

# Fall 2024 PAR Synthesis Statement

**PAR Committee:** 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

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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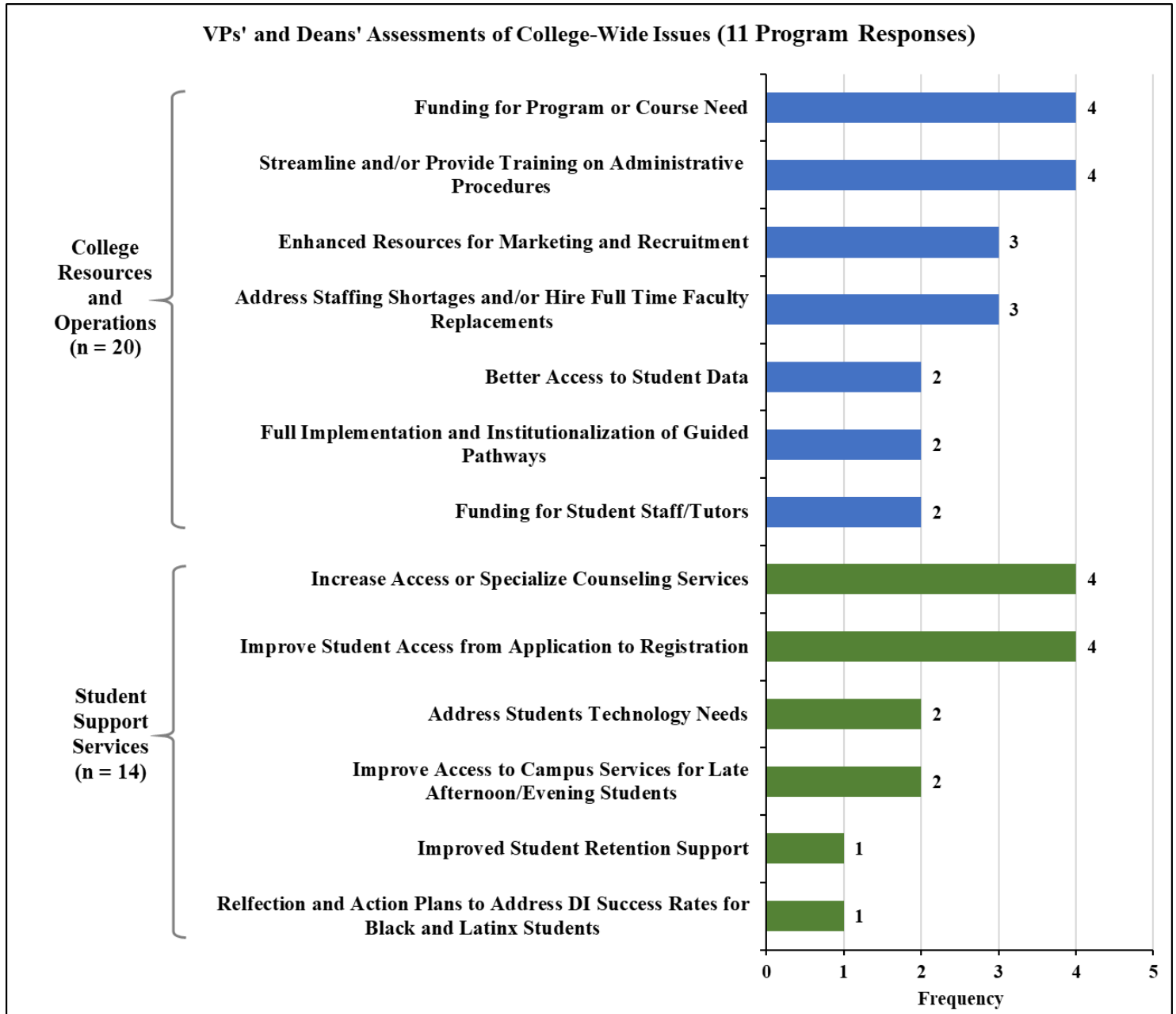
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## Fall 2024 Institutional Supports and Barriers

### Top College-Wide Issues from Deans/VPs' Perspectives

**PAR Question:** 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?

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



### Results:

Vice Presidents and Deans were asked to integrate their own ideas of what college issues needed immediate attention with responses from the program and area reviews in their areas. In the 11 responses to this question, themes fell into the two broad categories of College Resources and Operations (n=20) and Student Support Services (n=14). Within the first broad category, the two most frequently mentioned college issues were the

need for funding for programs or courses (n=4) and the importance of streamlining and/or providing training on administrative procedures (n=4). It was also recommended to place immediate attention on collegewide issues of enhancing resources for marketing and recruitment (n=3) and addressing staffing shortages or hiring fulltime faculty replacements (n=3). In the student support services category, the most frequently mentioned collegewide issues were increasing access to or specializing counseling services (n=4) and improving student access from application to registration (n=4).

