

Division: Academic Pathways and Student Success

Name of Program/Area and Contributors

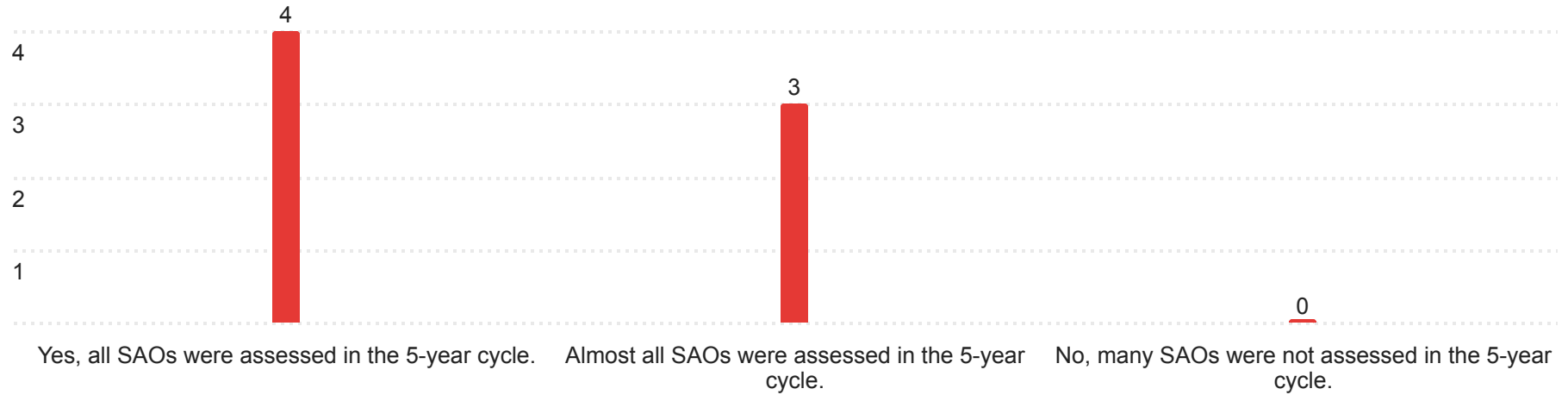
7 Responses

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 Dr. Brian Augsburg	Student Services/Administrative Services/Office of the President
Dual Enrollment	Sergio Saenz, Alan David, Maya Ito	Student Services/Administrative Services/Office of the President
First Year Experience Program	Brian Augsburg, Patrick Mwamba, Virginia Criswell	Student Services/Administrative Services/Office of the President
Guided Pathways	Heather Oshiro, Brian Augsburg	Student Services/Administrative Services/Office of the President
Learning Connection	Rachael Tupper-Eoff, Andrew Leung, Anamarie Tabujara, Christina Jethi, Dmitriy Kalyagin, Mary Love, Megen Jensen	Student Services/Administrative Services/Office of the President
RISE	Eric Gentry, Brian Augsburg	Student Services/Administrative Services/Office of the President
STEM Center	Gabriel Chaparro, Mary Love and Jennifer Lange	Student Services/Administrative Services/Office of the President

Responses on Service Area Outcomes for Areas in Your Division

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

7 Responses



Explanation for uncompleted SAO assessments in the five-year assessment cycle:

7 Responses

Program/Area Name	If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.
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	n/a

Responses on Institutional Supports and Barriers

Regarding Your Program or Area

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?

7 Responses

Program/Area Name	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?
Black Cultural Resource Center	Institutional level supports that have contributed to the success of the BCRC and its programming are the support and collaboration with programs across campus such as Umoja Community, Equity Office, and the BEA. BCRC has collaborated with various Special programs such as Nesians Unite, Trio, FYE, Umoja Community Library Services, and Student Services office to offer support and programming for our student population.
Dual Enrollment	Having the CLPCCD embrace dual enrollment as an SCFF strategy made our efforts relevant to the campus. The Office of Admissions and Records (A&R) has been a great partner in supporting the processing of dual enrollment permission forms, acting as thought partners and all-around collaborators. We proposed that student fees were a barrier to access to dual enrollment participation and created an unnecessary workload for A&R Partners. We received widespread campus support, and the district voted to eliminate all student fees for Special Admit Students. The k16 grant has provided funding for two additional Early College Program Coordinators and a .50 A&R processor position. The support from campus web admins in creating and updating our Early College Program websites has been beneficial. The collaboration and support that other Chabot Programs, such as Hayward Promise Neighborhood and ETS, have helped to promote and recruit for dual enrollment.
First Year Experience Program	Access to facilities for events, registration support, etc...

