QUALITATIVE ANALYSES IN THE PROGRAM AND AREA REVIEW SYNTHESIS STATEMENT

PRESENTED TO PRAC: FEBRUARY 4, 2026

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 104 PAR responses!!
  - Tri-Chairs Brian Goo, Na Liu, and Simon Abramowitsch (Fall 2025)/Michelle Reyes (Spring 2026); Cynthia Gordon da Cruz, Harmony Folse, Alex Karan, Andrew Leung, Anamarie Navarro, Paul Pinza, Amanda Issa, Drennon Lindsey, Mumtaj Ismail, Danny Calcagno, Sandra Genera, Vincent Xiao, and Phylis Essandoh

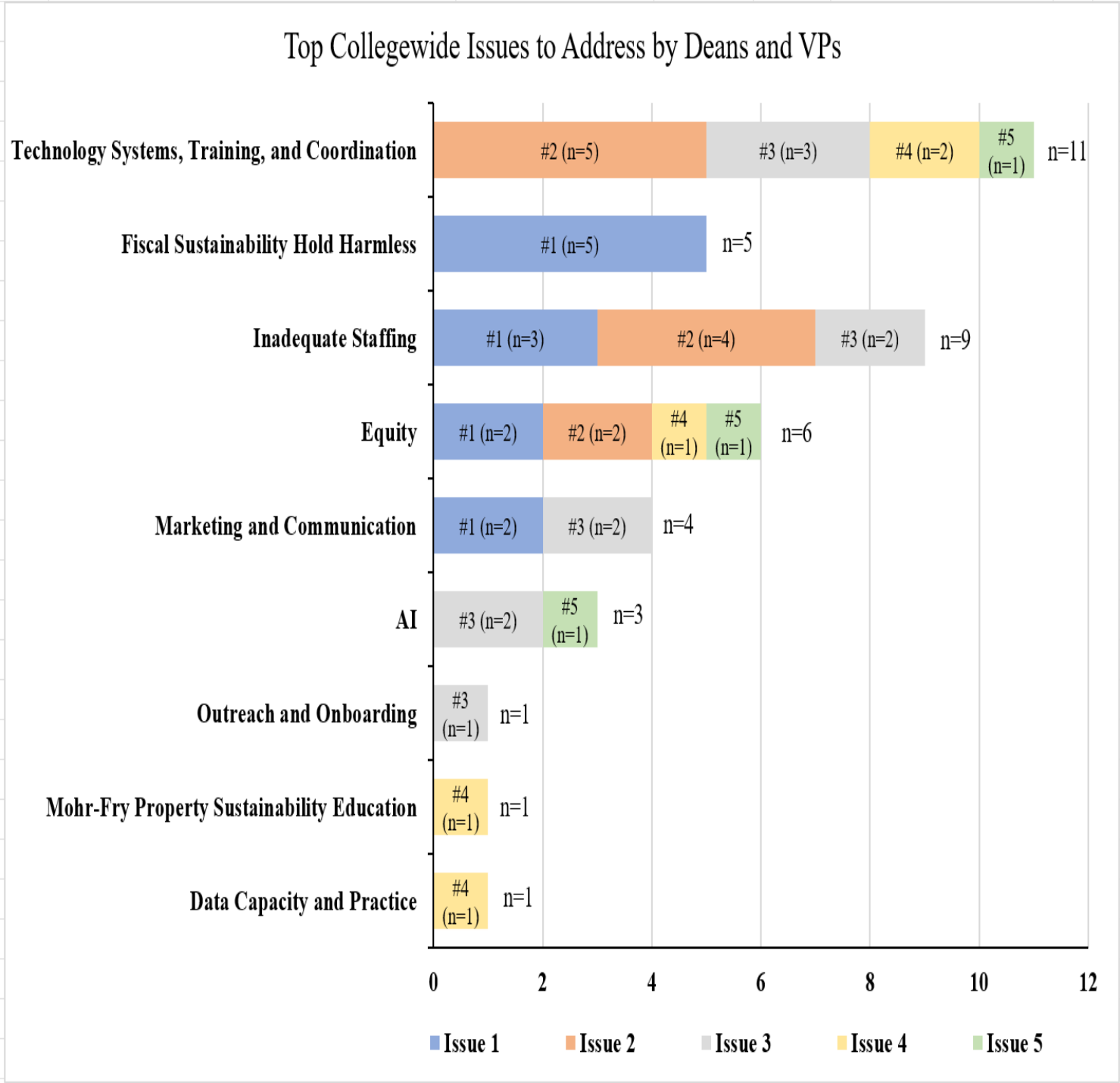
  - Thank you to the ORPIE student assistants, Svetlana Tkachenko and Annalise Vu for their assistance with the graphs.