### **Summary and Policy Implications for Consideration:**

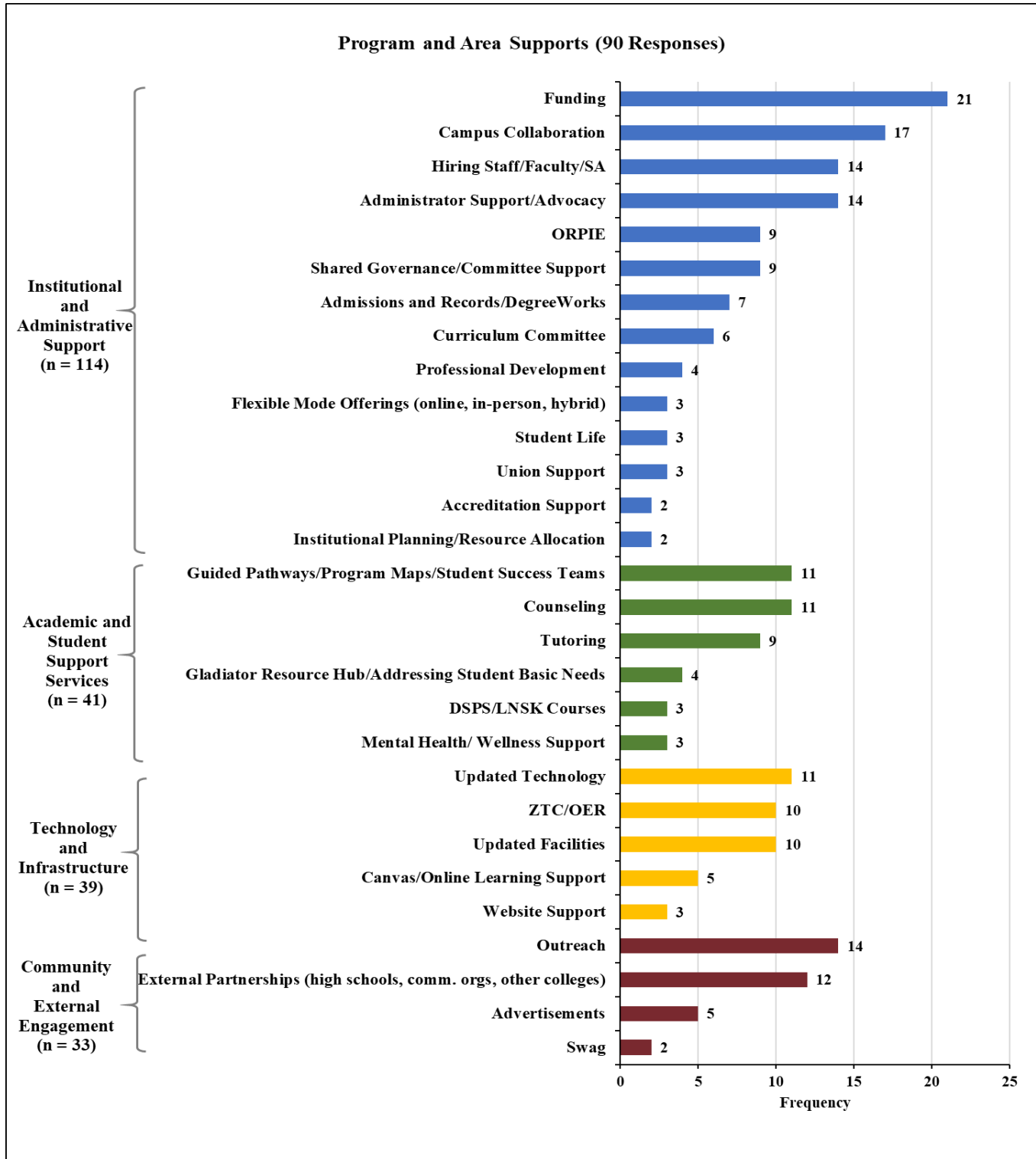
Overall, Deans and VPs responses to this question are predominantly in line with the policy recommendations of the previous PARs. Three of the four top themes in the college resources and operations category are consistent with prior years' PAR policy implications. For example, the importance of "streamlining and/or providing training on administrative procedures" is consistent with the policy recommendation in the Fall 2022 and 2023 PARs to **analyze and implement more efficient processes and workflow for payroll, purchasing, human resources, and student services paperwork, utilizing technology where relevant**. Further, a focus on "enhancing resources for marketing and recruitment" is consistent with frequently mentioned policy recommendations in Fall 2022 and 2023. Thus, the PAR committee suggests **creating a comprehensive marketing plan to communicate internally and externally, and developing clear processes for campus constituents to receive marketing support**. Additionally, the recommendation to focus on "addressing staffing shortages or hiring fulltime faculty replacements" is consistent with another top policy recommendation from Fall 2021, 2022, and 2023, to **investigate the multi-faceted causes of inadequate staffing and address solvable issues**. However, the fourth theme, to focus on "funding for program or course needs" leads to a Fall 2024 new policy implication to **focus on strategies for ensuring long-term stable funding for the college and district**.

Both themes in the student support services category are consistent with prior years' PAR implications. For example, "increasing access to or specializing counseling services" is consistent with the Fall 2021 and 2022 policy implications to **ensure that all students have access to relevant and timely counseling services**. Across PAR responses a variety of strategies are named to address this goal, such as specializing services, pathway student success teams, and broadening access hours. Finally, the collegewide issue of the importance of "improving student access from application to registration" was a frequently mentioned policy implication in Fall 2022 and 2023. Thus, the PAR committee continues to raise the policy implication to **ensure the application-to-registration process is seamless and efficient from students' perspectives**.

