Fall 2023 Academic Pathways and Student Success Division Summary Report on PARs Submitted by 11/3/23

6 Responses

Name of Program, Discipline, Area or Service	Name(s) of the person/people who contributed to review:	Which PAR Template (word template) did you fill out?
Dual Enrollment	Sergio Saenz, Alan David	Student/Admin Services/Office of the President
First Year Experience Program	Abigail Patton, Alejandra Duran, Patrick Mwamba Virginia Criswel	Student/Admin Services/Office of the President
Guided Pathways	Lakesha Stewart and Abigail 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, Muhammad Jawwad	Student/Admin Services/Office of the President
RISE	Eric Gentry and Abby Patton	Student/Admin Services/Office of the President
STEM Center	Gabriel Chaparro Mary Love Muhammad Jawwad Abigail Patton	Student/Admin Services/Office of the President

Reflections on Annual Priority Progress in Academic Year 2022-23

6 Responses

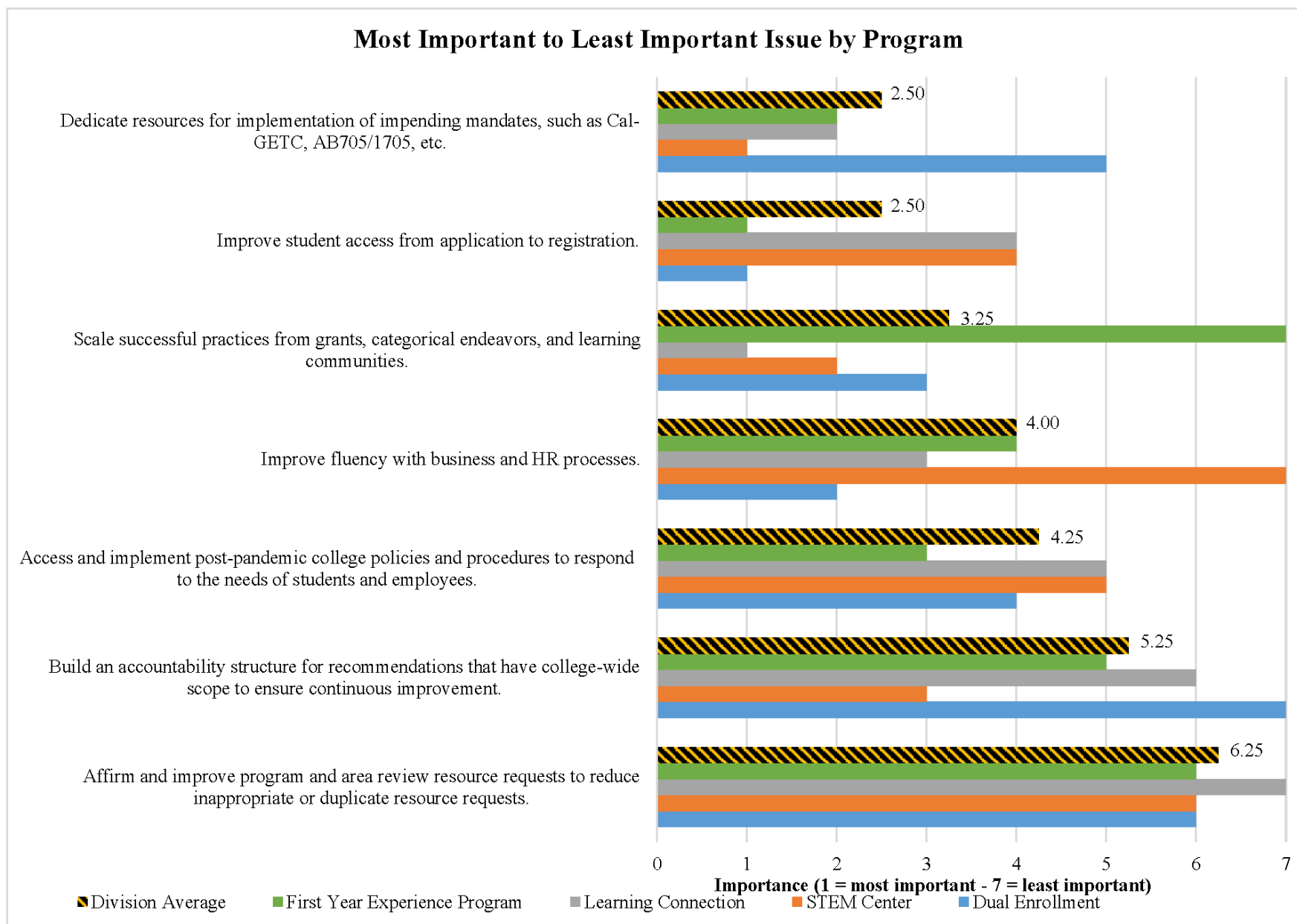| Name of Program, Discipline, Area or Service	What progress did you see in any of these annual planning priorities?
Dual Enrollment	Started steps to developing an Early College Credit website (which includes Dual Enrollment). Collaborations are underway with Chabot's Director of Marketing to develop the Early College Credit Brand Identity, collateral materials, and infrastructure for the website.
First Year Experience Program	Connecting students to SSTs is an ongoing priority. We are waiting on CRM Advise to be able to more frequently contact students. We are also currently expanding Canvas to create a repository of information for Pathways. After Covid, programs have bene slow to provide outreach at the school sites; however, we have been active in community events. Through FYE, we have worked closely with EAROP to provide work based learning support for students in their respective pathways, including workshops and training to increase their professional growth. FYE has participated in SOAR, which is a big venue for recruitment and we have also participated in Discover Chabot that allows us to connect with students early, before they start classes. FYE this year also hosted the largest orientation, with over 100 attendees to learn about FYE, our resources and make connections with staff and faculty.
Guided Pathways	The Black Cultural Resources Center has been working closely with the Student Equity and Achievement office to have snacks and hygiene supplies for students in our space. The BCRC Coordinator is also supporting the Social Science, Humanities & Education pathways, lending her lens in support of Black diaspora students.

