

Division: Academic Pathways and Student Success

Name of Program/Area and Contributors

8 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template did you fill out?
Black Cultural Resource Center	Lakesha Stewart and Issa Amal	Student Services/Administrative Services/Office of the President
Dual Enrollment	Alan David, Maya Ito, Dean Amanda Amal Issa, Sergio Saenz	Student Services/Administrative Services/Office of the President
First Year Experience Program	Patrick Mwamba	Student Services/Administrative Services/Office of the President
Guided Pathways	Amal Amanda Issa	Academic Services
Learning Connection	Roland Belcher, Andrew Leung, Anamarie Navarro Tabujara, Rachael Tupper-Eoff,	Student Services/Administrative Services/Office of the President
RISE	Amal Amanda Issa	Student Services/Administrative Services/Office of the President
STEM Center	Gabriel Chaparro, Rachael Tupper-Eoff, Mary Love, Muhammad Jawwad	Student Services/Administrative Services/Office of the President
CCEPG	Carmen Johnston, Kristin Land	Student Services/Administrative Services/Office of the President

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2024-25

8 Responses

Name of Program/ Area	Consider equity first.	Support and prioritize getting off “hold harmless” for the short- and long-term financial health of the college.	Presentation of marketing and communication plan by District and College with follow up year-end assessment (effectiveness) that shows how we will reach all our audiences and respond to critical needs.	Develop college ‘materials’ to support us in hiring, initiating management of budgets/funds and prioritize making professional development available, particularly training at the college in various “new” technologies.	IST should renew their focus on understanding how Chabot recommendations align with the district technology plan and interface with the college and district.	Senior Leadership and IST work with the district college technology services manager to support the district in matching needs with technology products and ensure we have training and support.
Black Cultural Resource Center	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress
Dual Enrollment	Some Progress	Some Progress	No Progress	No Progress	No Progress	No Progress
First Year Experience Program	I don’t know/ Too early to tell	I don’t know/ Too early to tell	Some Progress	Minimal Progress	Some Progress	Some Progress
Guided Pathways	Substantial Progress	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress
Learning Connection	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress

RISE	Substantial Progress	Some Progress	No Progress	Some Progress	No Progress	No Progress
STEM Center	Some Progress	Some Progress	Full Implementation	Minimal Progress	I don't know/ Too early to tell	Minimal Progress
CCEPG	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress

8 Responses

Name of Program/ Area	Question: If you would like to comment further on the selections you made above, please elaborate on what you observed. Be sure to mention the specific planning priority number you are referring to at the beginning of your response.					
Black Cultural Resource Center	N/A					
Dual Enrollment	If the most important goal for the college is to exit Hold Harmless, then it should prioritize resources to programs and services that have shown effectiveness in achieving this goal. 4					
First Year Experience Program	N/A					
Guided Pathways	N/A					
Learning Connection	Our team feels priority #4 has not yet made substantial progress. Chabot has made more progress around the PDEV process, but much of the other pieces (college 'materials,' budgets/funds, technology training) still have a good way to go.					

RISE

N/A

1) Priority #1: I am not sure that the campus has a uniform understanding of what “equity” is. Often what people mean when they loosely use the term is equality, or their personal perception of fairness. It’s hard to answer if ‘considering equity first’ has made progress; do we see more equitable outcomes? I know we all have best intentions; and “best intentions” often are synonymous with hard working, creative, brilliant people. All of which could create their own directives under the flag of “equity.” But how much more progress might we make, campus wide, if we were in locked step from the beginning with a common definition/lense of what Equity mean to Chabot?

STEM
Center

2) Priority #2: I think we need to start looking at things from another perspective. People tend to set goals based on linear growth models versus curved capacity (yield) models. How many students can Chabot sustain? How many more can we take without reaching a tipping point where our expenses are more than we can afford (or are we already there)? Enrollment is dropping in all our feeder school districts because of shifting socio-economic demographics – that eventually will reach us. Funding sources are politically unstable, at best. Social attitudes towards higher education are dropping. Fixing our “hold harmless” situation is a matter of fiscal strength, and eventually the conversation is going to shift to staffing. Before that happens, we might consider creating space to support each other through workshops, conversations, and other positive tools to sharpen us all professionally. We could offer resume workshops, mock interviews, elevator speeches, networking skills. Worst case scenario: we make staffing cuts, but our people are competitive and prepared for the market. Best case scenario: we don’t make cuts; our workforce utilizes their training to build personal networks and champion Chabot throughout the community.

