# Fall 2023 PAR Synthesis Statement

**PAR Committee:** Tri-Chairs Brian Goo, Na Liu, and Simon Abramowitsch; Jim Baum, Aaron Deetz, Frances Fon, Cynthia Gordon da Cruz, Alice Hale, Alex Karan, Andrew Leung, Anamarie Navarro, Nancy Pinio, and Paul Pinza

Supported by the Office of Research, Planning, and Institutional Effectiveness

*The purpose of the PAR Synthesis Statement is to synthesize the 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.*
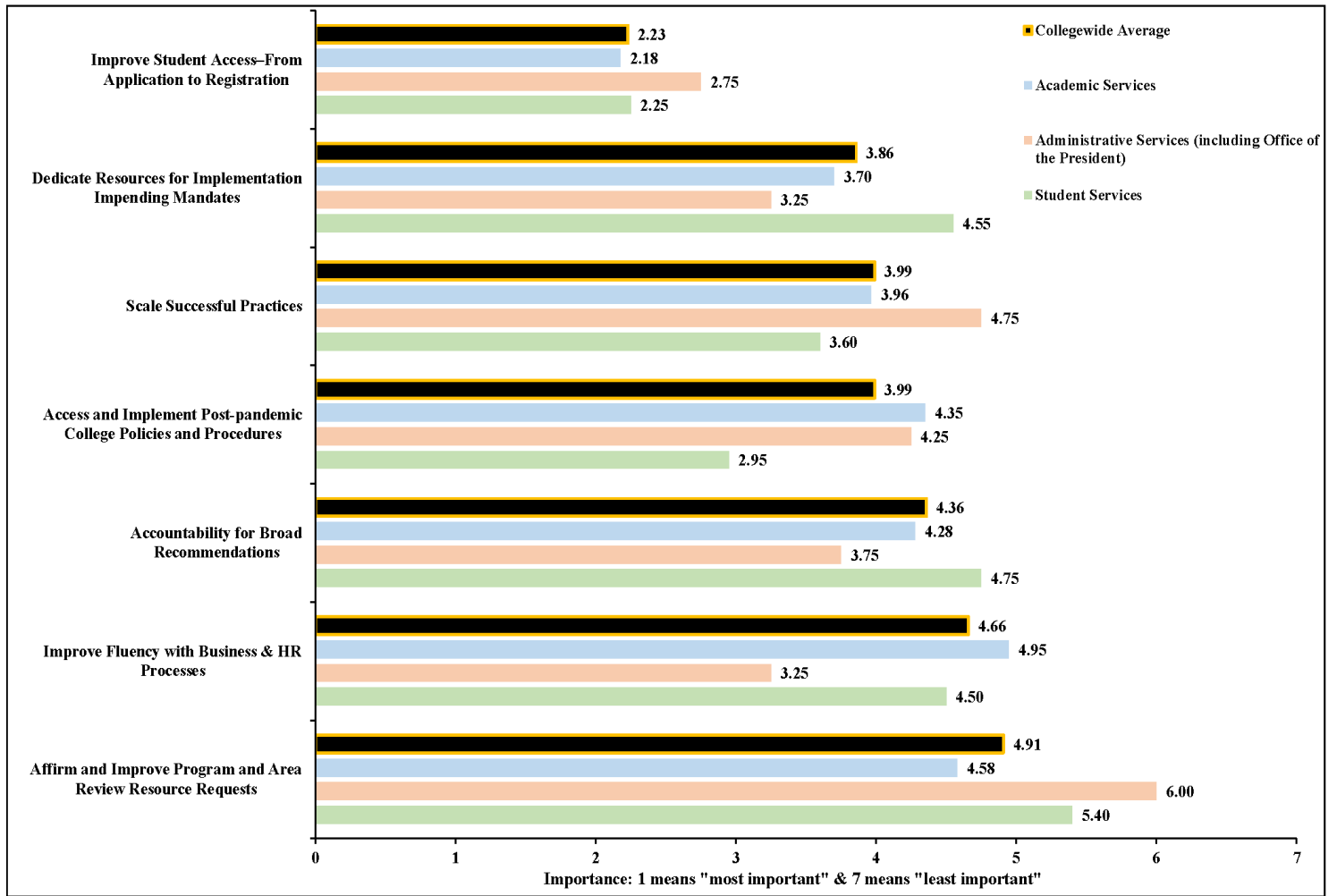
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# AY 23-24 Annual Planning Priorities and Collegewide Issues

*Average Rankings of AY 23-24 PRAC Annual Planning Priorities by College and Area*

(response count = 86)



**Improve Student Access–From Application to Registration**
- Collegewide Average: 2.23
- Academic Services: 2.18
- Administrative Services (including Office of the President): 2.75
- Student Services: 2.25

**Dedicate Resources for Implementation Impending Mandates**
- Collegewide Average: 3.86
- Academic Services: 3.70
- Administrative Services: 3.25
- Student Services: 4.55

**Scale Successful Practices**
- Collegewide Average: 3.99
- Academic Services: 3.96
- Administrative Services: 4.75
- Student Services: 3.60

**Access and Implement Post-pandemic College Policies and Procedures**
- Collegewide Average: 3.99
- Academic Services: 4.35
- Administrative Services: 4.25
- Student Services: 2.95

**Accountability for Broad Recommendations**
- Collegewide Average: 4.36
- Academic Services: 4.28
- Administrative Services: 3.75
- Student Services: 4.75

**Improve Fluency with Business & HR Processes**
- Collegewide Average: 4.66
- Academic Services: 4.95
- Administrative Services: 3.25
- Student Services: 4.50

**Affirm and Improve Program and Area Review Resource Requests**
- Collegewide Average: 4.91
- Academic Services: 4.58
- Administrative Services: 6.00
- Student Services: 5.40

Importance: 1 means "most important" & 7 means "least important"

| Field | Mean | Responses |
|---|---|---|
| Improve student access from application to registration | 2.23 | 86 |
| Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc. | 3.86 | 86 |
| Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees | 3.99 | 86 |
| Scale successful practices from grants, categorical endeavors, and learning communities | 3.99 | 86 |
| Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement | 4.36 | 86 |
| Improve fluency with business and HR processes | 4.66 | 86 |
| Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests | 4.91 | 86 |

**Results:**

Fall 2023 Program and Area Review respondents were asked to rank annual planning priorities in order of importance, with one being most important and seven being least important. These annual planning priorities were authored by the Planning and Resource Allocation Committee (PRAC) based on their analysis of key collegewide issues in the previous year's Program and Area Review Synthesis Statement (Fall 2022), mission critical priorities in the Educational Master Plan, experiences of grant and categorical fund managers, and the President's White Paper.

Based on the 86 PAR responses in Fall 2023 by *individual* programs and areas, the top four priorities of key importance were:

1) *Improve Student Access from Application to Registration* (average rating 2.23 on a scale of 1 to 7);
2) *Dedicate Resources for Implementation of Impending Mandates* (3.86);
3) *Scale Successful Practices from Grants, Categoricals, and Learning Communities* (3.99); and
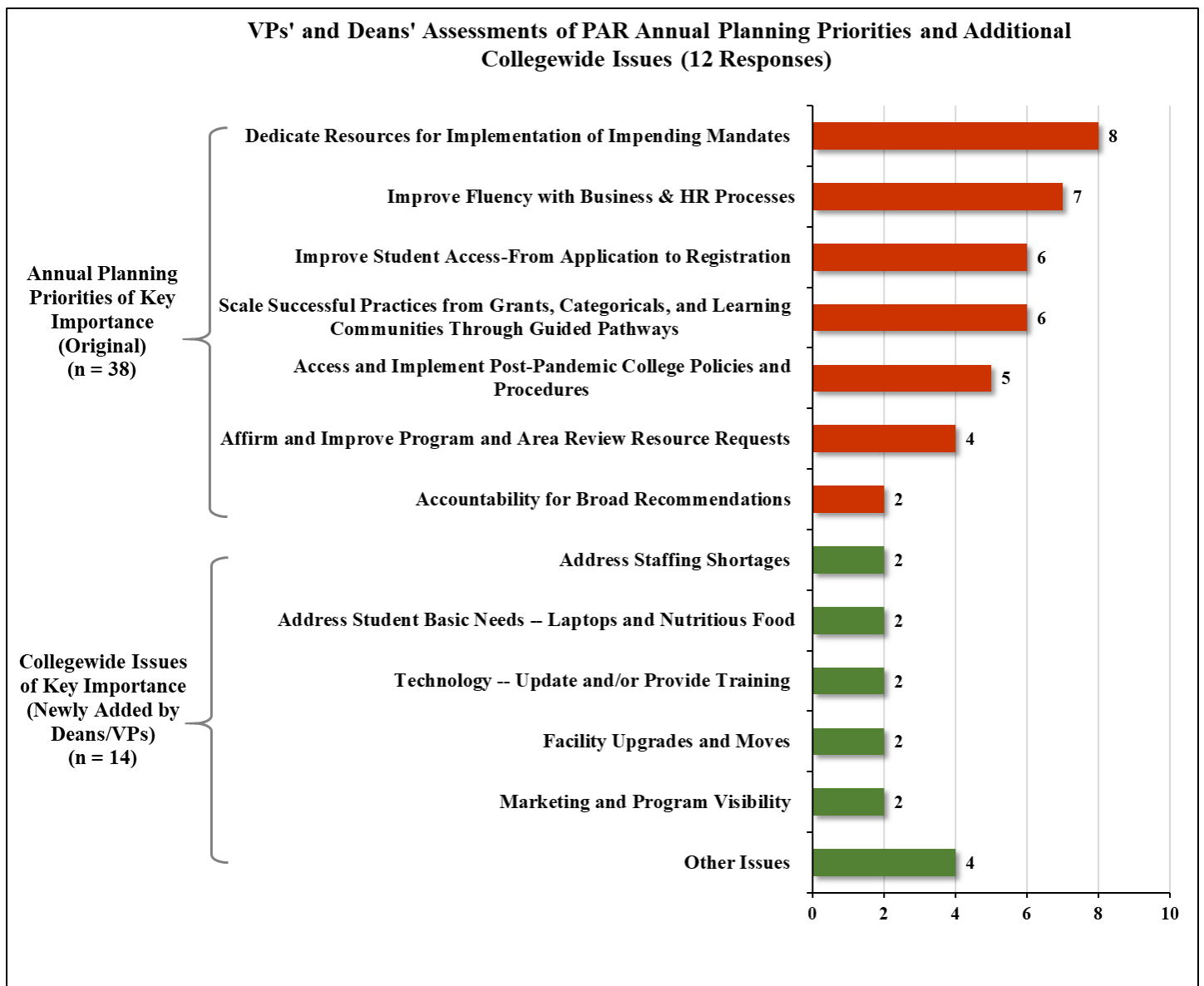4) *Access and Implement Post-Pandemic College Processes and Procedures* (3.99).