Guided Pathways	<p>We had the support of a number of counselors, instructional faculty, and classified professionals in reviewing/developing program maps. There was also a good bit of student involvement in concept design of guided pathways and student success teams. The groundwork has been laid by initiating the program maps and building the SST model. There is still a mindset shift necessary for the college to integrate learning and career pathways into all that we do. Good working partnerships have been established between counseling, special programs, admissions & records, financial aid, and instructional divisions to move the work forward.</p>
Learning Connection	<p>The district's choice to provide student assistants working as tutors with Education ConferZoom accounts like other CLPCCD employees has helped us achieve our goal of dual-modality swiftly and at no cost to our program. Learning Connection pays for a subscription to tutoring platform Accudemia, which enables us to seamlessly connect students with tutors for online tutoring appointment/drop-in tutoring, while also allowing tutors to simultaneously support in-person tutoring appointment/drop-in tutoring. Flexible modality has increased access to tutoring services for our students.</p>
RISE	<ul style="list-style-type: none"> • Mentoring and Weekly Check-Ins: One of the most helpful institutional supports has been the mentoring system and weekly check-ins with RISE students. These sessions have greatly contributed to improving academic outcomes for students, particularly in Goal 1, as students who regularly participate and communicate with their mentors perform better academically and are more likely to stay on track for transfer readiness. • Noncredit Study Hall Class: The creation of the noncredit study hall class for RISE students has also been a helpful institutional development, contributing to progress in Goal 2. This structured support helps students stay engaged and connected to resources, even though the cohort model for RISE is still in development. • Increased Enrollment of Formerly Incarcerated Students: Institutional-level support in outreach and partnerships has been critical in helping RISE achieve Goal 3, as the program now serves more formerly incarcerated students than ever. Support from admissions, records, and financial aid departments has also streamlined services for these students, facilitating their entry and continued participation in the program. • Dedicated RISE Counseling and Support: Having designated counselors for RISE students who can develop and monitor student educational plans (SEPs) ensures students receive consistent, personalized support that aligns with their academic and transfer goals, further supporting progress across multiple goals

The opportunity to manage the STEM Center fully is very helpful. There are some things we cannot control, but the day-to-day decisions that define how the center is run are dictated by the director and staff. We decide our hours, programs, activities, and find where we can best collaborate. Having this freedom allows us to address problems and find solutions quickly; it also allows us to make tweaks (small changes) to address equity issues (i.e. changing our hours to make sure students have the most amount of access to the center while staying within salary budgets).

STEM
Center

The Math Student Success Team (a product of guided pathways) have led to more services, and selective services, both leading to impact. From the SST we have been able to provide financial aid counseling, academic counseling, and Math 21 workshops.

The STEM Center is one of the largest student support areas on campus and it is completely dedicated to student STEM success. Comparable institutions do not dedicate as much, we utilize it to capacity. The STEM Center is such that on any given day we can have students working on 30+ computers, a guest speaker giving a presentation, a math workshop led by one of our Instructional Assistants, students quizzing each other in the Anatomy Room, and peer/faculty tutoring in session – all at the same time.

The opportunity to create a non-instructional Canvas site has allowed us to distribute relevant information to all our STEM students such as our workshops, events, etc. With the Canvas site, we can send out weekly announcements to remind students of everything that is coming up in the week.

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?

7 Responses

Program/
Area
Name

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?

Black Cultural Resource Center	<p>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 and wellness services due to a lack of funding. BCRC can offer referrals to MH services through the CARES MH program, it is not meeting the growing MH needs of students who utilize the BCRC Space. Embedded counseling within the BCRC space would address scheduling needs. OR there may be opportunities to build better relationships with the CARES team if there was staff availability to provide workshops and/or group counseling in the space.</p>
Dual Enrollment	<p>We are unable to offer more courses to serve more students and positively impact the SCFF due to a faculty capacity issue. We do not have enough faculty to teach the requested dual enrollment courses, and to assign them in a timely manner to allow for timely enrollment. The delay in finding professors causes a delay in recruitment and enrollment to the point that we are still processing forms and enrolling students during the first or second week of class, which can affect students' classwork. In the three years leading up to this PAR, we have not had adequate staffing to recruit and enroll students at all our sites. Lack of full buy-in and cohesion in district messaging have greatly slowed the planning and implementation of the DualEnroll.com system that is projected to centralize and streamline registration processes. The campus has experienced a high volume of fraudulent applicants, and safety measures to combat the fraud have negatively affected our dual enrollment applicants. In many cases, since high school students complete the CCCapply application in groups, they are flagged, and the process to clear their applications is time-consuming, delaying or prohibits their participation.</p>
First Year Experience Program	<p>The lack of a dedicated space to support students.</p>
Guided Pathways	<p>N/A</p>

Learning Connection

Licenses/Subscriptions: Confer Zoom, Canvas, Accudemia. Licenses and subscriptions (both free and paid for) have offered students more modality options in seeking tutoring services.

The district's choice to provide student assistants working as tutors with Education ConferZoom accounts like other CLPCCD employees has helped us achieve our goal of dual-modality swiftly and at no cost to our program. Learning Connection pays for a subscription to tutoring platform Accudemia, which enables us to seamlessly connect students with tutors for online tutoring appointment/drop-in tutoring, while also allowing tutors to simultaneously support in-person tutoring appointment/drop-in tutoring. Flexible modality has increased access to tutoring services for our students.