Program and Area Reviews Submitted in Fall 2025

- Reminder: Fall 2025 is an annual update PAR—the second year in the Fall 2024 to Fall 2026 cycle.
- **104** Program and Area Reviews were submitted.
  - 99% completion rate.
- **11** Deans' and VPs' Summaries.
  - 92% completion rate.
- **6** 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 2025 PAR Questions

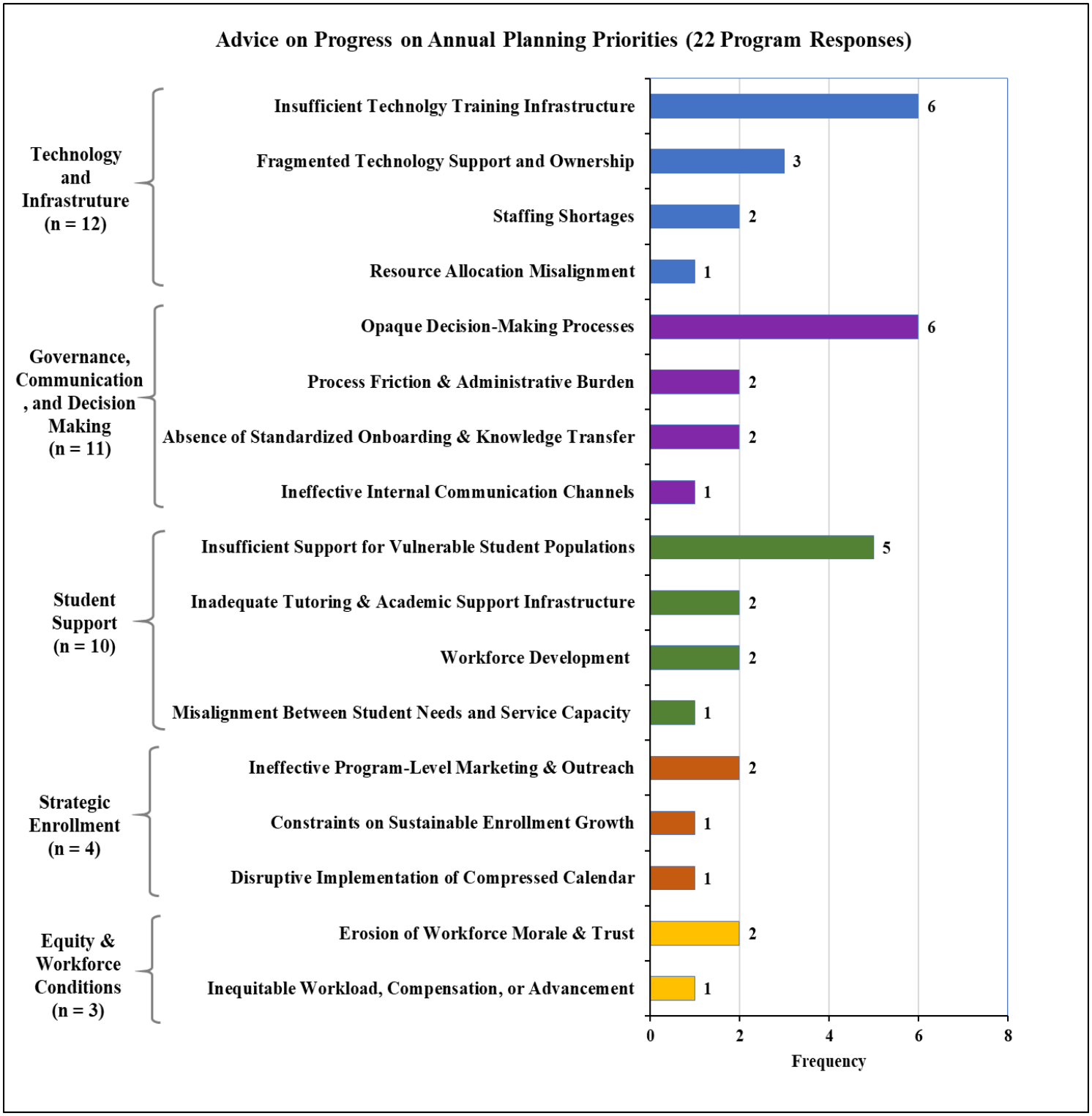
PAR Question in the Deans'/VPs' Responses: Based on their responses and your own experiences, in ranked order, what do you believe are the top 3-5 campus-wide issues that deserve immediate attention?



Policy Implications for Consideration:

- Ensure **technological systems and systematic training** on core college systems are up-to-date (e.g., Banner, CRM Advise, SLO/PLO platforms, etc.) and continue to refine systems to support students' and employees' needs.
- Investigate the multi-faceted causes of **inadequate staffing** and address solvable issues.
- Focus on strategies to **ensure long-term, stable funding** in light of federal and state funding cuts by strengthening SCFF outcomes through enhanced curriculum and increased enrollment and awards.
- Provide culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of **equity**.
- Strengthen internal and external **marketing and outreach** efforts to increase the visibility and awareness of Chabot's programs and services.