3) Priority #4 and #6: The campus provides staff with many modern tools but people do not use them. We are breaching into AI training, but we still have employees who refuse to use basic features of Microsoft 365 – i.e. Teams, calendars, calendar requests. Recently we started having online signatures on certain documents, but finding/using them is not intuitive for all users. Rolling out technology out prioritizes making sure that users know how to use it. Training is often top-down, delivered in pedagogical ways educators know do not work. After the training is complete, there is seldom reference materials for reference. It might be fruitful to consider the model videos produced by the Learning Connection regarding how to sign up for a tutor. Every new technology roll out should include a video library for the basic functions that everyone on campus is expected to learn and use.

CCEPG

N/A

8 Responses

Name of Program/ Area	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? Be sure to mention the specific planning priority number you are referring to at the beginning of your response.
Black Cultural Resource Center	N/A
Dual Enrollment	N/A
First Year Experience Program	N/A
Guided Pathways	N/A
Learning Connection	N/A
RISE	N/A

1) Priority #1: Develop a campus definition for “equity.” Ask people to suspend what they consider definitive and instead bring their knowledge to a conversation with colleagues and define a common definition for the campus to (re)build on.

We might consider a conversation about the impact of boutique programs. We are a minority-majority institution. Research that shows the success of boutique program models comes from a time when the demographics they represented were minorities on campus. This is not necessarily the case anymore. We know these programs impact beyond the students enrolled in them, but has that impact grown? Assume a boutique program selects 45 students who in turn impact another 45, making 90 students directly and indirectly impacted by the program. In a time when the sub population of that socio-economical group on campus was a minority that impact would be large, i.e. if there are 200 students on campus who share the target identity, 45% of them would be impacted by the program. However, on a campus with 800 target students, that same number of impacted students would be 11.25% overall. We may be cutting our equity impact short by not scaling boutique program praxis. What methods and practices can we take and normalize in every employee on Chabot because the boutique program has perfected it?

STEM
Center

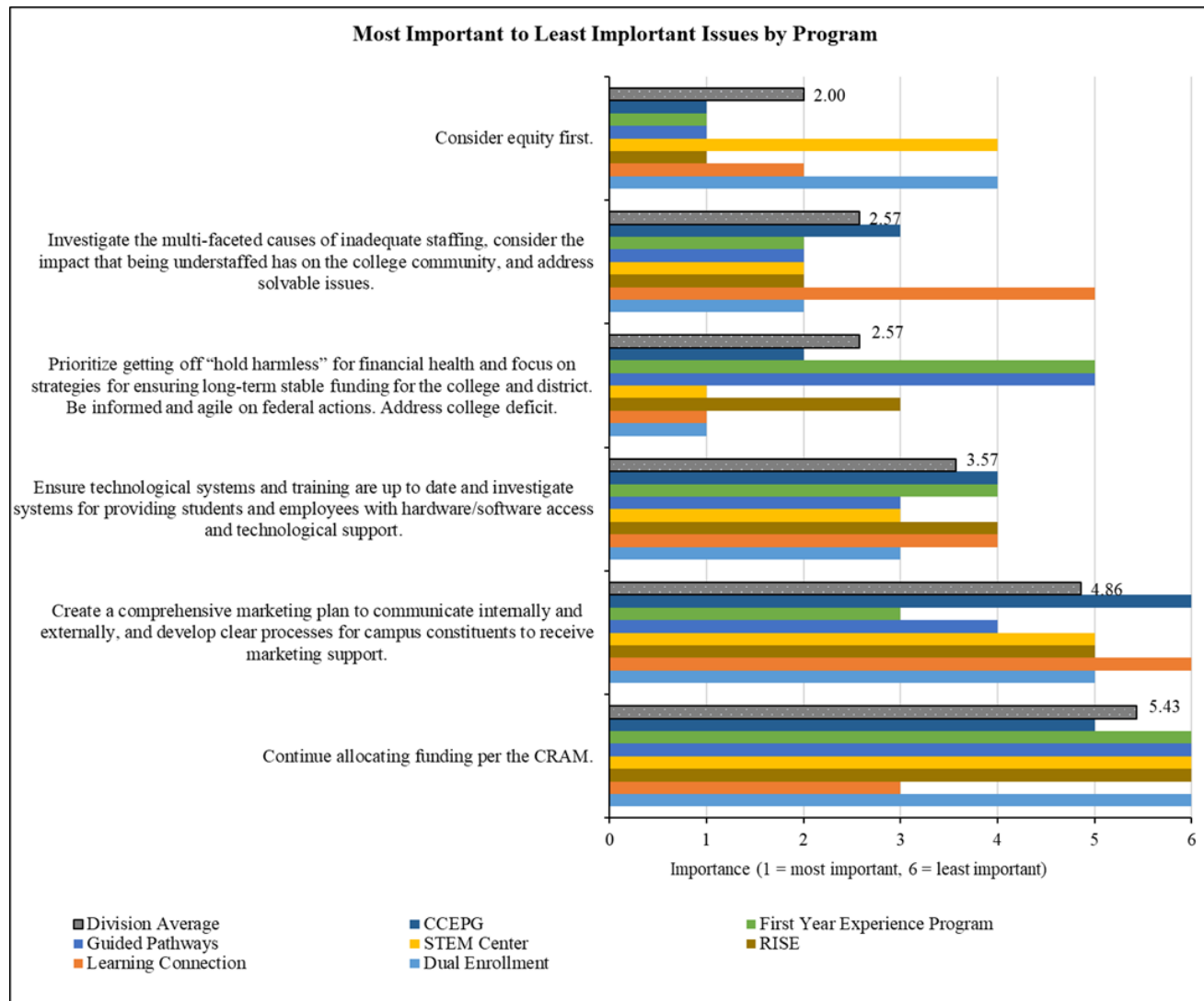
2) Priority #2: Create a research project and answer, “What is our capacity for growth at Chabot College?” It is a Big question, and to start answering it we must dismiss the idea that our growth model is linear and replace it with a curved model. If we find that our model will not sustain the workforce we have, then before we get to the point of layoffs, we should offer our staff the opportunity to sharpen their self-presentation and job searching skills. If we can do this, at best we have a team with strong skills who know their worth and at worst we have equipped our community with the tools to find a new place to thrive.