A similar question (analyzed next) was also asked in the Deans' and VPs' PARs. The purpose of the Deans'/VPs' PARs is to summarize information from the PARs of the individual programs in their areas, as well as add their own expertise.

*Deans'/VPs' Rankings of Annual Planning Priorities and Recommendations for Top Collegewide Issues*

**PAR Question:** Programs in your division/area were asked to rank the seven recommendations PRAC put forward based on their analysis of the Fall 2022 Program and Area Review Synthesis Statement, mission critical priorities, and experiences of grant and categorical fund managers. 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 campus-wide issues that deserve immediate attention?

**PAR Committee Lead Analyst:** Cynthia Gordon da Cruz

Analysis of this question was structured in two ways. First, PAR analysts reviewed the frequency with which annual planning priorities and collegewide issues were mentioned (regardless of the ranking) (first graph below). Next, PAR analysts studied the frequency with which Deans/VPs ranked annual planning priorities among the top three priorities deserving immediate attention (second graph below).

**VPs' and Deans' Assessments of PAR Annual Planning Priorities and Additional Collegewide Issues (12 Responses)**

Annual Planning Priorities of Key Importance (Original) (n = 38)

| Priority | Value |
|---|---|
| Dedicate Resources for Implementation of Impending Mandates | 8 |
| Improve Fluency with Business & HR Processes | 7 |
| Improve Student Access-From Application to Registration | 6 |
| Scale Successful Practices from Grants, Categoricals, and Learning Communities Through Guided Pathways | 6 |
| Access and Implement Post-Pandemic College Policies and Procedures | 5 |
| Affirm and Improve Program and Area Review Resource Requests | 4 |
| Accountability for Broad Recommendations | 2 |

Collegewide Issues of Key Importance (Newly Added by Deans/VPs) (n = 14)

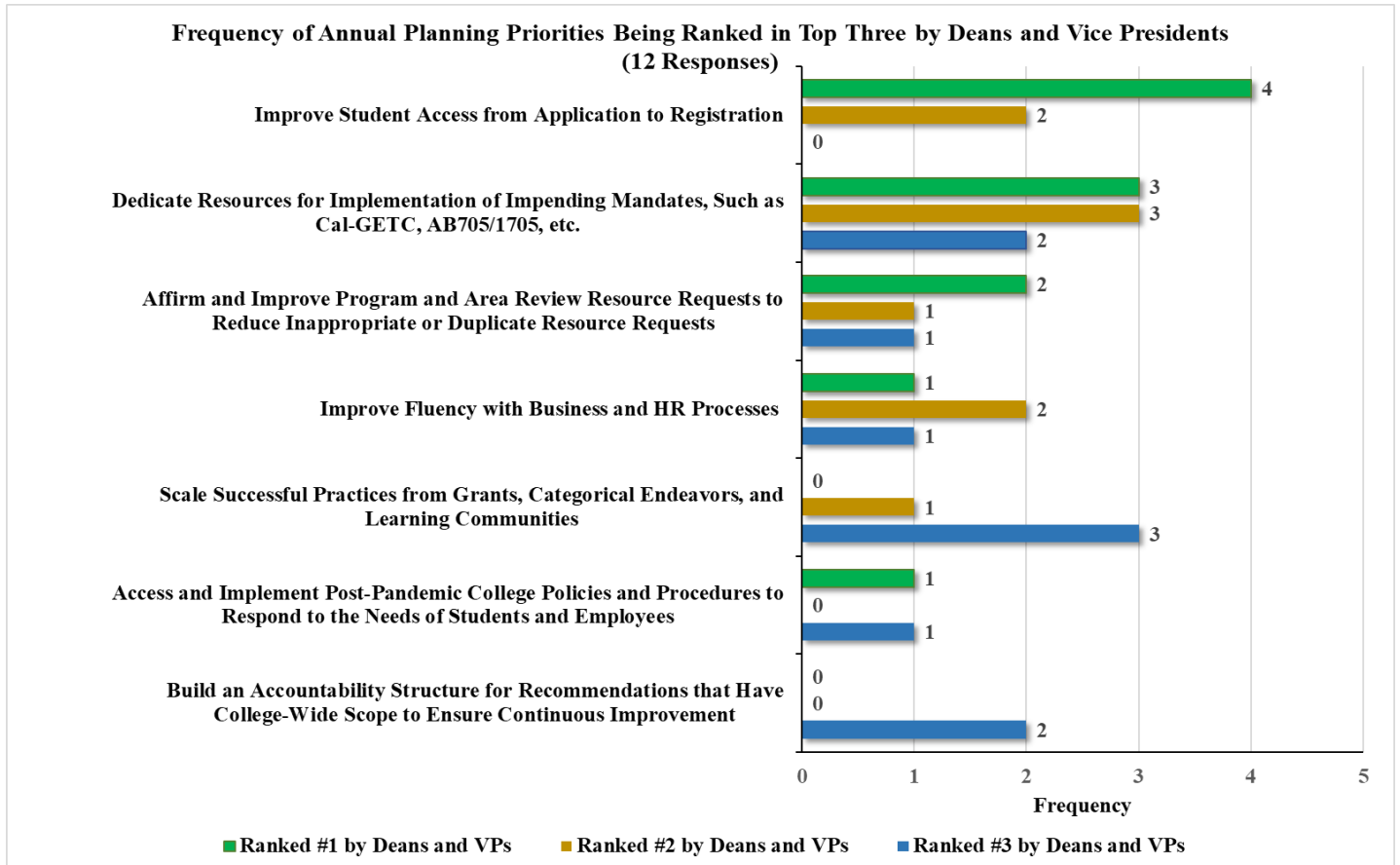| Issue | Value |
|---|---|
| Address Staffing Shortages | 2 |
| Address Student Basic Needs -- Laptops and Nutritious Food | 2 |
| Technology -- Update and/or Provide Training | 2 |
| Facility Upgrades and Moves | 2 |
| Marketing and Program Visibility | 2 |
| Other Issues | 4 |

**Results:**

The graph above illustrates that, in response to this question, Deans/VPs largely wrote about the same annual planning priorities raised by PRAC and PAR (n=38). However, Deans/VPs also raised other key issues not part of the original planning priorities from PRAC (n=14). Based on frequency, the top four annual planning priorities ranked were:

1) *Dedicate Resources for Implementation of Impending Mandates* (n=8);
2) *Improve Fluency with Business and HR Processes* (n=7);
3) *Improve Student Access from Application to Registration* (n=6); and
4) *Scale Successful Practices from Grants, Categoricals, and Learning Communities* (n=6).

Additionally, Deans and VPs raised collegewide issues such as *Addressing Staffing Shortages, Marketing and Program Visibility*, and the other issues listed in green in the graph above.
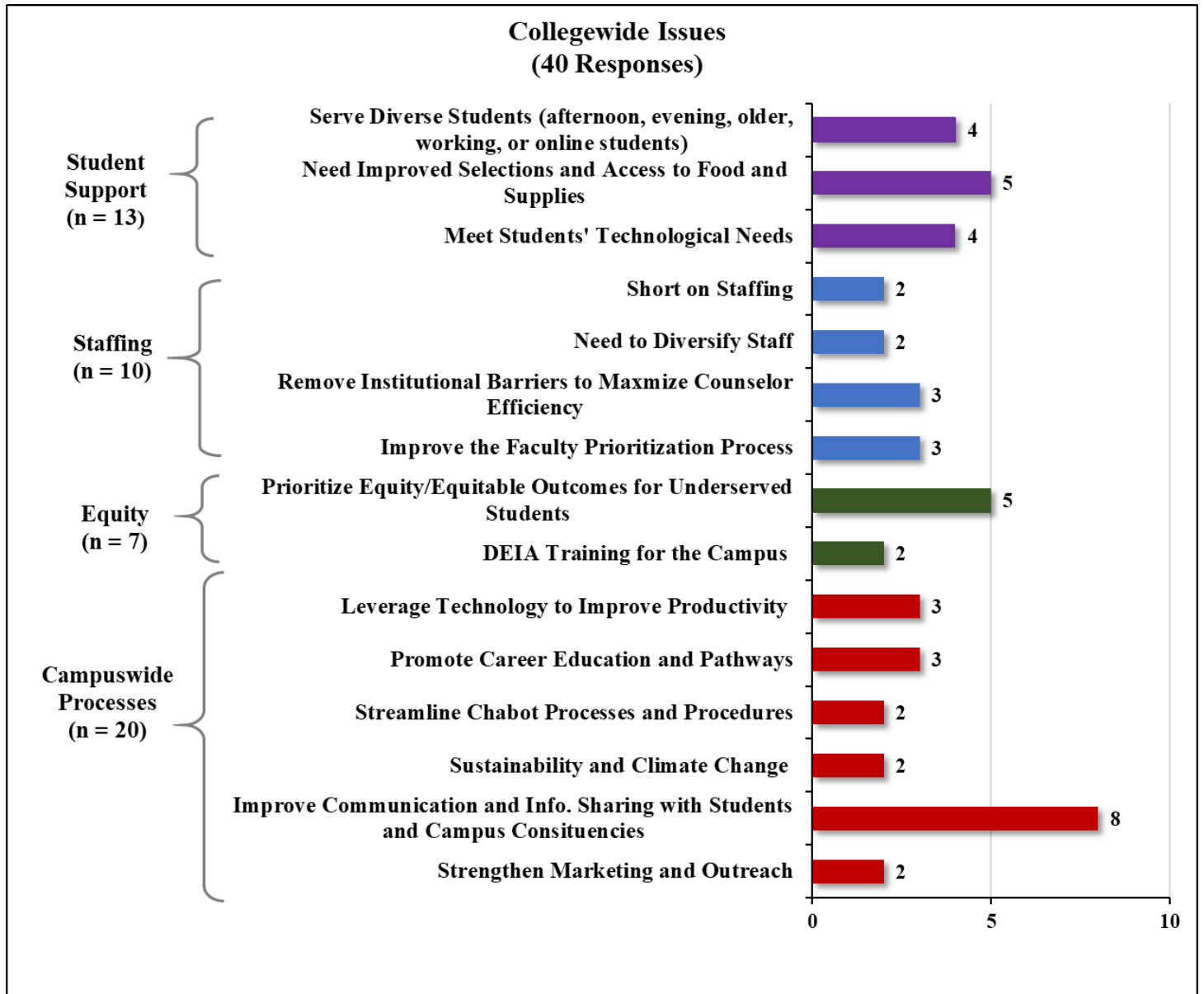
If we consider, not just how frequently the annual planning priorities were mentioned, but the rankings (see graph below), a slightly different set of priorities arose from the Deans' and VPs' PARs. *Improve Student Access from Application to Registration* was ranked as the most important priority. This is consistent with the overall campus ranking of this issue as the number one priority. As with the campuswide priority rankings, *Dedicate Resources for the Implementation of Impending Mandates* was ranked as the second most important. However, the Deans' and VPs' rankings raised two priorities to the top four that differ from the campuswide rankings, these were to *Affirm and Improve the Program and Area Review Resource Request Process* and to *Improve Fluency with Business and HR Processes*.



