Division: Academic Pathways and Student Success

7 Responses

Name of Program/Area	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
Black Cultural Resource Center	Lakesha Stewart and Issa Amal	Academic Services
Chabot Collaborative for Equity Professional Growth	Kristin Land & Carmen Johnston	Academic Services
Dual Enrollment	Sergio Saenz and Amanda Amal Issa	Academic Services
First Year Experience Program	Patrick Mwamba	Academic Services
Learning Connection	Roland Belcher, Andrew Leung, Rachael Tupper-Eoff	Student Services/Administrative Services/Office of the President
Library	Heather Hernandez, Eugenia Chan, Dr. Kim morrison, Pedro Reynoso	Student Services/Administrative Services/Office of the President
STEM Center	Gabriel Chaparro, Mary Love, Muhammad Jawwad, Katie Messina Silva, Rachael Tupper-Eoff	Student Services/Administrative Services/Office of the President

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2025-26

7 Responses

Name of Program/Area	Continue implementing and advancing Diversity, Equity, Inclusion, Accessibility and Anti-Racist (DEIAA) initiatives in our academic and student services and support programs for disproportionately impacted groups.	Increase opportunities for student workforce development. Strengthen career readiness and internships.	Create, improve, and support initiatives and programs targeted at student success and retention.	Expand basic needs resources for all students.	Strengthen our commitment to attract and retain classified professionals, faculty, and administrators. Create a workplace culture employees value.	Maximize the Student-Centered Funding Formula (SCFF) metrics for college funding by increasing student enrollment, financial aid awards, and student degrees and certificates conferred by the college, while examining the enrollment process, time to completion, outreach and recruitment strategies.
Black Cultural Resource Center	Some Progress	I don't know/ Too early to tell	Some Progress	Minimal Progress	Some Progress	Some Progress
Chabot Collaborative for Equity Professional Growth	Substantial Progress	Minimal Progress	Minimal Progress	Some Progress	Minimal Progress	Substantial Progress
Dual Enrollment	No Progress	Minimal Progress	Minimal Progress	Minimal Progress	No Progress	Substantial Progress

First Year Experience Program	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress	Some Progress
Learning Connection	Some Progress	I don't know/ Too early to tell	Some Progress	I don't know/ Too early to tell	Some Progress	I don't know/ Too early to tell
Library	Some Progress	Some Progress	Some Progress	Some Progress	Minimal Progress	Substantial Progress
STEM Center	Some Progress	Some Progress	Minimal Progress	Minimal Progress	No Progress	Substantial Progress

7 Responses

Name of Program/Area	Question: If you would like to comment further on the selections you made above, please elaborate on what you observed. Be sure to mention the specific planning priority number you are referring to at the beginning of your response.
Black Cultural Resource Center	N/A
Chabot Collaborative for Equity Professional Growth	For priority #1, we have a new contract that expresses a clear commitment to DEIAB principles. In 2025-2026 the CCEPG engaged many faculty through our robust offerings: Brown Bag Podcasts, DECOL Chabot, PARTI, After-PARTI, Spirit Spark, 8 IDEAS in Action Sessions, 2 Tending the Village Workshops, a MENASWA FIG, several FLEX Sessions and consulting work.
Dual Enrollment	N/A
First Year Experience Program	N/A
Learning Connection	N/A
Library	Planning priority number 5: the college administration has not presented a clear plan of action to address the loss of college employees who opted to take the SERP. The college administration has moved at a slow pace in committing to an emergency hire for a librarian that resigned 2 weeks prior to Fall semester starting.

1.

It is a significant step in the right direction for faculty to be learning how to examine their practices through the lenses of DEIAB, and for the contract to mandate reflection in this area. We will be in full stride when we establish similar expectations and opportunities for reflection for classified professionals and administrators.

RISE needs someone at the helm whose primary responsibilities allow them to give the program the time and presence it requires. It is difficult for the Dean of APSS to simultaneously lead one of the college's most diverse divisions—with responsibilities spanning both Academic and Student Services, unlike other dean positions—and oversee a time-intensive program requiring significant physical presence both on and off campus. If RISE is a priority, its leadership structure should reflect the level of commitment the program requires.

2.

Bringing on a strong CTE project manager focused on strengthening our CTE programs is a significant positive step. Unfortunately, this person has inherited circumstances that require them to address emerging challenges while simultaneously resolving longstanding ones. I hope they are afforded the time, institutional support, and resources necessary to do both successfully.

3.

Our reliance on grants, rather than fully institutionalizing successful programs and activities, has limited our potential to improve student success and retention. We have reduced the footprint of the Fresh Market and the equity work connected to it. We cut the Puente cohort in half. We changed El Centro from a campus-serving center to a cohort model.

