

Fall 2025 PAR Synthesis Statement

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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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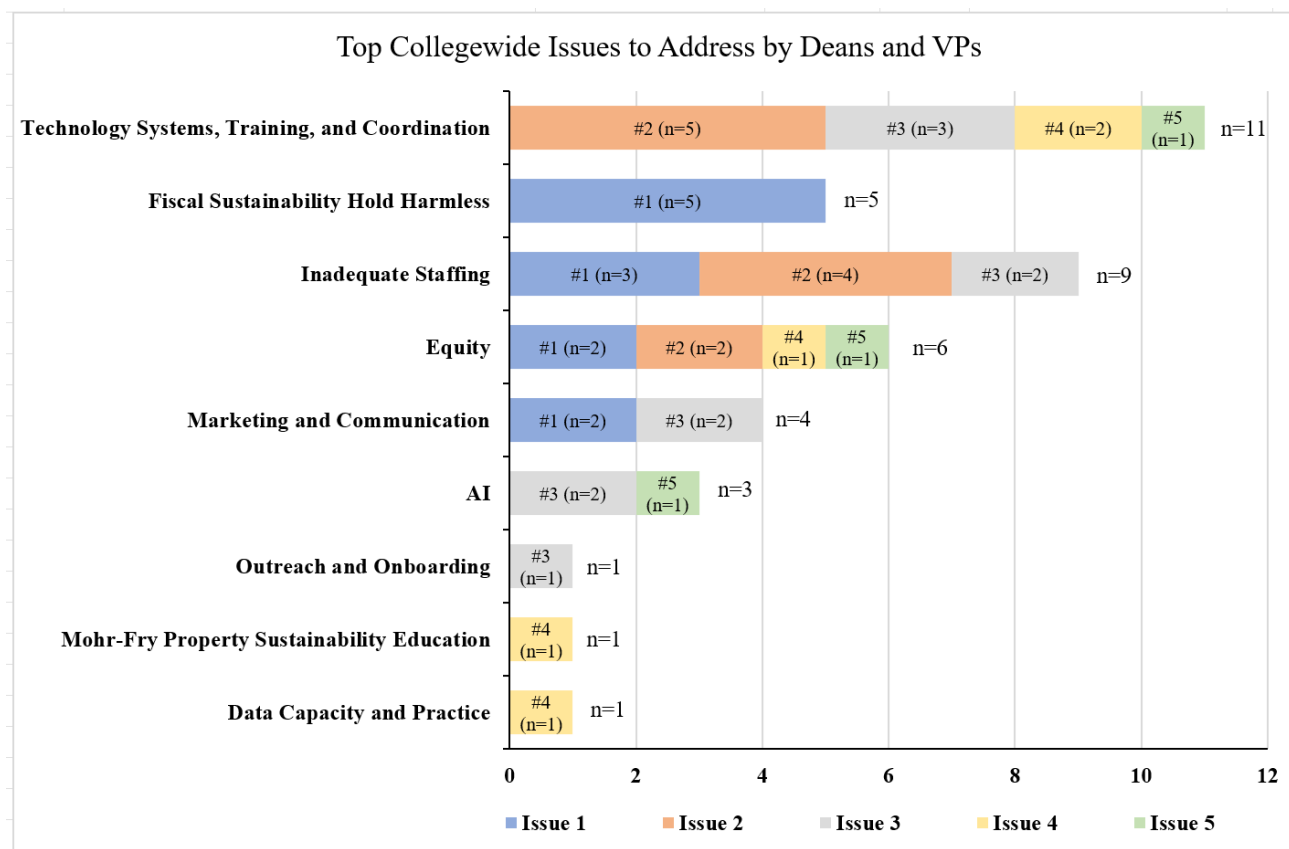
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Fall 2025 Institutional Supports and Barriers

Top College-Wide Issues from Deans/VPs' Perspectives

PAR Question: 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?

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. These administrators named key issues in ranked order of importance from 1-5. In the eleven responses to this question, **Technology Systems, Training, and Coordination** was mentioned eleven times as a critical issue (five times as a number two issue, three times as a number three issue, twice as a number four issue, and once as a number five issue). The vast majority of respondents mentioned the need for training, recommending systematic training on platforms such as Banner, CRM Advise, SLO/PLO platforms, etc. Several respondents wrote about the need for more alignment and collaboration with the district, recommending that Chabot IST is in alignment with the district technology plan.

Fiscal Sustainability and Hold Harmless was mentioned five times, but all five times, this was mentioned as respondents' number one issue to address. The recommendations were to address fiscal infrastructure issues so that spending can be tracked, long-term funding has more certainty, and resources are allocated for staffing, technology, student support, and program development.

Inadequate staffing was named as a critical issue nine times (three times as a number one issue, four times as a number two issue, and twice as a number three issue). One respondent wrote, “Programs across divisions identify staffing shortages as critical barriers affecting enrollment growth, student access, assessment compliance, curriculum development, and equity-focused initiatives.” The themes in this respondent’s answer were echoed across most of the responses. One respondent suggested pairing improvements in technology with staffing/position decisions.

Equity was mentioned six times (twice as a number one issue, twice as a number two issue, once as a number four issue, and once as a number five issue). The recommendations were to consider equity first, in particular when it comes to equity across student and employee groups, as well as in funding policies or decisions, such as the College Resource Allocation Model (CRAM).

Marketing and Communication was mentioned four times (twice as a number one issue and twice as a number three issue). The respondents wrote about the need for a presentation of the district and college marketing plans and follow-up assessments. They also expressed that marketing of Chabot programs was sometimes slow moving; respondents had concerns that target audiences were not being reached.

Other key issues that were mentioned one to three times by Deans and VPs (but mentioned as repeated themes in the PARs of their direct reports) were: addressing and developing policies around AI; the importance of outreach, onboarding, and student success teams; data capacity and practice; and considering how to utilize the Morh-Fry property for sustainability education.

Summary and Policy Implications for Consideration:

Overall, Deans and VPs responses to this question are predominantly in line with the top policy implications of previous PARs, with four of the five top themes in alignment. For example, the importance of *Technology Systems, Training, and Coordination* (n = 11) is consistent with the Fall 2024 policy implication to “**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.**” Further, the theme of the importance of addressing *inadequate staffing* (n = 9), aligns with a top policy implication in all four of the previous PARs (Fall 2024, 2023, 2022, and 2021) “**investigate the multi-faceted causes of inadequate staffing and address solvable issues.**” The key collegewide issue to address *Fiscal Sustainability and Hold Harmless* (mentioned as a number one issue in four of the respondents’ PARs) aligns with a top policy recommendation from Fall 2024, to “**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.**”