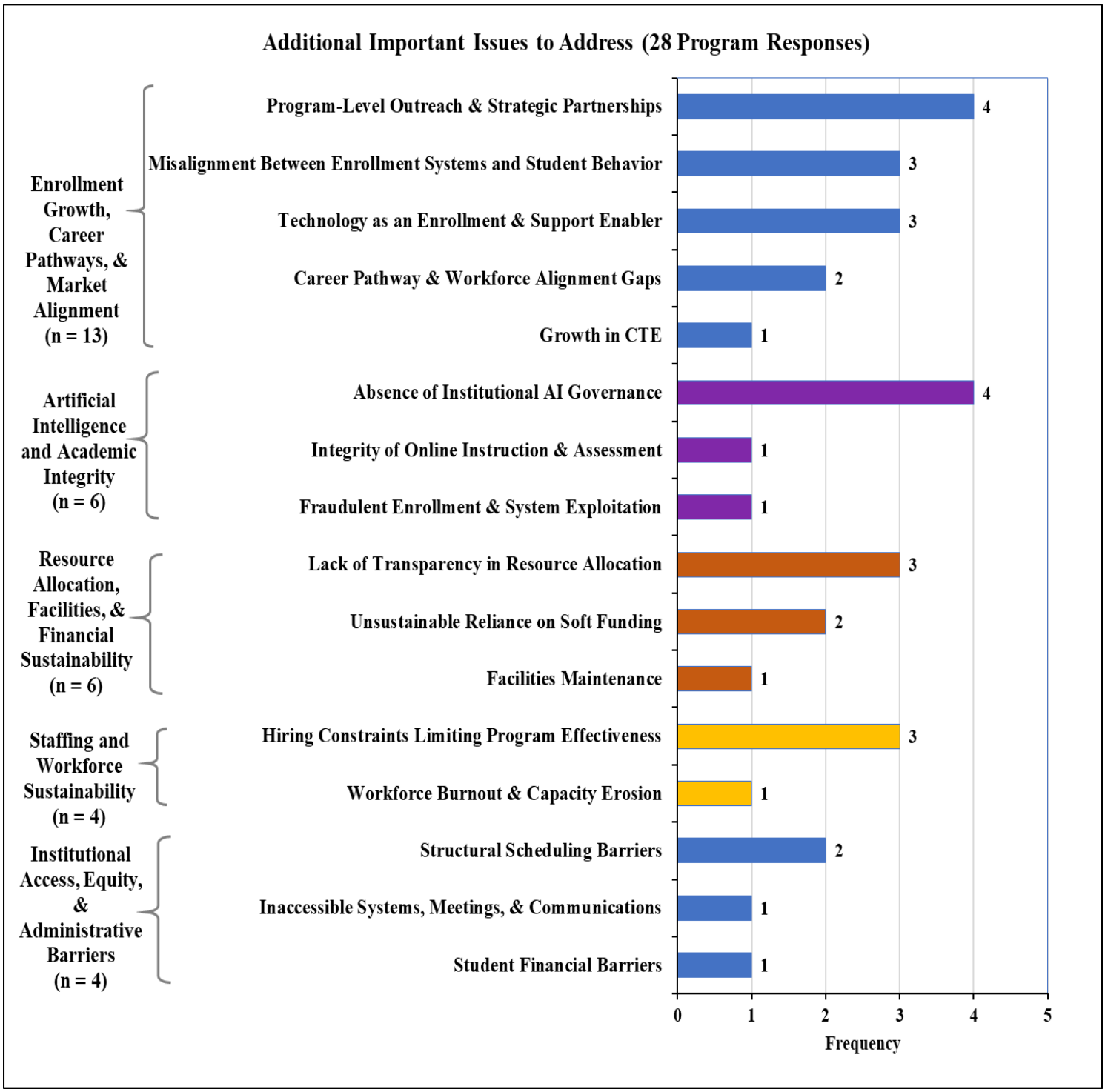
PAR Question: If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say? Be sure to mention the specific planning priority number you are referring to at the beginning of your response.



Policy Implications for Consideration:

- Ensure time and space are institutionally structured to promote **cross-campus collaboration and transparency** in decision-making.
- Ensure **technological systems and systematic training** on core college systems are up-to-date (e.g., Banner, CRM Advise, SLO/PLO platforms, etc.) and continue to refine systems to support students' and employees' needs.
- Ensure that students, particularly vulnerable and evening/weekend students, have **robust and equitable access to support services** (e.g., mental health, tutoring, technology, basic needs, financial needs, etc.).
- Ensure that all students have access to relevant and timely counseling and, in addition, for **counseling** to have **institutional support** to continue rendering effective services (e.g., institutionalizing funds for STEM counselors)
- Investigate the multi-faceted causes of **inadequate staffing** and address solvable issues.
- Strengthen internal and external **marketing and outreach** efforts to increase the visibility and awareness of Chabot's programs and services.

