

QUALITATIVE ANALYSES IN THE PROGRAM AND AREA REVIEW SYNTHESIS STATEMENT

PRESENTED TO PRAC: FEBRUARY 5, 2025

By: Program and Area Review Committee
Supported by the Office of Research,
Planning and Institutional Effectiveness

Acknowledgements

- Thank you to the PAR Committee for your in-depth analyses of 97 PAR responses!!
 - Tri-Chairs Brian Goo, Na Liu, and Simon Abramowitsch; Cynthia Gordon da Cruz, Alice Hale, Harmony Folse, Michelle Reyes, Alex Karan, Andrew Leung, Anamarie Navarro, and Paul Pinza
- Thank you to the ORPIE student assistants, Svetlana Tkachenko and Natural Chan for their assistance with the graphs.

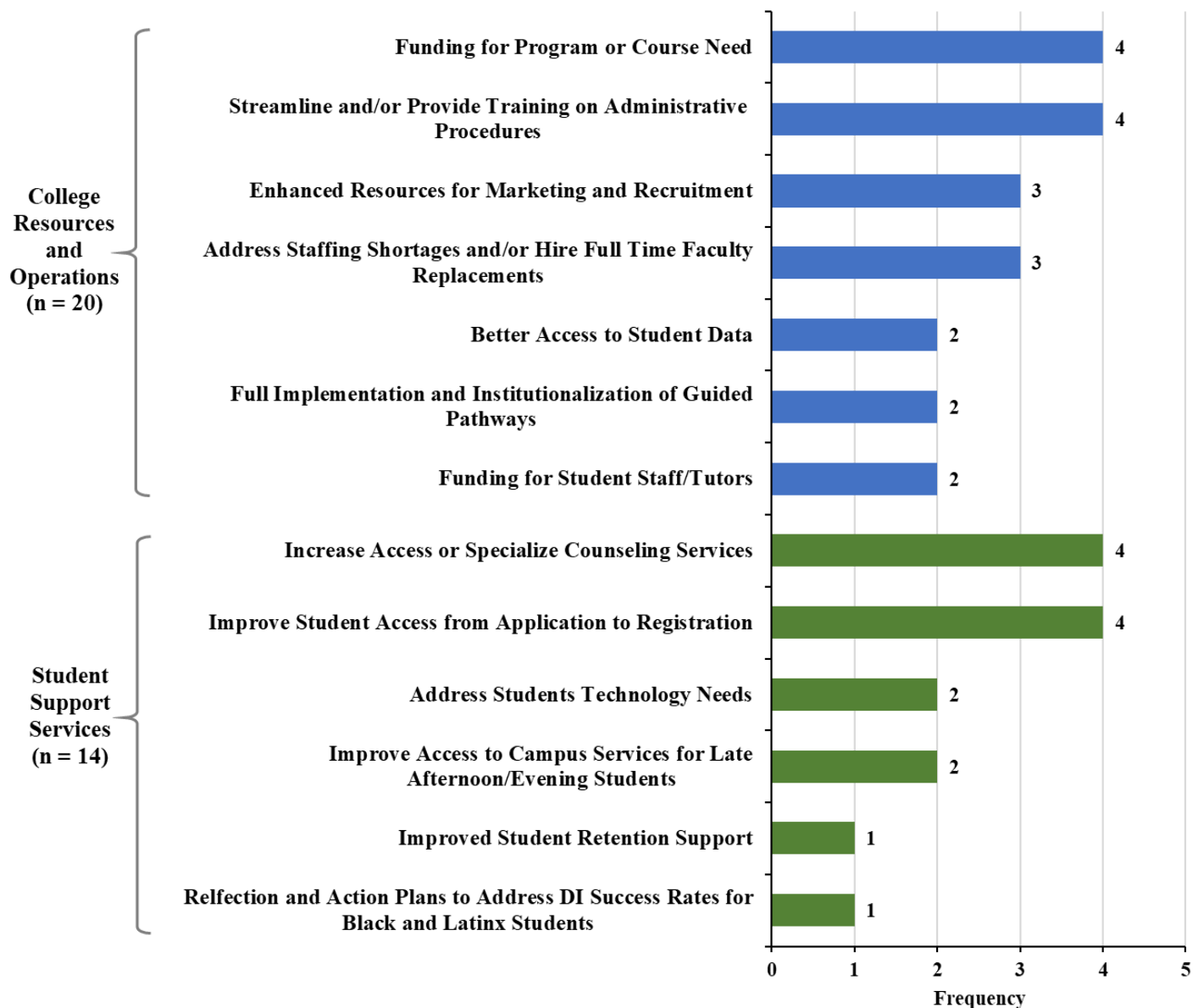
Program and Area Reviews Submitted in Fall 2024