Frequency of Annual Planning Priorities Being Ranked in Top Three by Deans and Vice Presidents (12 Responses)

*Other Collegewide Issues Raised by Individual Programs and Areas*

**PAR Question:** If you believe there is an important issue to address to carry out the college mission that is NOT in the <u>seven recommendations</u> PRAC put forward, please describe below (optional).

**PAR Committee Lead Analyst:** Na Liu

**Collegewide Issues**
**(40 Responses)**

| Category | Issue | Value |
|---|---|---|
| **Student Support (n = 13)** | Serve Diverse Students (afternoon, evening, older, working, or online students) | 4 |
| | Need Improved Selections and Access to Food and Supplies | 5 |
| | Meet Students' Technological Needs | 4 |
| **Staffing (n = 10)** | Short on Staffing | 2 |
| | Need to Diversify Staff | 2 |
| | Remove Institutional Barriers to Maxmize Counselor Efficiency | 3 |
| | Improve the Faculty Prioritization Process | 3 |
| **Equity (n = 7)** | Prioritize Equity/Equitable Outcomes for Underserved Students | 5 |
| | DEIA Training for the Campus | 2 |
| **Campuswide Processes (n = 20)** | Leverage Technology to Improve Productivity | 3 |
| | Promote Career Education and Pathways | 3 |
| | Streamline Chabot Processes and Procedures | 2 |
| | Sustainability and Climate Change | 2 |
| | Improve Communication and Info. Sharing with Students and Campus Consituencies | 8 |
| | Strengthen Marketing and Outreach | 2 |

**Results:**

After ranking the importance of the seven PRAC annual planning priorities, individual programs and areas were asked if there were any additional pressing collegewide issues. Their responses fell into four broad categories: *Student Support* (n=13), *Staffing* (n=10), *Equity* (n=7), and *Campuswide Processes* (n=20). Across all four broad categories, the most frequently mentioned theme was *Improve Communication and Information Sharing with Students and Campus Constituencies* (n=8), which was within the broad category of *Campuswide Processes*. Within Student Support, the theme of *Students Needing Improved Selections and Access to Food and*

*Supplies* (n=5) stood out. In addition, PAR respondents highlighted students having a variety of *Technology Needs* (n=4), including a need for laptop loaning programs and reliable internet access. Within Staffing, the following two themes were each named three times: *Improve the Faculty Prioritization Process* and *Remove Institutional Barriers to Counselor Efficiency.* Within the broad category of Equity, respondents most frequently called for *Prioritizing Equity* in college priorities (n=5).

**Summary and Policy Implications for Consideration:**

Across the three prior questions from the Fall 2023 PAR—all on the topic of annual planning priorities and collegewide issues—the priority ranked of highest importance was to *Improve Student Access from Application to Registration*. The ensuing policy implication is to **ensure the application-to-registration process is seamless and efficient from students' perspectives.** Given this was already raised as a policy implication in the Fall 2022 PAR, the continued emphasis on this issue illustrates a need for further action, such as setting measurable targets and developing a timeline to carry out action steps. Further utilization of Kennedy and Company's districtwide analysis on enrollment and business processes could support the development of these measurable action items. The second issue, raised across individual PARs, and Deans' and VPs' PARs, was the importance of *Dedicating Resources for the Implementation of Impending Mandates.* This leads to the policy implication to **conduct collaborative analyses to develop a comprehensive action and spending plan to implement impending mandates**.

Two other potential policy implications arose from the ranking of annual planning priorities:

- **Research how to scale successful practices from grants, categoricals, and learning communities** (also recommended in the Fall 2021 PAR). This implication is linked to the rankings by individual programs and areas.
- **Work to affirm and improve the Program and Area Review Resource Request Process** (also recommended in Fall 2021 PAR). This implication is linked to the rankings by Deans and VPs.
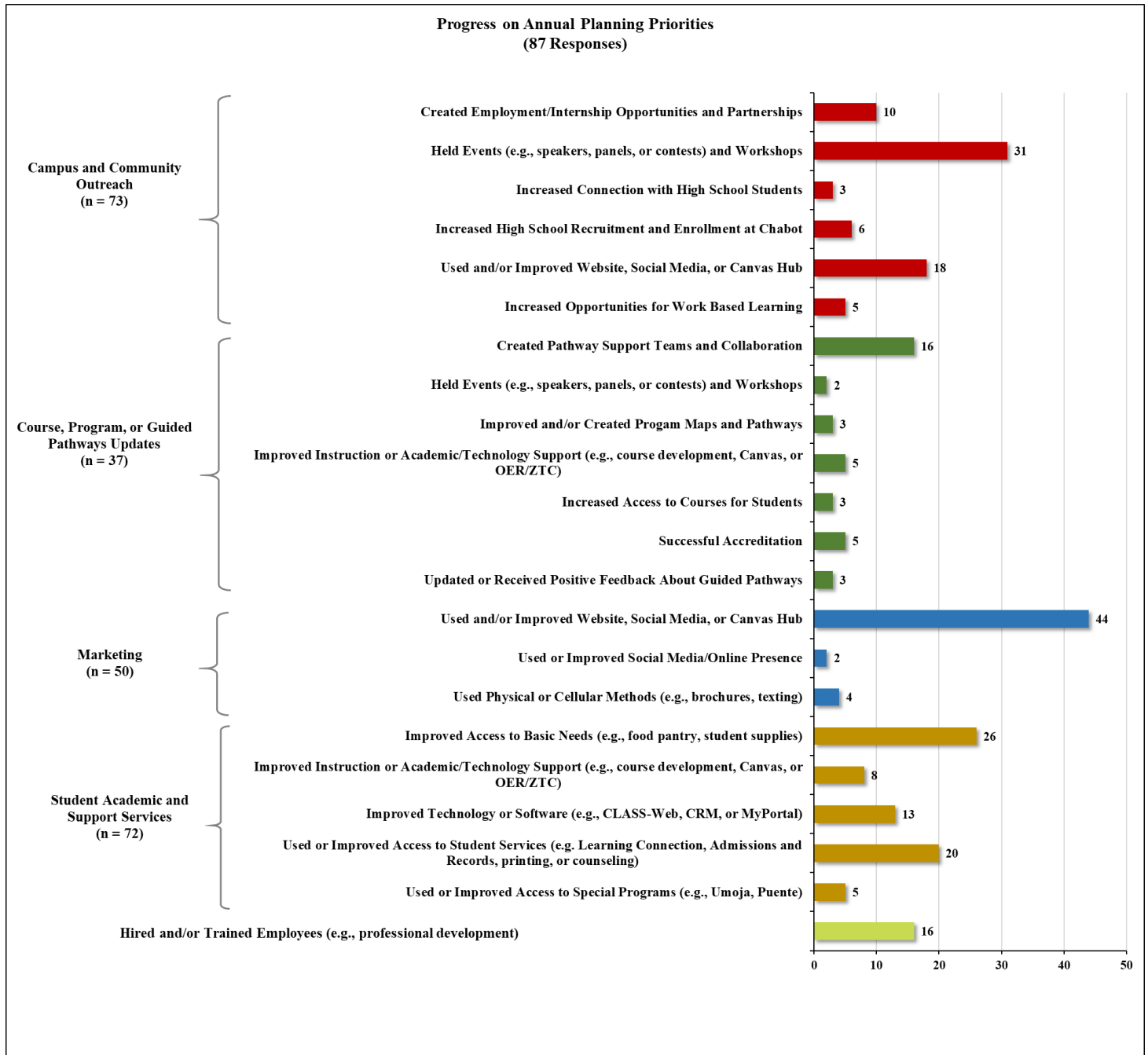
Finally, in the question asking about additional collegewide issues not addressed by the annual planning priorities, several issues were raised with enough frequency to warrant additional policy considerations. For example, the frequently named theme to *Improve Communication and Information Sharing with Students and Campus Constituencies* could be addressed with the policy implication to **ensure time and space is institutionally structured for cross-campus collaborations, and platforms for information-sharing with students and campus constituencies are developed**. Further, respondents frequently noted the importance of prioritizing equity and/or providing DEIA training to support equity. This leads to the policy implication to **strengthen Chabot's focus on the college mission to "provide culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of equity."** Additionally, as often noted in previous PARs, themes related to staffing were raised several times, such as staffing shortages, ensuring smooth hiring processes, and removing barriers and/or leveraging technology to support staff time being used efficiently. This leads to the policy implication to **investigate the multi-faceted causes of inadequate staffing and address solvable issues.** Finally, PAR respondents emphasized the importance of improving students' access to food options and meeting students' technological needs, which leads to the policy implication to **ensure that support for students' financial, technological, academic, and basic needs continues**.

# Status of AY 22-23 Annual Planning Priorities

*Progress on Annual Planning Priorities*

**PAR Question:** The Planning and Resource Allocation Committee (PRAC) establishes <u>Annual Planning Priorities</u> based on collegewide trends in PAR responses, experiences from grant and categorical fund managers, and issues raised in PRAC. In brief, the planning priorities for 2022-2023 were to: 1) Develop support networks to link students to Pathway Success Team members and services; 2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers; and 3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services). **What progress did you see in any of these annual planning priorities?**

**PAR Committee Lead Analysts:** Simon Abramowitsch and Aaron Deetz



Progress on Annual Planning Priorities
(87 Responses)

**Campus and Community Outreach (n = 73)**
- Created Employment/Internship Opportunities and Partnerships — 10
- Held Events (e.g., speakers, panels, or contests) and Workshops — 31
- Increased Connection with High School Students — 3
- Increased High School Recruitment and Enrollment at Chabot — 6
- Used and/or Improved Website, Social Media, or Canvas Hub — 18
- Increased Opportunities for Work Based Learning — 5

**Course, Program, or Guided Pathways Updates (n = 37)**
- Created Pathway Support Teams and Collaboration — 16
- Held Events (e.g., speakers, panels, or contests) and Workshops — 2
- Improved and/or Created Progam Maps and Pathways — 3
- Improved Instruction or Academic/Technology Support (e.g., course development, Canvas, or OER/ZTC) — 5
- Increased Access to Courses for Students — 3
- Successful Accreditation — 5
- Updated or Received Positive Feedback About Guided Pathways — 3

**Marketing (n = 50)**
- Used and/or Improved Website, Social Media, or Canvas Hub — 44
- Used or Improved Social Media/Online Presence — 2
- Used Physical or Cellular Methods (e.g., brochures, texting) — 4

**Student Academic and Support Services (n = 72)**
- Improved Access to Basic Needs (e.g., food pantry, student supplies) — 26
- Improved Instruction or Academic/Technology Support (e.g., course development, Canvas, or OER/ZTC) — 8
- Improved Technology or Software (e.g., CLASS-Web, CRM, or MyPortal) — 13
- Used or Improved Access to Student Services (e.g. Learning Connection, Admissions and Records, printing, or counseling) — 20
- Used or Improved Access to Special Programs (e.g., Umoja, Puente) — 5

- Hired and/or Trained Employees (e.g., professional development) — 16

**Results:**

PAR respondents were asked to assess the progress they saw on Chabot's 2022-2023 Annual Planning Priorities, which were established by PRAC and grounded in the themes raised by prior PAR respondents. The three priorities respondents were asked to reflect upon were: 1) Develop support networks to link students to Student Success Teams; 2) Expand Chabot's connection to the external community; and 3) Improve Student Interfaces. (Note: responses on all three priorities have been combined to identify common themes on progress.) Responses fell into 5 broad categories: *Campus and Community Outreach* (n=73), *Course, Program, or Guided Pathways Updates* (n=37), *Marketing* (n=50), *Student Academic and Support Services* (n=72), and *Hired and/or Trained Employees* (n=16).