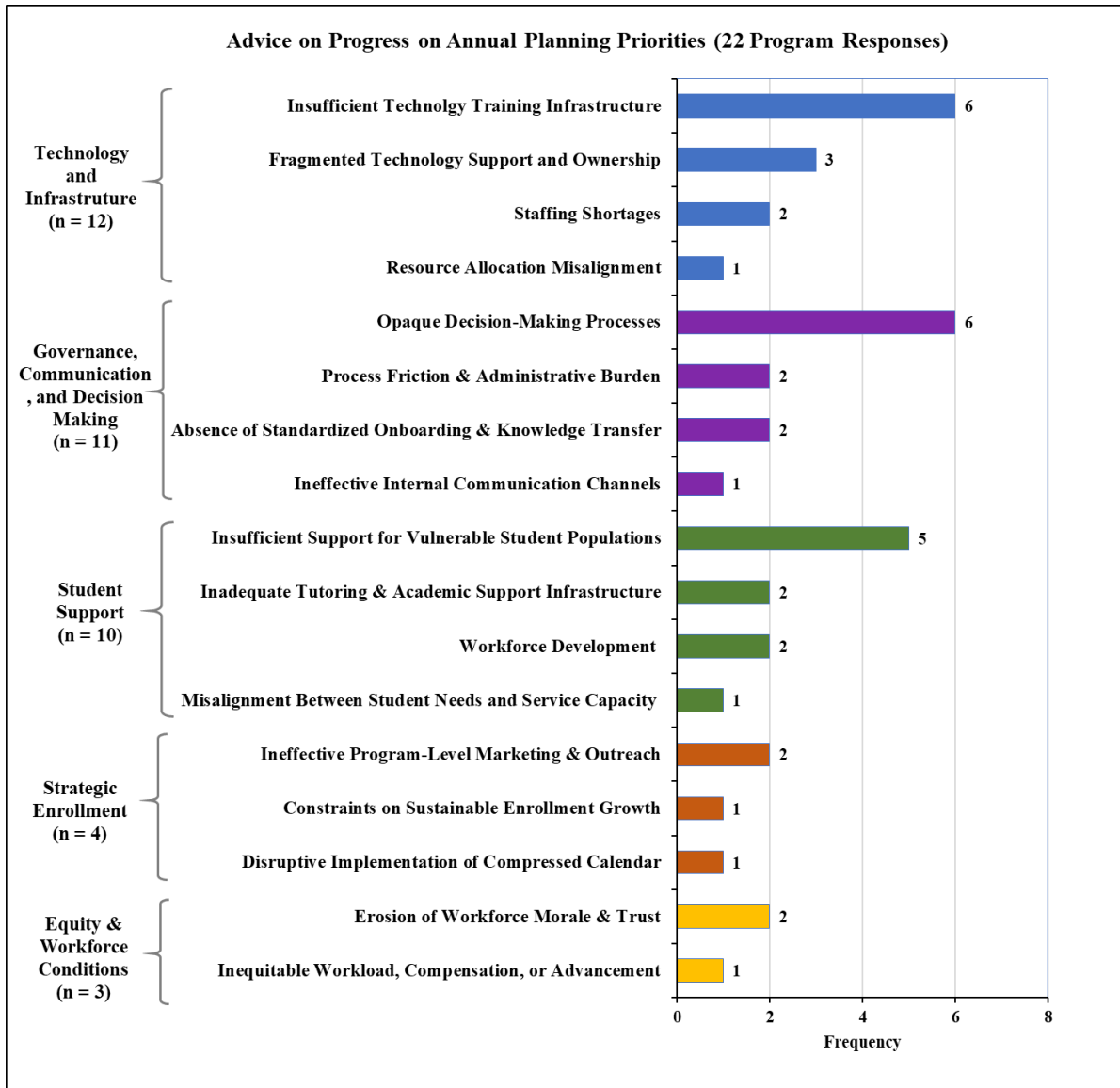
Another frequently mentioned theme *Equity* (n = 6), while not a top policy implication from Fall 2024, was a top policy implication in Fall 2023, for which the recommendation was to strengthen Chabot’s focus on the college mission to “**provide culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of equity.**”

Finally, the last frequently mentioned collegewide issue in the Deans’ and VPs’ summaries *Marketing and Communication* (n = 4) aligns with top policy implications from Fall 2024, 2023, and 2022, to “**strengthen internal and external marketing and outreach efforts to increase the visibility and awareness of Chabot's programs and services.**”

1A. Responses to How to Make Further Progress on Annual Planning Priorities

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.

PAR Committee Lead Analysts: Michelle Reyes, Drennon Lindsey, and Brian Goo



Results:

Programs, services, and instructional areas were asked to advise college decision makers on how to make more effective or efficient progress on the college's annual planning priorities. Analysis of the responses yielded several dominant themes, with the most frequently coded issues concentrated in the areas of technology, governance, and student support.

The most frequently coded issue overall was **Insufficient Technology Training Infrastructure** (n = 6). Respondents consistently cited the lack of systematic, hands-on, and ongoing training for core college systems as a major barrier to effective implementation of planning priorities. These concerns were often paired with **Fragmented Technology Support and Ownership** (n = 3), indicating that in addition to training gaps, respondents experienced uncertainty about points of contact, system ownership, and coordination across units. Together, these findings suggest that technology challenges are less about the absence of tools and more about inconsistent support, training, and governance.

Within **Governance, Communication, and Decision Making**, **Opaque Decision-Making Processes** emerged as a central concern (n = 6). Respondents expressed frustration with limited transparency around how decisions are made, particularly in relation to budgets, scheduling, and implementation of major initiatives. This theme was reinforced by references to **Process Friction and Administrative Burden** (n = 2) and the **Absence of Standardized Onboarding and Knowledge Transfer** (n = 2), suggesting that unclear processes and insufficient documentation compound the challenges of institutional change. **Ineffective Internal Communication Channels** (n = 1) further indicates that information about planning priorities and implementation does not consistently reach all employee groups.

Student Support was another major thematic area, with **Insufficient Support for Vulnerable Student Populations** representing one of the most frequently coded concerns (n = 5). Respondents emphasized the need for additional staffing, targeted resources, and coordinated services for high-need student groups. Relatedly, **Inadequate Tutoring and Academic Support Infrastructure** (n = 2) and **Misalignment Between Student Needs and Service Capacity** (n = 2) highlight structural constraints that limit the college's ability to translate equity goals into improved student outcomes.

Although coded less frequently, **Equity and Workforce Conditions** surfaced as a critical theme. **Erosion of Workforce Morale and Trust** (n = 2) and **Inequitable Workload, Compensation, or Advancement** (n = 1) reflect concerns that internal inequities among employee groups—particularly classified professionals—undermine institutional effectiveness and the college's stated commitment to equity.

Finally, **Strategic Enrollment** issues appeared less often but remain salient. Respondents raised concerns about **Ineffective Program-Level Marketing and Outreach** (n = 2), **Constraints on Sustainable Enrollment Growth** (n = 1), and the **Disruptive Implementation of the Compressed Calendar** (n = 1), suggesting that enrollment challenges are perceived as downstream effects of capacity, communication, and implementation issues rather than standalone problems.

Summary and Policy Implications for Consideration:

The responses to this question indicate that the primary barriers to progress on annual planning priorities are not a lack of strategic direction, but limitations in communication, operational capacity, transparency, and execution, which warrants a policy implication to “**ensure time and space are institutionally structured to promote cross-campus collaboration and transparency in decision-making.**”

The prominence of **Insufficient Technology Training Infrastructure** and **Opaque Decision-Making Processes** points to a need for policy attention to “**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.” The findings reinforce prior policy implications emphasizing the importance of coordinated technology systems and training, but extend them by underscoring the necessity of clear ownership, standardized onboarding, and consistent communication. Without these foundational elements, even well-designed initiatives are experienced as fragmented and burdensome by faculty and staff.

The strong presence of Counseling and Student Support themes, particularly those related to vulnerable student populations, suggests that equity goals remain constrained by staffing and capacity limitations. Policy considerations should therefore focus on aligning resource allocation, staffing decisions, and service models with the actual demand placed on student support units, to **“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.),”** and to **“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).”**

Although less frequent, concerns related to Equity and Workforce Conditions are particularly noteworthy. The erosion of morale and perceptions of inequitable workload or advancement among employee groups threaten long-term sustainability and the college’s ability to carry out its mission. These findings suggest a continued focus on addressing inadequate or misaligned staffing at the college through **“investigating the multi-faceted causes of inadequate staffing and addressing solvable issues.”**