*Supports to Programs and Areas*

**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?

**PAR Committee Lead Analysts:** Brian Goo, Anamarie Navarro, Simon Abramowitsch



## Results:

There were 90 responses to the PAR question about what institutional-level supports or practices Chabot programs and areas thought were helpful in reaching their goals (PAR, SLO, PLO, SAO, and/or the College Mission). Those responses fell into four broad categories: Institutional and Administrative Support (n=114), Academic and Student Support (n=41), Technology and Infrastructure (n=39), and Community and External Engagement (n=33). The largest broad category Institutional and Administrative Support reflects those broader institutional programs, offices, and actions that aided the work of people on campus in reaching their goals. Access to funding (n=21) and appropriate staffing (n=14) were prominent resource supports mentioned, and campus collaboration (n=17) and administrator support/advocacy (n=14) highlighted the importance of work done together and with support from all levels, especially administration. In the second largest broad category Academic and Student Support respondents illuminated the value of high-touch connections and support for Chabot students, including the most frequently cited Guided Pathways/Program Maps/Student Success Teams (n=11), Counseling (n=11), and Tutoring (n=9). In the Technology and Infrastructure category access to improved Technology (n=11) and Facilities (n=10) were noted as important supports, as was the specific ZTC/OER project (n=10). Finally, the last broad category, Community and External Engagement (n=33) demonstrated the importance of Outreach (n=14) and External Partnerships with HS, Community Organizations, Other Colleges, Etc. (n=12) to the success of programs and areas in reaching their goals. Overall, the responses to this question illustrated the collaborative, interlinked work that is done on campus and that is vital for the health and success of the college.

## Summary and Policy Implications for Consideration:

The responses to this question highlight aspects of the college that work well, and that are especially beneficial to the individual success of specific programs and to the broader college. Thus, PAR policy recommendations intend to support, improve, and grow what is working well.

The top support respondents mentioned was access to funding to support program and areas in reaching their goals, so PAR recommends making this issue a new policy emphasis: **Focus on strategies for ensuring long-term stable funding for the college and district.**

Adequate staffing and hiring are critical, noted by respondents as helpful when implemented and harmful when lacking, so PAR recommends continued work on this issue, which has been a top policy recommendation in 2021, 2022, and 2023: **Investigate the multi-faceted causes of inadequate staffing and address solvable issues.** As part of this, it may also be helpful to investigate and better understand how successful staffing and hiring happen, so that transferable lessons can be implemented elsewhere.

Respondents attested to the importance of marketing, but also to the benefits of clear, consistent internal communication; thus, PAR recommends maintaining the recommendation initiated in 2022 and continued in 2023 to **create a comprehensive marketing plan to communicate internally and externally, and developing clear processes for campus constituents to receive marketing support.**

In addition, the access, use, and support of relevant, functioning, and updated technology was mentioned by respondents as having a significant role in their ability to achieve goals, so PAR recommends the policy: **Ensure technological systems and training are up to date and investigate systems for providing students and employees with hardware/software access and technological support.**

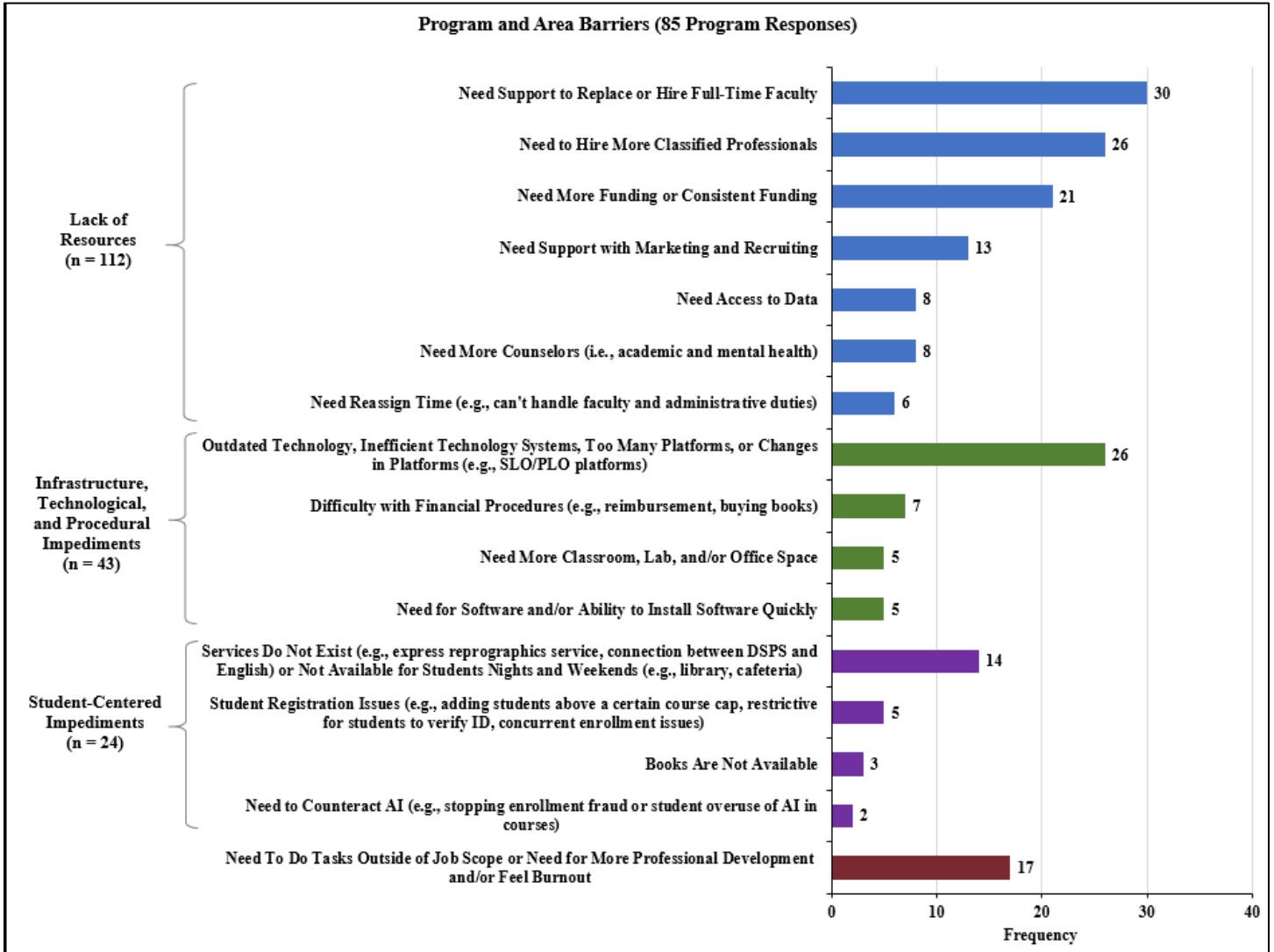
Participants' responses this year spoke to the value of people power: our campus colleagues, our local partners, and collaborative work. Many respondents specifically mentioned the benefit of collaboration with and support