3) Priority #4 and #6: The campus could use a push towards utilizing the tools we have before adding more. And I do mean “push” – management in other organizations give employees little leeway, if any, on what tools they are going to use. In parallel to guiding the workforce into uniformity, there needs to be support in the form of campus wide training opportunities, and a library of easy-access reference tools.

CCEPG

N/A

Rank the Annual Priorities for the 2025–26 Academic Year



8 Responses

Name of Program/Discipline/Area/Service	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).
CCEPG	N/A
Black Cultural Resource Center	N/A
First Year Experience Program	N/A
Guided Pathways	N/A
	Developing a projection model that defines a point where growth supersedes capacity, and/or identifies our maximum yield
STEM Center	We need to better utilize student ID cards. If we developed the infrastructure, we could use the cards to identify everyone who used student resource centers and more accurately calculate correlations towards success. If we are going to make data based decisions, better data collection methods are imperative.
RISE	N/A

Significantly increasing enrollment is a major component in the College's plan to address the SCFF and get off hold harmless. This goal has been and will continue to be hampered by inadequate staffing, as every aspect of enrolling and retaining new students – recruiting, onboarding, counseling, course offerings, support systems and special programs, etc. -- is affected by staffing. Since hiring is extremely limited by our current budget status, "address(ing) solvable issues" regarding inadequate staffing is crucial.

Learning
Connection

Access to technology and support in using that technology could easily be two different concerns/issues. The college does an adequate job of providing access to technology systems for employees and students but doesn't always provide adequate support/training to users (students in particular).

Although the college has made progress in aligning planning and resource allocation, there is still significant work to be done around proactively braiding funding and communicating allocations as part of overall campus budget development. As an example, funding for tutors has not been institutionalized and so each year, our administrators have had to reach out to individual fund managers to secure funding. Our program has been significantly impacted during the 24-25 and 25-26 AYs as we experienced changes in administrators and funding through grants and categoricals has been reduced, which has severely limited our ability to adequately and accurately plan for the coming year.