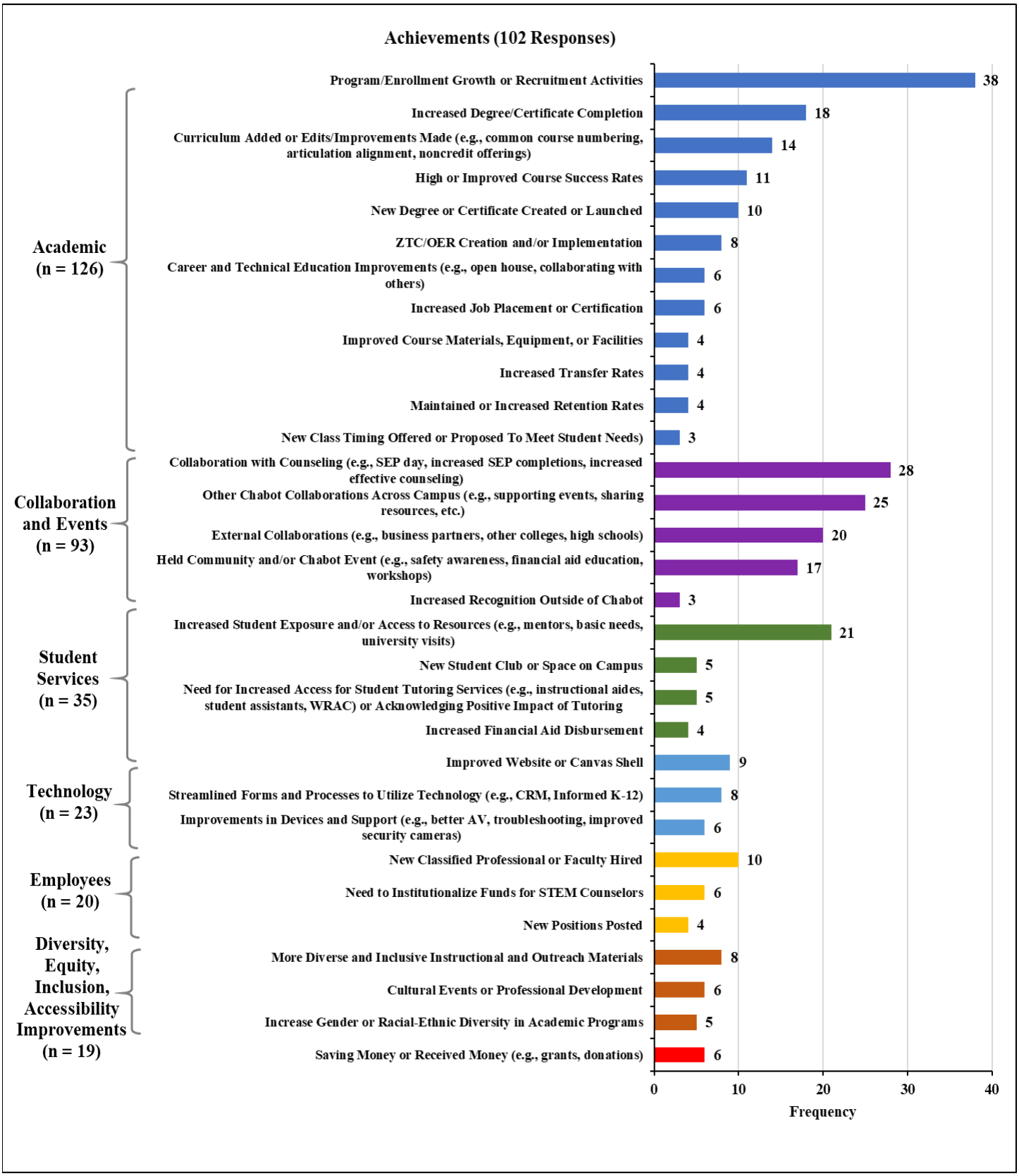
PAR Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).



Policy Implications for Consideration:

- Establish collegewide guidance, tools, and enforcement mechanisms for **AI use** in college student work and employee workload.
- Investigate the multi-faceted causes of **inadequate staffing** and address solvable issues.
- Ensure time and space are institutionally structured to promote **cross-campus collaboration and transparency** in decision-making.
- Improve **budget communication**, proactively communicate funding decisions, institutionalize critical grant-funded functions, and strategically braiding available funds.
- Strengthen internal and external **marketing and outreach** efforts to increase the visibility and awareness of Chabot's programs and services.