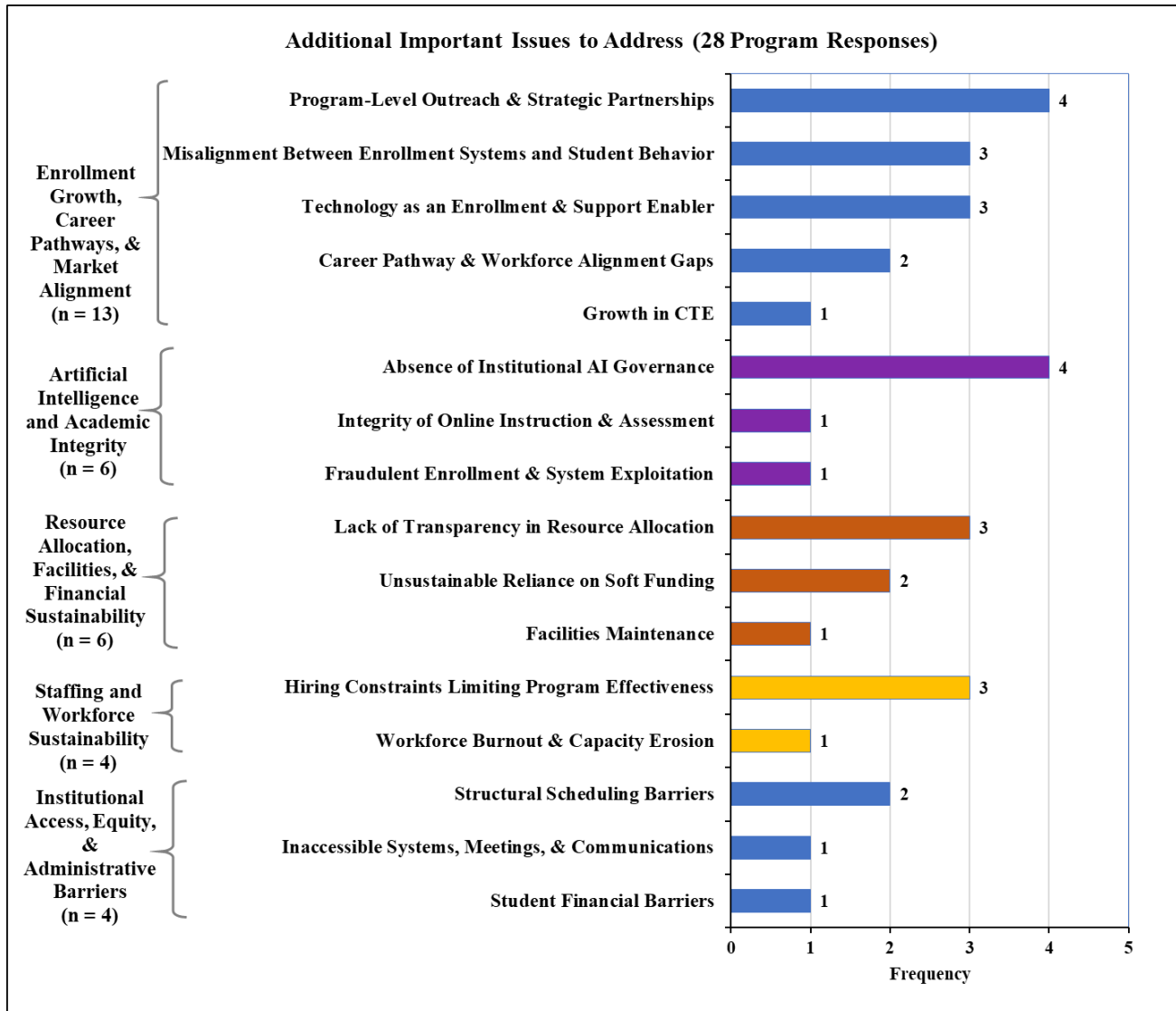
Finally, the relatively lower frequency of comments tied to marketing and strategic enrollment management suggests that enrollment challenges are widely understood as symptoms of broader structural issues, such as capacity constraints, marketing effectiveness, and change management, rather than isolated enrollment strategy failures, pointing to a policy implication to **“strengthen internal and external marketing and outreach efforts to increase the visibility and awareness of Chabot's programs and services.”** Addressing the upstream issues identified in technology, governance, and staffing is therefore likely to have downstream benefits for enrollment stability and growth.

Overall, the results suggest that future policy discussions would benefit from prioritizing implementation infrastructure, transparency, and workforce capacity as preconditions for achieving the college’s stated planning priorities.

1B. Additional Urgent Campus-Wide Issues to Address

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).

PAR Committee Lead Analysts: Michelle Reyes, Drennon Lindsey, and Brian Goo



Results:

Programs, services, and instructional areas were asked to identify additional important issues the college should address beyond the ranked annual planning priorities. Analysis of responses revealed several prominent and interrelated themes, with concerns clustering around workforce sustainability, academic integrity and AI, institutional access and barriers, resource allocation, and enrollment growth and market alignment.

Within **Staffing and Workforce Sustainability**, respondents most frequently raised **Hiring Constraints Limiting Program Effectiveness** (n = 3). These comments emphasized that hiring freezes and staffing restrictions—rather than a lack of funding—are preventing programs from fully delivering services, particularly

in areas serving high-need student populations. **Workforce Burnout and Capacity Erosion** (n = 1) was also identified, suggesting that sustained workload pressures and instability are contributing to diminished institutional capacity over time.

Concerns related to **Artificial Intelligence and Academic Integrity** emerged as one of the most prominent thematic areas. The most frequently coded issue in this question was the **Absence of Institutional AI Governance** (n = 4). Respondents expressed uncertainty about appropriate AI use by students and faculty, the boundaries of academic dishonesty, and the lack of collegewide guidance. Relatedly, **Integrity of Online Instruction and Assessment** (n = 1) and **Fraudulent Enrollment and System Exploitation** (n = 1) point to broader concerns about the credibility of online education, enrollment systems, and the potential downstream impact on transfer, employment, and public trust.

Issues grouped under **Institutional Access, Equity, and Administrative Barriers** highlight how structural design choices affect participation and progress. **Structural Scheduling Barriers** (n = 2) were raised in relation to compressed calendars and rigid scheduling models that limit access for working students, parents, and career education students. Additional concerns included **Bureaucratic Barriers to Student Progress** (n = 1), **Inaccessible Systems, Meetings, and Communications** (n = 1), and **Student Financial Barriers** (n = 1), indicating that administrative processes, accessibility practices, and cost structures can unintentionally impede student success.

In the area of **Resource Allocation, Facilities, and Financial Sustainability**, respondents identified **Lack of Transparency in Resource Allocation** (n = 3) as a recurring concern. Comments reflected uncertainty about CREAM, budget braiding, and how funding decisions are made and communicated. **Unsustainable Reliance on Soft Funding** (n = 2) further suggests that programs are vulnerable when grant-funded staff and services are not institutionalized. **Facilities Maintenance** (n = 1) was raised in the context of preserving and upgrading purpose-built facilities critical to instruction and workforce training.

Finally, **Enrollment Growth, Career Pathways, and Market Alignment** represented a substantial share of coded responses. **Program-Level Outreach and Strategic Partnerships** (n = 4) emerged as a key theme, with respondents emphasizing targeted outreach, employer and agency partnerships, and clearer communication of program value. **Misalignment Between Enrollment Systems and Student Behavior** (n = 3) and **Technology as an Enrollment and Support Enabler** (n = 3) highlight the need for streamlined, mobile-friendly, and student-centered enrollment processes. Additional themes included **Career Pathway and Workforce Alignment Gaps** (n = 2) and **Growth in CTE** (n = 1), underscoring the importance of aligning enrollment strategies with labor market demand and institutional capacity.

Summary and Policy Implications for Consideration:

Taken together, these findings suggest that many of the “additional issues” raised by respondents are not separate from the annual planning priorities, but rather illuminate structural risks and implementation gaps that constrain progress across multiple priorities.