Technology:

Conferzoom account licenses are necessary for our program to offer online tutoring. This semester, receiving the Conferzoom accounts took longer than normal due to demand for other employee accounts, which had a negative impact on students seeking online tutoring for the first month of the semester. The Learning Connection team was able to use the limited resources at the time to open another temporary option for students to still receive online tutoring support to the best of their ability, and create zoom break out rooms by using staff zoom rooms. Although this may not have been ideal, it was sufficient for students to still receive tutoring support during a busy time in the semester. While our team was able to provide the necessary services, organizing a secondary online support system created staffing challenges in other areas of the Learning Connection, such as our front desk, as the extra hands were needed to support in creating a manual online support system. This also led to some confusion with our students and newly hired tutors.

Marketing:

Campus promotion and marketing for Learning Connection is lacking and many students and staff do not hear about the Learning Connection program from other areas and departments on campus although the ORPIE office has data reflecting, “

-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.”

Our poor marketing may also be due to our brand name. The words “Learning Connection” are not synonymous with tutoring and therefore,

- RISE
- Lack of a Cohort Model Class in the Curriculum: One of the significant barriers to fully realizing Goal 2 has been the lack of an established RISE cohort class built into the college curriculum. While the noncredit study hall is a positive step, the absence of a formal, credit-based cohort model limits the program's ability to fully integrate RISE students into a structured academic pathway.
 - Visibility and Recognition of RISE Program: Another challenge is the ongoing need to establish RISE at the same level as other learning communities on campus. The program still faces barriers in terms of visibility, which affects student recruitment and participation. The program's visibility on campus, including its presence on the college website and promotional materials, needs to be strengthened to attract more students and build awareness among staff and faculty.
 - Uncertainty in Funding: A recurring barrier has been the uncertainty of budget allocations from year to year. This unpredictability in funding affects long-term planning and the ability to expand or solidify support services, such as full-time staff and resources for RISE students.
 - Technology Barriers for Students: Some RISE students, particularly those from underserved backgrounds, continue to face technology challenges, which became even more apparent with the growth of our program. This includes issues with accessing online courses and support services due to insufficient or malfunctioning technology, which can hinder their academic progress.
 - Limited Full-Time Staffing: A significant barrier to reaching our program goals and providing comprehensive support has been the lack of full-time staff in the RISE program. Currently, with only one full-time staff member managing an extensive workload, including administrative responsibilities, student mentorship, program development, and recruitment, the program's capacity to support students effectively is stretched thin. This limitation restricts the ability to expand services, maintain program accessibility, and ensure that all student needs are fully addressed in a timely and thorough manner.

Our students have computer software needs that we do not meet. Some require licenses while others simply require installation. On all accounts, when these requests are made, there is always a higher priority, or reason as to why we can't add the software to our machines (i.e. we are replacing all these computers in a year anyway, so we will install it then). Students need these resources the same way they need pens, pencils, and paper – every semester on the first day of school.

STEM Center The calculator program has an attrition rate due to students who do not come back to school (drop out or graduation). There is no way for us to recover those calculators; in tandem, the need for calculators increases as enrollment increases. To date we have nearly 550 calculators, the last 50 purchased by the Learning Connection's Lottery funds (25) and from MESA (25) – all 50 were leant to students in less than a week of circulation. We need more calculators, and the STEM Center's programming budget is only big enough for some cleaning and office supplies.

The recent changes to non-instructional Canvas sites have made it more difficult to give multiple people access to our STEM Canvas site. The training is only offered once a semester and folks who forgot to sign up for the training were not able to complete the training. This left one person who completed the training, and they are the sole person updating the Canvas site. It would be nice if this training could be completed at any time throughout the year. We could also have people who have completed the training be given the ability to train others in their area.

Regarding Students in Reaching their Educational Goals

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**?)

7 Responses

Program/Area Name 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?)

Black Cultural Resource Center Per several student's testimonials the BCRC has encountered, 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 "at home" at Chabot. Programs that BCRC are in collaboration with in supporting Black students on campus are Umoja Community, Striving Black Brothers, and My Sister's Keeper. These programs have done a great job of working toward and solidifying the goals of academic excellence, mental wellness, professional and personal development and overall sense of belonging.

I believe that Chabot offers a variety of special programs geared towards supporting DI groups, which is positive. It is positive because Chabot serves a majority of first-generation students of color, and these programs provide a sense of belonging, a campus community, guidance, and support to meet their educational goals. It would be beneficial to students and the success of the college if special programs could be scaled to support more students.

Dual Enrollment Pathways were a good implementation into our system, as many students are unsure of what career they are interested in. Pathways allow for exploration and introduction in their interest as well as helping them progress into achieving.

Degree works being readily available to students helps students map and track their progress toward completing degrees and certificates. Some DE students, especially those who have taken two or more courses through DE or IDE, are already using this tool.

First Year Experience Program Student Hub, ZTC free textbook initiative, free printing

Guided Pathways We have wonderful support services that support various student groups on campus. Learning communities, FYE, Special Programs, Learning Connection, Rise, BCRC, STEM Center are all models of student support.

Learning Connection Chabot has given the Learning Connection the capability to offer free printing, mobile printing, and has provided a new building space with updated technology that has given students a space to receive support, services, and essential basic needs that a student needs to succeed in their classes, which overall helps retention rates.