Campus and Community Outreach was the broad category in which respondents observed the most progress, and, in that area, the theme *Held Events and Workshops* (n=31) was mentioned most frequently. Two other notable themes emerged in this broad category. First, around employment, internship, and work-based learning connections, respondents mentioned, *Created Employment/Internship Opportunities and Partnerships* (n=10) and *Increased Opportunities for Work-Based Learning* (n=5). Second, respondents noted progress on the connection between Chabot and local high schools in the themes, *Increased HS Recruitment and Enrollment* (n=6) and *Increased Connection with Local HS* (n=3).

One theme that emerged across all three planning priorities and within four out of five of the broader categories of responses was that respondents have observed the improved use of websites, Canvas sites, social media, and other technology to communicate, engage, and support. For example, the following themes arose frequently: *Used and/or Improved Website, Social Media, or Canvas Hub* (n=18 from the broader category Campus and Community Outreach, and n=44 from the broader category of Marketing, total n=62), and *Improved Technology or Software* (e.g. CLASS-Web, CRM, or MyPortal) (n=13 from the broad category Student Academic and Personal Assistance).

Finally, respondents noted progress in a variety of areas under the Student Academic and Support Services category, including *Improved Access to Basic Needs (e.g. Food Pantry, Student Supplies)* (n=26) and *Used or Improved Access to Student Service (e.g. Learning Connection, Admissions and Records, Printing, or Counseling)* (n=20). However, in the *Course, Program, and Guided Pathways Updates* category, while there was a significant number of responses falling under the theme *Created Pathway Support Teams and Collaboration* (n=16), the response data on actual enactment of Pathway planning into specific practices was less clear.

**Summary and Policy Implications for Consideration:**

The varied and nuanced data about all the progress Chabot has made on the 2022-23 Planning Priorities was heartening to read. It gives credence to many of the policy recommendations from prior PARs and supports these policy recommendations for the future. For example, Chabot should **ensure that support for students' financial, technological, academic, and basic needs continues**. The data also raised additional policy implications for consideration, such as:
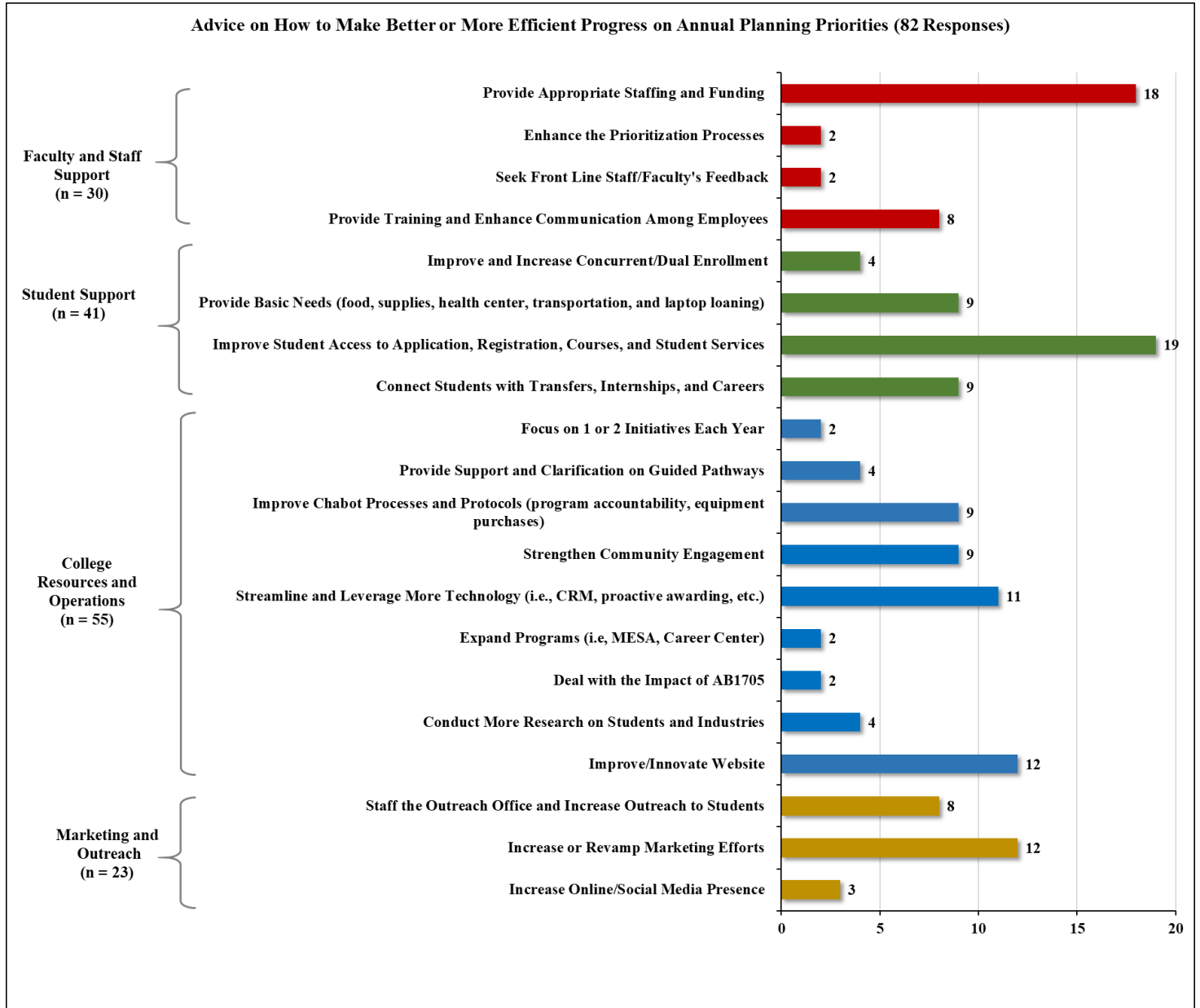
- **Provide continued institutional support for refining and leveraging digital platforms (e.g., for marketing, communications, etc.). Scale up digital platform usage for consistency collegewide.**

- Given the annual planning priority to link students to pathway success teams and services, in concert with PAR respondents' feedback that pathways teams were being created, but unclear data on the enactment of students getting access to services, the following policy implication arose: **continue to build a campuswide shared understanding of Guided Pathways as an opportunity for students to clarify their journey at Chabot and ensure institutional supports are present for continuity of Guided Pathways services.** Such supports could include continued funding at grant culmination; professional development so all staff understand their Guided Pathways roles; regular campuswide updates; and website and technological platforms refined to support information dissemination and data gathering on Guided Pathways.

*Advice on How to Make Better or More Efficient Progress on Annual Planning Priorities*

**PAR Question:** If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?

**PAR Committee Lead Analysts:** Frances Fon and Nancy Pinio



Advice on How to Make Better or More Efficient Progress on Annual Planning Priorities (82 Responses)

**Faculty and Staff Support (n = 30)**
- Provide Appropriate Staffing and Funding — 18
- Enhance the Prioritization Processes — 2
- Seek Front Line Staff/Faculty's Feedback — 2
- Provide Training and Enhance Communication Among Employees — 8

**Student Support (n = 41)**
- Improve and Increase Concurrent/Dual Enrollment — 4
- Provide Basic Needs (food, supplies, health center, transportation, and laptop loaning) — 9
- Improve Student Access to Application, Registration, Courses, and Student Services — 19
- Connect Students with Transfers, Internships, and Careers — 9

**College Resources and Operations (n = 55)**
- Focus on 1 or 2 Initiatives Each Year — 2
- Provide Support and Clarification on Guided Pathways — 4
- Improve Chabot Processes and Protocols (program accountability, equipment purchases) — 9
- Strengthen Community Engagement — 9
- Streamline and Leverage More Technology (i.e., CRM, proactive awarding, etc.) — 11
- Expand Programs (i.e, MESA, Career Center) — 2
- Deal with the Impact of AB1705 — 2
- Conduct More Research on Students and Industries — 4
- Improve/Innovate Website — 12

**Marketing and Outreach (n = 23)**
- Staff the Outreach Office and Increase Outreach to Students — 8
- Increase or Revamp Marketing Efforts — 12
- Increase Online/Social Media Presence — 3

**Results:**

Respondents were asked, "If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?" The majority of their responses fell into four broad categories: *College Resources and Operations* (n=57), *Student Support* (n=44), *Faculty and Staff Support* (n=30), and *Marketing and Outreach* (n=23). Within College Resources and Operations, four themes stood out: *Improve/Innovate Website* (n=12), *Streamline and Leverage More Technology* (n=11), *Improve Chabot Processes and Protocols* (n=11), and *Strengthen Community Engagement* (n=9). Within

Student Support, the most frequently mentioned theme was *Improve Student Access to Application, Registration, Courses, and Student Services* (n=19) followed by *Provide Basic Needs* (n=9) and *Connect with Transfer, Internships, and Careers* (n=9). Within Faculty and Staff Support, the most frequently mentioned theme was *Provide Appropriate Staffing and Funding* (n=18) followed by *Provide Training and Enhance Communication Among Employees* (n=8). In Marketing and Outreach, *Increase or Revamp Marketing Efforts* (n=12) was most frequently mentioned, followed by *Staff Outreach Office and Increase Outreach to Students* (n=8).

**Summary and Policy Implications for Consideration:**

The advice PAR respondents would give college decision-makers on how to make progress on annual planning priorities intersected with prior years' PAR policy recommendations and this year's PAR questions. Themes from Fall 2021, Fall 2022 and Fall 2023 PARs all highlighted the need to **investigate the multi-faceted causes of inadequate staffing and address solvable issues**. As noted in previous PAR synthesis statements, not all causes of inadequate staffing have quick solutions: such as lack of funding to hire adequate staff in the community college system. However, Chabot can strive to uncover and address issues such as inefficiencies/obstacles in hiring processes or ensuring technological and other processes are efficient, so as not to drain staff time.