Learning Connection	The STEM Pathway Success Teams have begun meeting and using the HSI STEM grant, they have begun conducting field trips for students to get connected to local companies and they have also created the STEM Speaker Series to showcase different career options for students. The STEM Pathway Canvas website was created so that students can locate all information needed for their STEM path at Chabot and connect them to things like counseling and other services. The Learning Connection has continued to implement best practices for both online and in person tutoring and as a result there is the increased availability/accessibility to 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.
RISE	N/A
STEM Center	Utilizing STEM centric counselors in the STEM Center (vs. in the 700 building), including the hiring of a full time counselor through the HSI grant Conjoining the MESA/TRIO program space with the STEM Center Math 21 centered tutoring workshops led by the STEM Center and MESA/TRIO Instructional Assistants, in partnership with adjoining faculty – facilitated through the Math Pathway Success Team The STEM Pathway Canvas website was created so that students can locate all information needed for their STEM path at Chabot and it connects them to things like counseling as well as other services. In partnership with the Basic Needs section of the Student Equity Office we have a station for snacks and personal hygiene products for students and find we need to restock every 2 weeks (if not sooner). To date, we are the only area on campus regularly using this service for students. The STEM Center speaker series exposing students to careers in STEM, has fused together with the HSI STEM Grant's PI's efforts to expand the frequency of speakers. The series now hosts a weekly guest and is presented in hybrid format. The STEM Center's staff facilitates setting up the equipment for a hybrid meeting. We also support by utilizing our contacts

Name of Program, Discipline, Area or Service	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?
Dual Enrollment	One of our main goals is to improve the onboarding of DE students. We are in the process of bringing on a technology called DualEnroll.com to help automate the process and provide an improved user experience. However, improvements in Chabot's technology must be made to allow for efficient integration of new software.
First Year Experience Program	Technology is a big barrier in advancing annual planning priority #1. As a campus and a district, we need to streamline and implement technology in a timely fashion. We have also requested SARS in the FYE spaces to support tracking and follow up with students which has not been completed, which has limited our ability to assess usage and efficiency of our space and FYE support.
Guided Pathways	Increase the use of new technology to better support students with connections to Pathways SSTs, access to resources and Work Based Learning and careers, and improve our website and onboarding for students.
Learning Connection	Although we understand that the transition from a brick-and-mortar bookstore to an online portal was necessary to address certain financial realities what we have experienced this semester confusion remains on the part of students, faculty, and staff in presenting an organized way for students to access course materials and faculty/staff providing course material. Whether that be the purchasing of materials or physically accessing those materials or having those materials available to students is still a process that clearly is being worked out. Hopefully moving into the spring semester, we can identify some of the challenges that were presented in the fall semester, and we are able to address those situations in a timelier manner with the hopes that students will be able to access their materials in a more organized/efficient way.