- Mentorship and Personalized Support: Chabot’s emphasis on providing mentorship through programs like RISE is particularly helpful. Weekly check-ins and tailored support from counselors and mentors ensure that students receive guidance and accountability in their academic journey. This personal connection keeps students engaged and improves their academic outcomes, particularly for underserved populations.
- Access to Financial Aid Resources: Chabot’s Financial Aid services, especially through liaisons with special programs like RISE, are instrumental in helping students overcome financial barriers to education. The streamlined process for financial aid applications and ongoing support helps students stay enrolled and focused on their academic goals.
- Special Programs and Learning Communities: Programs like RISE, Puente, and Umoja provide holistic support systems that target specific student populations, creating a sense of community and belonging. These programs not only help students academically but also address socio-emotional needs, contributing to better retention and success rates.
- Access to Basic Needs Resources: Chabot’s commitment to providing students with essential resources, such as the Food Pantry, emergency financial aid, access to technology (laptops, hotspots), and free meal programs, has been incredibly helpful in ensuring that students can focus on their studies without worrying about basic needs.

STEM Center Chabot has pockets of focused support. Centers like the BCRC and El Centro fuse cultural relevance with college navigation. In similar fashion, hubs built around areas of study offer similar support with navigating higher education and are also successful (i.e. the STEM Center). Chabot should consider expanding culturally relevant support – be that culture centered around heritage, area of study, or something else meaningful to large groups of students. We should remember that the systems we utilize for the masses are not all-encompassing because they are stripped of cultural relevance, rather they are steeped with the cultural understanding of a singular dominant culture – and this still works to their advantage.

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?)

7 Responses

Program/Area Name	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?)
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Black Cultural Resource Center	<ul style="list-style-type: none"> • BCRC is in service of all students' campus wide. With the center having the intentional purpose of being in service of Black students, it encourages all students to visit, collaborate and take advantage of the resources offered in the space. The BCRC also does a great job of keeping the students that visit the space in connection with other programs and resources around campus that can benefit them. We also focus on making sure students are connected to and aware of the pathway they are on. Referrals to STEM, Counseling and Special programs are frequently given to connect them to their Guide Pathway. Students love the space, the comfortability and the support it offers, I think that more spaces like the BCRC and El Centro can be models for others centers across campus that make students feel welcomed, at home and give them a sense of belonging.
Dual Enrollment	<p>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 weeken . Student services are dramatically reduced in the evening. The current model does not consider daytime working adults, individuals not seeking degrees but certificates or just upskillin. Catering more to these populations could attract untapped populations, increase enrollment, and positively impact the SCFF.</p> <p>Chabot College currently needs more application support for high school seniors. Many high school students do not have access to transportation and their high school hours conflict with Chabot service hours and faculty (counseling) hour . As a result, for many students, the only time they can access support is at their high school There are limited Chabot staff that regularly goes out to high schools with the purpose of supporting students with the Chabot application process Chabot applications a long and arduous process, and more support must be needed to help high school seniors with applying to college</p>
First Year Experience Program	<p>We believe that Chabot as a whole can do better to market the resources and programs that we offer to our feeder schools.</p>
Guided Pathways	<p>We need to work on our onboarding process for new students. We have made some strides but there is more work to be done to ensure that new first-time college students get matriculation support and make early connections to the support services, learning communities and pathways that will support their overall success.</p>

Learning
Connection

A change that could be made is possibly having a policy that could be implemented to have students reach out to the Learning Connection when they are on probation (students below 2.0 cumulative GPA). Maybe require students to seek tutoring support once a semester until the GPA is above a 2.0 to allow the student to familiarize themselves with the different type of support the Learning Connection can offer. Should the student not reach out, maybe a hold is put on their account to register for next semester until they've made a tutoring appointment, and has it signed off by the tutor and supervisor/LC Staff member to release the hold. This would require support from A&R, possibly new documentation to be created, and a protocol/process/SOP (standard operating procedure) to be created. (This point of view is not shared collectively, but it was included because all voices are welcomed as we work towards solutions)

RISE

- Outdated Technology Systems: Class-web, the online system used for registration and course management, is outdated and difficult for many students to navigate. This can be a barrier for students, especially those less familiar with technology, in accessing their courses, registering for classes, or tracking their academic progress.
- Visibility and Awareness of Support Programs: While Chabot has many supportive programs, the visibility of programs like RISE and others for marginalized or formerly incarcerated students is lacking. Many students are unaware of these resources, which limits participation. Increased promotion and awareness campaigns across campus and online would help students better access these services.
- Lack of Consistency in Technology Access: Although Chabot provides loaner technology, many students reported issues with the equipment, such as malfunctioning laptops or hotspots that did not work properly. This has been particularly challenging for students who rely on these devices for online learning and staying connected with instructors and counselors.

Chabot charges for parking. It would benefit students if ancillary costs were minimalized – like the work OER has done to make textbooks accessible.

STEM
Center

Chabot does not provide campus food options in the evening. To steal from Maslow, without lower order needs being met (like hunger) how can we expect students to be academically successful?

Chabot does not expand boutique student support programs, methods, and ideologies. We have decades of data that show methods employed by these groups work, and yet still create sub-groups of students granted “privileged level” resources through these programs, instead of working towards institutionalization.