The prominence of concerns related to Artificial Intelligence and Academic Integrity indicates an emerging institutional risk that cuts across instruction, enrollment, and reputation. The absence of clear AI governance has implications for academic standards, online course credibility, and public trust, suggesting a policy implication

to **“establish collegewide guidance, tools, and enforcement mechanisms for AI use in college student work and employee workload.”**

Issues related to Staffing and Workforce Sustainability reinforce prior findings that staffing constraints are not merely operational inconveniences, but fundamental barriers to fulfilling the college mission. Hiring freezes and burnout threaten program effectiveness, particularly in equity-focused and student support areas, indicating a need for policies that align hiring authority and workforce planning with programmatic demand through **“investigating the multi-faceted causes of inadequate staffing and addressing solvable issues.”**

Themes within Institutional Access and Administrative Barriers highlight how equity is experienced in practice. Scheduling models, accessibility practices, and bureaucratic processes can unintentionally exclude students with work, family, or disability-related constraints. A possible policy implication is to **“ensure time and space are institutionally structured to promote cross-campus collaboration and transparency in decision-making.”**

Concerns about Resource Allocation and Financial Sustainability point to the importance of transparency and long-term planning. Respondents’ uncertainty about allocation models and reliance on soft funding suggest a possible policy implication to **“improve budget communication, proactively communicate funding decisions, institutionalize critical grant-funded functions, and strategically braiding available funds.”**

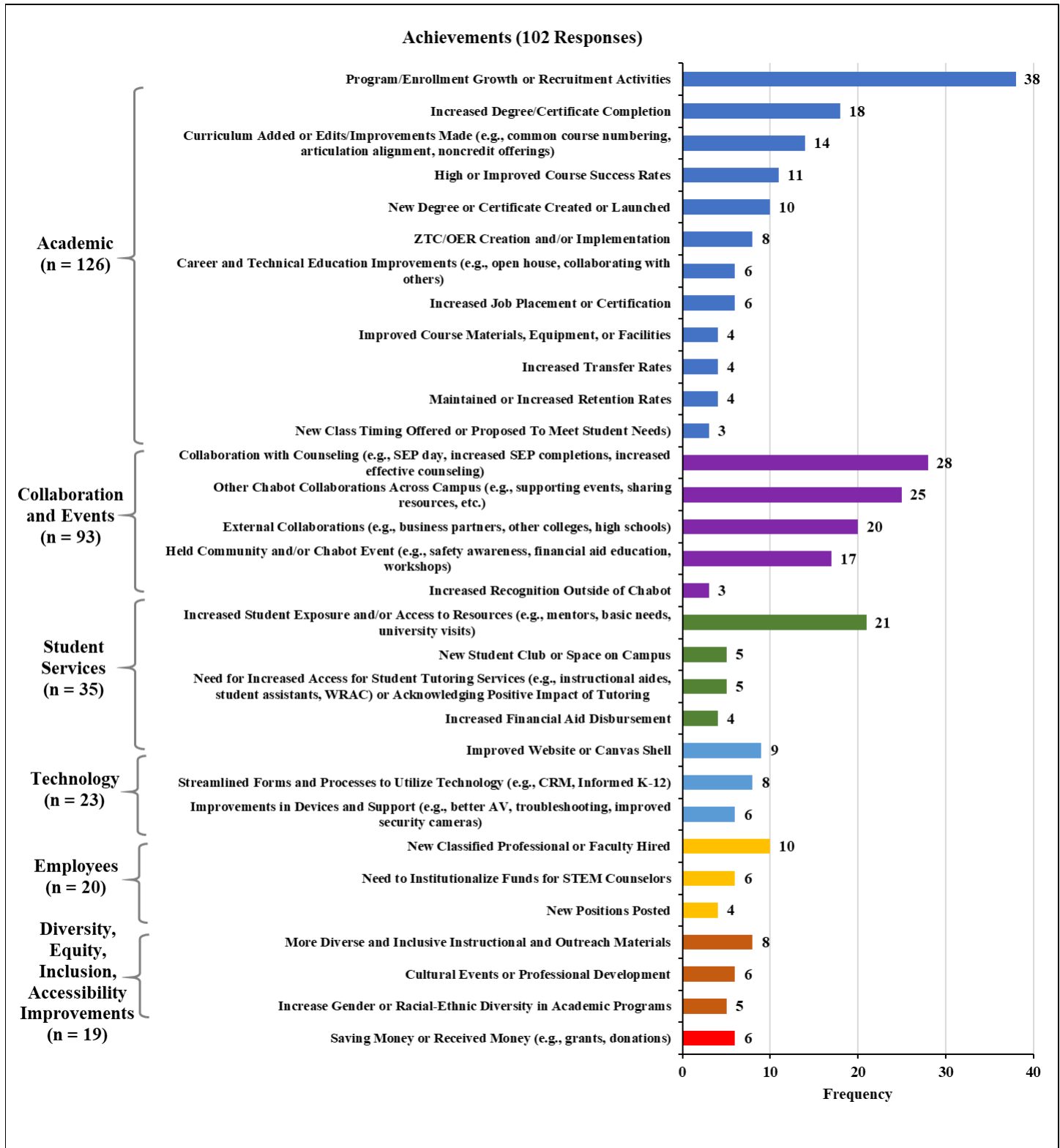
Finally, the emphasis on Enrollment Growth, Career Pathways, and Market Alignment suggests that sustainable enrollment is widely understood as an outcome of relevance, accessibility, and capacity, not marketing alone. Policies that **“strengthen internal and external marketing and outreach efforts to increase the visibility and awareness of Chabot’s programs and services”** are likely to have downstream benefits for enrollment stability and growth.

Overall, the results indicate that addressing these additional issues will require policy attention to governance, workforce capacity, institutional credibility, and structural equity, positioning the college to more effectively advance its stated planning priorities.

2. Reflections on Achievement of PAR Goals

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.

PAR Committee Lead Analysts: Alex Karan, Andrew Leung, and Anamarie Navarro



Results:

For Fall 2025, 102 programs had positive aspects regarding what is going well with program/area goals. Seven major themes emerged (in order of most to least number of mentions): 1) Academic, 2) Collaboration and Events, 3) Student Services, 4) Technology, 5) Employees, 6) Diversity, Equity, & Accessibility Improvements, and 7) Saving Money or Received Money. The top two themes had an astounding number of mentions with both around 100. For the top theme, of the 128 Academic mentions, the majority ($n = 38$) were about program/enrollment growths or recruitment activities. Additional academic achievements included increased degree/certificate completion, added or improved curriculum, higher course success, and new degree or certificates created or launched -- each of these themes had at least 10 mentions. Fewer, though still sizable, mentions regarding other topics (sum total of 35 mentions) emerged such as ZTC/OER creation and/or implementation, career and technical education improvements, increased job placement or certification, improved course materials, equipment, or facilities, increased transfer rates, maintained or increased retention rates, and new class times to meet student needs.

The second major theme with 93 mentions was split into 5 specific themes. Most noted was the collaboration between many programs with counseling regarding activities such as SEP day, increased SEP completion and increased effective counseling for students in their programs ($n = 28$). There were plenty of other collaborations, too, with 25 mentions between programs at Chabot and 20 mentions between Chabot programs and external partners (e.g., business partners or high schools). These collaborations helped spur events ($n = 17$) and increased recognition of Chabot within the community ($n = 3$).

The mentions regarding student services ($n = 38$) were primarily about increasing exposure and access to resources for our students ($n = 21$). Other student services mentions were about new student clubs/spaces ($n = 5$), a need for more tutoring services and its importance ($n = 5$), and financial aid disbursement ($n = 4$). Technology ($n = 23$) was highlighted via improved websites or Canvas shells ($n = 9$), streamlined forms and processes (e.g., Informed K-12; $n = 8$), and improvements in devices and support (e.g., troubleshooting and security cameras; $n = 6$). In reflecting about Fall 2024 goals, some programs noted ideas surrounding employees such as hiring ($n = 10$) or new positions posted ($n = 4$). Importantly, a few programs held a similar sentiment that STEM counselor funding needs to be institutionalized ($n = 6$). Accomplishments regarding diversity, equity, inclusion, and accessibility included more inclusive instructional or outreach materials ($n = 8$), holding cultural events ($n = 6$), and increasing gender and/or racial/ethnic diversity in academic programs ($n = 5$). Lastly, there were 6 mentions of programs being able to save money or receiving additional money to support their programs.

One quote in particular from the responses helps summarize the incredible work being done, highlighting efforts to make resources available, supporting technology access, and collaborations with other areas:

[We] have continued to develop orientation materials and practices for our own classes, including info about the Hub, tutoring, how to use Zonemail, how to register on My Portal and Canvas basis. (...) We have collaborated with part time folks to bring students to the Hub and encouraged visits to the Library and Tutoring.