from their administrators (Deans and Directors). The strength of collaboration was also named in the Fall 2023 PAR; thus, the PAR committee continues to recommend: **Ensure time and space is institutionally structured for cross-campus collaborations, and platforms for information-sharing with students and campus constituencies are developed.** This policy recommendation is in line with the president's goal to recognize, "the power of us."

*Barriers to Programs and Areas*

**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?

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



**Results:**

In response to being asking about what institutional-level barriers or challenges hindered PAR goals, SLOs, PLOs, SAOs, and/or the college mission, 85 programs responded with four major themes: Lack of Resources (n=112), Infrastructure, Technological, and Procedural Impediments (n=43), Student-Centered Impediments (n=24), and Need to Do Tasks Outside of Job Scope or Need for More Professional Development and/or Feel Burnout (n=17). Seven distinct subthemes emerged involving lack of resources, which was by and large the most prominent category of barriers. Four types of resources rose to the top: Need Support to Replace or Hire Full-Time Faculty (n=30), Need to Hire More Classified Professionals (n=26), Need More Funding or Consistent Funding (n=21), and Need Support with Marketing and Recruiting (n=13). Respondents also stated



needing data (n=8), more counselors (i.e., academic and mental health), and needing reassign time (n=6). One quote in particular exemplifies what many departments expressed that smaller departments may especially feel and cohesively ties together most all of the themes mentioned regarding barriers to goals:

[Impediments to reaching goals include] lack of full-time faculty, [and] lack of reassign time for administrative duties. The reassign time is really important for small departments ... because the administrative jobs take so much time that there is little time left for increasing enrollments, working with majors, involvement in special projects around campus (PARTI, grants, AI, curricular development, OER, CCAW, Earth Week, new research, going to conferences etc.). In other departments with more full-time people, the administrative duties are divided over multiple faculty members or given to a chair who has reassign time. It is true that smaller departments have less to juggle, but we still have the following work to complete: scheduling, hiring, evaluations, mentoring, majors, PAR, FT faculty requests, curriculum, SLOs and PLOs. The end result of this is that small departments are so busy doing administrative duties that they cannot be involved in other projects on campus that could benefit our programs or make us better teachers.

Impediments involving infrastructure, technology, and procedures fell within four separate categories: Outdated Technology, Inefficient Technology Systems, Too Many Platforms, or Changes in Platforms (e.g., SLO/PLO platforms) (n=26), Difficulty with Financial Procedures (e.g., reimbursement, buying books) (n=7), Need More Classroom, Lab, and/or Office Space (n=5), and Need for Software and/or Ability to Install Software Quickly (n=5).

Four different subthemes were apparent with student-centered impediments: Services Do Not Exist (e.g., express reprographics service, connection between DSPS and English) or Not Available for Students Nights and Weekends (e.g., library, cafeteria) (n=14), Student Registration Issues (e.g., adding students above a certain course cap, restrictive for students to verify ID, concurrent enrollment issues) (n=5), Books Are Not Available (n=3), and Need to Counteract AI (e.g., stopping enrollment fraud or student overuse of AI in courses) (n=2).

### **Summary and Policy Implications for Consideration:**

Given the frequency of mentions from various programs, PAR recommends: **Investigating the multi-faceted causes of inadequate staffing and addressing solvable issues.** This policy implication has been consistently mentioned every year since Fall 2021. Specifically, multiple programs called for more counselors to **ensure that all students have access to relevant and timely counseling services.** The policy implications supporting staffing and hiring might also address the low, but improving, enrollment in specific programs and at the college level. In addition to a lack of employees, respondents frequently mentioned a general lack of funding. For example, respondents mentioned a need for funding to increase enrollment and reassign time to complete administrative tasks. Thus, it is recommended to **focus on strategies for ensuring long-term stable funding for the college and district.**

Likewise, respondents frequently mentioned needing help with marketing, leading to another policy implication created in Fall 2022 and also upheld through Fall 2023: **Create a comprehensive marketing plan to communicate internally and externally, and develop clear processes for campus constituents to receive marketing support.** Further, this policy implication coupled with the staffing and hiring one above could help with another major theme mentioned in the Fall 2024 PAR analysis—the need for employees to do tasks outside of job scope or the need for more professional development and/or feeling burnt out.