Responses to Equity in Access to Services

What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

7 Responses

Program/Area Name	What barriers, if any, make it difficult for students to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group.
Black Cultural Resource Center	The location of the BCRC makes it difficult for students to find when being referred to the space. The 100 building is now a remote located building on campus, with very little traffic now that the library on the second floor has closed and the new library is now open. Students do not feel the need to be in the 100 building other than to visit the BCRC. With the transition of bld 100 partially closing and more student traffic moving away from the 100 building and to the new 600 building, the BCRC needs to be in a more centralized place.
Dual Enrollment	Many students cannot participate in our courses because we do not have sufficient numbers of faculty to teach the courses. The arduous application process discourages students from schools with limited resources from applying or registering. Title 1 High Schools or High Schools that are limited in resources need support with helping their students apply to Dual Enrollment. In the 2023-2024 school year, we were limited with staff and our capacity to offer that support to high schools. Students from immigrant families have difficulty navigating the application process, Adobe forms, and registration. Adobe requires email and digital signatures, and some parents do not have enough digital literacy and language proficiency to navigate this process.
First Year Experience Program	Our program primarily creates full time schedules (at around 12 units) for our students, so that makes it challenging for part-time students to access our services.
Guided Pathways	We have some work to do in ensuring that all students see the vision of pathways in all of the college's messaging. Including how/when students make their first connections with the campus.

Our services are not accurately portrayed or communicated across campus. We need to do more marketing so that everyone on campus knows what our services are, how to access them, and what is included in the services. This would ensure that correct information is communicated to our students about tutoring.

Learning
Connectio
n

We do not have tutors for every single subject that students ask for tutoring in. Some of this is due to the classes being the last in the series, thus our students transfer/graduate after they take the class making the tutor pool smaller. Another reason is for classes such as Math 43 or Math 47, a lot of students might wait to take those classes at the end of their time at Chabot since they are not listed as pre-reqs for other subjects. We are also somewhat dependent on faculty to send us recommendations for tutor applicants, or on pro-active students to apply for a tutor position. Finally, it's simply not feasible for us to hire tutors for every subject, so we need to work with others across campus to find other ways we can support student learning regardless of subject area, and help them develop study skills and strategies.

Students might not know how to access our services online. We need to make sure that our website is clear and accessible for all students so they know how to access our services.

Faculty have to submit requests for embedded tutors in a particular time frame. If they miss the time frame, they may not get an embedded tutor. If they don't know about the process, they might not even know they can request an embedded tutor. If we could get data on the success rates of certain classes and which classes are the "gateway classes", we could be more proactive about getting embedded tutors in certain classes. We would also need faculty buy-in and training available for faculty.

RISE

One of the primary barriers to accessing RISE services is the shortage of staff, which limits our availability. Outreach and recruitment efforts often take team members off campus, which can temporarily reduce the in-person presence in the service area. This can disproportionately affect students who may have limited access to technology or prefer face-to-face interaction, such as older students, those with disabilities, or students who have difficulty navigating online platforms. Additionally, formerly incarcerated students may feel hesitant or unsure of how to engage with services without more personalized in-person outreach.

STEM
Center

There is an overall disproportionately lower number of Black students succeeding in STEM, even fewer utilize the STEM Center. There was an initial thought that the center was not "Black Friendly," discouraging students from seeking its resources. The past 2 years we have sent STEM support to the "dopest place on campus" – the Black Cultural Resource Center, in hopes that taking services to familiar spaces would open doors and attract more students – it has not. The average head count for the weekly 2.5 hours is 1-2 students. I think the root of this problem starts well before students step on the Community College. I am sharing this, hoping that those focused on building a Middle College here on campus take a serious look at encouraging young minds into STEM instead of following practices that turn them away.

Signage on campus that led students to the STEM Center would be helpful, perhaps with our logo

Can students access your services: 1) during the day or 2) in the late afternoon/evening/ weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

7 Responses

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
Black Cultural Resource Center	Students can access the BCRC during the day, late afternoon and early evening. The BCRC is not open on weekends and is not available online. Additional staffing would be needed to expand the service hours of the center, BCRC only has one staff person working fulltime.
Dual Enrollment	Students can access our dual enrollment courses at their home schools and participate individually in most Chabot courses that do not require prerequisites. The outreach specialist has provided daytime and after-school application support at the high schools. We have also provided evening Zoom support for students and families to get support with applications and Adobe forms. If we get additional staff (ie. Student staff or replacement outreach) they can possibly help continue the above supports and offer wider availability, especially during busy times
First Year Experience Program	We currently do not have weekend availability and have also decreased the number of online hours we offer, as most of the program's classes are in-person. However, we offer students access to our programming and some of our staff in the evening in the Library.
Guided Pathways	There are scenarios where SSTs or versions of them could be available in off hours however this would rely heavily on the availability of counseling faculty, instructional faculty, and IAs.
Learning Connection	<p>Students can access our services during the day, 8AM-7PM Monday-Thursday, and 8AM-5PM on Fridays</p> <p>Students can access our staff online during our service hours through Zoom and texting, and can access services online during the hours the respective tutor is scheduled</p> <p>We would need to be able to provide staffing on weekends to have students be able to access our services on the weekends. However, before thinking about providing our services on weekends, it would be best to assess whether there is even a need for tutoring on the weekends.</p>

RISE RISE services are accessible in person Monday through Thursday during the day, and online or via phone Monday through Friday, both during the day and in the evening. The Program Manager is available in a limited capacity during the weekend. To ensure full access for students at all times, additional staffing would be needed, particularly to cover late afternoon/evening and weekend availability.