- Reminder: Fall 2024 is a comprehensive PAR—the first year in the Fall 2024 to Fall 2026 cycle.
- **97** Program and Area Reviews were submitted.
 - 95% completion rate.
- **11** Deans' and VPs' Summaries.
 - 92% completion rate.
- **5** Qualitative questions were analyzed (presenting today).
- The goal/SAO related graphs are displayed in the PAR synthesis statement (not being presented today).

Analysis of Fall 2024 PAR Questions

PAR Question in the Deans'/VPs' Responses: Based on the trends you noted in PARs in your division, as well as your own analyses, in ranked order, what college-wide issues do you believe deserve immediate attention?

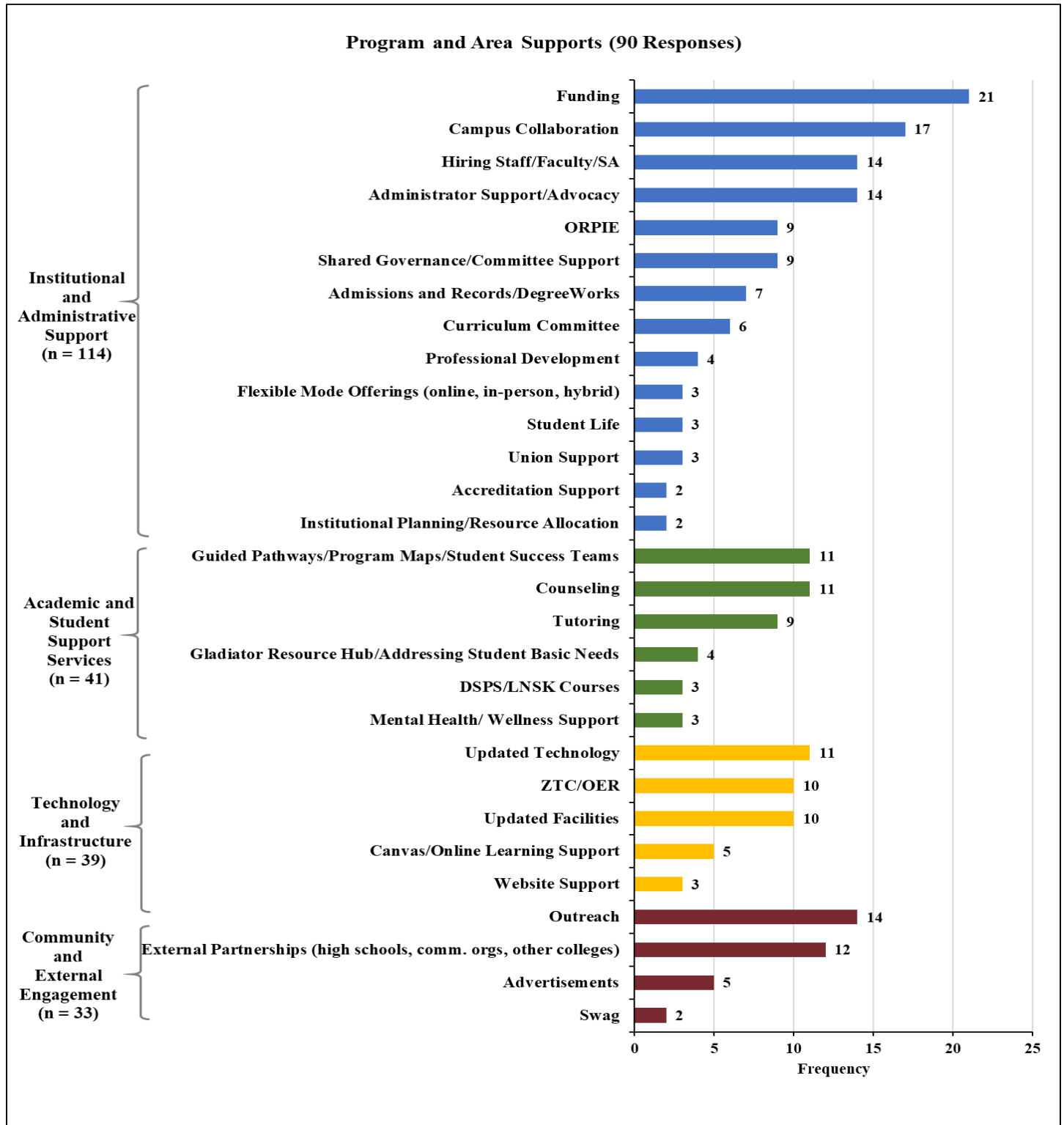
VPs' and Deans' Assessments of College-Wide Issues (11 Program Responses)