Communicating information to students has been an ongoing issue at the college. The current generation of students no longer uses email as a primary method of communication, yet the college still sends pertinent information solely via Zonemail. Students rarely answer their phones when called, and most do not have voicemail services set up/available, so telephone calls are not a viable alternative or supplement to e-mails. We should instead meet students where they are and implement an easy method to communicate information via text message. Some areas on campus are using various stopgap workarounds to address this dilemma, but we feel very strongly that text messaging should be institutionalized as an official mode of communication. Students should be able to send text messages to and receive texts from every number listed on the website – for service areas, individual employees, division offices, etc. We recognize this will take time to implement, and we feel the process should begin as soon as possible. |
| RISE | N/A |
| STEM Center | In connection with priority #2: I would ask for further focus on STEM pre-college development, particularly in math. Priority #2 focuses on when a student is at Chabot (basic needs and work-based learning opportunities), and it focuses on outcomes (careers). We could also expand our connection to the external community if we created more, or expanded existing, ways to engage with students before college in STEM. |

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

Most Important to Least Important Issue by Program

Dedicate resources for implementation of impending mandates, such as Cal-GETC, AB705/1705, etc. — **2.50**

Improve student access from application to registration. — **2.50**

Scale successful practices from grants, categorical endeavors, and learning communities. — **3.25**

Improve fluency with business and HR processes. — **4.00**

Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees. — **4.25**

Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement. — **5.25**

Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests. — **6.25**

Importance (1 = most important - 7 = least important)

■ Division Average ■ First Year Experience Program ■ Learning Connection ■ STEM Center ■ Dual Enrollment

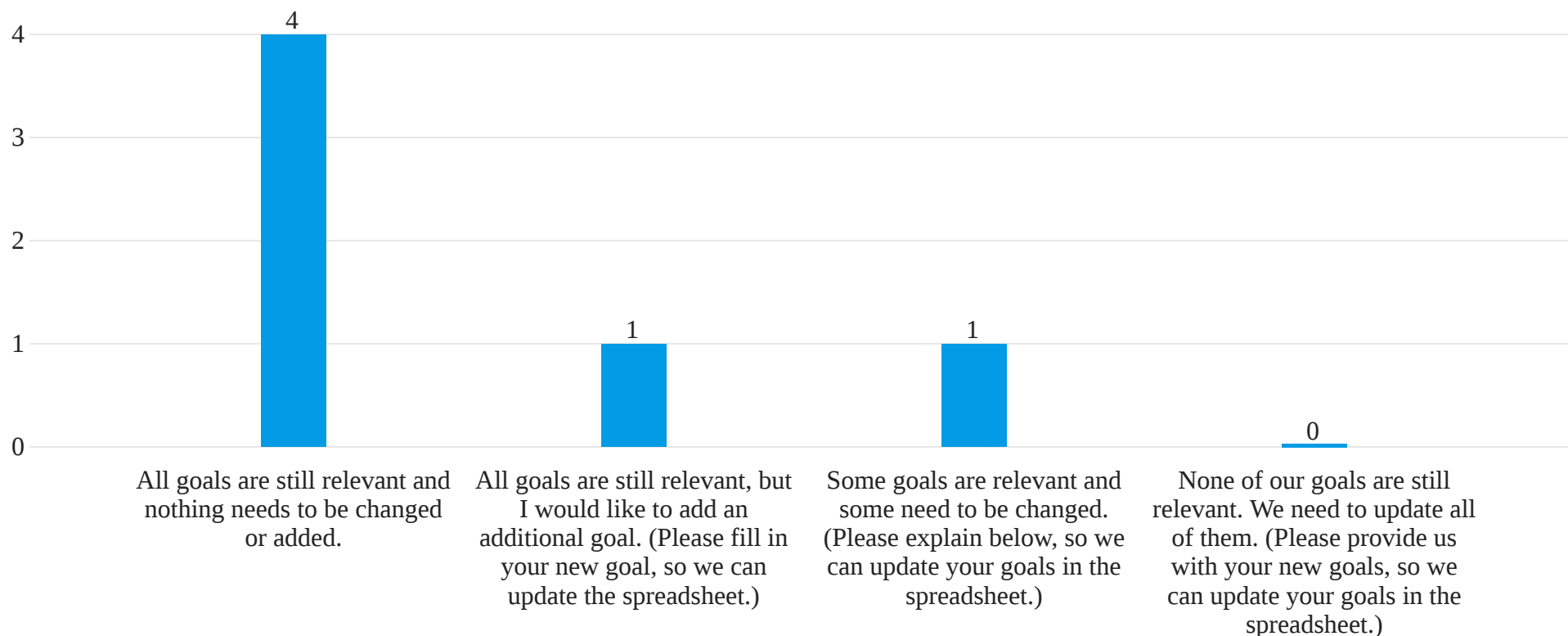# Other Priority Areas to Address to Carry Out the College Mission

6 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).
Dual Enrollment	N/A
First Year Experience Program	Ensure all personnel are trained in DEIAA to ensure supportive structures for our students.
Guided Pathways	N/A
Learning Connection	As a program with many student assistant employees, we want to highlight how important it is for the impact of policies and processes on student employees to be part of conversations around HR and business processes.
RISE	N/A
STEM Center	n/a

Reflections on Goals

Keeping in mind, you only have one year left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