As mentioned in several previous Fall 2023 PAR questions, as well as in prior years' PARs, responses to this question indicated there is an ongoing need to **ensure the application-to-registration process is seamless and efficient from students' perspectives.**

Like the question on progress toward annual planning priorities, respondents to this question noted there has been significant progress on the improved use of websites, Canvas sites, social media, and other technology. However, based on themes in response to this question, progress may be happening at the local level and there is a need for collegewide coordination. This leads to the policy implication to **create a comprehensive marketing plan to communicate internally and externally**.
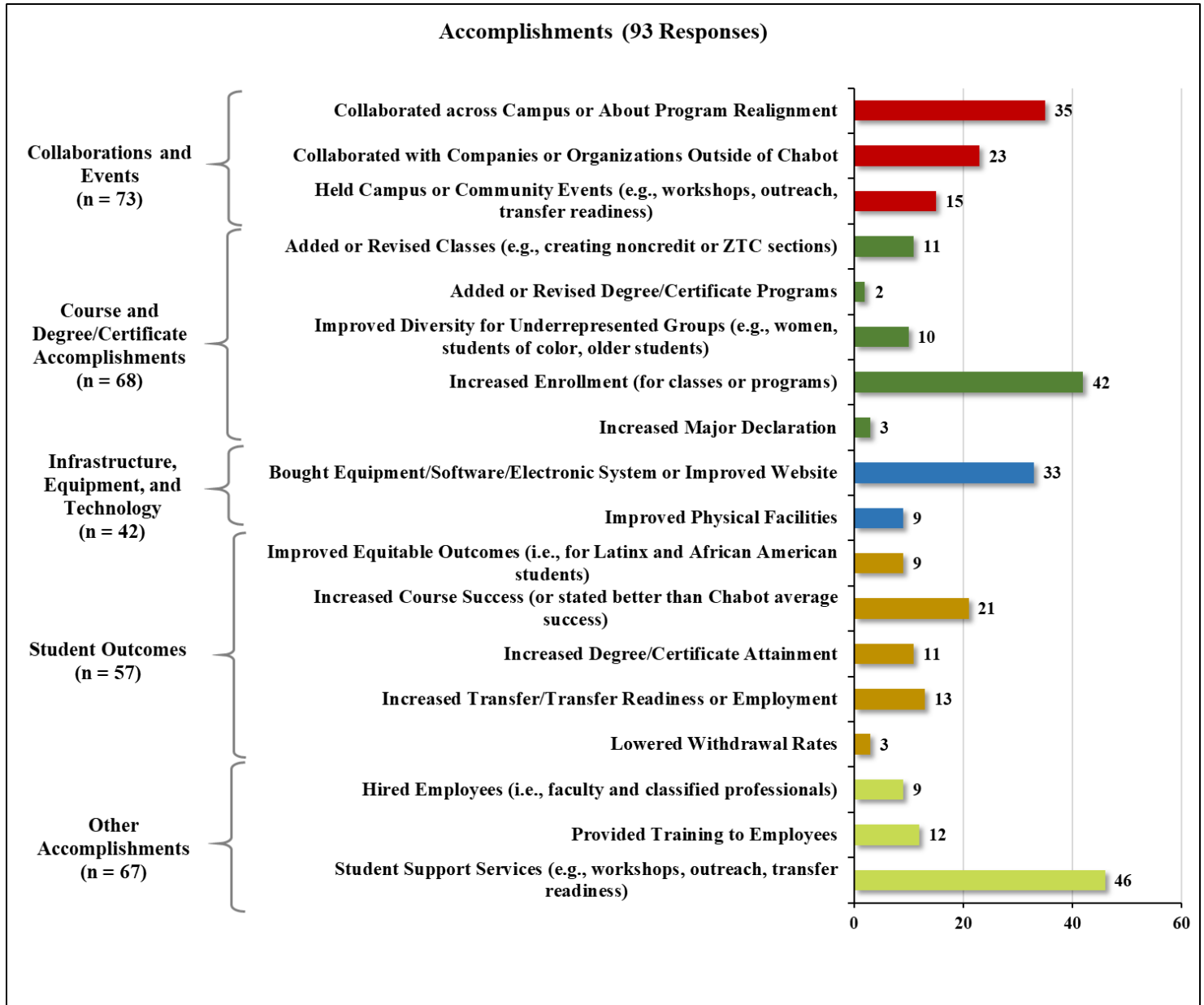
The final potential policy implication from this question, based on the frequent recommendations to improve a Chabot process or protocol and to leverage technology, is to **analyze and implement more efficient processes and workflow for payroll, purchasing, human resources, and student services paperwork, utilizing technology where relevant.** This policy implication was also mentioned in Fall 2022.

# Reflections on Meeting PAR Goals

*Accomplishments*

**PAR Question:** So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

**PAR Committee Lead Analysts:** Alex Karan and Andrew Leung

**Accomplishments (93 Responses)**

| Category | Item | Value |
|---|---|---|
| **Collaborations and Events (n = 73)** | Collaborated across Campus or About Program Realignment | 35 |
| | Collaborated with Companies or Organizations Outside of Chabot | 23 |
| | Held Campus or Community Events (e.g., workshops, outreach, transfer readiness) | 15 |
| **Course and Degree/Certificate Accomplishments (n = 68)** | Added or Revised Classes (e.g., creating noncredit or ZTC sections) | 11 |
| | Added or Revised Degree/Certificate Programs | 2 |
| | Improved Diversity for Underrepresented Groups (e.g., women, students of color, older students) | 10 |
| | Increased Enrollment (for classes or programs) | 42 |
| | Increased Major Declaration | 3 |
| **Infrastructure, Equipment, and Technology (n = 42)** | Bought Equipment/Software/Electronic System or Improved Website | 33 |
| | Improved Physical Facilities | 9 |
| **Student Outcomes (n = 57)** | Improved Equitable Outcomes (i.e., for Latinx and African American students) | 9 |
| | Increased Course Success (or stated better than Chabot average success) | 21 |
| | Increased Degree/Certificate Attainment | 11 |
| | Increased Transfer/Transfer Readiness or Employment | 13 |
| | Lowered Withdrawal Rates | 3 |
| **Other Accomplishments (n = 67)** | Hired Employees (i.e., faculty and classified professionals) | 9 |
| | Provided Training to Employees | 12 |
| | Student Support Services (e.g., workshops, outreach, transfer readiness) | 46 |

**Results:**

PAR respondents were asked what accomplishments they had achieved in working toward their program's/area's goals. Many of their responses fell into four broad categories: *Collaborations and Events* (n=73), *Course and Degree/Certificate Accomplishments* (n=68), *Student Outcomes (n=57),* and *Infrastructure, Equipment, and Technology* (n=42). Within the *Course and Degree/Certificate Accomplishments* category,

*Increased Enrollment (for Classes or Programs*; n=42) stood out as the central theme. One respondent wrote, "We have seen a corresponding explosion in enrollment." A second wrote, "Our … courses are consistently full, often reaching or exceeding 100% capacity." Many other respondents noticed the same for both online and in-person classes. Within the *Collaborations and Events* category, many noted *Collaborated Across Campus or About Program Realignment* (n=35) or *Collaborated with Companies or Organizations Outside of Chabot* (n=23). Within the *Student Outcomes* broad category, responses mostly included statements about *Increased Course Success (or Stated Better than Chabot Average Success*; n=21*)*. Within the *Infrastructure, Equipment, and Technology* broad category, the responses primarily expressed that programs *Bought Equipment/Software/Electronic System or Improved Website* (n=33).

Furthermore, there were many other accomplishments in the *Other Accomplishments* (n=67) category, primarily including mentions of *Student Support Services (e.g., workshops, outreach, transfer readiness;* n=46), which emerged as the dominant theme across all reported PAR accomplishments. Lastly, in Fall 2023, respondents mentioned accomplishments that were previously policy implications from fall 2022 (i.e., ensure that support for students' financial, technological, academic, and basic needs continues, and continue to work in cross-area/disciplinary teams to address collegewide issues).

**Summary and Policy Implications for Consideration:**

PAR participants wrote about numerous accomplishments in response to this question, many of which directly speak to the current annual planning priorities and previous policy implications from PAR analyses. Most notably, accomplishments were in service of these three policies from prior PAR synthesis statements: 1) Analyze and implement collegewide marketing to address low enrollment, 2) Maximize usage of and planning for facilities, and 3) Continue to work in cross-area/disciplinary teams to address collegewide issues.
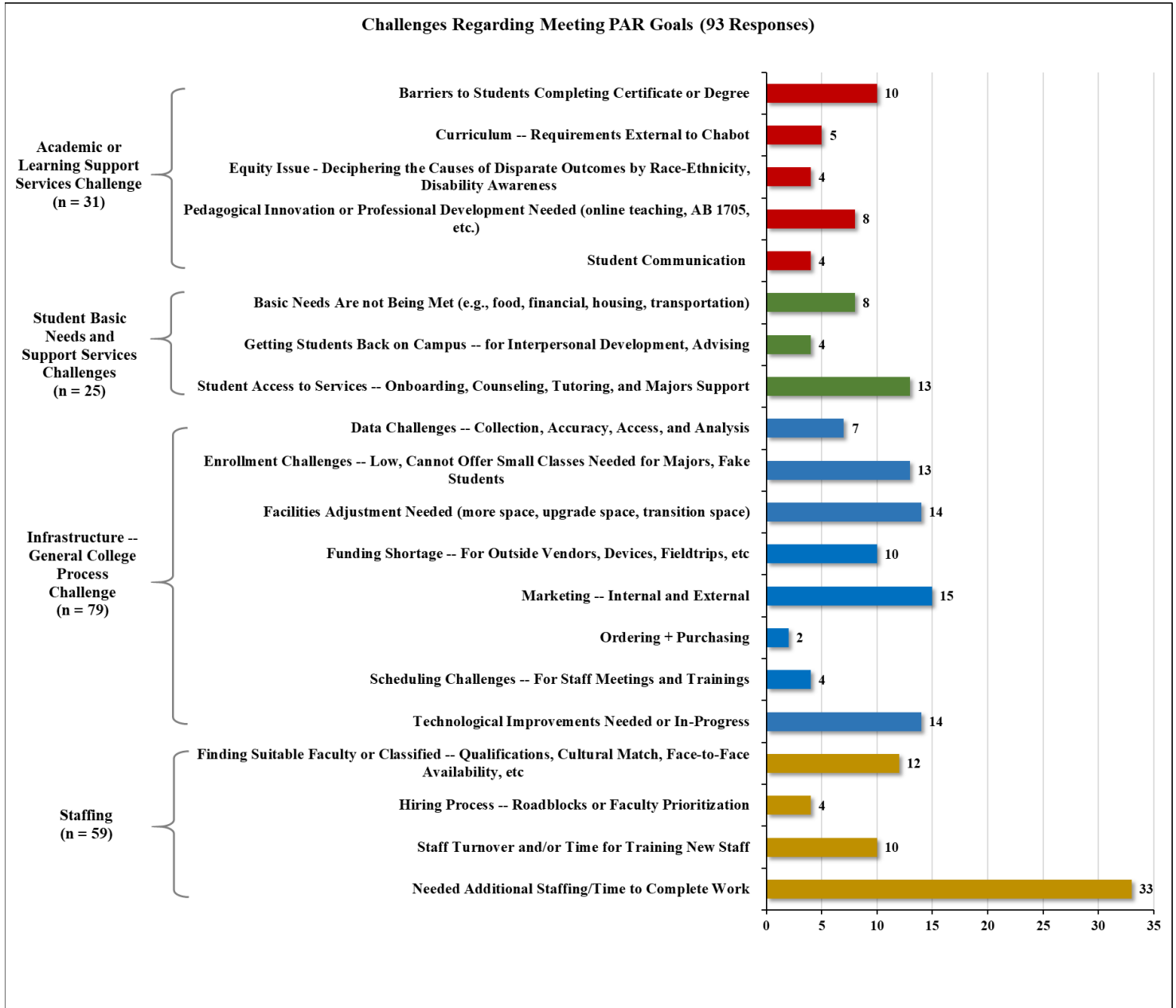
Given the overarching success seen across campus in this past academic year, a few policy suggestions are as follows. Although Chabot saw increases in enrollment, there should be effort placed to **provide continued institutional support for refining and leveraging digital platforms (e.g., for marketing, communications, etc.). Scale up digital platform usage for consistency collegewide.** This policy implication goes together with stepping up efforts to increase enrollment and collaborate with others across campus and in the community – two emergent themes from the Fall 2023 PAR. Relatedly, although there were many events on campus and in collaboration with external companies and the community (i.e., 38 mentions in the Fall 2023 PAR), it is apparent that programs are holding these events largely with individual efforts, as opposed to in conjunction with a collegewide plan. Thus, a policy implication to **create a comprehensive marketing plan to communicate internally and externally** would aid programs in holding such events and potentially increase the positive impact these programs have, both internally and externally.