Dual
Enrollment

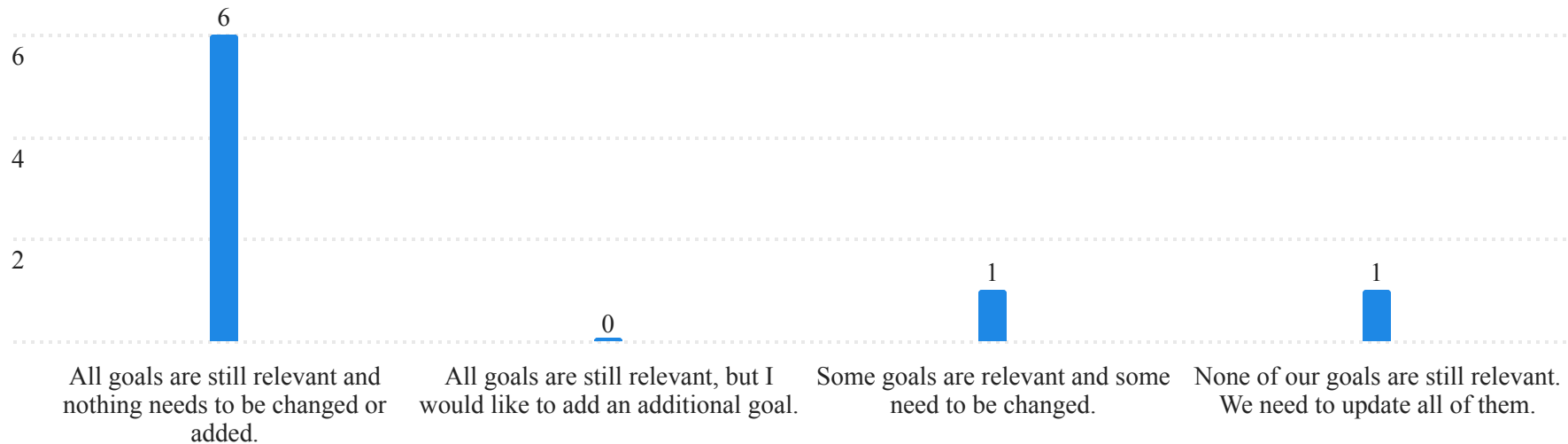
N/A

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

Keeping in mind that you have two years left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

8 Responses

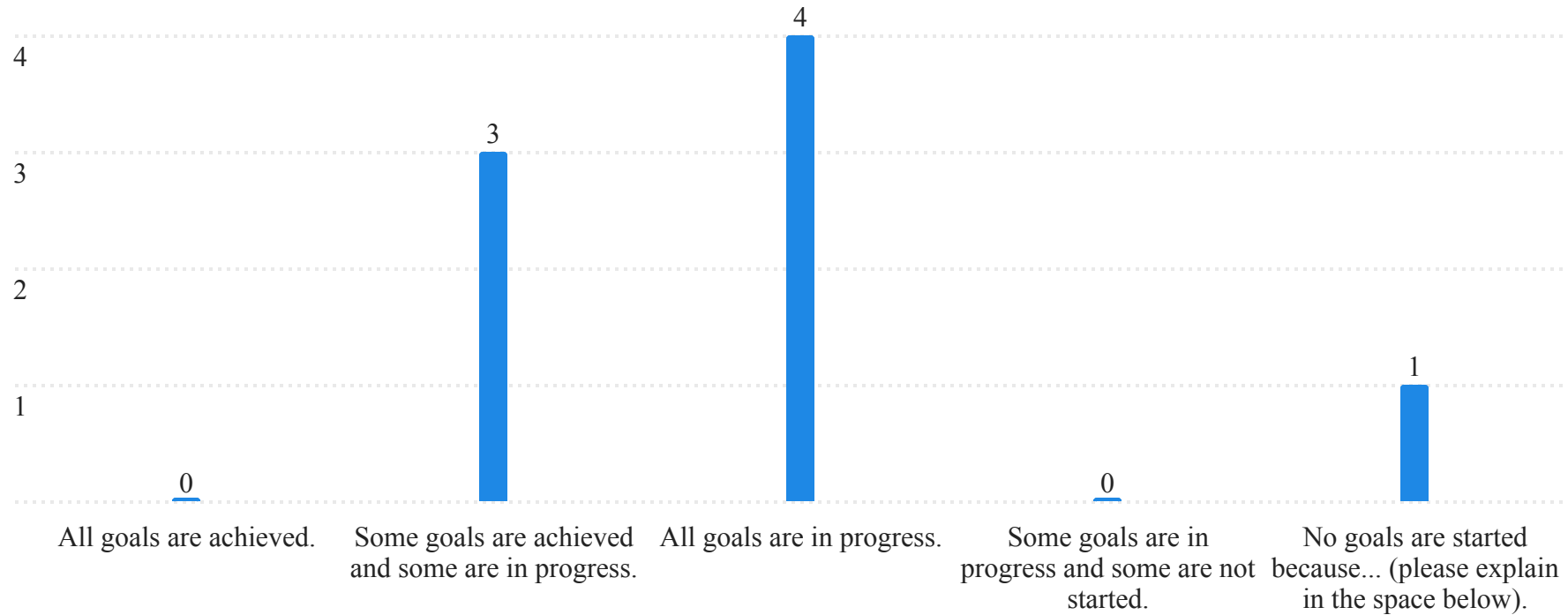


8 Responses

Name of Program/Area	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.) - Text
Black Cultural Resource Center	N/A
Dual Enrollment	N/A
First Year Experience Program	N/A
Guided Pathways	N/A
Learning Connection	N/A
RISE	N/A
STEM Center	Goal #3: We have learned that this is not in our purview. Work we did towards this goal was folded into synergetic work at the Career Center. Instead, the STEM Center goal should read The STEM Center will participate in supporting the creation of internship opportunities for Chabot STEM Students
CCEPG	N/A

What is the current status of the goals your program/area established in Fall 2024?