6 Responses

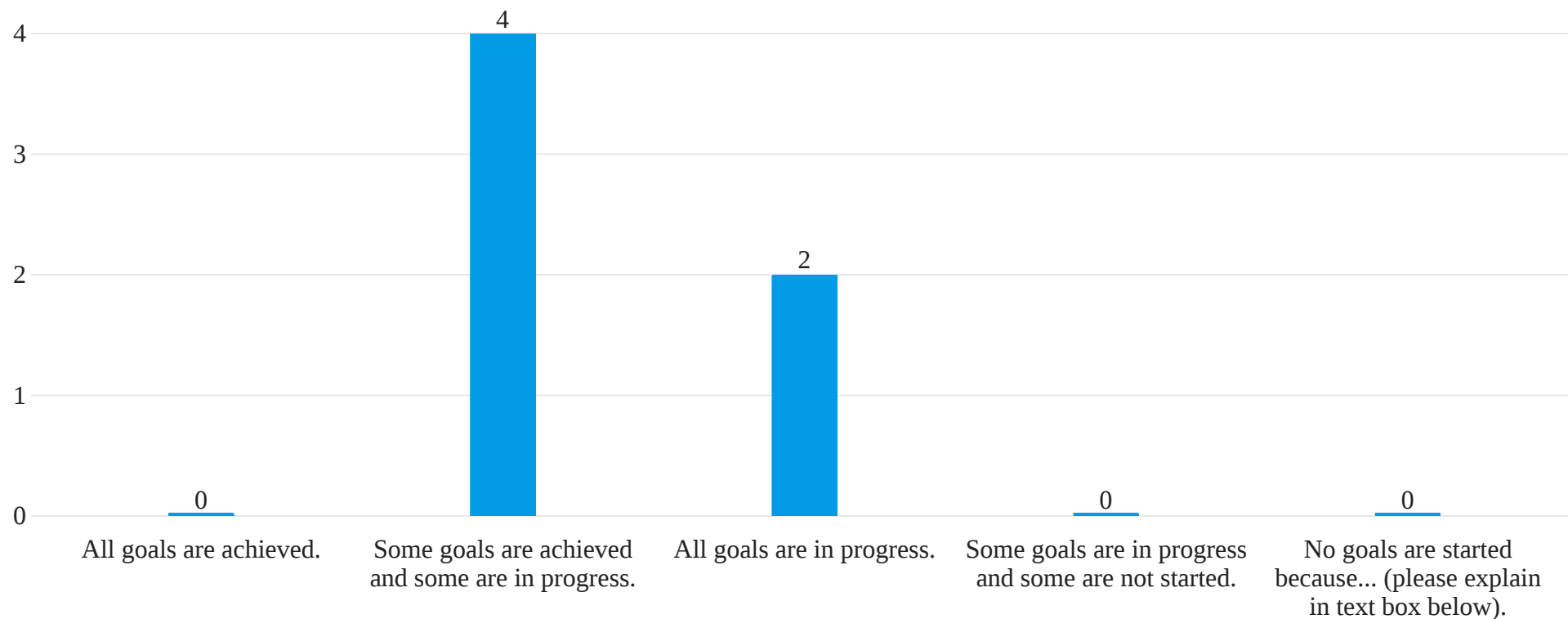| Name of Program, Discipline, Area or Service	All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.) - Text
First Year Experience Program	N/A
Learning Connection	N/A
RISE	The RISE program urgently requires the appointment of a full-time Outreach Specialist exclusively dedicated to addressing the unique needs of our formerly incarcerated and system-impacted students, working a full 40 hours per week. This appointment is not just a need; it's critical to the recruitment and matriculation of DI students to our program. It resonates harmoniously with the Educational Master Plan (EMP) by placing a deliberate emphasis on prioritizing disproportionately impacted students and providing unwavering support to our specialized programs. This commitment is the backbone of our mission to amplify diversity, equity, and inclusion, to elevate motivation among underrepresented groups, to drive remarkable improvements in student success rates, all the while vigorously combating the deeply ingrained stigma associated with incarceration.
Guided Pathways	N/A
STEM Center	N/A
Dual Enrollment	N/A

Name of Program, Discipline, Area or Service	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.) - Text
First Year Experience Program	N/A
Learning Connection	N/A
RISE	N/A
Guided Pathways	N/A
STEM Center	N/A
Dual Enrollment	The goal of decreasing the number of students who drop their DE class by 20% will be amended to "Maintain the drop rate to no more than 12%."

What are the statuses of your program's/area's goals right now?