STEM Center Students can access our services during the day, until 7pm on Monday-Thursday, and on Saturdays 9AM-12PM. If we wanted longer weekend hours, we would need staff/faculty who are able to work on the weekends. However, students rarely ask about hours on the weekend, and we do not have enough students here at 7pm to justify staying open later. STEM Counseling: a student could wait up to 3-4 weeks (or more) before seeing a counselor. We have drop-in hours to address this, but students get a shorter session with the counselor when they come at these times. Perhaps a list of common questions could be created, then create and publish an online video walk through that answers these questions.

Sometimes during busy weeks (i.e. midterm weeks), we have a long wait to see a tutor. We can address this by assessing our busiest times and making sure we put more tutors on at those hours and less tutors on at less busy hours. We can also work with the Math/Science Division to be more strategic when we have faculty tutoring in the center. Faculty could provide workshops during their schedule STEM Center time or IAs could provide more workshops.

Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?

7 Responses

Program/Area Name	Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
Black Cultural Resource Center	There are no services in the BCRC that require a wait time. The center is designed for students to serve themselves with the availability of the coordinator for assistance.
Dual Enrollment	Yes, participation in dual enrollment is a three-part process that is long and arduous. It requires the CCCapply Application, a permission form with multiple signatures, and course registration. One area that often delayed processing was student fee holds; we hope this can be mitigated by eliminating student fees. However, current students who wish to participate in Individual Dual Enrollment (concurrent) must complete a permission form and apply every semester. Many colleges only require dual enrollment students to complete the permission form once in their high school career. This would significantly speed things for this population.
First Year Experience Program	Consistent access to a counselor has been a struggle since FYE does not always have a counselor assigned to our students.
Guided Pathways	We are currently working through the process of getting students connected to their student success teams and building awareness of pathways.
Learning Connection	Depending on the hour of the day, we can have long wait times for certain subjects. We can decrease wait time by strategically looking at the data of which times students are seeking our services, and providing more available tutors during those hours and less hours during the times it is less busy.

RISE	<p>RISE does not experience long wait times for its direct services. However, when students are referred to other departments on campus, such as financial aid or counseling, they may encounter longer wait times. One creative, low-cost solution to reduce these wait times could be to establish stronger partnerships with these departments to create priority slots or scheduled appointments for RISE students, ensuring faster service and smoother transitions between departments. Another idea could be utilizing student workers or volunteers to assist with referrals and follow-up on behalf of the students.</p>
STEM Center	<p>STEM Counseling: a student could wait up to 3-4 weeks (or more) before seeing a counselor. We have drop-in hours to address this, but students get a shorter session with the counselor when they come at these times. Perhaps a list of common questions could be created, then create and publish an online video walk through that answers these questions.</p> <p>Sometimes during busy weeks (i.e. midterm weeks), we have a long wait to see a tutor. We can address this by assessing our busiest times and making sure we put more tutors on at those hours and less tutors on at less busy hours. We can also work with the Math/Science Division to be more strategic when we have faculty tutoring in the center. Faculty could provide workshops during their schedule STEM Center time or IAs could provide more workshops.</p>

Responses on Staffing Analysis

Trends in staffing:

Program/Area Name	7 Responses					
	Full-time Faculty	Part-time Faculty	Full-time Classified Professionals	Part-time Permanent or Hourly Classified Professionals	Student Employees	Independent Contractors/Professional Experts
Black Cultural Resource Center	N/A	N/A	N/A	N/A	N/A	N/A
Dual Enrollment	N/A	N/A	Just finished hiring process for two Early College Program Coordinators.	Just finished hiring process for a .50 Admissions and Records processor.	Dual Enrollment has not employed students	N/A
First Year Experience Program	N/A	N/A	1	0	9	N/A
Guided Pathways	N/A	1	N/A	N/A	6-8	N/A
Learning Connection	0	0	3.5 (LC only) 5.5 (LC & STEM)	0	~70	0
RISE	0	0	0	0	0	0
STEM Center	10-15 faculty tutors in variable 1-2 hour shift paid for by the Science and Math Division	N/A	2	N/A	0: Student Assistants 12: Tutors	N/A

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period.

What do you notice?