8 Responses



Reflections on Achievement and Challenges:

8 Responses

Name of Program /Area	Question: So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.
Black Cultural Resource Center	Goals 2 and 3 have been implemented and achieved. Those 2 goals are as follows: 1. Educational Programs: Develop workshops, lectures, and events that educate the public and general campus community about Black history, culture, and contemporary issues. These educational initiatives help foster a deeper understanding of the rich and diverse experiences of Black individuals and communities, countering stereotypes, misconceptions and help to eliminate racial and cultural implicit biases. Educational programming can help strengthen the identity of individuals within the Black community, reaffirm their cultural identity and heritage, fostering pride and resilience. Cultural Exchange Programs: Establish partnerships with similar centers or organizations to foster cultural exchange and broaden perspectives. Cultural exchange promotes mutual understanding between different communities, helping to break down Goals 2 and 3 have been implemented and achieved. Those 2 goals are as follows: 1. Educational Programs: Develop workshops, lectures, and events that educate the public and general campus community about Black history, culture, and contemporary issues. These educational initiatives help foster a deeper understanding of the rich and diverse experiences of Black individuals and communities, countering stereotypes, misconceptions and help to eliminate racial and cultural implicit biases. Educational programming can help strengthen the identity of individuals within the Black community, reaffirm their cultural identity and heritage, fostering pride and resilience. Cultural Exchange Programs: Establish partnerships with similar centers or organizations to foster cultural exchange and broaden perspectives. Cultural exchange promotes mutual understanding between different communities, helping to break down stereotypes and misconceptions about the Black experience and culture. By engaging with other cultures, the Black community can showcase its own rich history and traditions while also appreciating the diversity of others, leading to a more inclusive society as well as foster ally ships campus wide. We have worked hard in the BCRC on the implantation of workshops, cultural presentations, and educational programming as well as partnering with campus collaborations for cultural conversations and share outs.

The Early College Unit remains on track to meet many of its expected outputs. Significant progress has been made toward strengthening preparation for dual enrollment (DE) instructors to better support high school students. We have developed a Faculty Instructor Manual that provides essential information to guide instructors. In addition, we are creating a Canvas site for DE instructors that will house resources, FAQs, research articles, and sample syllabi. This platform is designed to orient instructors and ensure they have easy access to tools and information relevant to their work.

Dual Enrollment

In December, we will meet with interested CCAP site partners to develop themed pathways at high schools. These pathways will align with Chabot Guided Pathways and offer both discipline-specific courses (e.g., engineering, early childhood development, computer science) and foundational general education courses such as PSY 1 and COMM 1000. Encouragingly, seven to eight sites have already expressed interest, and several have received Golden State Pathways Grants to fund additional support services and planning time.

Finally, we continue to see significant enrollment growth. Dual enrollment increased by 38% from Fall 2024 (836 enrollments) to Fall 2025 (1,158 enrollments). The addition of a new school site as a CCAP partner and the momentum around pathway development signal continued double-digit growth for the program.

First Year Experience Program

We have been getting a consistent number of students over the past year and are currently using available campus resources to help support our students while we still figure out having a consistent budget. We also have now a space dedicated to students for the next year which helps with grounding the students to the community

Guided Pathways

We are building out our onboarding process in collaboration with other areas on campus. The success teams are experiencing further development and structure and we've moved from META to Pathways Program Mapper so all our programs are mapped for students.

Even though we have had to reduce the number of tutoring hours, our tutor usage is still pretty consistent. Our ability to offer online modality allows students to receive tutoring who are unable to meet in-person due to various personal circumstances. We continue to offer tutoring for many subject areas despite increasing budget and hiring difficulties.

Learning Connection
Data reporting both from ORPIE and Accudemia are allowing us to review and assess both demand for and success of specific tutoring disciplines, and starting Fall 2025 we are piloting converting more appointment hours to drop-in hours in order to increase access for selected subjects. With this additional data, we can continue to explore the balance of appointment versus drop-in hours as well as reallocating hours for disciplines with higher demand and success.

We are also working with ORPIE to identify courses with higher impacts from embedded tutoring so that we can then examine the best practices to inform faculty training.