6 Responses

All goals are achieved.	Some goals are achieved and some are in progress.	All goals are in progress.	Some goals are in progress and some are not started.	No goals are started because... (please explain in text box below).
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Name of Program, Discipline, Area or Service	So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.
Dual Enrollment	Increase the number of students who successfully complete a DE course by 20% Progress has been made in the goal of increasing Dual enrollment course success completion. In 2021, dual enrollment participants' overall course success rate was 73%. In 2022, the overall course success rate climbed to 76%. In Spring 2023, the dual enrollment course success rate rose to 81%. An increase of 8% points over 3 years. While we did not meet the goal of increasing successful course completion by 20%, DE students have higher course success rates than Chabot students 81% vs 75%. Increase the number of students enrolled in dual enrollment, add additional DE partners, and implement a new electronic application/form that works with Banner. There has been significant progress in increasing the number of students participating in dual enrollment. The number of dual enrollment participants in 2021 and 2022 was significantly impacted by the COVID pandemic and the abrupt conversion to online courses. In Fall of 2021, there were 270 students participating in dual enrollment, and in Fall 2022 the number of participants grew to 279. In Fall 2023 the number of participants has grown to 523 participants. An increase of 48% from 2021. There has also been growth in bringing on new dual enrollment site partners. In Fall 2021 there were 4 sites participating in dual enrollment with Chabot. In Fall 2023 there are 12 school sites participating in dual enrollment. Decrease the number of students who drop their DE class by 20% This goal may need to be revised as the withdrawal rate for DE students has never been higher than 19%. I provided a response based on the existing stats for withdrawals. Continual progress has been made on the goal of reducing the number of DE students withdrawing from their courses. In Fall 2021 the withdrawal rate for DE students was at 19%. In Spring 2023 the withdrawal rate dropped to 12%. An improvement of 7%. Engage with faculty to monitor students who are struggling in their DE class and provide access to support services. Provide workshops for students on online tutoring. All faculty serving as instructors in the DE program undergo an orientation. As part of the orientation faculty are prepped on how teaching high school students may be different, and how they can work with school site and Chabot DE staff leads to support students who may be struggling. There are still efforts being made by Chabot staff to systematize timely check-ins with Chabot faculty, school site staff and students to address difficulties early. Implementation of online tutoring workshops is still a relevant goal that needs to be accomplished and that we will work toward in the 2023-2024 academic year. Increase the number of students who complete DE orientation. Strong improvement has been made in the area of increased participation in DE orientations. In Fall 2023 we held our first in-person orientation post the COVID pandemic. It was very successful as there were close to 200 attendees. There will be an additional orientation in the Spring that will include more school sites and more students. Multiple site partners also held orientations for their students.
First Year Experience Program	FYE has slowly increased student participation since the 2021 goals by roughly 35 students from 2021. We have seen an increase in student participation at FYE events and FYE spaces, including the orientation that garnered more than 100 attendees. We began to explore using program maps for each core pathways, which was accomplished in our STEM pathway and Health and Wellness pathway.

Guided Pathways

Goal 1. BCRC provides drop-in academic counseling 2 days a week for 4 hours through our Umoja counselor as well as identifying times for drop-in counseling 2 days a week for 4 hours through our EOPS area. Due to the consistency in hours with the Umoja counselor, students drop in with emerging needs that can be addressed immediately.

Goal 2. BCRC will be provided mental health and wellness services for Black students by an outside vendor, sponsored by Umoja. We have not been able to provide these services due to funding since last Fall (2022).

Goal 3. BCRC is currently hosting Umoja days in which we facilitate Black transfer days, workshops and discussions on financial literacy and career exploration. BCRC will be working on hosting financial aid workshops. Additionally, MSK and SBBC are also being hosted at the BCRC that bring professional experts providing culturally relevant workshops on personal development, financial literacy, and professional etiquette.

Learning Connection

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

This current semester we've had much more demand for in-person tutoring. This is an opportunity to plan with and train our tutors to be able to address this growing need.

In Fall 2021, we served a total of 382 unique students when we were only offering online services due to the pandemic. In Fall 2022, we started offering both online and in-person services and increased our total students served to 926 unique students, including a large number of students who use our labs and centers as places to study. As an example, when offering only online tutoring appointments (F21), we served 126 students, and when we offered both online and in-person tutoring appointments, we served 157 students.

As we continue to incorporate the best pedagogical practices from online modality to in-person tutoring, it is important to consider the significance of allowing students to work remotely. This will provide much more availability for students to connect with a tutor along with providing flexibility for tutors to be able to work remotely.

It will also provide us with an opportunity to review our current scheduling and supervision practices

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

Over the past two years, we have been collecting data in Accudemia that we can use to assess traffic patterns and modality preferences. That said, we have noted that there have been a lot of inconsistencies in patterns as we began to re-open our centers post-pandemic and re-introduce in-person tutoring along with online tutoring. We are hopeful that during the current AY, with more stability, we can finally begin to use Accudemia data to inform planning and allocations for disciplines and modalities, and for when we prioritize scheduling tutoring hours (morning, daytime, evening, day of the week, etc.)