Policy Implications for Consideration:

- Analyze and implement more **efficient processes and workflow** for payroll, purchasing, human resources, and student services paperwork, utilizing technology where relevant.
- Create a comprehensive **marketing plan** to communicate internally and externally, and developing clear processes for campus constituents to receive marketing support.
- Investigate the multi-faceted causes of inadequate **staffing** and address solvable issues.
- Focus on strategies for ensuring long-term stable **funding** for the college and district.
- Ensure that all students have access to relevant and timely **counseling** services.
- Ensure the **application-to-registration** process is seamless and efficient from students' perspectives.

PAR Question: What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

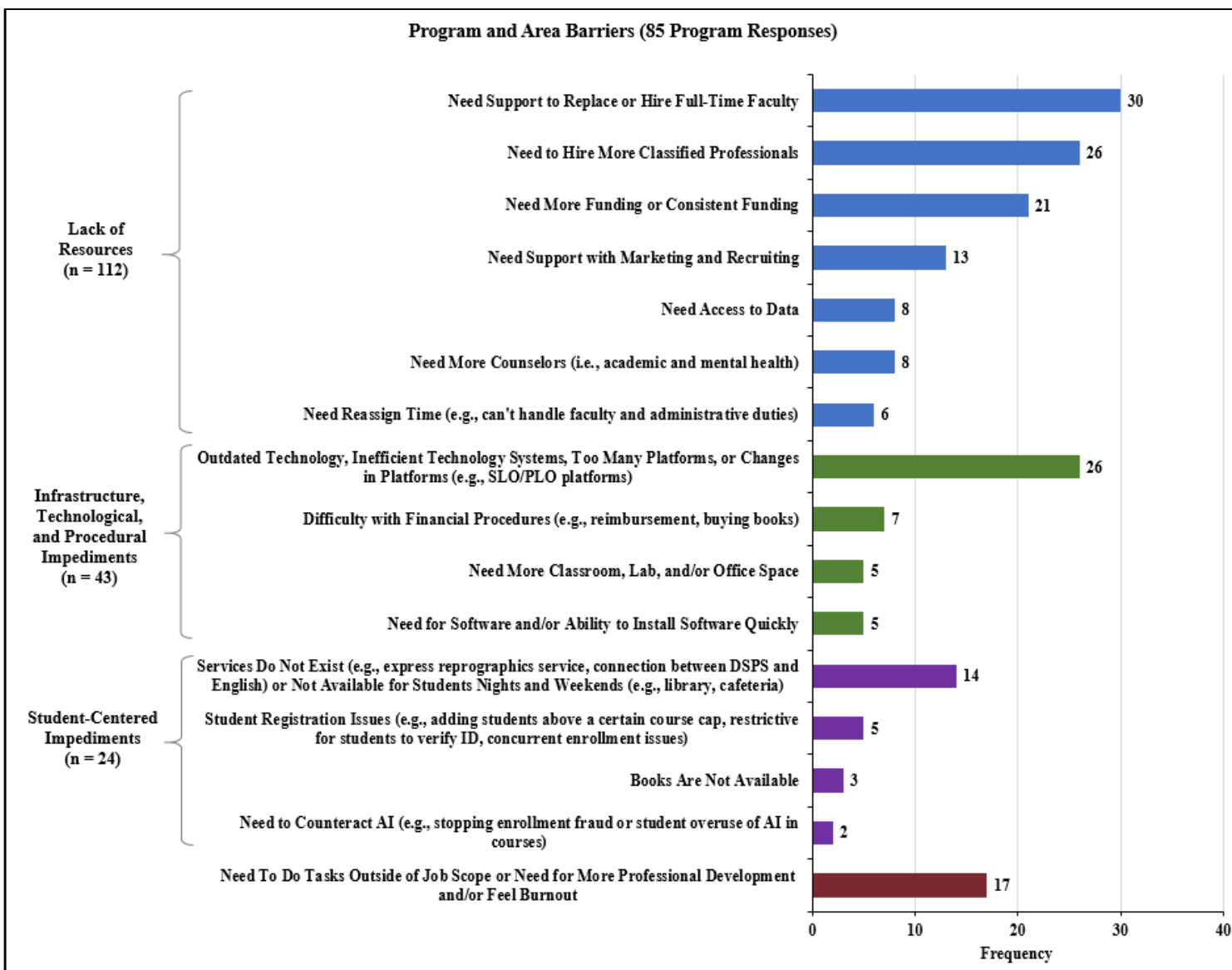


Policy Implications for Consideration:

- Focus on strategies for ensuring long-term stable **funding** for the college and district.
- Investigate the multi-faceted causes of inadequate **staffing** and address solvable issues.
- Create a comprehensive **marketing plan** to communicate internally and externally, and developing clear processes for campus constituents to receive marketing support.
- Ensure **technological systems** and training are up to date and investigate systems for providing **students and employees** with hardware/software access and technological support.
- Ensure time and space is institutionally structured for cross-campus **collaborations**, and platforms for information-sharing with students and campus constituencies are developed.

PAR Question: What institutional-level barriers or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