7 Responses

Program/Area Name	Changes comparison
Black Cultural Resource Center	BCRC has an increased number of students that visit the center, but a decreased as of this semester, number of student staff. The center remains with 1 fulltime classified staff person.
Dual Enrollment	Well, we only added one staff member in the last year, and in the first six months of service, we saw a 30% increase in the number of students of color from our feeder district sites participating in our Summer Academies. We doubled the number of students from HUSD and SLUSD and increased CVUSD enrollment. We just finished the hiring processes for two new Early College Program Coordinators and an A & R processor. We expect to see gains in class fill rates, numbers of students participating, and an increase in the number of Adult Dual Enrollment students participating. In terms of services, we were able to revamp our website with more detailed application steps. We provided resources to site staff, including Chabot application power points, PowerPoint points on how to withdraw classes, log in to Canvas and Zonemail, etc. We increased the number of orientations from one to six high school orientations in Fall 2024.
First Year Experience Program	FYE has consistently increase the number of students served over the past 3 years, however the level of staffing has not changed. With the increase number of students served, we are recognizing the need for a program coordinator and a consistent counselor.
Guided Pathways	N/A
Learning Connection	In the past three years, the data shows that fewer students are seeking online tutoring. More students are coming to our labs/centers for appointments or drop-in tutoring. Given that three years ago we were coming out of a pandemic and we've moved into a new building this year, these could be reasons why online demand is shifting in proportion to in person demand.

RISE	<p>Over the past three years, the RISE program has consistently grown, nearly doubling the number of students served each year. Despite this significant growth in student participation, the staffing levels have remained relatively stable, which has led to increased demands on existing staff. This growth demonstrates the success of our recruitment efforts but also highlights the need for additional staff to better serve the growing student population and ensure the continued quality of services provided.</p>
STEM Center	<p>No, we do not have data to speak to this outside of anecdotes and daily observation. There is an influx of CS students that arrive in the center shortly after one Instructional Assistant arrives to work. This staff member specializes in Computer Science, and helps students with their homework, etc. Outside of the staff member, I do not have many CS tutors, so students are reliant on the IA.</p>

Compare the representation of traditionally underrepresented populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of those groups in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

7 Responses

Program/Area Name	Comparison
Black Cultural Resource Center	BCRC predominantly serves African/African American student populations, the fulltime staff member is of the same cultural background that serves these students. Many of the other staff, administrators and faculty that visit the center to serve the students are also of the same cultural background as the students.
Dual Enrollment	While our current staff is diverse, given the make-up of our districts we would benefit from adding a bilingual Spanish speaker and a Black staff member to work directly with sites. To help augment efforts we collaborate with Umoja staff, and BCRC students to recruit more Black students into dual enrollment and work with school sites to have Umoja themed and Black GNST leadership courses at multiple school sites.
First Year Experience Program	N/A
Guided Pathways	N/A
Learning Connection	Our program supports all students across campus. Given the data, we notice that we serve African American, Asian American, and LatinX students in higher percentages. Our area shows lower percentages for Native American and Pacific Islander populations. We have area coordinators that support in working with different divisions across campus to help spread the word to all students in need of services, as well as a team of classified professionals and faculty that work directly in/with the Learning Connection for students to receive information, utilize subscriptions/licenses, and connect with other departments on campus to spread information. Learning Connection is in the process of hiring a director which will allow for more intentional outreach and contact, support with updating our website, and connecting with different disciplines across campus.

RISE The RISE program staff mirrors the demographic makeup of the student population it serves. Our staff includes individuals from racially underrepresented backgrounds, various age groups, formerly incarcerated individuals, and a balanced representation of gender. This alignment ensures that students feel represented and understood by the staff supporting them. Because of this strong representation, there is no significant gap between the staff and the student demographics, allowing us to address the needs of our diverse student population effectively.

Director: Latinx male
 Sr. IA: White Female
 IA: Pakistani male
 Tutors: Mostly Asian
 Faculty Tutors: mostly white

STEM
 Center

We lack daily Black representation in the STEM Center. We work to close that gap by...
 ...inviting speakers to our Speaker Series with intention, looking for and hosting a diverse pool of speakers that includes Black STEM professionals.
 ...sending an IA to the BCRC to tutor, and to forge relationships with students

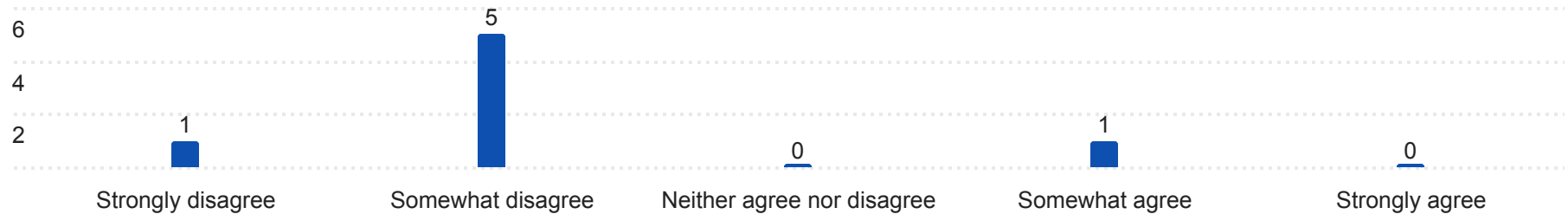
One of our IA's following Islam in a very public (yet appropriate) way. From this common point, there has been an influx of salient Muslim students in the center.

Responses on Department/Program/Area Needs

Technology

The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.

7 Responses



If you strongly disagree or somewhat disagree, please explain.