We've recently seen an increase in demand for in-person tutoring. While we celebrate helping more students through our services, this increase comes a need to consider how to balance the needs of both in-person and online tutoring. We need to be thinking about juggling multiple tutoring modalities as we're making decisions around how many tutors to hire, how many hours to schedule, what hours are scheduled and whether we're going offer both modalities during all hours, or if we are going to have limits on when some of those modalities are available. With these increased demands we are able to track their needs through Accudemia

This coming spring, we will be conducting our biannual Service Area Outcome survey and plan to include questions to collect data from students regarding specific tutoring needs and courses for which they would like tutoring in an effort to diversify the number and types of courses we offer tutoring for, as related to our outputs for Goal #2

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

We have continued to collaborate with different campus centers that offer dynamic services to our students and will hopefully reach more students.

The past two semesters we offered training workshops for new and returning tutors that featured the RISE program, Movement API, and the Wellness ambassadors.

Partnership/collaboration with Athletics/meetings w Jerome Manos & Coaches Keenan & Aguiar

Partnership/collaboration with El Centro – WRAC tutor in El Centro (Spring 2023)

LC supporting and taking on the weekly ESL Movie and Discussion Group (beginning Fall 2023; formerly funded by TRIO)

In looking at data from ORPIE for AY 21-22, we did see a drop in the # of students who accessed services from F21 to Sp22, which was potentially related to overall campus enrollment drop fall-to-spring. We also looked at demographics in terms of who uses Learning Connection services to identify gaps and inform outreach activities. As an example, we are underrepresented in Latinx and White students compared to Chabot overall (F21) and White students compared to Chabot overall (Sp22). However, in looking at ORPIE data for AY 22-23, we see that we served more students and a higher percentage of students. That said, there is still much room for increasing those numbers, and there are still demographic gaps that can focus our outreach efforts

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

Had conversations with faculty experienced with using embedded tutors successfully in their classes in the effort to find out what is working and what we can help with.

RISE	Output achievements include increasing the number of formerly incarcerated students in our program. We've witnessed a substantial rise in enrollment, a testament to our outreach and support efforts. Secondly, the establishment of a dedicated English professor for RISE, along with the RISE English Study Hall cohort, underscores our program's commitment to academic excellence and support. This achievement not only enhances the quality of education but also fosters a nurturing environment for our students.
STEM Center	Goal 1's outcome was based off of a projected need. We anticipated students not having access to tools that would support online learning, and this has not been the case (at least not near the scale we thought). We have equipment for students should they need. It is readily available for them through the STEM Center alongside our textbooks, calculators, and other resources. Goal 2's outcome was written in hopes of creating a pathway for making STEM tutors. The hope was to hire 5 student workers as a cohort of "tutors in training." Part of the idea was to support black students in STEM. Part of the goal was to raise Black student representation in the STEM Center. Since the return from the pandemic, particularly the semester of Fall '23, there is a rise in Black student engagement in the center. There has been a cultural shift in how the Center is viewed. There have been relationships forged with other centers on campus that support Black students. As these things continue to grow, so does Black student participation in the STEM Center. Goal 3 was in two parts. The first is reached, we are fully staffed with a Sr. IA and an IA. The second goal is partial. We have a faculty member who opens the STEM Center on the weekend for 3 hours. We need to run a survey and see if students are interested in more weekend hours and after that, collaborate to designate funding for a weekend overseer. This goal continues to stay relevant although achieved. The STEM Center is open weekdays from 9 AM to 7 PM. On the weekend, faculty open the center for students to work from 9 AM to Noon. Being fully staffed, while having the (unforeseen) variable work schedule, has made it possible for us to serve students into the evening before the day's last set of classes.

Name of Program, Discipline, Area or Service	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.
Dual Enrollment	Providing training for site staff is a goal that is still in progress. Steps are being taken to improve Chabot's DE infrastructure and tools to help support school staff working with DE participants. In addition, new personnel will be hired in Fall 2023 and Spring 2024 to work directly with school site staff and DE students to improve all areas of the DE process.

Currently, there is no comprehensive application form that integrates with Banner. However, progress has been made on this goal of an online application. Funding has been designated for the DualEnroll.com platform, providing a one-stop application process that integrates with Banner. |
| First Year Experience Program | Some pathways vary greatly depending on discipline but the courses FYE offers are based generally on the pathway maps with opportunities for more
individualized classes when meeting with their counselor. It has been challenging to maintain counseling participation and this year we have a dedicated
counselor to support with coordination and FYE counseling as well as our pathways counselor. We anticipate that we will be closer t meeting the 90%
goal for SEP completion |

