physically on-campus, even for fully online work. This policy has impacted the number of students who applied for positions within the Learning Connection program (STEM Center, WRAC Center, Comm Lab, and individual subject tutoring), which has in turn limited the subjects that can offer academic support for students.

Not allowing student employees to work remotely, when applicable to the position, has also been detrimental to the Embedded Tutor program. Within the current policy, Embedded Tutors working with fully online classes must still come to campus for all Embedded Tutor hours. This has resulted in classes and disciplines unable to offer Embedded Tutor support for their students.

The current district policy for student employees has also made it difficult for the Learning Connection programs to continue to operate regular hours. With a constant need to fill hours left unstaffed due to tutor absence, tutoring services are now reliant upon tutors being on-campus even on days that they are not taking on-campus classes. As not all tutors take on-campus classes daily, disciplines are often unable to fill the vacant hours which results in the cancellation of tutoring services. This need has become more urgent as tutors test positive for COVID and are out sick for weeks at a time.

We ask that the district policy requiring student employees to work from campus be revised to prioritize the needs of academic support and student success.

STEM
Center N/A

RISE N/A