These examples raise a larger concern: programs and services that have demonstrated value to students are being reduced or restructured rather than strengthened and institutionalized. If student success and retention are priorities, we need sustainable structures that allow successful work to continue beyond individual grants or funding cycles.

STEM Center

4.

See Priority #3. The reduction or restructuring of programs such as the Fresh Market also directly affects our ability to expand basic-needs resources and improve access for students.

5.

We do too little to support the professional and intellectual growth of our employees. We set aside a relatively small professional development budget that can serve only a limited number of people across the entire campus. We restrict access to some affinity-group-aligned professional conferences, even though employees' cultural identities, experiences, and perspectives can contribute meaningfully to their work and to the institution.

There is also little room or incentive for academic growth. We offer limited support for employees pursuing advanced academic work and do little to create pathways for staff who want to teach, pursue doctoral programs, conduct research, or otherwise expand their professional expertise. Opportunities to pursue these activities appear considerably more accessible to administrators than to classified professionals.

We do not even consistently create pathways for employees to take classes on our own campus when those classes fall within traditional working hours, despite circumstances where staffing redundancies, overlapping coverage, or nontraditional schedules might make participation possible.

If our priority is to attract and retain talented classified professionals, faculty, and administrators—and create a workplace culture employees value—professional growth must be part of that conversation.

Why would talented people choose to build a career here if their growth, curiosity, and intellect are not being fed?

7 Responses

Name of Program/Area	Question: If you could advise college decision makers how to make better or more efficient progress on any of these goals and college 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.
Black Cultural Resource Center	N/A
Chabot Collaborative for Equity Professional Growth	Respond to the Classified Professionals climate survey with detailed initiatives and convene a committee to gain insights on their needs. Create a culture of celebration and appreciation for the work people do. Develop realistic work plans with input from staff – looking for where to reduce work, especially as new projects are added. Rethink how staff spend their time so we can amplify high leverage, equity minded practices and reduce top-down busy work (e.g., Which meetings do we really need? Who really needs to be there? Which forms do we really need?)
Dual Enrollment	N/A
First Year Experience Program	N/A
Learning Connection	Regarding priority #3 ("initiatives and programs targeted at student success and retention"): dedicated tech/computer support for students is needed. The college is making a real effort to provide access to computers and related technology for student use, but adequate support for users is lacking, as is institutional awareness/acknowledgement of the need for such support. The closure of the Welcome Center has made this need even more apparent. Many students lack familiarity with the productivity software (Microsoft Word/Google Docs, Microsoft Powerpoint/Google Slides, etc.) and processes (printing, saving and retrieving files, etc.) necessary to complete assignments. Some aren't really familiar with computers at all. Compounding the problem, some of these students are enrolled in online courses, and/or CAS courses. And, somewhat ironically, the Intro to CAS courses seem to be taught either fully online or hybrid. Many students struggle to navigate important student platforms/portals -- Canvas (accessing materials & information, submitting assignments, etc.), MyPortal, the online Bookstore, course registration (and related information), etc. Some suggestions: -- Dedicated staffing in major computer labs (e.g., qualified student assistants, part-time classified) during peak hours. -- A part-time position dedicated exclusively to in-person bookstore support for students – located in Building 700, or (eventually) the new student union building. -- Assessment for student proficiency re: computer use, and corresponding support (e.g., summer "tech jams" led by CAS faculty, similar to the Math Jams currently offered, or tech workshops hosted in the B600, B700, or B100/WRAC by staff/tutors/peer guides/etc. around topics such as accessing Canvas, uploading documents, how to format in Word or GoogleDocs, how to check your schedule, etc).

Planning priority number 5: college administration should examine the workload for positions vacated by retirement/resignation and have a transparent plan on how we will move forward with filling vacant positions.

Library

Goal #1: Chabot College will continue to support a culture that fosters diversity, equity, inclusion, accessibility and belonging for student success. In alignment with Goal #1, and as it relates to the Library Laptop Lending Program, the college decision makers could make this a higher priority and allocate more monies toward technology loans (i.e., laptops, hotspots) to ensure students have equitable access to their education by providing a more robust technology support program. Though the Library Laptop Lending Program has increased its inventory over the years, it does not meet the growing demand for semester-long laptop loans. This has been a recurring technology need as reflected by the increasingly long laptop-waitlist at the start of every semester.

1. Strengthen and Scale the Existing First-Year Experience Program

Before investing resources in creating a new first-year student support structure, the college should first assess, strengthen, and scale the First-Year Experience program it already has. If the existing program is not achieving the scale, reach, or outcomes the college wants, we should explicitly identify those expectations, determine what is preventing the program from meeting them, and provide the resources necessary to address those barriers.