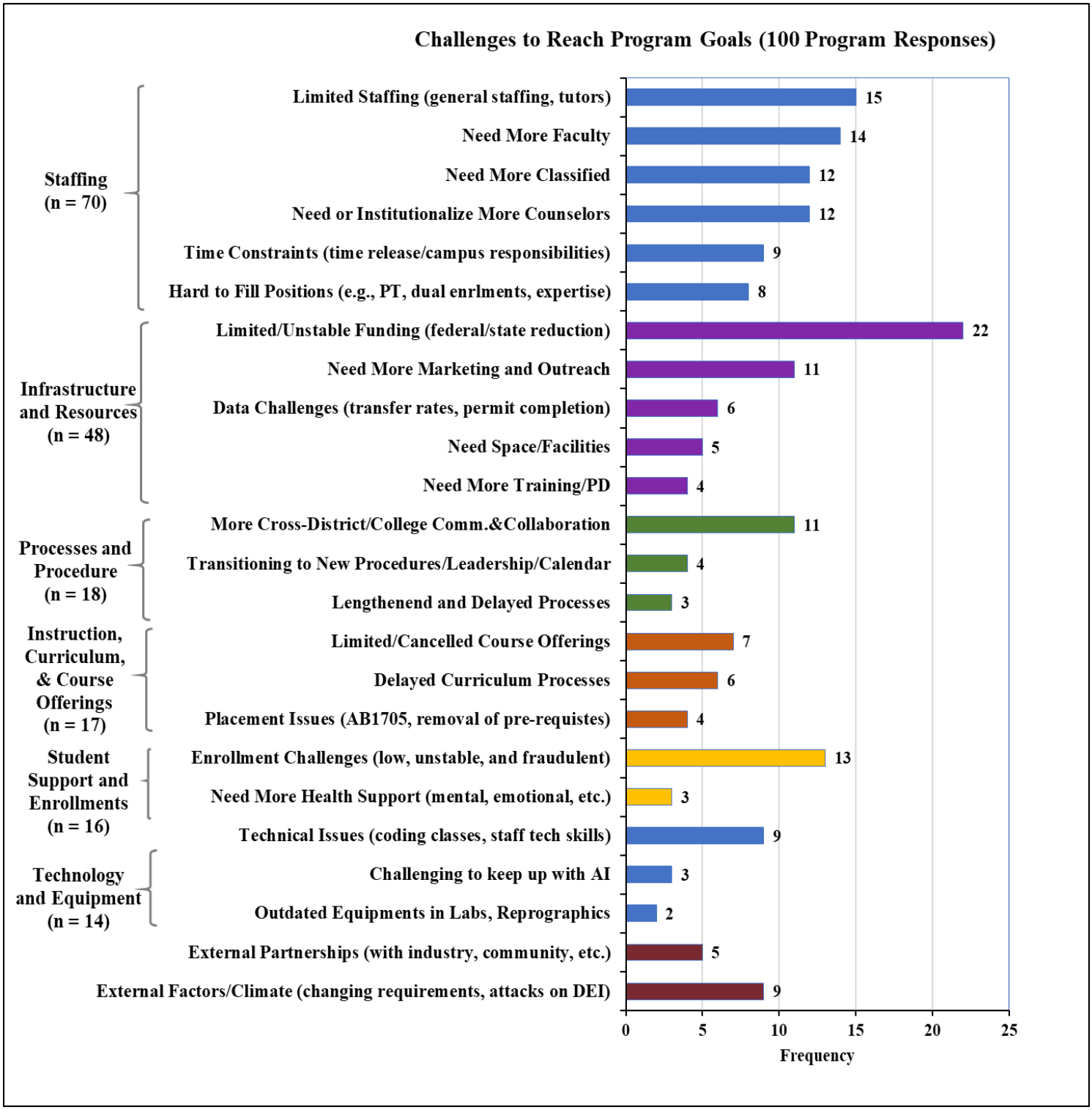
PAR Question: So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.



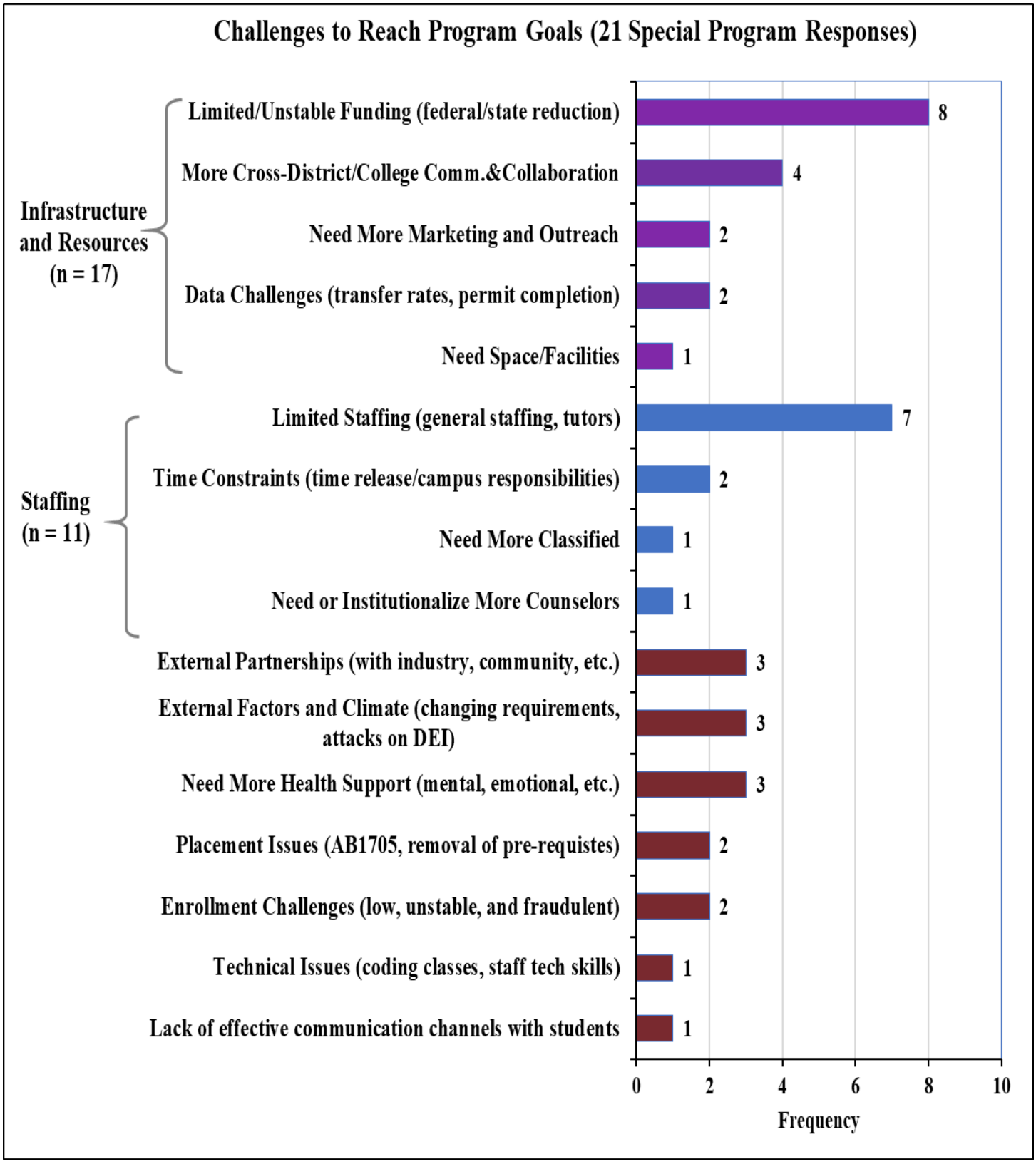
Policy Implications for Consideration:

- Focus on strategies to **ensure long-term, stable funding** in light of federal and state funding cuts by strengthening SCFF outcomes through enhanced curriculum and increased enrollment and awards.
- Ensure time and space are institutionally structured to promote **cross-campus collaboration and transparency** in decision-making.
- Ensure that all students have access to relevant and timely **counseling** and, in addition, for counseling to have **institutional support** to continue rendering effective services (e.g., institutionalizing funds for STEM counselors)
- Ensure that students, particularly vulnerable and evening/weekend students, have **robust and equitable access to support services** (e.g., mental health, tutoring, technology, basic needs, financial needs, etc.).
- Provide culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of **equity**.
- Ensure **technological systems and systematic training** on core college systems are up-to-date (e.g., Banner, CRM Advise, SLO/PLO platforms, etc.) and continue to refine systems to support students' and employees' needs.

PAR Question: What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.



Equity Analysis:

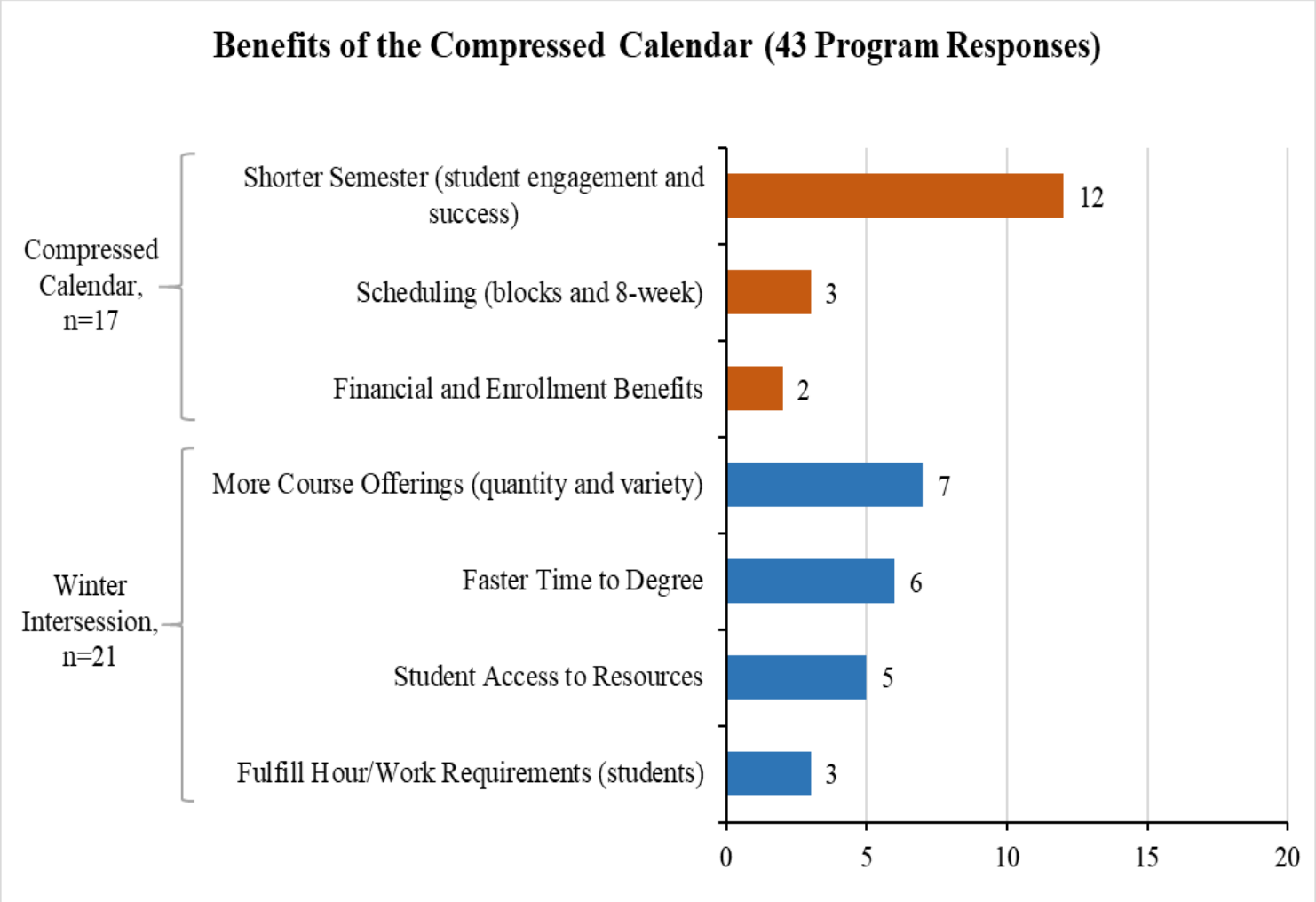


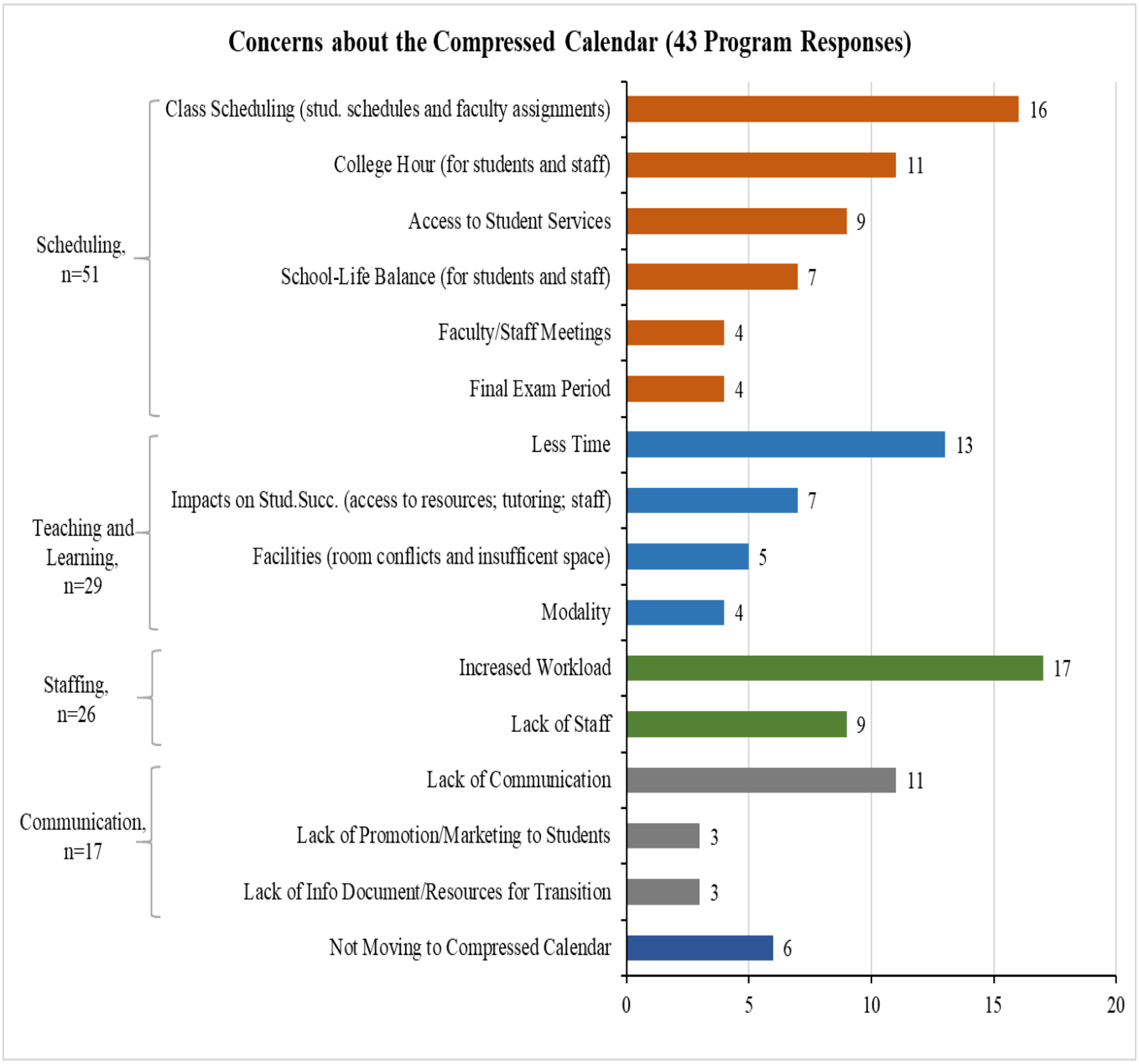
Policy Implications for Consideration:

- Investigate the multi-faceted causes of **inadequate staffing** and address solvable issues.
- Focus on strategies to **ensure long-term, stable funding** in light of federal and state funding cuts by strengthening SCFF outcomes through enhanced curriculum and increased enrollment and awards.
- Strengthen internal and external **marketing and outreach** efforts to increase the visibility and awareness of Chabot's programs and services.
- Ensure time and space are institutionally structured to promote **cross-campus collaboration and transparency** in decision-making.
- Ensure that students, particularly vulnerable and evening/weekend students, have **robust and equitable access to support services** (e.g., mental health, tutoring, technology, basic needs, financial needs, etc.).

PAR Question: Chabot College will implement the compressed calendar (e.g., 16-week semester, the timing of the new block schedule and/or college hour, etc.) beginning in Academic Year 2026–27. As we prepare for this transition, what insights or suggestions do you have to share with the campus community?

- If you anticipate any challenges during the transition, please describe them and specify the types of support your program/area/office needs to ensure a smooth transition.
- If you anticipate any benefits, please describe them and specify how your program/area/office plans to leverage these opportunities to enhance operations or outcomes.




Concerns about the Compressed Calendar (43 Program Responses)
Scheduling, n=51
Class Scheduling (stud. schedules and faculty assignments)
16
College Hour (for students and staff)
11
Access to Student Services
9
School-Life Balance (for students and staff)
7
Faculty/Staff Meetings
4
Final Exam Period
4
Teaching and Learning, n=29
Less Time
13
Impacts on Stud.Succ. (access to resources; tutoring; staff)
7
Facilities (room conflicts and insufficent space)
5
Modality
4
Staffing, n=26
Increased Workload
17
Lack of Staff
9
Communication, n=17
Lack of Communication
11
Lack of Promotion/Marketing to Students
3
Lack of Info Document/Resources for Transition
3
Not Moving to Compressed Calendar
6
0
5
10
15
20

Policy Implications for Consideration:

- Ensure time and space are institutionally structured to promote **cross-campus collaboration and transparency** in decision-making.
- Provide culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of **equity**.
- Ensure that students, particularly vulnerable and evening/weekend students, have **robust and equitable access to support services** (e.g., mental health, tutoring, technology, basic needs, financial needs, etc.).
- Investigate the multi-faceted causes of **inadequate staffing** and address solvable issues.

Summary: Five Most Frequently Named Policy Implications for Consideration from Fall 2025 PAR

Four Most Frequently Named Policy Implications for Consideration from Fall 2025 PAR	Fall 2025 Top Four	Fall 2024 Top Five	Fall 2023 Top Six	Fall 2022 Top Four	Fall 2021 Top Four
Fall 2025: Ensure time and space are institutionally structured to promote **cross-campus collaboration and transparency** in decision-making.	✔	✓	✓	✓	
Fall 2025: Investigate the multi-faceted causes of **inadequate staffing** and address solvable issues.	✔	✔	✔	✔	✔
Fall 2025: Strengthen internal and external **marketing and outreach** efforts to increase the visibility and awareness of Chabot's programs and services.	✔	✔	✔	✔	
Fall 2025: Ensure that students, particularly vulnerable and evening/weekend students, have **robust and equitable access to support services** (e.g., mental health, tutoring, technology, basic needs, financial needs, etc.).	✔	✓	✔	✓	✓

✔ 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 2025 PAR

Additional Policy Implications for Consideration from Fall 2025 PAR	Fall 2025	Fall 2024	Fall 2023	Fall 2022	Fall 2021
Fall 2025: Provide culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of **equity**.	✓		✔		
Fall 2025: Ensure **technological systems and systematic training** on core college systems are up-to-date (e.g., Banner, CRM Advise, SLO/PLO platforms, etc.) and continue to refine systems to support students' and employees' needs.	✓	✔	✔	✔	✔
Fall 2025: Focus on strategies to **ensure long-term, stable funding** in light of federal and state funding cuts by strengthening SCFF outcomes through enhanced curriculum and increased enrollment and awards.	✓	✔			
Fall 2025: Ensure that all students have access to relevant and timely **counseling** and, in addition, for counseling to have **institutional support** to continue rendering effective services (e.g., institutionalizing funds for STEM counselors)	✓	✔		✓	✔
Fall 2025: Establish collegewide guidance, tools, and enforcement mechanisms for **AI use** in college student work and employee workload.	✓				
Fall 2025: Improve **budget communication**, institutionalize critical **grant-funded functions**, and proactively **communicate funding decisions** through proactively braiding available funds.	✓				

✔ 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 Years

Additional Policy Implications for Consideration from the Prior PAR Years (Fall 2021-Fall 2024)	Fall 2024	Fall 2023	Fall 2022	Fall 2021
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-style 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 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 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.		✓		
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?

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