7 Responses

Program/Area Name	Explanation
Black Cultural Resource Center	BCRC is resource center where students come to use computer, printers as well as in some cases hold class. Newer computers and printers would benefit the space for the students use. BCRC also hosts office hours for faculty members, STEM tutoring as well as Mental Health counseling. The need for closed door conversations are need in all 3 of these capacities. There is currently only 1 office with a closed door capacity, an additional space or offices would be needed to function these 3 services properly.
Dual Enrollment	N/A
First Year Experience Program	The FYE program could use a SARS/Check-In station to collect student data.

Guided Pathways We need to make a move to Program Mapper to be more aligned with our sister college and other colleges across the state. This will involve continued collaboration between instructional faculty and the guided pathways coordinator.

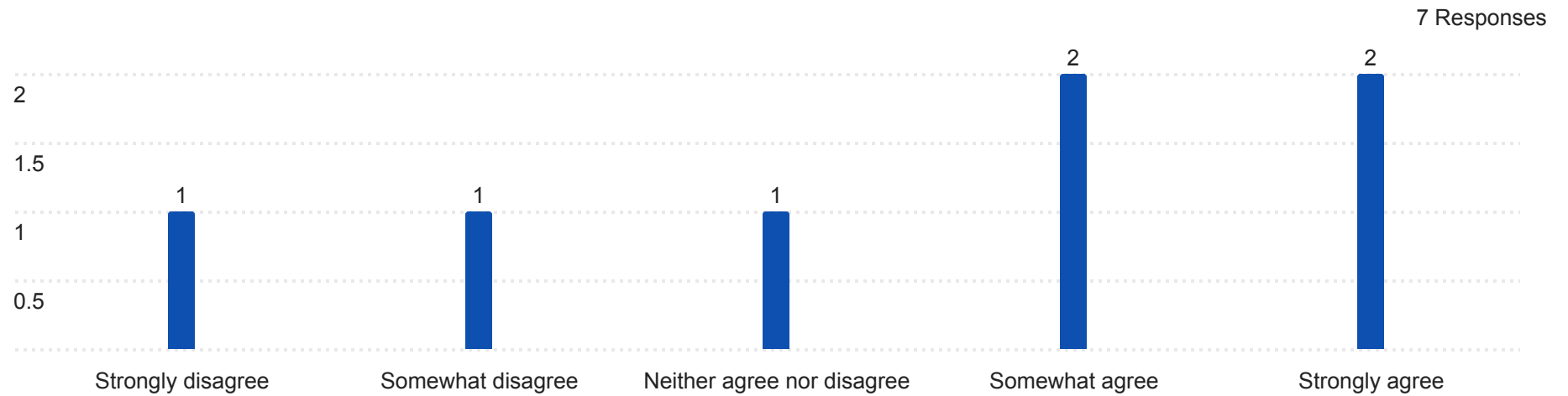
Learning Connection N/A

RISE While the RISE program has access to basic technology that supports student learning, there are still some challenges that impact our ability to fully meet program outcomes and goals. For example, some of the loaner technology provided to students, such as laptops and hotspots, has been unreliable, with many devices being returned due to malfunction. This inconsistency hinders students' ability to engage fully in online courses or connect with support services remotely. Additionally, the outdated Class-web system continues to be difficult for students to navigate, particularly those unfamiliar with technology, which adds another barrier to their success. More investment in reliable technology and updated systems is needed to better support both students and staff.

STEM Center We have computers, we lack software. The STEM Center computer lab should not be regarded in the same regard as other computer labs. Though students use the Microsoft Suite, or online applications – there are a slew of STEM Majors that need access to more specialized software that they should be able to find in the center. We have had the software before, and been told we will have them again – but when the machines are replaced. Because technological priorities on campus are in flux, this indefinitely guarantees students no access.

Facilities

The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.



If you strongly disagree or somewhat disagree, please explain.

7 Responses

Program/Area Name	Explanation
Black Cultural Resource Center	N/A
Dual Enrollment	N/A

First Year Experience Program	We still do not officially have a dedicated space that meets the needs of our students. The FYE program uses the “fishbowl” room in the Library and one of the student study spaces across the hall. Although FYE has been able to use this space, it was not originally intended for their use, so we are unsure if this space is sustainable.
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Guided Pathways	N/A
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Learning Connection	N/A
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RISE	N/A
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The STEM Center is a space where students feel comfortable to both work and relax. Though a small kitchen area would be perfect (a couple microwaves and a sink with a clean water dispenser), at the very least we need a filtering water dispenser. MESA contracts with a water company to provide water, but we shouldn't have to rely on that when a dispenser could potentially be installed in the center. It would greatly benefit students.

STEM Center	<p>Our doors situation is a challenge. We are not allowed to un/lock them on our own – they are set on a timer. In the rare, but real situation where the staff are not there when the doors unlock, there could potentially be no supervision in the space as students walk in.</p> <p>Often our space gets really crowded and we don't have much space left for people to sit and work. When we want to provide workshops, we can only provide a small table that fits 4-5 people. We also must move where we do the workshop every day, otherwise ask people to move from a specific table. This makes it hard for people to identify where the workshop is happening in the STEM Center and can discourage them from coming back. If there are more people that want to come to the workshop, they must make space for themselves. It's also loud and there are a lot of distractions. It would be nice to have a space dedicated to small workshops.</p>
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