Further, although these accomplishments seem to indicate that Chabot is successful in implementing college processes and procedures, more institutional effort could be warranted to **evaluate the efficiency of post-pandemic college processes and procedures**. Across the 307 coded text segments in PAR responses to this question, equity accomplishments and/or successfully addressing disproportionate impact, were only named nine times. The lack of frequency with which equity accomplishments were named leads to the following policy recommendation: **strengthen Chabot's focus on the college mission to "provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity."**

*Challenges*

**PAR Question:** What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

**PAR Committee Lead Analysts**: Paul Pinza and Alice Hale

**Challenges Regarding Meeting PAR Goals (93 Responses)**

| Category | Challenge | Count |
|---|---|---|
| **Academic or Learning Support Services Challenge (n = 31)** | Barriers to Students Completing Certificate or Degree | 10 |
| | Curriculum -- Requirements External to Chabot | 5 |
| | Equity Issue - Deciphering the Causes of Disparate Outcomes by Race-Ethnicity, Disability Awareness | 4 |
| | Pedagogical Innovation or Professional Development Needed (online teaching, AB 1705, etc.) | 8 |
| | Student Communication | 4 |
| **Student Basic Needs and Support Services Challenges (n = 25)** | Basic Needs Are not Being Met (e.g., food, financial, housing, transportation) | 8 |
| | Getting Students Back on Campus -- for Interpersonal Development, Advising | 4 |
| | Student Access to Services -- Onboarding, Counseling, Tutoring, and Majors Support | 13 |
| **Infrastructure -- General College Process Challenge (n = 79)** | Data Challenges -- Collection, Accuracy, Access, and Analysis | 7 |
| | Enrollment Challenges -- Low, Cannot Offer Small Classes Needed for Majors, Fake Students | 13 |
| | Facilities Adjustment Needed (more space, upgrade space, transition space) | 14 |
| | Funding Shortage -- For Outside Vendors, Devices, Fieldtrips, etc | 10 |
| | Marketing -- Internal and External | 15 |
| | Ordering + Purchasing | 2 |
| | Scheduling Challenges -- For Staff Meetings and Trainings | 4 |
| | Technological Improvements Needed or In-Progress | 14 |
| **Staffing (n = 59)** | Finding Suitable Faculty or Classified -- Qualifications, Cultural Match, Face-to-Face Availability, etc | 12 |
| | Hiring Process -- Roadblocks or Faculty Prioritization | 4 |
| | Staff Turnover and/or Time for Training New Staff | 10 |
| | Needed Additional Staffing/Time to Complete Work | 33 |

**Results:**

PAR respondents were asked what challenges they encountered when working towards their program's or area's goals. Almost all responses fell into four broad categories: *Academic or Learning Support Service Challenge* (n=31); *Student Basic Needs and Support Services Challenge* (n=25); *Infrastructure – General College Process Challenge* (n=79); and *Staffing* (n=59).

The most frequently mentioned broad category was Infrastructure Challenges. Within this category, three themes rose to the fore: 1) *Marketing – Internal and External* (n=15); 2) needs for *Facility Adjustments Such as Upgrading, Transitioning or More Space* (n=14); and 3) *Technological Improvements* (n=14).

Within the next largest broad category, *Staffing Challenges*, the most frequently mentioned issue was *Needing Additional Staffing/Time to Complete Work* (n=33). This one theme, within the broad category, was more frequently mentioned than all the themes in each of the two other broad categories. There were frequent mentions of the need for more full-time faculty, such as, "The current full-time faculty member is stretched thin teaching a huge overload while serving as program coordinator and handling several difficult staffing issues." One program referred to their accreditation being in jeopardy due to being "out of compliance in our full-time to part-time faculty ratio." The perspective of many respondents can be summed up by this remark from one program, "[The challenge we face is] a general, ever-present reality of doing more with fewer resources, in less time, with uncertain supports."

The third largest broad category was challenges associated with *Academic or Learning Support Services*, within which challenges related to students *Completing a Certificate or Degree* (n=10) were named the most often. In the final broad category of *Student Basic Needs and Support Services*, challenges related to student access to services such as *Onboarding, Counseling, Tutoring and Majors Support* (n=13) were raised most frequently.

**Summary and Policy Implications for Consideration:**

The single most frequently mentioned theme in response to the Fall 2023 challenges questions was the need for additional staffing or time to complete work. This highlights the importance of the policy implication to **investigate the multi-faceted causes of inadequate staffing and address solvable issues** (a policy implication that has been raised in some form in PARs from Fall 2021, 2022, and 2023).
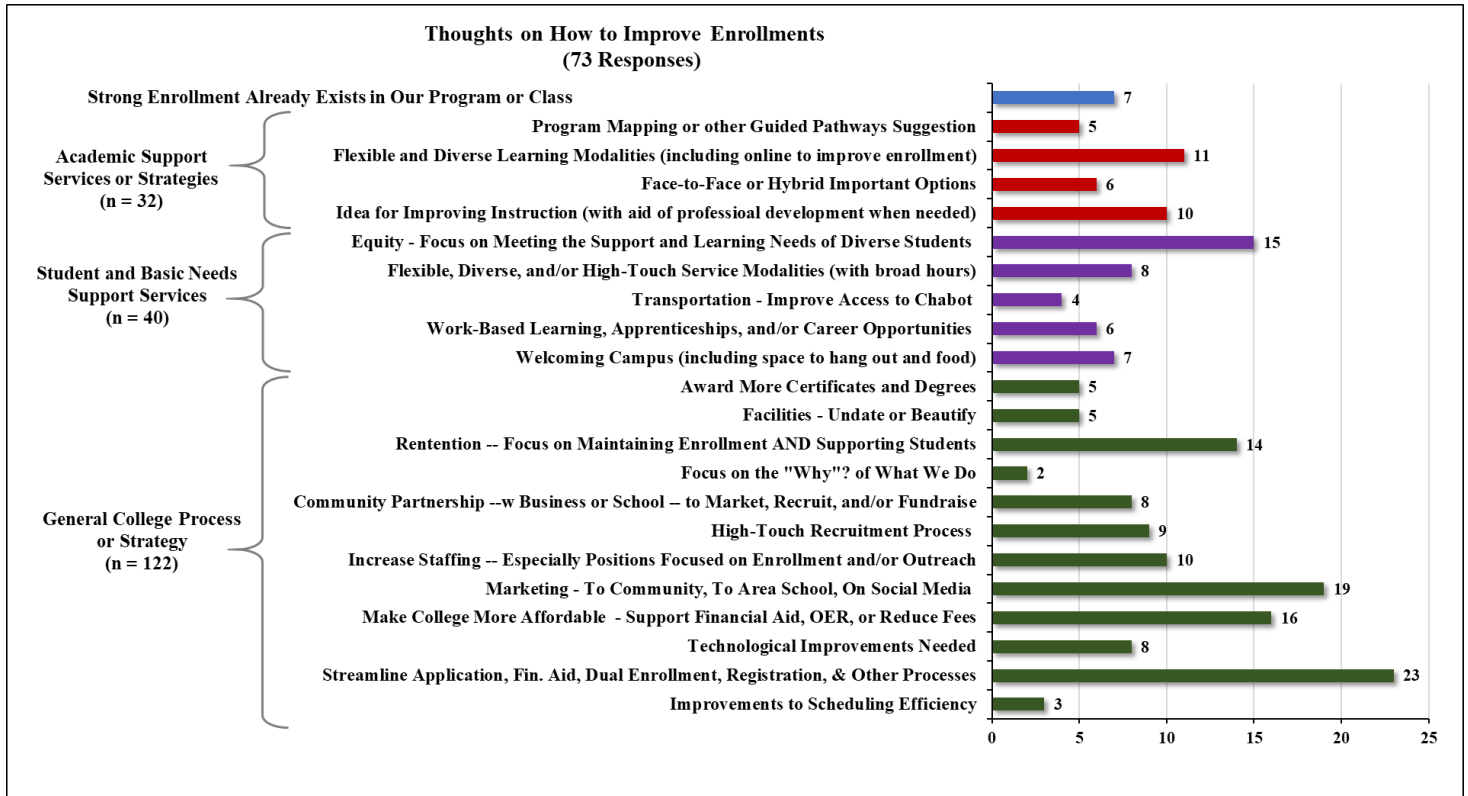
The issue of communicating information to students arose across two frequently mentioned themes: students accessing services and the need for internal marketing. This leads to the policy implication to **provide continued institutional support for refining and leveraging digital platforms (e.g., for marketing, communications, etc.). Scale up digital platform usage for consistency collegewide.** Relatedly, the theme of *marketing – internal and external* was raised fifteen times, leading to the policy implication to **create a comprehensive marketing plan to communicate internally and externally.**

The frequency with which technological improvements and infrastructure challenges were mentioned leads to the policy implication to **analyze and implement more efficient processes and workflow for payroll, purchasing, human resources, and student services paperwork, utilizing technology where relevant** (this policy implication was also raised in Fall 2022).