Summary and Policy Implications for Consideration:

A large number of programs mentioned enrollment increases, degree/certificate attainment, retention, and also financial aid disbursement. Academically, changes were made along the lines of changes to curriculum (including adding culturally relevant material) and awards. Thus, tracking these changes and impact on student success may be fruitful. Therefore, a policy implication is to **“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.”**

Relatedly, many collaborations both across campus and with communities external to Chabot were mentioned as achievements as they helped with recruitment and job placement. As such, a policy implication is to **“ensure time and space are institutionally structured to promote cross-campus collaboration and transparency in decision-making.”**

One particularly notable collaboration was with counseling. For the past several years, PAR has recognized the need for effective student counseling. Continuing with that trend, a policy implication from this year's PAR is to **“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).”**

In tandem with many mentions of increased success were the mentions of services that supported students. Therefore, another policy implication based on the achievements in the 2025 PAR is to **“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.).”**

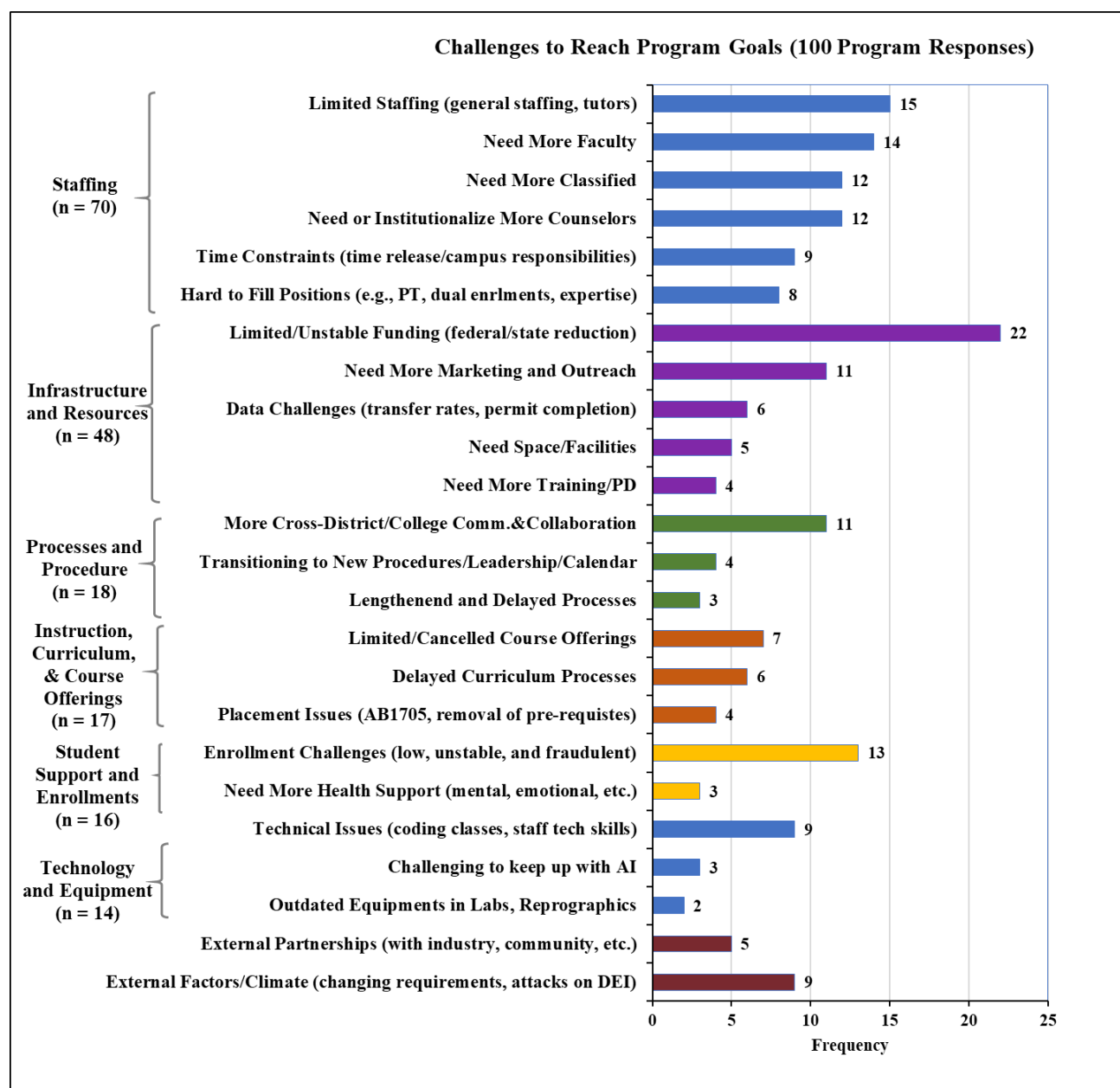
Regarding diversity, equity, inclusion, and accessibility, achievements were mentioned across many factors leading to the policy implication of **“providing culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of equity.”** Cultural events and program growth particularly noting underrepresented backgrounds increased.

Lastly, there seems to be momentum regarding technology. Improvements have been made across many facets regarding technology at Chabot. To continue the momentum, another policy implication is to **“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.”**

3. Reflections on Challenges of PAR Goals

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.

PAR Committee Lead Analysts: Na Liu and Paul Pinza



Results:

PAR respondents were asked what challenges they encountered in reaching their program's/area's goals. Responses fell into six broad categories, along with two standalone categories. The six broad categories include: Staffing (n = 70), Infrastructure and Resources (n = 48), Processes and Procedure (n = 18), Instruction, Curriculum, and Course Offerings (n = 17), Student Support and Enrollments (n = 14), and Technology and

Equipment (n = 14). The two standalone categories are External Partnerships (n = 4) and External Factors/Climate (n = 9).

The most frequently mentioned broad category was Staffing (n = 70). Within this category, the challenge that received the most mentions was Limited Staffing (general staffing, tutors) (n = 15), followed by needs for More Faculty (n = 14) and More Classified Professionals (n = 12). Respondents also highlighted the need to Institutionalize More Counselors (n = 12), especially due to the impending loss of HSI STEM funding. Additional staffing-related challenges include Time Constraints (n = 9), such as limited release time and extensive campus responsibilities, and Hard to Fill Positions (n = 8), particularly part-time faculty, faculty teaching high school classes, and faculty with specialized expertise.

The next largest broad category Infrastructure and Resources (n = 48) has the most frequently mentioned challenge across all categories: Limited/Unstable Funding (n = 22), especially due to the federal and/or state funding reduction. Additionally, respondents emphasized the need for More Marketing and Outreach (n = 11) to broaden awareness of programs and services. Other frequently mentioned needs are related to data, space/facilities, and training.

Within the broad category of Processes and Procedure (n = 18), the most frequently mentioned challenge was the need for More Cross-District/College Communication & Collaboration (n = 11). Respondents also described difficulties with Transitioning to New Procedures, Leadership, and Calendars (n = 4), along with concerns about Lengthened and Delayed Processes (n = 3).

The category Instruction, Curriculum, & Course Offerings (n = 17) revealed programs' concerns about Limited or Cancelled Course Offerings (n = 7) and Delayed Curriculum Processes (n = 6). Respondents also cited Placement Issues (n = 4) due to changes such as AB1705 and the removal of prerequisites.

The broad category Student Support and Enrollments (n = 16) highlighted student-related concerns. Enrollment Challenges, including low, unstable, and recurring fraudulent enrollments, were reported most frequently (n = 13). Programs also indicated a need for More Health Support (mental, emotional, and related needs) (n = 3).