Creating a parallel first-year model without first taking these steps risks duplicating infrastructure, dividing resources and institutional attention, and weakening rather than strengthening existing work. This is particularly difficult to reconcile with a planning priority specifically calling on us to “create, improve, and support” initiatives targeted at student success and retention. Creating something parallel should not take precedence over improving and supporting something that already exists and has demonstrated success.

We already have program infrastructure and an experienced leader in Patrick, who has built the First-Year Experience program despite being understaffed, previously working out of class (a situation recently resolved), and operating with limited resources.

Plainly: establish clear objectives for what the college expects the First-Year Experience program to become, including expectations for scale and program models. Establish a timeline and measurable outcomes. Give Patrick the staffing, funding, authority, and institutional support necessary to pursue those objectives, and then evaluate the results.

If the existing program cannot meet the college's objectives after being given clear expectations and adequate support, **then** we will have evidence to inform what should be created or changed.

STEM Center

2. Create Meaningful Pathways for Employee Academic and Professional Growth

Create scheduling practices that make space for employees to grow academically and professionally. Start with a tangible commitment: develop a mechanism that allows employees to take one class per semester, including during traditional working hours when staffing, coverage, redundancies, and alternative schedules make it operationally possible.

We are an educational institution. We should be able to create pathways for our own employees to participate in education without requiring that all academic growth happen exclusively outside their working lives. This does not mean compromising campus operations; it means being intentional and creative about scheduling so that professional and academic growth become part of how we retain and develop talented employees.

Similarly, recognize affinity-group-based professional development as a campus priority. Employees should be able to grow professionally in ways that connect with their identities and lived experiences. This adds another dimension to professional growth, allowing employees to braid their development together with the identities, perspectives, and experiences they bring to their work.

As a supporting effort, host an annual luncheon or gathering for employees pursuing master's and doctoral degrees. Use it not only to recognize and encourage their academic growth, but also to connect them with resources the college already possesses—library databases, faculty and staff mentors, research expertise, professional networks, and colleagues who have navigated similar programs.

The larger goal is to create a workplace where employees do not have to choose between remaining at Chabot and continuing to grow. If attracting and retaining talented people is a college priority, we should make their continued intellectual and professional development a priority as well.

7 Responses

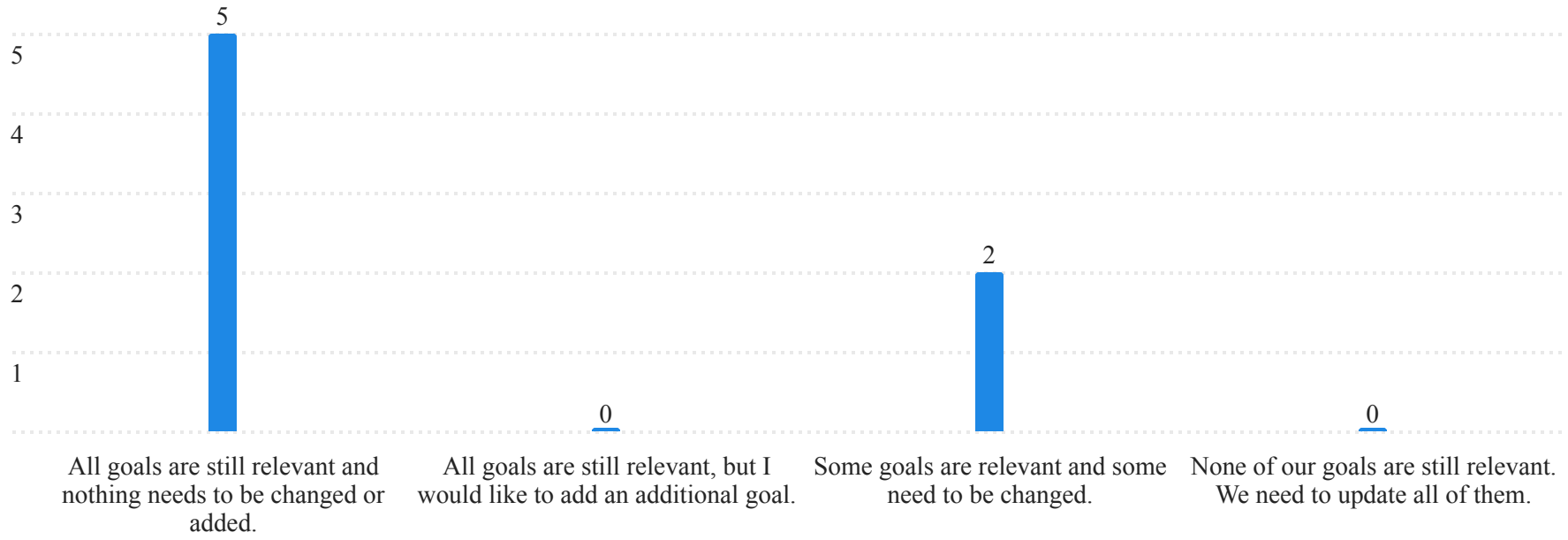
Name of Program/Area	Question: The previous question asked about progress on the 2025-26 President's Goals and College Planning Priorities. This question is about the goals and priorities that the President raised for 2026-27. If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the 2026-27 President's Goals and College Planning Priorities, please describe below (optional).
Black Cultural Resource Center	N/A
Chabot Collaborative for Equity Professional Growth	N/A
Dual Enrollment	N/A
First Year Experience Program	N/A
Learning Connection	N/A
Library	Chabot College Dining Services – Student access to affordable and healthy food options has been a running theme for many years. This issue also surfaced during President Cooks' Listening Sessions at the beginning of his tenure; however, this equity issue has not been addressed in any significant way. Surveying students about Chabot's Dinning Services would be a good starting point.
STEM Center	N/A