# Thoughts on How to Improve Chabot's Enrollment

**PAR Question:** Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)

**PAR Committee Lead Analyst**: Cynthia Gordon da Cruz

### Thoughts on How to Improve Enrollments
### (73 Responses)

**Academic Support Services or Strategies (n = 32)**

| Category | Value |
|---|---|
| Strong Enrollment Already Exists in Our Program or Class | 7 |
| Program Mapping or other Guided Pathways Suggestion | 5 |
| Flexible and Diverse Learning Modalities (including online to improve enrollment) | 11 |
| Face-to-Face or Hybrid Important Options | 6 |
| Idea for Improving Instruction (with aid of professional development when needed) | 10 |

**Student and Basic Needs Support Services (n = 40)**

| Category | Value |
|---|---|
| Equity - Focus on Meeting the Support and Learning Needs of Diverse Students | 15 |
| Flexible, Diverse, and/or High-Touch Service Modalities (with broad hours) | 8 |
| Transportation - Improve Access to Chabot | 4 |
| Work-Based Learning, Apprenticeships, and/or Career Opportunities | 6 |
| Welcoming Campus (including space to hang out and food) | 7 |

**General College Process or Strategy (n = 122)**

| Category | Value |
|---|---|
| Award More Certificates and Degrees | 5 |
| Facilities - Undate or Beautify | 5 |
| Rentention -- Focus on Maintaining Enrollment AND Supporting Students | 14 |
| Focus on the "Why"? of What We Do | 2 |
| Community Partnership --w Business or School – to Market, Recruit, and/or Fundraise | 8 |
| High-Touch Recruitment Process | 9 |
| Increase Staffing -- Especially Positions Focused on Enrollment and/or Outreach | 10 |
| Marketing - To Community, To Area School, On Social Media | 19 |
| Make College More Affordable  - Support Financial Aid, OER, or Reduce Fees | 16 |
| Technological Improvements Needed | 8 |
| Streamline Application, Fin. Aid, Dual Enrollment, Registration, & Other Processes | 23 |
| Improvements to Scheduling Efficiency | 3 |

**Results:**

PAR respondents were asked what ideas they had to respond to Chabot's enrollments being lower than pre-COVID levels. Their responses fell into three broad categories: *Academic Support Services or Strategies* (n=32); *Student and Basic Needs Support Services* (n=40) and improvement to a *General College Process or Strategy* (n=122). Within the most frequently mentioned broad category on *General College Process and Strategy*, four themes stood out. First, streamline processes, such as *Applications, Financial Aid, Dual Enrollment, and Registration* (n=23) was frequently named. PAR participants also often recommended *Marketing to Community, Area Schools, and on Social Media* (n=19) as key to addressing enrollment. Third, PAR respondents noted the importance of *Making College More Affordable by Supporting Financial Aid, OER or Reducing Fees* (n=16). Fourth, *Retention* with a focus on *Maintaining Enrollment and Supporting Students* (n=14) was named as a key area.

In the broad category of *Student and Basic Needs Support Services*, PAR respondents resoundingly named the importance of *Equity – Focus on Meeting the Support and Learning Needs of Diverse Students* (n=15). In the final broad category of Academic Support Services or Strategies, two themes stood out: the *Importance of*

*Flexible and Diverse Learning Modalities, Including Online* (n=11) and a diverse array of ideas for *Improving Instruction, with Professional Development When Needed* (n=10).

**Summary and Policy Implications for Consideration:**

As mentioned frequently throughout the Fall 2023 PAR responses, campus constituents believe there is a continued need to streamline processes such as *Applications, Financial Aid, Dual Enrollment, and Registration.* This leads, once again, to the policy implication to **ensure the application-to-registration process is seamless and efficient from students' perspectives.** Several action items to this end were mentioned by PAR respondents. For example, one respondent recommended, "Specifically, improving the ease of navigating the website/application, reducing the steps, and creating clear and simple communication on onboarding steps." Another suggested, "Streamlining the financial aid application process, perhaps through a dedicated online portal or workshops." One more pointed out, "For dual enrollment students, increasing enrollment will require a smoother transition from application to registration. ... students are deterred from registering and/or dropping courses due to holds on their accounts because of mistakes with technology shortcomings, which include [the] inability to distinguish between former dual enrollment students and newly graduated students."

Additionally, responses to this question centered on equity across multiple themes—from recommending a focus on student services and basic needs support, to ensuring support and learning needs of diverse students were met in the classroom, to a call for diverse learning modalities. The frequency with which equity was named leads to two equity-focused policy implications:

- **Ensure that support for students' financial, technological, academic, and basic needs continues**. For example, this could be actualized through investing in programs that make college more affordable for students, such as OER and free college programs or institutionalization and ongoing support for the Student Hub and other venues designed to ensure students' basic needs are met.
- **Strengthen Chabot's focus on the college mission to "provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity."**

Further, while responses to previous questions raised the policy implication of evaluating the efficiency of post-pandemic college processes and procedures; responses to this question were even more specific. Collectively, twenty-five respondents mentioned the importance of evaluating or having online, hybrid, and/or face-to-face service and instructional modalities. Many of these respondents noted this was an equity or access issue. This leads to the policy implication to **analyze and implement diverse modalities in service and instructional delivery that meet the needs of all our students, particularly those from historically and currently marginalized groups.**

Finally, there was a resounding call for marketing, leading to the policy implication to **create a comprehensive marketing plan to communicate internally and externally**. For example, PAR respondents noted the importance of being able to market to current Chabot students about academic programs, financial aid, and both general support services (e.g., learning connection, library, etc.) and population-specific support services (e.g., Puente, Umoja, Movement, Majors, EOPs, etc.). Further, PAR respondents raised the importance of marketing externally (e.g., to community, area high schools, adult schools, Chabot students' parents, etc.) about the academic programs, strengths, and unique benefits of Chabot Community College.

# Summary of Policy Implications for Consideration

*Four-Six\* Most Frequently Named Policy Implications for Consideration*

| Four-Six\* Most Frequently Named Policy Implications for Consideration from Fall 2021, Fall 2022, & Fall 2023 PARs | Fall 2021 Top Four | Fall 2022 Top Four | Fall 2023 Top Six |
|---|---|---|---|
| **Fall 2023** *(& Fall 2022)*: **Investigate the multi-faceted causes of inadequate staffing and address solvable issues.** <br><br> *Fall 2021: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.* | ✔ | ✔ | ✔ |
| **Fall 2023: Create a comprehensive marketing plan to communicate internally and externally.** <br><br> *Fall 2022: Analyze and implement collegewide outreach and marketing strategies to address low enrollments.* | | ✔ | ✔ |
| **Fall 2023** *(& Fall 2022)*: **Ensure the application-to-registration process is seamless and efficient from students' perspectives.** | | ✔ | ✔ |
| **Fall 2023: Ensure that support for students' financial, technological, academic, and basic needs continues.** | \*\* | \*\* | ✔ |
| **Fall 2023: Provide continued institutional support for refining and leveraging digital platforms (e.g., for marketing, communications, etc.). Scale up digital platform usage for consistency collegewide.** <br><br> *Fall 2022: Ensure technological systems and training are up to date and investigate systems for providing* **students** *with hardware and software access and technological support.* <br><br> *Fall 2021: 1) Examine 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.* | ✔ | ✔ | ✔ |
| **Fall 2023: Strengthen Chabot's focus on the college mission to "provide culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of equity."** | | | ✔ |
| Fall 2023: Research how to scale successful practices from grants, categoricals, and learning communities. (\*\*Not a top six recommendation in Fall 2023) <br><br> Fall 2021: 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. | ✔ | | \*\* |
| Fall 2022: Ensure access to counseling. (Not a top four recommendation in Fall 2022) <br><br> *Fall 2021: 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.* | ✔ | \*\* | |

\*Based on the frequency with which policy implications arose in the data, in Falls 2021 and 2022, there were four top policy implications and in Fall 2023, there were six top policy implications.

\*\*Named as a policy implication, however, it was not a "top four-six" policy implication in that year's PAR.

Fall 2023 top six policy implications are listed in bold. Prior year's PAR policy implications are listed in italics, if there is a more up-to-date version of the policy implication.

*Additional Policy Implications for Consideration*

| Additional Policy Implications for Consideration from Fall 2021, Fall 2022, and Fall 2023 PARs | Fall 2021 | Fall 2022 | Fall 2023 |
|---|---|---|---|
| **Fall 2023: Work to affirm and improve the Program and Area Review Resource Request Process.**<br><br>*Fall 2022: Maximize usage of and planning for facilities.*<br><br>*Fall 2021: Examine Chabot's processes and structures for allocating resources and space to ensure they work for as many programs/areas as possible.* | ✔ | ✔ | ✔ |
| **Fall 2023: Analyze and implement more efficient processes and workflow for payroll, purchasing, human resources, and student services paperwork, utilizing technology where relevant.**<br><br>*Fall 2022: Analyze and implement more efficient processes and workflow for payroll, purchasing, human resources, and student services paperwork.* | | ✔ | ✔ |
| **Fall 2023: Ensure time and space is institutionally structured for cross-campus collaborations, and platforms for information-sharing with students and campus constituencies are developed.**<br><br>*Fall 2022: Continue to work in cross-area/disciplinary teams to address collegewide issues.* | | ✔ | ✔ |
| **Fall 2023: Evaluate the efficiency of post-pandemic college processes and procedures.**<br><br>*Fall 2022: The Fall 2022 PAR Synthesis Statement included six specific policy implications for consideration to this end (see p. 18).* | | ✔ | ✔ |
| **Fall 2023: Analyze and implement diverse modalities in service and instructional delivery that meet the needs of all our students, particularly those from historically and currently marginalized groups.** | | | ✔ |
| **Fall 2023: Conduct collaborative analyses to develop a comprehensive action and spending plan to implement impending mandates.** | | | ✔ |
| **Fall 2023: Continue to build a campuswide shared understanding of Guided Pathways as an opportunity for students to clarify their journey at Chabot and ensure institutional supports are present for continuity of Guided Pathways services.** | | | ✔ |

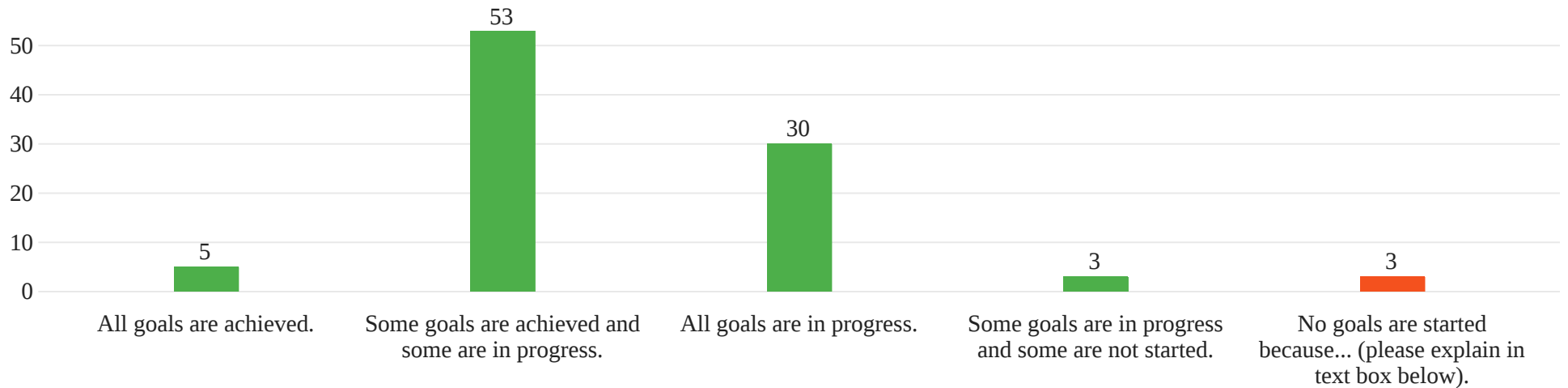| | | | |
|---|---|---|---|
| Fall 2021: Evaluate what funding, resources, or structural changes would be needed to ensure that Admissions and Records, Financial Aid, Counseling, and Tutoring provide their services efficiently and effectively to campus. | ✔ | | |
| Fall 2021: Invest in training on hiring and retaining employees from DI populations. | ✔ | | |
| Fall 2021: 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. | ✔ | | |