Additionally, programs mentioned procedural impediments, such as with financial procedures including reimbursement and buying books. Thus, as in Fall 2022 and Fall 2023, the following policy implication should be considered: **Analyze and implement more efficient processes and workflow for payroll, purchasing, human resource, and student services paperwork, utilizing technology where relevant.**

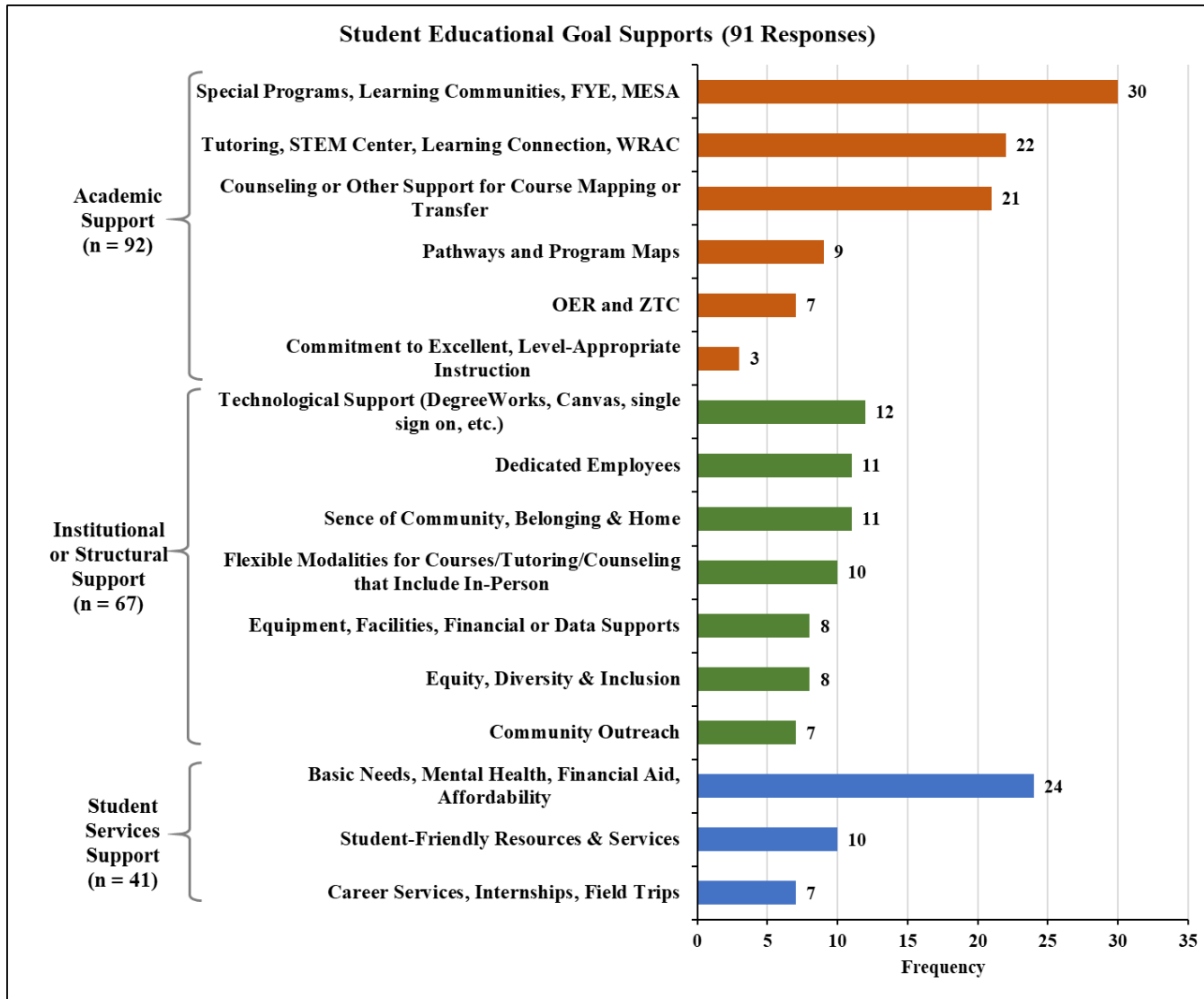
Programs communicated a renewed call for improving technological systems and access to them, as well as challenges with systems changing too frequently. In addition, some programs requested more flexibility with technology, including a desire to install and upgrade software more quickly than the college currently allows. This harkens back to a policy implication from Fall 2021, wherein programs were asking for the college to **ensure technological systems and training are up to date and investigate systems for providing students and employees with hardware/software access and technological support.**

Further, a new theme of not having services available, especially during nights and weekends, was solidly present. In order to address this, a policy implication for consideration is to **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).**

## Supports for Students to Reach their Educational Goals

**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?)

**PAR Committee Lead Analysts:** Cynthia Gordon da Cruz, Michelle Reyes, and Harmony Folse



### Results:

Across the 91 answers to what supports or practices helped students reach their educational goals, responses fell into three broad categories: Academic Support (n=92); Institutional or Structural Support (n=67); and Student Services Support (n=41). From across these three broad categories, four themes were most frequently mentioned as providing students support: Special Programs, Learning Communities, FYE and/or MESA (n=30); Basic Needs, Mental Health, Financial Aid, and/or Affordability (n=24); Tutoring, STEM Center, Learning Connection, and WRAC (n=22), and Counseling or Other Support for Course Mapping or Transfer (n=21). As one participant wrote, *“It seems that special programs are very helpful for students to achieve their goals. I have heard students rave about different special programs and FYE offerings that help them to get support and to feel like they have a ‘home’ on campus.”*

In addition to the four most frequently mentioned themes, several themes stood out within the broader category of Institutional or Structural Supports. PAR respondents wrote about the importance of Technological Support (DegreeWorks, Canvas, single sign on, etc.) (n=12); Dedicated Employees (n=11); and Sense of Belonging, Community or Home (n=11); and Flexible Modalities for Courses/Tutoring/Counseling that Include In-Person (n=10). Regarding the importance of technology for supporting students, one PAR respondent wrote, *“The implementation of Degree works has helped students better plan their educational goals.”* Another respondent wrote about the importance of belonging and sense of home Chabot establishes for students, *“Per several students’ testimonials ...Chabot College does a great job of making students feel welcomed and gives them a great sense of community and sense of belonging. Students have reported that they feel ‘home’ at Chabot.”*

In the other two broad categories of Academic Support and Students Services support, the next two most frequently mentioned themes were Student-Friendly Resources and Services (n=10) and Pathways and Program Maps (n=9).