RISE
The RISE community on campus is getting stronger, and we are recruiting more instructors. Additionally, we were just awarded a grant from the state to support the work for our formerly and currently incarcerated students.

Goal #1: Each staff member at The STEM Center and BCRC have copies of 2 books, we are roughly $\frac{3}{4}$ through with one of the books. A walk through with the BCRC director does not require the reading to be done. Relationships have formed and this should be an easy ask and conversation to have this year. If at the end of this academic year we can have the literature complete and insight from our colleagues, then we should have enough to create some sort of plan in summer to execute in the Fall.

STEM
Center

Goal #2: This has taken a turn where our relationship with the counselors have created opportunities to collaborate. The STEM Center led its first STEM Orientation (the 2nd in a series that was initiated by the HIS STEM Grant), an SEP day (upcoming), and regular hours in the STEM Center. We thought we needed posters because we did not have enough STEM Counselor contact time. We are finding that partnerships with the counseling dean, along with great bridge building leadership from counselors like Katie Messina-Silva, have lead to more counselor hours and thus, more targeted support for students. This is the way to go.

Goal #3: We are partnering with The Career Center and with CTE to search out opportunities for students to support career readiness. Recently we hosted a panel of wastewater professionals to build relationships and create opportunities for student internships in these spaces. We have a few more speakers coming in from other organizations for the same purpose. As it is now, CTE is finding the organizations, The STEM Center creates the platform for the orgs to present themselves, and the Career Center follows up with connecting about (or creating) internship opportunities. Ideas like the networking night are out there, but the focus is building these relationships, exposing students to STEM fields, and following up on possible opportunities to get students involved.

CCEPG

Working with administrators to recruit participants has been going well. For the most part, the CCEPG is well-supported by the institution. We have a strong cohort of developing leaders. PARTI is in its fourth year, After- PARTI is in its second. The Brown Bag Podcast is on its fourth season. Faculty continue to show interest in developing their teaching practice centered around equity,

8 Responses

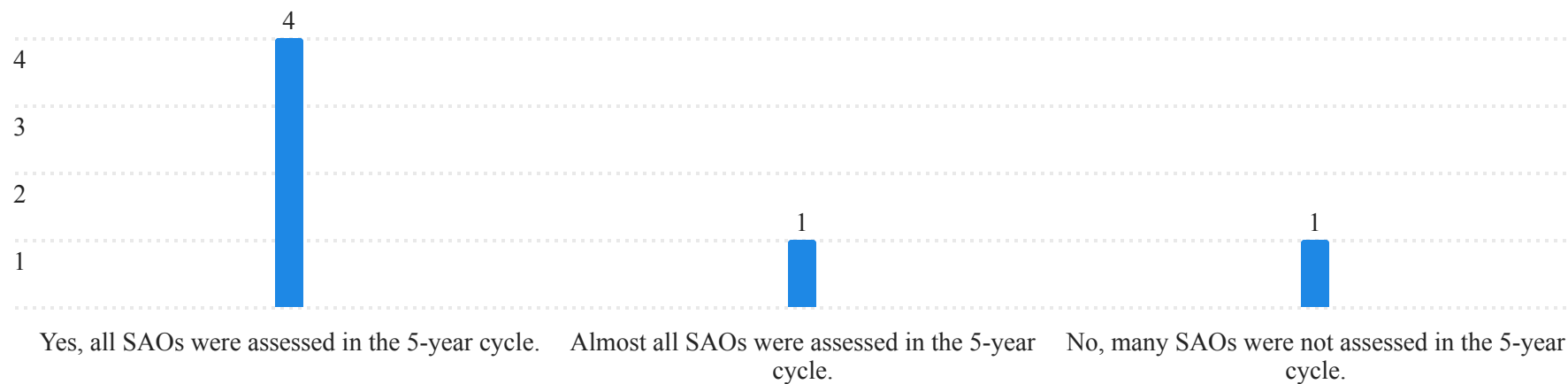
Name of Program/Area	Question: What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.
Black Cultural Resource Center	Address health disparities by offering resources and programs focused on mental, physical, and emotional well-being. Health and wellness training can equip students with knowledge about nutrition, exercise, and preventive care, helping to mitigate these disparities. Mental health issues can be stigmatized in many communities, including the Black community. Workshops and training can promote awareness and understanding of mental health, providing students with tools to manage stress and seek help when needed.
Dual Enrollment	Our primary challenge is staffing. The number of CCAP DE sites has grown to 23, spread across 22 square miles. We currently have only 1.5 coordinators supporting these sites due to the departure of one Early College Coordinator. This staffing shortage risks reduced enrollments and staff burnout. A second challenge is securing enough faculty to meet the growing demand for CCAP courses. While Division Deans have hired additional faculty, hiring has not kept pace with enrollment growth. Without expanded staffing—both faculty and coordinators—our ability to meet program goals will be compromised. The college would benefit if the Faculty Association, Senior Leadership, APSS Dean, and Saenz began to explore models for meeting minimum qualifications and seniority rights as it pertains to a growing dual enrollment program. Given the growth of dual enrollment, it would help to create a dual enrollment seniority list. This would provide more clarity for the right of assignment and allow us to use instructors from the k12 ranks who meet minimum qualifications, and instructors who are excited to teach high school students.
First Year Experience Program	Lack of budget, not having a dedicated full time counselor, technology, and space.
Guided Pathways	In all past years, the college has had substantial funds to support Guided Pathways. It sustained people time, FYE, convenings, materials, etc. Now we are not only faced with no new funding, we have to reconcile expenses from the year previous. We need to continue institutionalizing the work without all the additional supports that were previously in place to do so.
Learning Connection	Our goal to redesign our tutoring scheduling strategy will soon include adjusting to the compressed calendar, given that students may have less time to absorb material and may need to rely on tutoring earlier in the semester. One challenge to that is the anticipated need to start tutoring the 2nd week of the semester instead of the 3rd week as we currently do, which gives staff less time to prepare for the New Tutor Program Orientation & Equity Training and tutor training workshops. We continue to have difficulty doing outreach due to challenges with time, staffing, and resources.