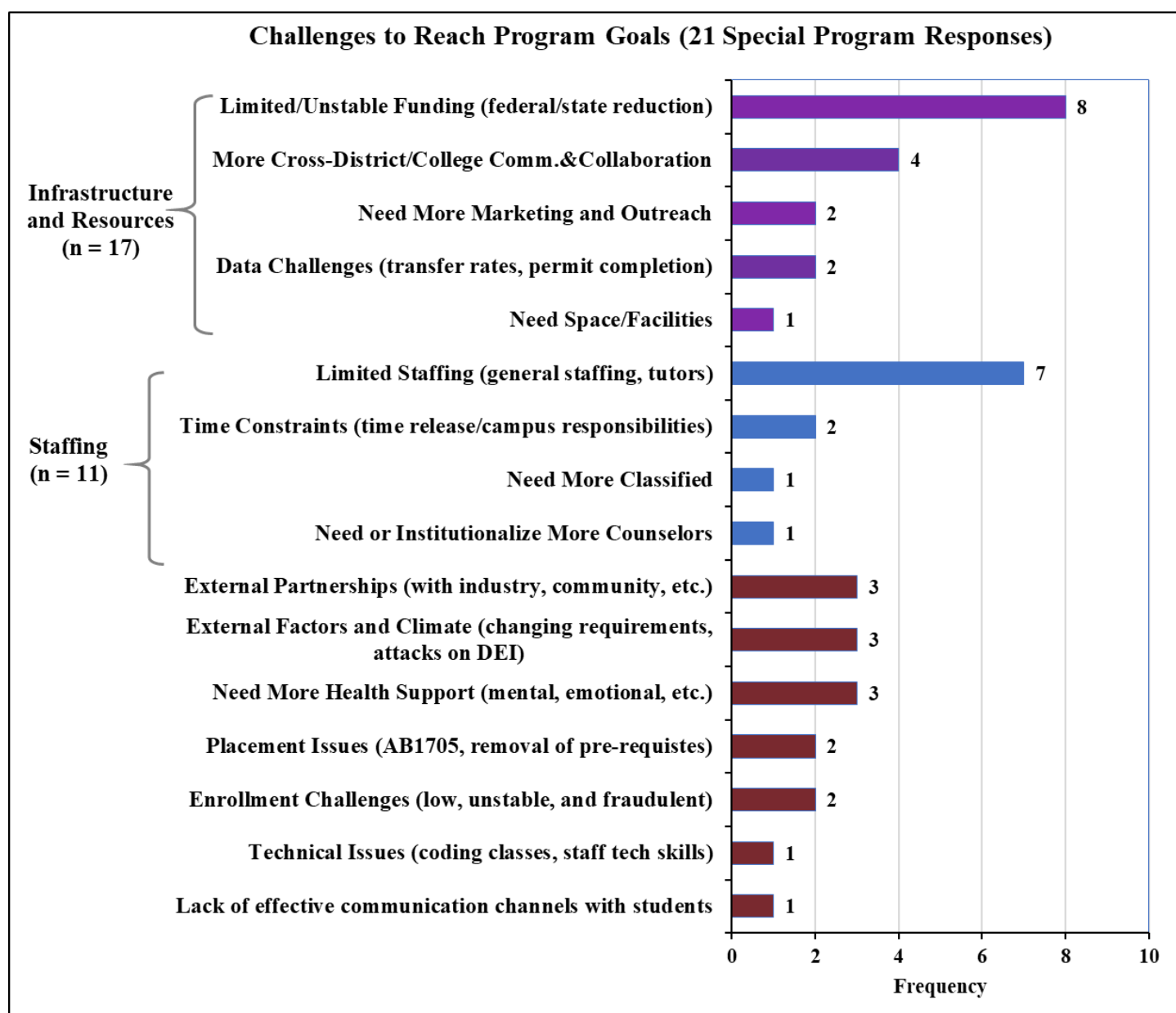
Technology and Equipment (n = 14) continues to pose challenges to programs and areas. Respondents pointed to Technical Issues, including coding classes and staff technology skills (n = 3), and the difficulty of Keeping Up with AI (n = 3). Additional concerns include Outdated Equipment in Labs and Reprographics (n = 2).

The two standalone categories capture challenges related to external factors. External Partnerships, including those with industry and community organizations, were mentioned four times, while External Factors and Climate, such as changing requirements and attacks on DEI, were noted nine times, emphasizing the impact of the external forces on Chabot's programs and areas.

Equity Analysis

The PAR Committee sought to determine whether some of the challenges cited have a disproportionate impact on specific student populations. To examine this, 21 programs that submitted reviews were identified as having an equity focus, meaning their primary purpose is to provide targeted support and services to specific student groups who are underrepresented and/or often marginalized in some ways. We isolated all the responses from these programs, coding and sorting them the same way we performed the college-wide analysis. In addition, responses from the other programs that specifically mentioned or referred to the needs of specific populations were also identified. For instance, references to the HSI STEM grant in academic discipline reviews were

counted under this framework. The graph below indicates the total frequency of these "equity challenges" as a subset of the overall analysis:



Similar to the college-wide analysis, Limited/Unstable Funding (n = 8) is the most frequently mentioned challenge in this subset. The HSI/STEM grant was cited repeatedly, showing that several areas are feeling the impact of the end of this grant.

Just behind this response was Limited Staffing re: general staffing and tutors (n = 7), which was also one of the most frequently cited challenges across the college. Similarly, More Cross-District/College Communication and Collaboration (n = 4) emerged as the next most frequently cited challenges among equity-focused responses.

The next group of responses, based on frequency, is noteworthy in a few ways: External Factors and Climate was cited nine times in the college-wide analysis, and three of those nine emerged in our equity subset. Thus,

this item ranks near the median in both graphs. By contrast, equity emerged in three of the five references to External Partnerships and all three references to the Need for More Health Support. Thus, these areas may have a disproportionate impact on specific student populations that may warrant special attention in terms of equitable services and support.

Summary and Policy Implications for Consideration:

In response to the challenge question, a total number of 70 PAR respondents called for the critical need for more staffing, including faculty, classified, and counselors. Along the same lines, programs and areas indicated needs for more release time to complete campus responsibilities. Additionally, some programs described the challenges of filling positions. One respondent noted: “Due to industrial interior design professional demand, it is hard to find part time faculty to support the current regular rotated class curriculum.” These lead to the policy implication to **“investigate the multi-faceted causes of inadequate staffing and address solvable issues.”** In particular, respondents noted a need for institutionalizing STEM counselors in response to the upcoming HSI STEM funding reduction.

The single most frequently mentioned challenge in response to this question was having Limited/Unstable Funding (federal/state reduction.). This indicates a resounding need for the policy implication to **“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.”**

In Fall 2025, thirteen programs expressed that they were experiencing enrollment challenges. While some programs were struggling with low or unstable enrollments, others had to deal with fraudulent enrollments. Alongside low or unstable enrollments, an additional eleven programs highlighted the need for more marketing and outreach. A more concerted and comprehensive institutional effort could be warranted to **“strengthen internal and external marketing and outreach efforts to increase the visibility and awareness of Chabot's programs and services.”**

This year, PAR respondents continued to emphasize the significance of transparency in decision making and more cross-district cross-college communication and collaboration. This leads to a policy implication on this topic: **“ensure time and space are institutionally structured to promote cross-campus collaboration and transparency in decision-making.”**