### **Summary and Policy Implications for Consideration:**

Overall, regarding supports most helpful to students, the most frequently mentioned response was Special Programs, Learning Communities, FYE and/or MESA (30 responses). Notably, this was also the most frequently mentioned support for students reaching their educational goals in the last comprehensive Program and Area Review (Fall 2021) and was also a frequent theme in the annual update PARs of Fall 2022 and 2023. Thus, the PAR Committee continues to recommend **researching 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.**

The second most frequently mentioned theme for supporting students in reaching their educational goals was, support for “Basic Needs, Mental Health, Financial Aid, and/or Affordability” (24 responses). Further the importance of “Technological Support (DegreeWorks, Canvas, single sign on, etc.)” was mentioned an additional 12 times. These themes were also key in the Fall 2021, 2022, and 2023 PARs. Thus, the PAR committee continues to recommend **ensuring support continues for students’ financial, technological, academic, mental health and basic needs.**

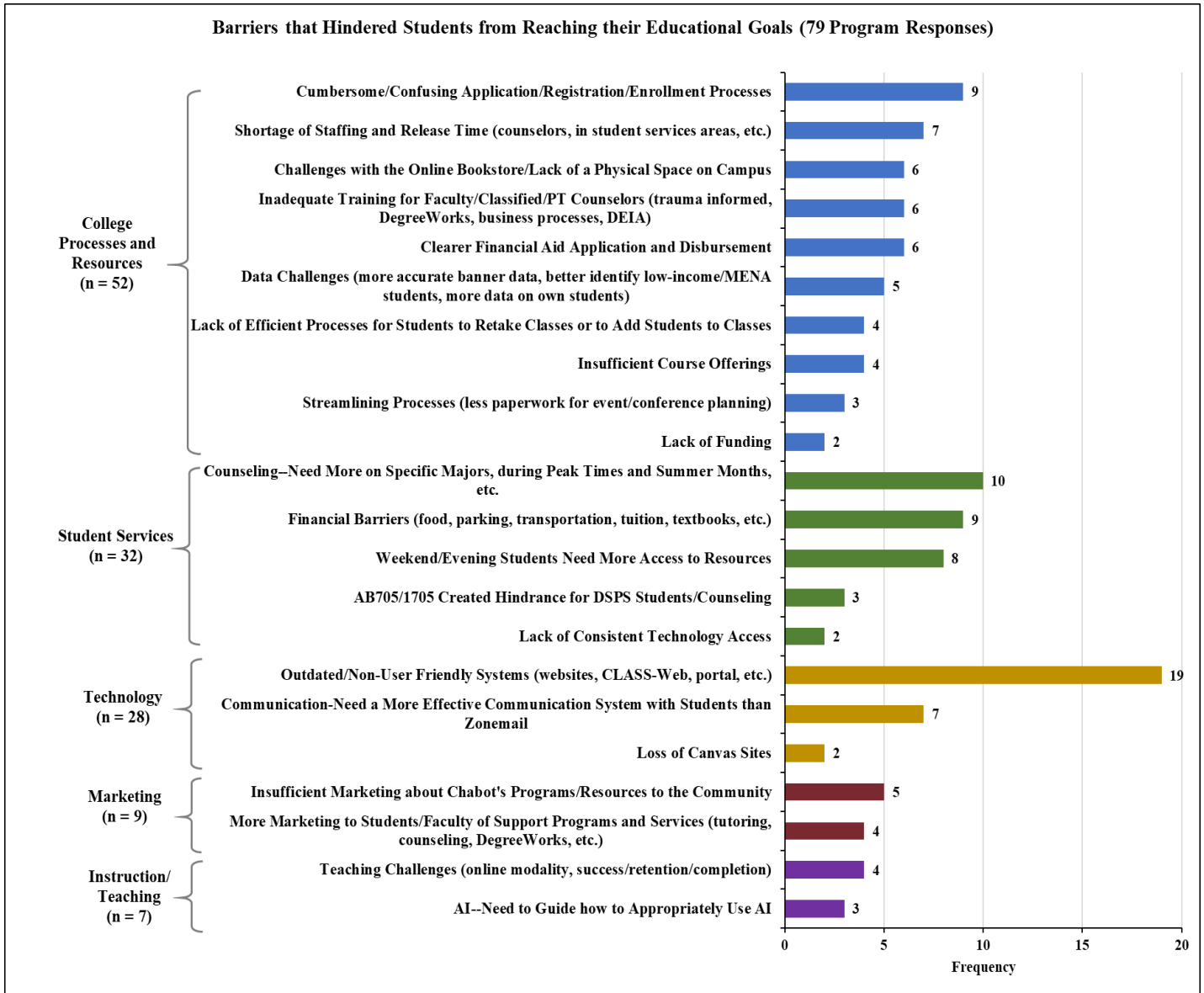
The third most frequently mentioned student support theme “Tutoring, STEM Center, Learning Connection, and WRAC” (22 responses) leads to a new policy recommendation: **Ensure that students have robust access to academic supports (e.g., tutoring, STEM Center, Learning Connection, WRAC, etc.).**

Finally, the frequent mentions of how students are supported by “Counseling or Other Support for Course Mapping or Transfer” (21 responses) is consistent with policy recommendations regarding counseling in Falls 2021 and 2022. Thus, the PAR committee continues to recommend: **ensure that all students have access to relevant and timely counseling services.** Yet, in the question about *barriers* to student success, *lack of access to counseling*, in particular for specific majors, during peak times and in the summer months was a frequent theme. Therefore, to ensure that all students have access to counseling, it may be necessary to evaluate what funding, resources, or structural changes would be needed. For example, how can Chabot structure majors advising, peer support, DegreeWorks orientations, etc. to be the most beneficial to students?” Answers to such questions are beyond the scope of the PAR committee, yet necessary to understand to ensure that all students have access to counseling.