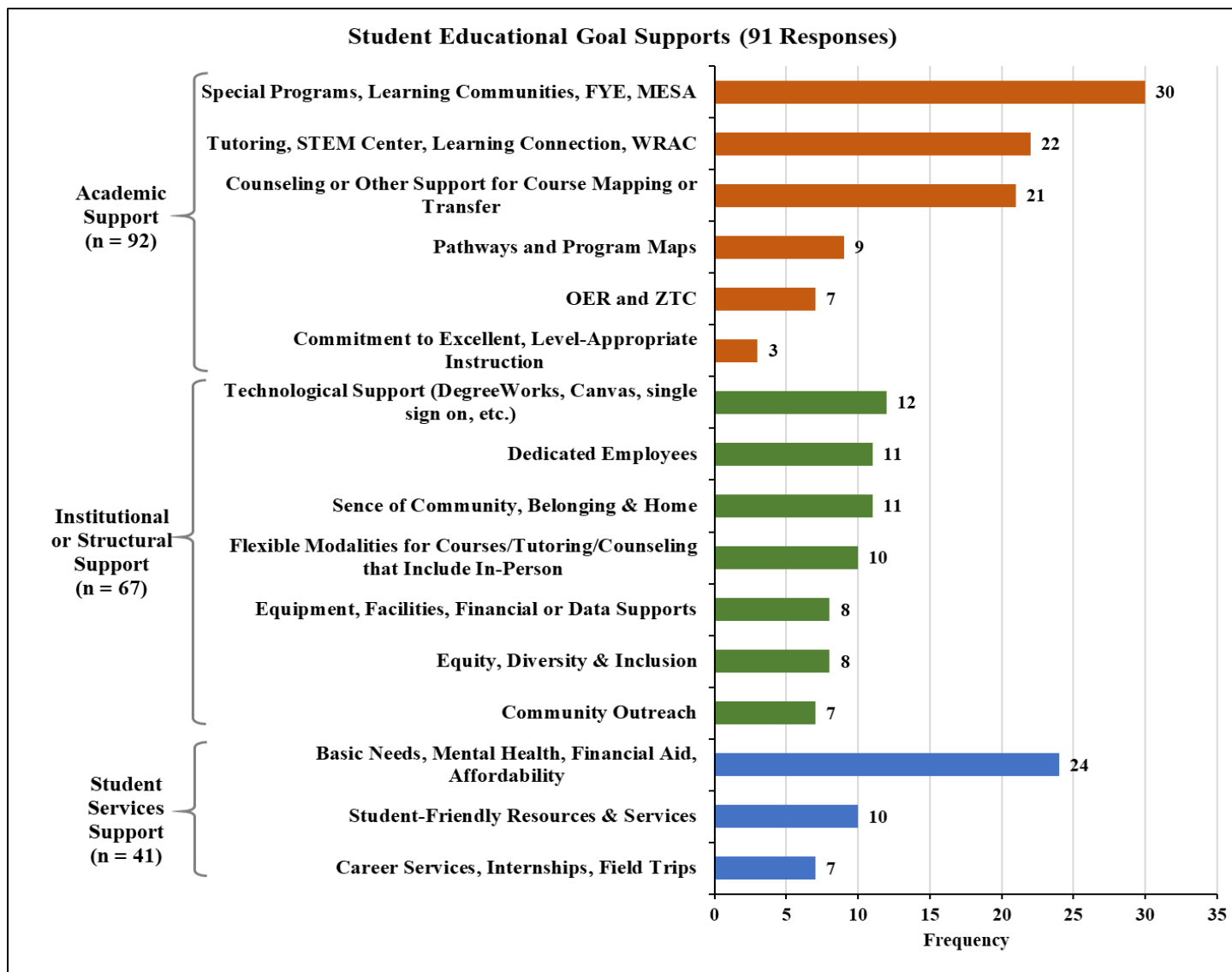
Program and Area Barriers (85 Program Responses)



Policy Implications for Consideration:

- Investigate the multi-faceted causes of inadequate **staffing** and addressing solvable issues.
- Ensure that all students have access to relevant and timely **counseling** services.
- Focus on strategies for ensuring long-term stable **funding** for the college and district.
- Create a comprehensive **marketing plan** to communicate internally and externally, and develop clear processes for campus constituents to receive marketing support.
- Analyze and implement more **efficient processes and workflow** for payroll, purchasing, human resource, and student services paperwork, utilizing technology where relevant.
- Ensure **technological systems** and training are up to date and investigate systems for providing students and employees with hardware/software access and technological support.
- Re-evaluate the **available hours for student and academic services** (e.g., library, cafeteria, counseling, etc.) to **ensure access for all students** (including evening and weekend students).

PAR Question: From your vantage point, what does Chabot do that is particularly helpful to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should keep doing?)