# Appendix: Overview of Goals and SLO/PLO/SAO Related Responses in Fall 2023 PARs (Update Year)

## Relevance of Program/Area goals from Fall 2021 PAR and Updated in Fall 2022 PAR
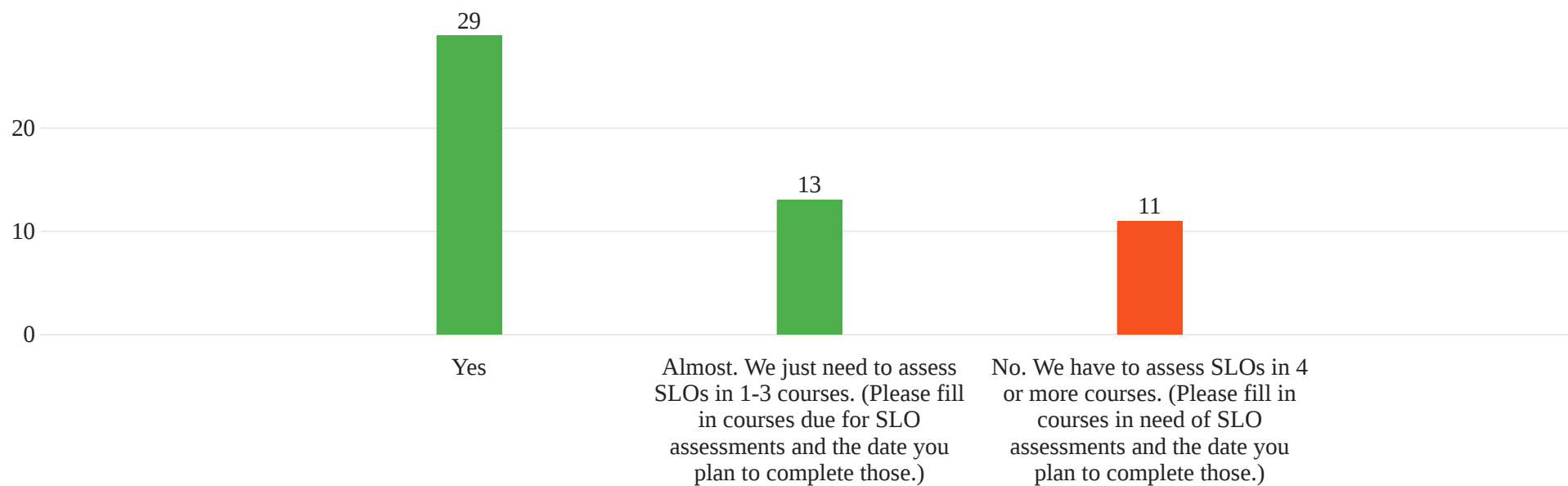
96 Responses
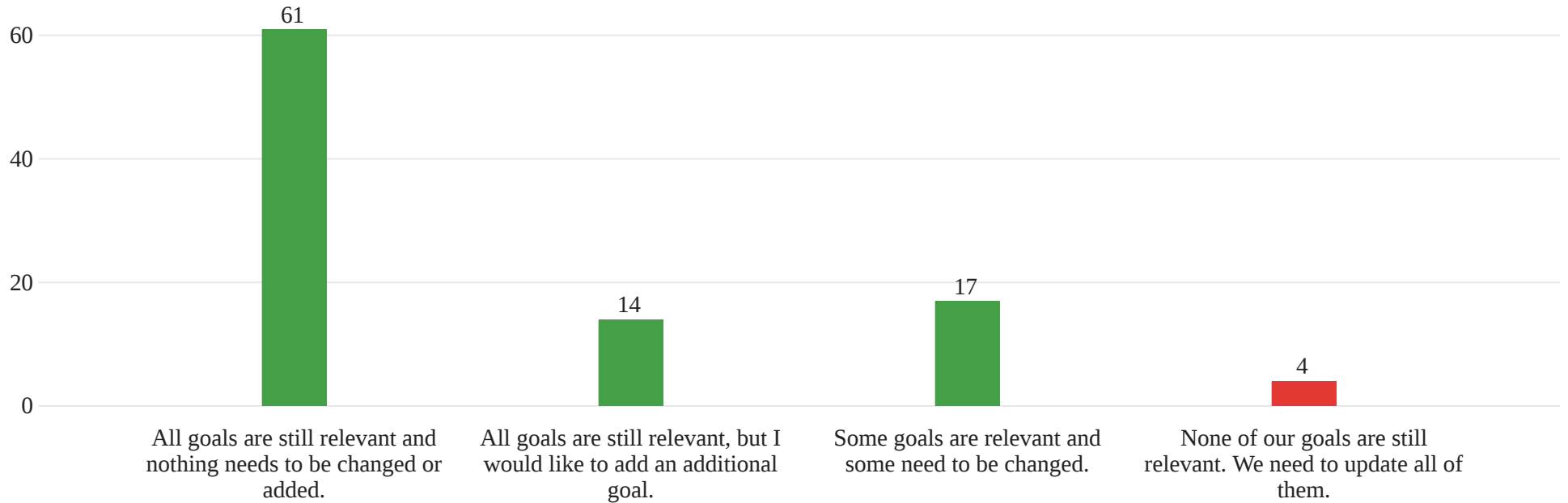


## Status of Program/Area goals from Fall 2021 and Fall 2022 PARs
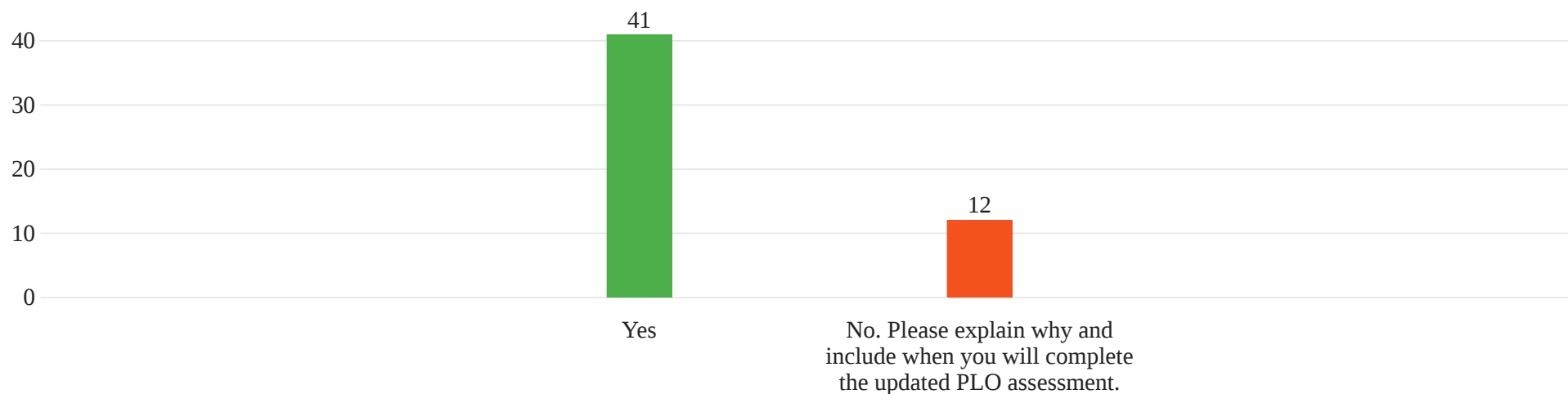
94 Responses

**Is the assessment for all SLOs in your program up to date?**

53 Responses



| | | |
|---|---|---|
| 29 | 13 | 11 |
| Yes | Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date you plan to complete those.) | No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date you plan to complete those.) |

**Is assessment for all PLOs in your program up to date?**

53 Responses



| | |
|---|---|
| 41 | 12 |
| Yes | No. Please explain why and include when you will complete the updated PLO assessment. |

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

52 Responses
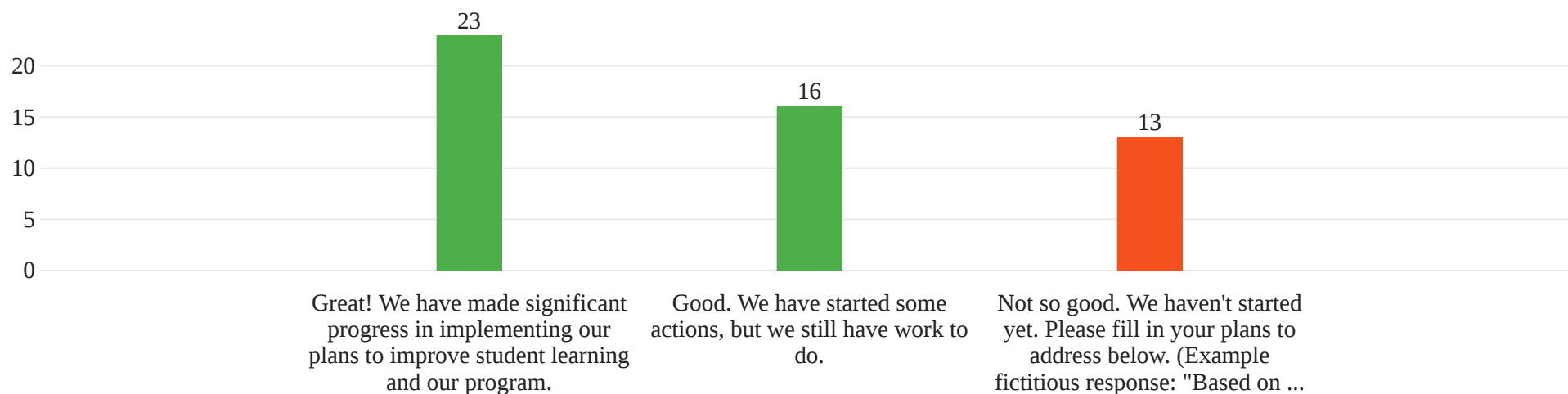


**How is your program doing regarding assessment of SAOs?**

41 Responses