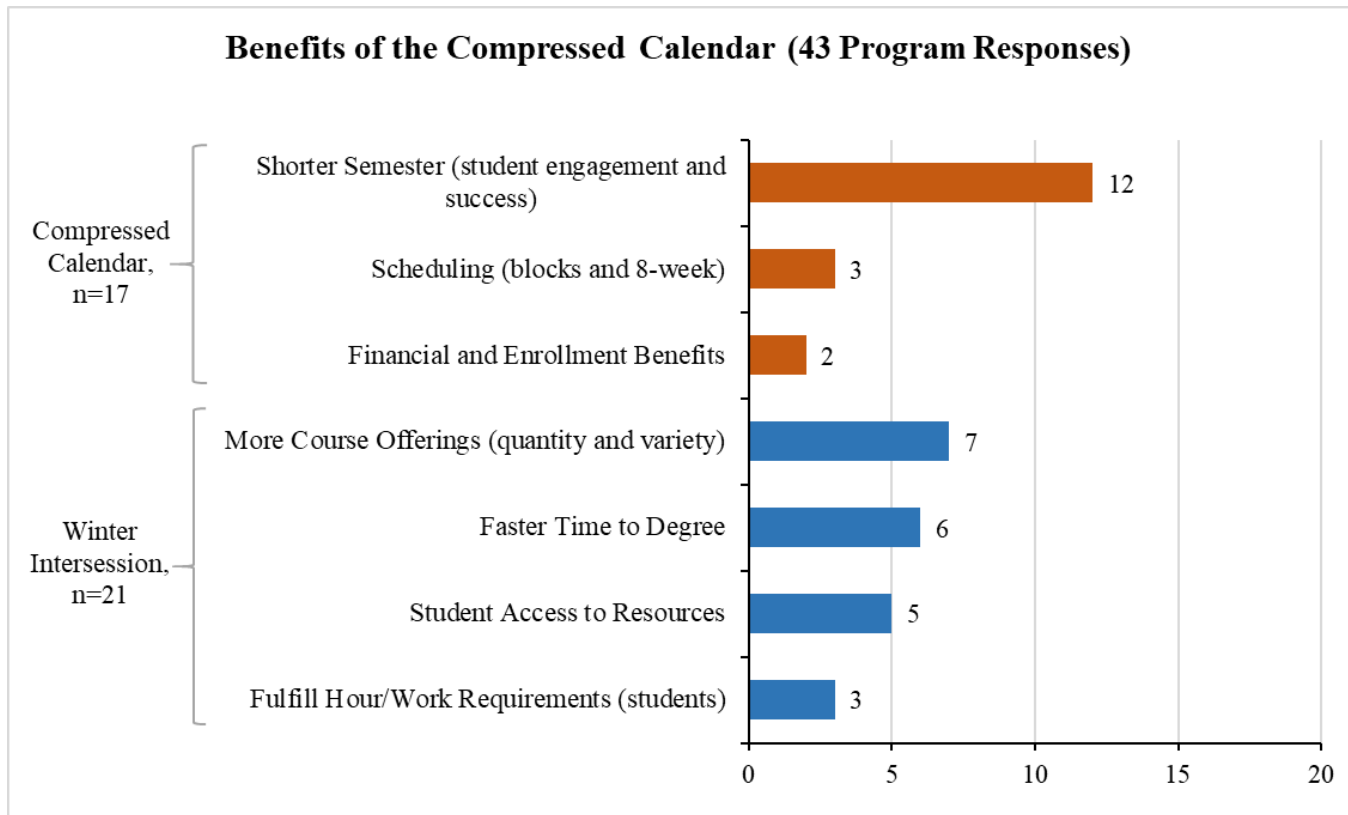
Finally, programs that focus on equity repeatedly cited the dual challenges of providing mental and emotional support and working within a broader climate that seems hostile to the needs of diverse populations. This implies that, in order to maintain our effectiveness in equity-based work, our policies should **“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.).”**

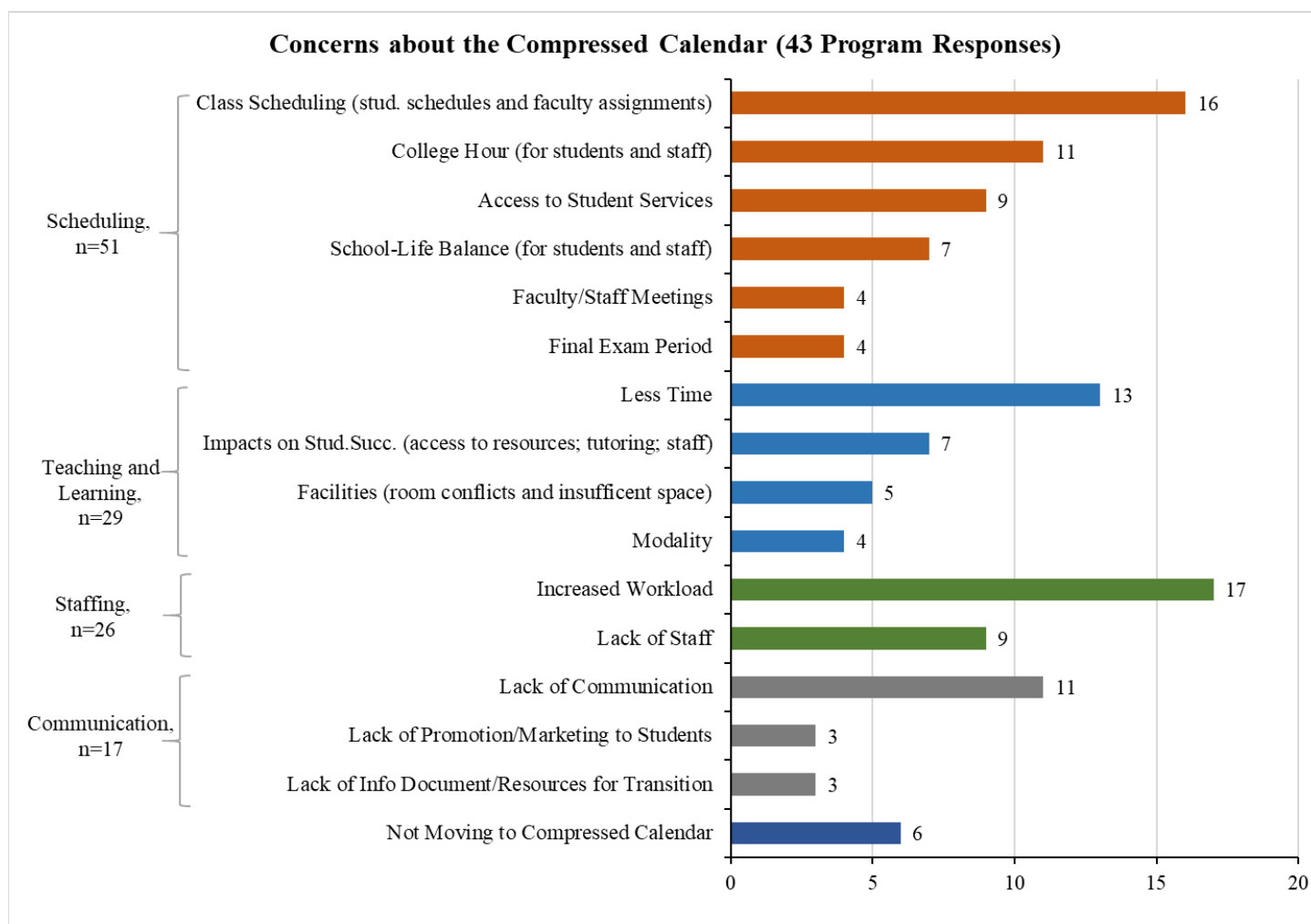
4. Compressed Calendar

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.

PAR Committee Lead Analysts: Simon Abramowitsch and Harmony Folsie





Results:

PAR respondents were asked about the implementation of Chabot's first Winter Intersession beginning in Winter 2025-26 and a fully compressed calendar in AY 2026-2027 (16-week semesters and a 6-week Winter Intersession). As the college looks forward to these changes, respondents were asked for feedback about, one, any challenges they anticipated during the transition and support required for a smooth transition, and two, any anticipated benefits from the shift to a compressed calendar.

Responses noting the potential benefits of the compressed calendar fell into two broad categories: Benefits of the Compressed Calendar, in general (n=17), and Benefits of the Winter Intersession, in particular (n=21). It is worth noting that though many cited the Winter Intersession specifically, these open-ended responses sometimes combined comments about the benefits of the Compressed Calendar and Winter Intersession together, so it may be helpful to think of the larger category of the overall *benefits* of the shift. The most cited response in the general Compressed Calendar category was the benefit of a shorter semester, improving student engagement and success (n=12). These responses often noted the prospect of less burnout and more focus. Respondents also noted that benefits included the ease and flexibility of scheduling, using time blocks and being able to easily create 8-week classes (n=3). Others noted the potential enrollment and financial benefits (n=2). Responses in the Winter Intersession (Benefits) category provided more specifics. Adding a 4th academic term in Winter could allow for More Course Offerings (Quantity and Variety) (n=7). Respondents thought that,

for students, this additional term and campus/college access could mean Faster Time to Degree (n=7), more Student Access to Resources (n=5), and the ability to Fulfill Hour/Work Requirements (Students) (n=3) during more weeks in the year.