Guided Pathways	Goal 1. Securing a second academic counselor to fill in the gap is in progress with our partnership with EOPS; however, having a counselor start at the beginning of the year has been challenging since we do not have our own funding to have counseling hours at the center. We rely on our partners to provide that support. Goal 2. Funding is the number one challenge in reaching this goal. Securing funds to cover the cost of an outside vendor on a continuous basis has been difficult. A solution of braiding funds from Umoja Community and BCRC has been the topic of resolving this barrier. Goal 3. BCRC is currently working on securing a schedule for workshops with financial aid to facilitate, current programming in both departments and the availability of staff members that BCRC students will identify with are a slight barrier. Financial aid has been in transition and there has been limited time for financial aid staff to support specialized areas.
Learning Connection	One of the difficulties in planning for scheduling and connecting students to tutors is that there are so many variables: which courses students enroll in and for which of those courses' students will need or want tutoring; tutor/student schedules changing from semester-to-semester; for which subjects do new tutors apply, etc. Patterns do not always hold across semesters. We noticed that during the pandemic, faculty were primarily using embedded tutors to provide drop-in tutoring or office hours support to students. While this is generally not how embedded tutors are intended to work with and support students, we appreciate that the circumstances were unique and ensuring any access to support was a critical goal at that time. As we continue to see an increase in in-person classes, we will be better positioned to examine best practices for embedded tutors and provide training and resources for faculty. Offering both online and in-person services has created challenges with balancing modalities. It can be difficult for staff and tutors to log students properly during busy times and students incorrectly signed-in often results in longer wait times and dissatisfaction with our services. Furthermore, these improper sign-ins generate inaccurate data.

RISE	There are certainly challenges in producing outcomes, one of which being the personal documentation and tax information required for each guest speaker has at times slowed down our onboarding process. We have made it a point to identify guest speakers who are willing to participate without being paid, but it does limit our options. Hiring a full-time outreach specialist exclusively dedicated to addressing the unique needs of our formerly incarcerated and system-impacted students will increase the enrollment of students into RISE, providing a transformative impact on our program's outcomes and pushing us closer to achieving our goals.
STEM Center	Syncing M&O's electrical cable job with IT's data cable job

Working with M&O to finish jobs, or receive communication on when they will be done – particularly with the removal of furniture

Working with IT on moving computers be it 1 computer or 40

Removing old computer hardware has been a challenge, it sits in a room waiting for removal

Moving our front desk from a cubicle to a desk in the corner also has changed what we can use the machine to access. As it stands now, staff computers can no longer access SARS and Banner for "security reasons" even though the machines are no more/less secure then what we had before the rearrangement. |

Service Area Outcomes (SAOs)

Please check the statement that best describes your program's/area's SAO assessments.

6 Responses

Bar	Value
We have assessed two SAOs in the past five academic years (AY 2018-19; AY 2019-20; AY 2020-21; AY 2021-22; AY 2022-23) and assessment results have been recorded in the SAO 2022 Assessment Update Spreadsheet (link above).	6
We have assessed two SAOs in the past five academic years, but one or more of those assessments has not been recorded in the SAO 2022 Assessment Update Spreadsheet. We plan to enter our assessment results in the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY)	0
Our program/area has not assessed two SAOs in the past five academic years; therefore, we plan to complete the remaining SAO assessments and enter the results into the SAO 2023 Assessment Updates Survey by (fill-in Date MM/DD/YYYY)	0
Other (fill-in)	0

Rationales for Resource Requests

Name of Program, Discipline, Area or Service	Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
Dual Enrollment	To increase access and participation of DI students in our Dual Enrollment courses, we need greater staff support. As part of the K-16 Collaborative Grant, we have been allocated 2.5 positions. 2 Dual Enrollment Specialist and a .5 Admissions and Records evaluator. We would like the college to pay the other .5 for a full-time Admissions and Records evaluator. These positions will significantly support the SLOs and improve our support to the partner's sites. Additionally, DE students are special admits, and we would like the college to consider removing student fees to ensure all students have equitable access to our programs. With a growth in the number of students participating in DE and the emphasis on special admit rates on SCFF, the ROI will greatly outweigh the financial gains from student fees.
First Year Experience Program	We have a dedicated counselor with minimal hours to support SEP completion and coordination of scheduling and workbased learning exposure; however, funding is limited since we saw a 50% cut from our SWP budget. Additionally, we rely on part-time counselor support, which limits the amount of hours we can offer. - We need a computer that can have access to SARS to track students coming to the space - In order to expose students to career opportunities and academic institutions, we need funding to pay for field trips
Guided Pathways	BCRC is in need of funding to provide staffing support in the BCRC through a part-time counselor assistant or administrative assistant. Currently, the only full-time staff member is the coordinator, which impacts the availability of the center's hours of operation. Additionally, the BCRC would like to expand its programming for BCRC students, including identifying funding for events, field trips, and conferences. Lastly, BCRC has struggled with offering consistent and specialized mental health services due to a lack of funding.