RISE	We continue to build partnership with Santa Rita County Jail to serve more students. There are many challenges operating within this site but there is huge commitment from instructors and a great need from the people we serve. Most students require additional instructional supports but the process and time to ensure students have assessments that then are shared with our DSPS team continues to be a challenge.
STEM Center	• Goal #1: Finding time to “book club” is very challenging and has put reading on hold. Reading needs to start again, or perhaps, as director, I need to read the books and create workshops from the reading to present to the teams to more quickly pass the info. • Goal #2: Artwork with FAQ’s could lead to more confusion vs. counselors checking for clarity. We are abandoning the focus on posters, and focusing on further institutionalizing counselor hours in the STEM Center – which gets us even closer to our initial goal. • Goal #3: We could use incentives for students to attend and thank you gifts for our guests; not necessarily a financial gift, but a hoodie or something for each speaker would be less expensive than a honorarium, and just a valuable. We continue to ask students to choose between grabbing lunch between classes and our presentation, and we have no tangible way to say thank you to our guests.
CCEPG	Not knowing our budget from year to year is a challenge when we are planning. Scheduling for faculty participation can be challenging.

Service Area Outcomes (SAOs)

Were all your Service Area Outcomes (SAOs) assessed in the 5-year cycle?

6 Responses



8 Responses

Name of Program/Area	Question: If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.
Black Cultural Resource Center	The program is still in the developmental stage.
Dual Enrollment	N/A

First Year Experience Program	N/A
Guided Pathways	N/A
Learning Connection	N/A
RISE	N/A
STEM Center	The STEM Center has yet to complete a 5-year cycle, this will be our first 5-year cycle completion.
CCEPG	N/A

Rationales for Resource Requests

8 Responses

Name of Program/Are a	Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need additional or new resources?
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Black Cultural Resource Center	N/A
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To achieve the Dual Enrollment PAR Goal of increasing the number of enrollments and serving disproportionately impacted students, additional staffing is essential. Currently, each coordinator must support 8–10 sites. The departure of one coordinator in August 2025 has made the workload unsustainable.

We plan to use K16 Bay Area Collaborative Grant Funds to hire an Outreach Specialist, a cost-effective solution compared to a coordinator. This position will provide site coverage, application support, and student services critical to sustaining enrollment growth.

Dual

Enrollment

This request aligns directly with:

PRAC Recommendation #1: Consider Equity First – 70% of DE students are from historically underrepresented groups, including newcomers, continuation schools, GED/diploma students, and teen parents.

PRAC Recommendation #2: Prioritize Exiting “Hold Harmless” – DE is a key Student-Centered Funding Formula (SCFF) strategy with over 20% semester-to-semester growth and the potential to add 280–300 FTES in 2025–26, strengthening district financial health.

First Year

Experience

Program

All the goals do need resources as we do not have an institutionalized budget.

Guided

Pathways

Developing a GP student council will be somewhat of a challenge given that it is preferable to honor students time monetarily, however we have no funds to support student time for that. I'm hoping to leverage current structures in supporting this work.