*Barriers that Hindered students from Reaching their Educational Goals*

**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?)

**PAR Committee Lead Analysts:** Alice Hale, Na Liu, and Paul Pinza



**Results:** PAR respondents were asked what Chabot does or does NOT do that is a hindrance to students in reaching their educational goals. Responses fell into five broad categories: College Processes and Resources (n=52), Instruction/Teaching (n=7), Marketing (n=9), Student Services (n=32), and Technology (n=28).

The most frequently mentioned broad category was College Processes and Resources. Within this category, the barrier that received the most mentions was Cumbersome/Confusing Application/Registration/Enrollment Processes (n = 9). Aligned with this theme, Lack of Efficient Processes to Add Students to Classes/for Students to Retake Classes was noted four times. Other frequently mentioned barriers within this broad category were: a

Shortage of Staffing and Release Time – particularly in counseling and student services (n=7); Challenges with the Online Bookstore, including Lack of a Physical Space on campus (n=6); Inadequate Training for Employees – referring to the college’s platforms, processes, and conceptual frameworks, like trauma-informed practices, business processes, and DEIA (n=6); and Clearer Financial Aid Application and Disbursement (n=6).

The next largest broad category is Student Services (n=32). PAR respondents called attention to students’ critical need to be granted access to more counseling services, especially for specific majors, during peak times and in the summer months (n=10). As stated in one review, “Chabot College does not have enough counseling capacity to meet the needs of all students, which creates barriers to receiving timely academic and career guidance. This lack of support can hinder students from staying on track with their educational goals.” Financial Barriers (food, parking, transportation, tuition, textbooks, etc.) continue to be a hindrance to students (n=9), while Weekend and Evening Students Need More Access to Resources (n=8).

The broad category Technology (n=28) has the most frequently mentioned barriers across all categories: Outdated/Non-User Friendly Systems (including websites, CLASS-Web, MyPortal, etc.) (n=19). As stated in one PAR, “It would be helpful for Chabot to have an online platform that is easier to navigate. Having both CLASS-Web and Portal in one screen is confusing. There are too many steps and different passwords needed to access different resources such as Canvas, Zonemail, CLASS-Web and the portal. There are multiple tabs for Financial Aid, such that students miss the Financial aid appeal section or accepting terms. The online platform is overwhelming for a student.”

The last two large categories are Marketing (n=9) and Instruction/Teaching (n=7). More marketing is needed to expand awareness of programs and services offered at Chabot both among Chabot students/employees and within the local community. Within Instruction/Teaching, AI was first mentioned by PAR respondents (n=3), requesting guidance on how to appropriately use Artificial Intelligence (AI) (n=3).

### **Summary and Policy Implications for Consideration:**

The single most frequently mentioned barrier in response to this question was having Outdated/Non-User Friendly Systems (e.g., websites, CLASS-Web, portal, etc.). This indicates a resounding need for the policy implication to **ensure technological systems and training are up to date and investigate systems for providing students and employees with hardware/software access and technological support (updated per Cynthia’s excel note).**

In response to the barriers question, a number of PAR respondents called for the critical need for more counseling services. Along the same lines, programs and areas indicated needs for more counselors under the theme of Shortage of Staffing and Release Time (counselors, in student services areas, etc.). These lead to the policy implication to **ensure that all students have access to relevant and timely counseling services.** In particular, respondents noted a need for counseling on specific majors, during peak times, and in the summer months

As mentioned frequently in Fall 2022 and Fall 2023, barriers around application, registration, and enrollments were brought up yet again by PAR respondents in Fall 2024. As one PAR respondent wrote: “Make registration process as streamlined and easy as possible for students.” A more concerted and comprehensive institutional effort could be warranted to **ensure the application-to-registration process is seamless and efficient from students’ perspectives.**

Students' needs for more assistance with transportation, food, textbooks, and tuition continued to be highlighted in this year's PAR responses. This leads to the policy implication to: **Ensure support continues for students' financial, technological, academic, mental health and basic needs.**

This year, PAR respondents emphasized the lack of services offered in the evening hours and weekends. One respondent noted: "Chabot offers courses and services based on serving younger, post-high school students. The majority of the courses are offered weekdays between 9:00 Am and 3:00 PM, with minimal offerings in the evenings and weekends." This leads to a policy implication on this topic: **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 of Policy Implications for Consideration

### *Policy Implications for Consideration from Fall 2024 PAR*

<b>Five Most Frequently Named Policy Implications for Consideration from Fall 2024 PAR</b>	<b>Fall 2024 Top Five</b>	<b>Fall 2023 Top Six</b>	<b>Fall 2022 Top Four</b>	<b>Fall 2021 Top Four</b>
Fall 2024: Ensure that all students have access to relevant and timely <b>counseling</b> services.	✓		✓	✓
Fall 2024: Focus on strategies for ensuring long-term stable <b>funding</b> for the college and district.	✓			
Fall 2024: Ensure <b>technological systems</b> and training are up to date and investigate systems for providing <b>students and employees</b> with hardware/software access and technological support.	✓	✓	✓	✓
Fall 2024: Investigate the multi-faceted causes of inadequate <b>staffing</b> and address solvable issues.	✓	✓	✓	✓
Fall 2024: Create a comprehensive <b>marketing</b> plan to communicate internally and externally, and developing clear processes for campus constituents to receive marketing support.	✓	✓	✓	
<b>Additional Policy Implications for Consideration from Fall 2024 PAR</b>	<b>Fall 2024</b>	<b>Fall 2023</b>	<b>Fall 2022</b>	<b>Fall 2021</b>
Fall 2024: Re-evaluate the available <b>hours for student and academic services</b> (e.g., library, cafeteria, counseling, etc.) to ensure <b>access</b> for all students (including evening and weekend students).	✓			
Fall 2024: Ensure that students have robust <b>access to academic supports</b> (e.g., tutoring, STEM Center, Learning Connection, WRAC, etc.).	✓			
Fall 2024: Ensure support continues for <b>students' financial, technological, academic, mental health and basic needs</b> .	✓	✓	✓	✓
Fall 2024: Ensure <b>the application-to-registration process</b> is seamless and efficient from students' perspectives.	✓	✓	✓	
Fall 2024: Research how to expand <b>learning communities</b> (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 <b>efficient processes and workflow</b> 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 <b>collaborations</b> , 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.