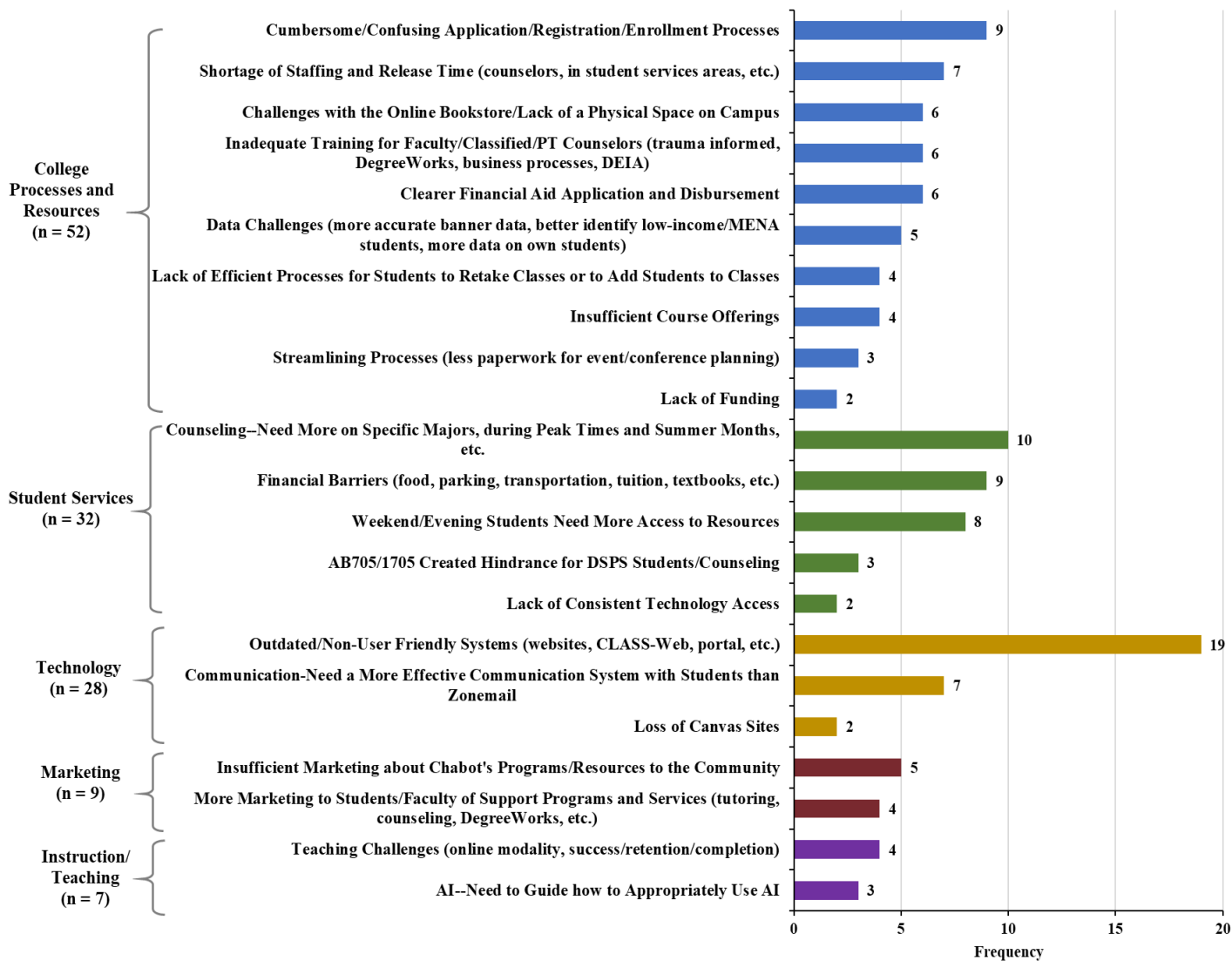


Policy Implications for Consideration:

- Research how to expand **learning communities** (e.g., Umoja, Puente, CIN, MESA, FYE) and learning-community-type supports (e.g., Guided Pathways) to wider groups of students.
- Ensure support continues for **students' financial, technological, academic, mental health and basic needs**.
- Ensure that students have robust access to **academic supports** (e.g., tutoring, STEM Center, Learning Connection, WRAC, etc.).
- Ensure that all students have access to relevant and timely **counseling** services.

PAR Question: From your vantage point, what does Chabot do or NOT do that is a hindrance to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should stop doing or change to better support our students?)