In terms of challenges and concerns regarding the transition to a Compressed Calendar, responses fell into 4 broad categories: Scheduling (n=51), Teaching and Learning (n=29), Staffing (n=26), and Communication (n=17). In addition to these categories, several programs and areas noted that they were Not Moving to Compressed Calendar (n=6). (It is also worth noting also that 20 programs and areas wrote “N/A” to this question.) In the broad category Scheduling, respondents showed concern for the impacts of the compressed calendar on students, faculty, and staff. Many noted the challenge of Class Scheduling (n=16), both in terms of creating optimal schedules for students and manageable assignments for faculty. An accompanying concern, School-Life Balance (for Students and Staff) (n=7), reflects respondents’ concern for how the compressed calendar (shorter semesters but longer weekly instructional hours) would put school in conflict with parenting, caregiving, and off-campus jobs and responsibilities. The other major scheduling concerns had to do with meetings, events and non-instructional time. College Hour (for Students and Staff) (n=11), Faculty/Staff Meetings (n=4), and Access to Student Services (n=9) all reflect questions about how and when students might meet with each other and with staff, attend events, seek out services, and how faculty and staff would meet for shared governance committees, department and division meetings, professional development, and so forth. One notable concern that some had was how the new College Hour time (Wednesday afternoons) could affect scheduling and faculty assignments; given that full-time faculty seem to be expected not to teach classes that meet Wednesday afternoon, and MW afternoon classes make up an important part of the schedule. In addition, some respondents mentioned the Final Exam Period (n=4) as an area of concern, wondering how the lack of a dedicated Finals Week could impact assessment, student performance, and faculty workload.

Two additional broad categories of concerns provide further details about the potential impacts of the compressed calendar. Teaching and Learning reflects many respondents’ fears about how the shift will impact instruction. Less Time (n=13), meaning fewer weeks, was noted as an instructional concern, because those additional days or units cannot easily be divided and added into other days. Others worried about Facilities (Room Conflicts and Insufficient Space) (n=5): with longer classes and labs, how will we schedule in ways that are feasible and beneficial for students, faculty, and staff? Still others noted that the shift may impact the Modality (n=4) of instruction, pushing more coursework online even when in-person teaching could be more pedagogically beneficial. Several worried that the shift would have negative impacts on Student Success (Access to Resources, Tutoring and Staff) (n=7). Another broad category, Staffing, reflects views that the transition to a compressed calendar would prove problematic in terms of working conditions: responses identified Increased Workload (n=17) and Lack of Staff (n=9) as major concerns—staff would have to do more work in less time and/or cover addition weeks during Winter Intersession. Coverage in labs, workspaces, and other student-facing positions were mentioned frequently in these responses.

Finally, results indicated concerns, frustrations, and suggestions about Communication regarding the compressed calendar. Many respondents noted that there has been a Lack of Communication in the adoption, planning, and preparation for the transition (n=11). Some also felt that there has been a Lack of Promotion/Marketing to Students (n=3) not only the upcoming Winter term but generally the changes that will occur. The Lack of an Info Document/Resources for Transition (n=3) was also mentioned by some as an oversight—and possible remedy—for students, faculty, and staff in the transition to the compressed calendar.

Summary and Policy Implications for Consideration:

Responses to the question about potential benefits and challenges of the transition to the compressed calendar reflected respondents' experiences, attitudes, and predictions so far, prior to the implementation. They were not yet reflections on the actual experience of Winter Intersession 2025-2026 or the AY 2026-2027 Compressed Calendar. Still, the responses help show what supports programs and areas will find helpful during this transition. PAR makes the following recommendations: first, to support better communication across campus and ongoing collaboration during the implementation of the compressed calendar, **“ensure time and space are institutionally structured to promote cross-campus collaboration and transparency in decision-making.”** In particular, the responses to the upcoming changes show that faculty and staff are especially concerned with providing high quality, accessible instruction and student services at the same time that we take advantage of the compressed calendar to improve student engagement, success, and access. Responses indicate that the move to the compressed calendar should be equitable so that students and staff are neither underserved nor overworked. To do so, we support the recommendation: **“provide culturally responsive, revitalizing, and sustaining learning and support services, driven by a goal of equity.”** In order to provide students with high-quality instruction and services in a compressed calendar, which involves rethinking scheduling of service hours throughout the year and across all 4 academic terms, we support the policy implication to **“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.).”**

Finally, a key component of making the transition to the compressed calendar has to do with staffing and workload. As a result, we support the recommendation: **“investigate the multi-faceted causes of inadequate staffing and address solvable issues.”**

Summary of Policy Implications for Consideration

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.).	✓	✓✓	✓	✓✓	✓✓
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.

Additional Policy Implications for Consideration from the Prior PAR Cycle (Fall 2021-Fall 2024)

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 <u>Fall 2022 PAR Synthesis Statement</u> 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.				✓

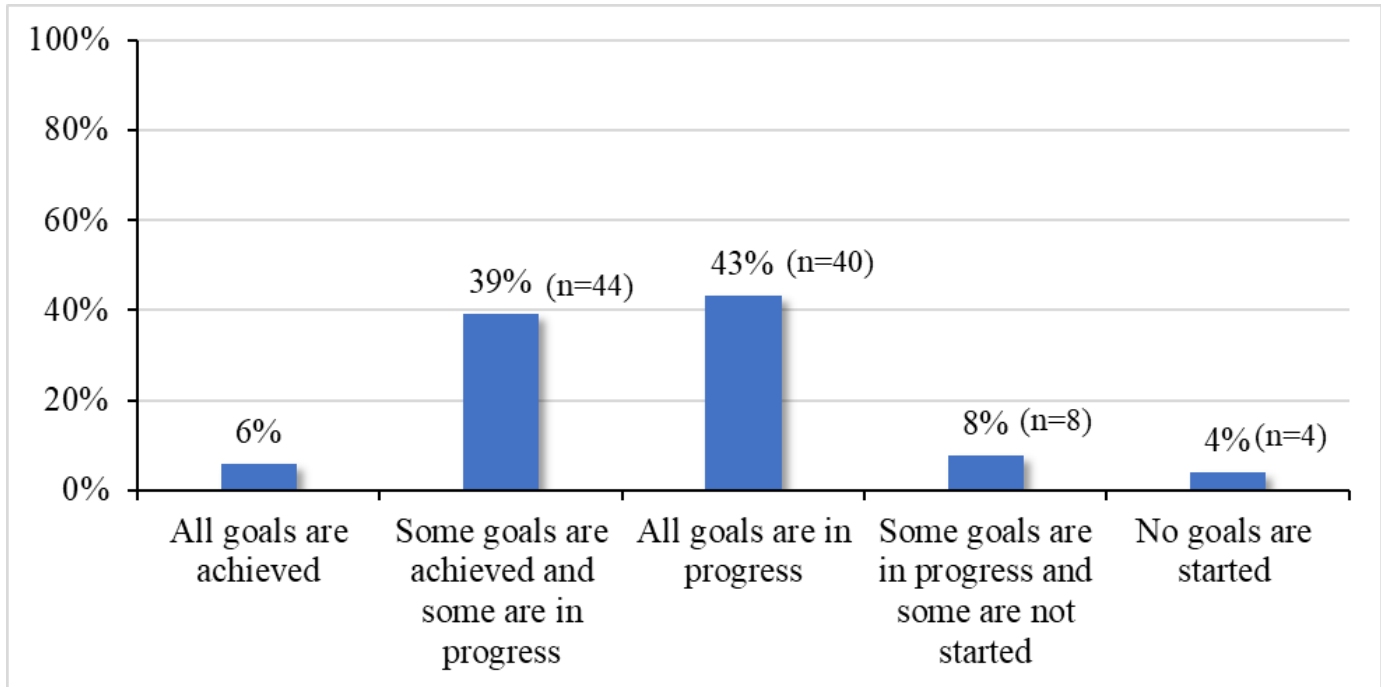
✓ Top four-six policy implications in that year's PAR.

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

Note: For more information on recommended policy implications in the previous PAR cycle (Fall 2021 to Fall 2024), please check out pages 14 – 15 in the Fall 2024 PAR Synthesis Statement.

Appendix: Overview of Goals and SAO Related Responses in Fall 2025 PARs (Update Year)

Status of Program Goals from Prior Comprehensive PAR Cycle (Fall 2024 to Fall 2026)



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