*Additional Policy Implications for Consideration from the Prior PAR Cycle (Fall 2021-Fall 2023)*

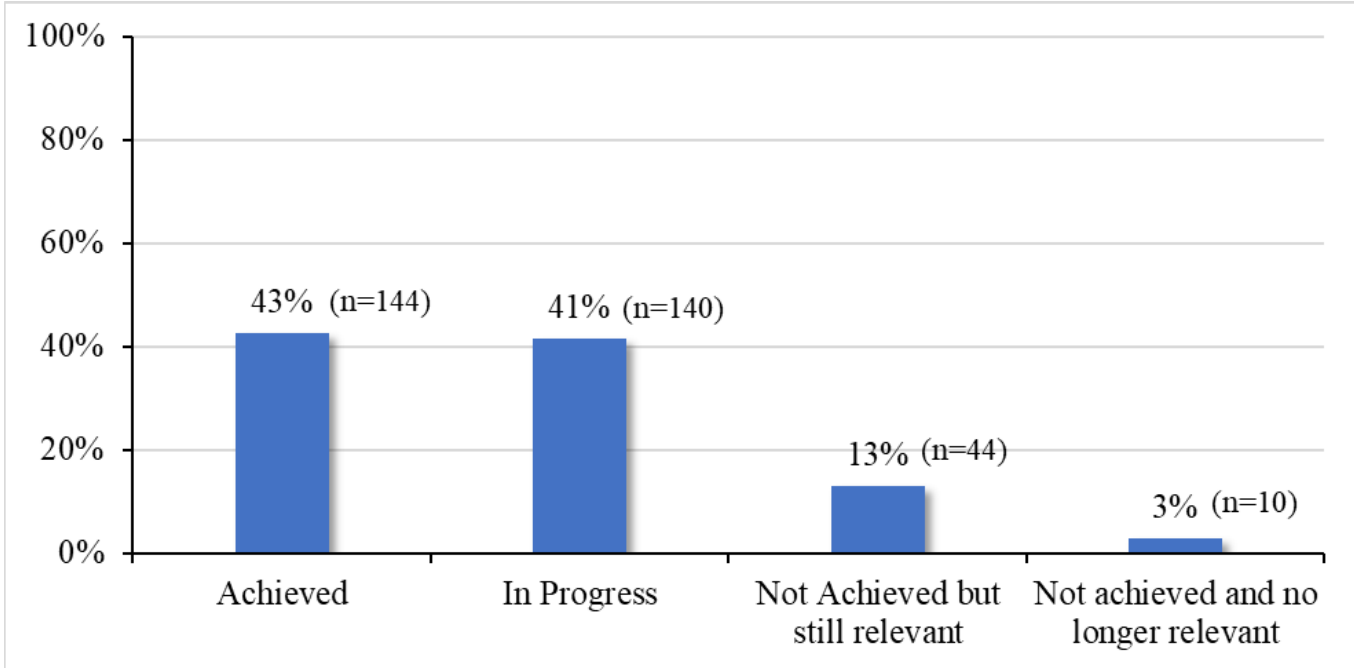
Additional Policy Implications for Consideration from the Prior PAR Cycle (Fall 2021-Fall 2023)	Fall 2024	Fall 2023	Fall 2022	Fall 2021
<b>Fall 2023: Strengthen Chabot’s focus on the college mission to “provide culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of equity.”</b>		✓		
<p>Fall 2023: Work to affirm and improve the Program and Area Review Resource Request Process.</p> <p>Fall 2022: Maximize usage of and planning for facilities.</p> <p>Fall 2021: Examine Chabot’s processes and structures for allocating resources and space to ensure they work for as many programs/areas as possible.</p>		✓	✓	✓
<p>Fall 2023: Evaluate the efficiency of post-pandemic college processes and procedures.</p> <p>Fall 2022: The <a href="#">Fall 2022 PAR Synthesis Statement</a> included six specific policy implications for consideration to this end (see p. 18).</p>		✓	✓	
<p>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.</p>		✓		
<p>Fall 2023: Conduct collaborative analyses to develop a comprehensive action and spending plan to implement impending mandates.</p>		✓		
<p>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.</p>		✓		
<p>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.</p>				✓
<p>Fall 2021: Invest in training on hiring and retaining employees from DI populations.</p>				✓
<p>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.</p>				✓

- ✓ 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.

Note: For more information on recommended policy implications in the previous PAR cycle (Fall 2021 to Fall 2023), please check out pages 18 – 20 in the [Fall 2023 PAR Synthesis Statement](#).

## Appendix: Overview of Goals and SAO Related Responses in Fall 2024 PARs (Comprehensive Year)

### Status of Program Goals from Prior Comprehensive PAR Cycle (Fall 2021 to Fall 2023)



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