Learning Connection	Promotion & incentive materials
RISE	Laptops/Hotspots/Full-time Outreach Specialist A dedicated full-time outreach specialist,40 hours per week, which aligns with the Educational Master Plan (EMP), emphasizing our prioritization of disproportionately impacted students. The specialist's role is pivotal in supporting special programs in their effort to increase diversity and inclusion (DI) motivation, increasing student success rates, and combatting the stigma associated with incarceration.

Workshop snacks (i.e. Math 21)

Mayan Nights (F hours, food)

Guest Speakers w/ food x 6

Fieldtrips x 2

WiE Conference

Power Hour Study Group

STEM
Center

Inspirational speaker

Massages

Puppy therapy

Study Tables

Student Assistants

Conference flight, registration, and food for students

Response to Enrollment (Optional Question)

Name of Program, Discipline, Area or Service	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?)
Dual Enrollment	For dual enrollment students, increasing enrollment will require a smoother transition from application to registration. We would also have greater participation from concurrent enrollment students if we did not assess fees. Lastly, students are deterred from registering and/or dropping courses due to holds on their accounts because of mistakes with technology shortcomings, which include fees and inability to distinguish between former dual enrollment students and newly graduated students.
First Year Experience Program	We need to have a collaborative outreach effort amongst the different learning communities as we reach out to our neighboring schools. Having a dedicated Outreach person would definitely help to streamline this process.
Guided Pathways	Outreach and recruitment throughout the semester including building relationships with feeder schools in the area. When relationships are built before potential students reach the campus this is the foundation for increased enrollment rates for registration periods. Outreach and recruitment can be done virtually as a tool to cut costs and travel time as well.
Learning Connection	N/A
RISE	N/A
STEM Center	If we increased our capacity for childcare on campus, the influx of students who were single parents would increase, or at the very least existing single parents would have a resource that may lead to higher success rates. Either outcome could have positive implications towards SCFF metrics.

One Thing To Tell President Cooks (Optional Question)

Name of Program, Discipline, Area or Service	Question: As you know, President Cooks assumed the role of Chabot's 10th College President on August 1, 2023. If your program/area could tell President Cooks one thing he needs to know about your program/area, what would it be?
Dual Enrollment	The Dual Enrollment program has grown from 279 in Fall 22 to 523 in Fall 23. Additionally, our Dual Enrollment student's success rates are higher than traditional Chabot students. Dual enrollment can be an equalizer to greatly support overall student enrollment, particularly DI students at Chabot.
First Year Experience Program	Our program is student success centered, meaning we look at the current needs of students and we adapt and plan around it.
Guided Pathways	BCRC is a thriving community of Black students that highly value the space and has developed a community that fosters positive and supportive relationships with staff and students. Our Black students are grateful and proud of the space they have made their own, many of them meet students across the campus and bring them in the space to utilize its services. Non-Black students and staff members enjoy coming to the space to interact and form bonds and ally ship with our students and staff as well as learn about Black culture.

	The one thing we'd like President Cooks to know is that we feel that campus administration has not focused sufficient attention on our program. Here are four highlights we'd like to share: Data from Institutional Research consistently reflects 2 key characteristics of our program: Students who access/utilize our tutoring services succeed and persist in the corresponding classes at greater rates than those who don't. This is the case across all measured student populations/demographics. The Learning Connection is highly rated in student satisfaction surveys. Promotional materials would better help us market these points.
Learning Connection	As a service area with a campus-wide scope, our success in these areas directly supports many of the institution's primary objectives. The Learning Connection has consistently made the most of our resources, and effectively, sustainably grown and expanded our services. We still have considerable resource needs – staffing, space, equipment, etc. With more, we can do more. With the opening of the new building 600, we would like to take the opportunity to "rebrand" the program known as the Learning Connection. In addition to a new, more fitting program name, we strive to remind the campus that the Learning Connection [or future program name] oversees all tutoring at Chabot College. Under the Learning Connection program, there are three tutoring centers – the Comm Lab, the STEM Center, and the WRAC Center, and single–subject tutoring. The Learning Connection was never intended to be viewed as a single location as in the current iteration, rather it is a program designed to unify and support the three tutoring centers and numerous other single-subject tutoring programs. Many of our current (and former) tutors often find working in our area to be a rewarding experience as well as having a greater sense of belonging with their peers. Tutors transferring out frequently recommend classmates to apply to our program.
RISE	N/A

STEM Center

The STEM Center team is small but mighty. We create an atmosphere where all students are comfortable working in groups, studying alone, seeking tutoring, and developing their STEM identities. Our IA's have shown leadership in efforts to support students, particularly in Math 21. This gateway class is imperative for future STEM students. Daily, our IA's lead Math 21 workshops to support student learning, including one workshop held in the BCRC – a symbol of our continuous efforts to work against STEM's historical lack of POC representation.