Barriers that Hindered Students from Reaching their Educational Goals (79 Program Responses)



Policy Implications for Consideration:

- Ensure **technological systems** and training are up to date and investigate systems for providing students and employees with hardware/software access and technological support.
- Ensure that all students have access to relevant and timely **counseling** services.
- Ensure the **application-to-registration process** is seamless and efficient from students' perspectives.
- Ensure support continues for students' **financial, technological, academic, mental health and basic needs**.
- Re-evaluate the **available hours for student and academic services** (e.g., library, cafeteria, counseling, etc.) to ensure **access for all students** (including evening and weekend students).

Summary: Five Most Frequently Named Policy Implications for Consideration from Fall 2024 PAR

| Five Most Frequently Named Policy Implications for Consideration from Fall 2024 PAR | Fall 2024 Top Five | Fall 2023 Top Six | Fall 2022 Top Four | Fall 2021 Top Four |
|---|--------------------|-------------------|--------------------|--------------------|
| Fall 2024: Ensure that all students have access to relevant and timely counseling services. | ✓ | | ✗ | ✓ |
| Fall 2024: Focus on strategies for ensuring long-term stable funding for the college and district. | ✓ | | | |
| Fall 2024: Ensure technological systems and training are up to date and investigate systems for providing students and employees with hardware/software access and technological support. | ✓ | ✓ | ✓ | ✓ |
| Fall 2024: Investigate the multi-faceted causes of inadequate staffing and address solvable issues. | ✓ | ✓ | ✓ | ✓ |
| Fall 2024: Create a comprehensive marketing plan to communicate internally and externally, and developing clear processes for campus constituents to receive marketing support. | ✓ | ✓ | ✓ | |

✓ Top four-six policy implications in that year's PAR.

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

Summary: Additional Policy Implications for Consideration from Fall 2024 PAR

| Additional Policy Implications for Consideration from Fall 2024 PAR | Fall 2024 | Fall 2023 | Fall 2022 | Fall 2021 |
|---|-----------|-----------|-----------|-----------|
| Fall 2024: Re-evaluate the available hours for student and academic services (e.g., library, cafeteria, counseling, etc.) to ensure access for all students (including evening and weekend students). | ✓ | | | |
| Fall 2024: Ensure that students have robust access to academic supports (e.g., tutoring, STEM Center, Learning Connection, WRAC, etc.). | ✓ | | | |
| Fall 2024: Ensure support continues for students' financial, technological, academic, mental health and basic needs . | ✓ | ✓ | ✓ | ✓ |
| Fall 2024: Ensure the application-to-registration process is seamless and efficient from students' perspectives. | ✓ | ✓ | ✓ | |
| Fall 2024: Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE) and learning-community-type supports (e.g., Guided Pathways) to wider groups of students. | ✓ | ✓ | | ✓ |
| Fall 2024: Analyze and implement more efficient processes and workflow for payroll, purchasing, human resources, and student services paperwork, utilizing technology where relevant. | ✓ | ✓ | ✓ | |
| Fall 2024: Ensure time and space is institutionally structured for cross-campus collaborations , and platforms for information-sharing with students and campus constituencies are developed. | ✓ | ✓ | ✓ | |

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

Summary: Additional Policy Implications for Consideration from the Prior PAR Cycle

| | Fall 2024 | Fall 2023 | Fall 2022 | Fall 2021 |
|--|-----------|-----------|-----------|-----------|
| 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: Work to affirm and improve the Program and Area Review Resource Request Process. | | ✓ | ✓ | ✓ |
| Fall 2022: Maximize usage of and planning for facilities. | | | | |
| 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: Evaluate the efficiency of post-pandemic college processes and procedures. | | ✓ | ✓ | |
| 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 <u>campuswide</u> 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. | | | | ✓ |

✓ Top four-six policy implications in that year’s PAR.

✓ Named as a policy implication, however, it was not a “top four-six” policy implication in that year’s PAR.

ANY QUESTIONS?

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