The resource all three of our PAR goals require is additional staffing and the requisite funds to achieve this. As noted elsewhere, this will become an even more pressing concern when the college transitions to a compressed calendar.

GOAL 1: evaluate & redesign our scheduling strategy... to implement this in a meaningful, effective manner requires a dedicated block of time and staff availability, which is a challenge as our program is thinly staffed, offers services every academic term (fall/spring/summer) and offers services in four different locations on campus. It's hard to keep our program/centers running and services available while also gathering the team to design and implement a significant, program-wide procedural change.

Learning Connection	GOAL 2: connecting students to tutors... requires outreach – consistent and effective social media efforts, active tabling and in-person informational presence at college events, messaging via carousel screens on campus, and efforts to connect with faculty re: our program and services (flex day programming, new employee orientations, etc.) As above, staffing is a significant impediment. Overseeing day-to-day operations & serving students in our centers leaves little time to plan & implement the types of publicity/outreach described above.
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GOAL 3: provide training for faculty who will be using embedded tutors... again, adequate time & staffing to plan & implement meaningful informational/procedural workshops, trainings, etc., & the time to develop the corresponding support materials (web page info, printed materials, etc.) are difficult challenges for our program as currently staffed & scheduled.

Achieving and maintaining our SAOs requires meeting Goals 1 & 2 above.

RISE	The greatest need at the time is to expand our short term courses offerings at Santa Rita. We need more willing instructors to teach on site and be available throughout the year to offer courses as often as possible. We need instructors who desire to support this work and willing to explore.
STEM Center	• Goal #2: - o We need to ensure there is funding for enough STEM counselors to stay posted in the STEM Center - o We need a financial aid counselor at times when students are present for appointments – not an experimental time when student traffic is exceedingly low - o We need funding for STEM Orientation Day. This was established by the HSI Grant and supposed to be institutionalized. We supported many students as they acclimated to their new campus, and started their path to completing an SEP. After/during this 4-hour event, we couldn't even offer students a granola bar. • Goal #3: This ties together with our speaker series. We do it with a budget of zero dollars. I am avoiding comparisons to what other smaller programs offer their students and speakers – but our numbers rival theirs without bells and whistles. We have nothing to thank our community partners with, which makes us as an institution look bad. Worse, we can't even take care of own and feed students/guests at these events - students choose between a normal lunch hour, and a foodless event between classes.
CCEPG	n/A

Optional: Campus-Wide Reflection on Current Issues

8 Responses

Name of Program/Area	Chabot College will implement the compressed calendar (e.g., 16-week semester, the timing of the new block schedule and/or college hour, etc.) beginning in Academic Year 2026–27. As we prepare for this transition, what insights or suggestions do you have to share with the campus community?
Black Cultural Resource Center	Winter intersession will be a great opportunity for students to take a class online during the winter break, I foresee this as an opportunity for students to either get ahead of their planned SEP or catch up if they have fallen behind.
Dual Enrollment	N/A
First Year Experience Program	N/A
Guided Pathways	There isn't anything in particular tied to Guided Pathways and the compressed calendar. GP is designed to be a restructuring, culture building, embedded structure so it can adjust to timing.

Compressed calendar – We anticipate two major challenges with the transition to the compressed calendar. One will be the massive reorganization of class times. The compressed calendar will make it more difficult to schedule tutoring hours that won't conflict with in-person class times, which could reduce usage of our services. We also anticipate challenges with scheduling trainings for tutors and workshops for students due to limited options where there are common gaps in student schedules. Furthermore, expanding service hours impacting thinly spread staff is a likely outcome.

Learning

Connection Another challenge will be more strain and less time off the desk for staff. This could affect service quality and reduce staff support for tutors. Less off-desk time also makes it difficult to do long-term planning or training. Clear messaging about the compressed times and increased staff coverage adjustments might help with these challenges.

One possible benefit is that students will have access to tutors earlier in the semester's curriculum since we will likely now start peer tutoring the 2nd week of classes.

RISE	With the compressed calendar, my immediate thought would be the availability of securing time for student club meetings and in particular the RISE Wellness Check Ins.
STEM Center	As I understand it, students are going to have everything they need online. Do we need computer labs open? Do we need tutoring available? Do we need a place for students to study considering all the noise at home, especially during the holiday season? I have staff members for who December is not a regular holiday season and are willing to make our space available, or at the very least be here to collect/distribute calculators at given times/days. The STEM Center is prepared to be an open resource center during the intense Winter Break Session.
CCEPG	It would be helpful to have a sense of common meeting times for professional development related to classroom practice and hiring onboarding timelines.