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

Keeping in mind that this is the final year of this 3-year PAR cycle to accomplish these goals, please take a look at your goals to determine:

7 Responses

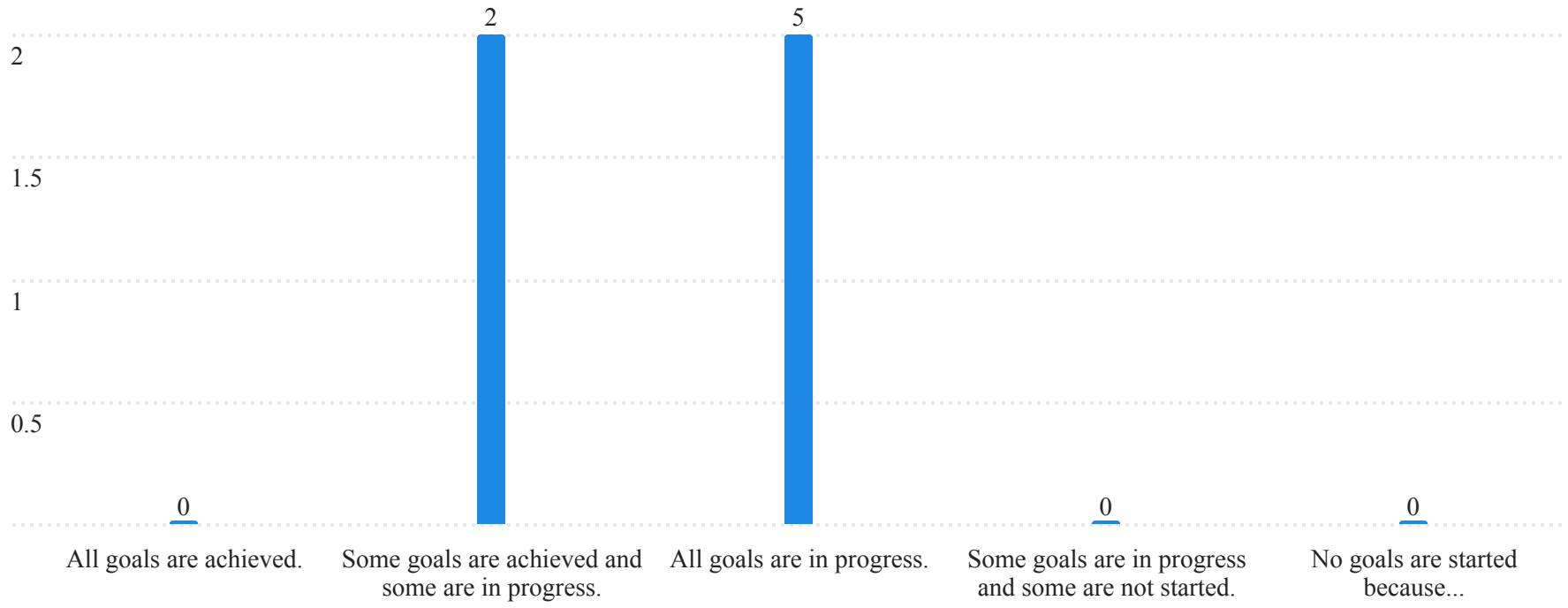


7 Responses

Name of Program/Area	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)
Black Cultural Resource Center	N/A
Chabot Collaborative for Equity Professional Growth	New Goal: Clarify workload to maintain /enrich CCEPG offerings while also addressing the DEIAB contract requirements. We completed our adjustment to 16-week calendar and since DEIAB data reflections are part of faculty contract, we do not need to recruit or hold "After-PARTI."
Dual Enrollment	N/A
First Year Experience Program	N/A
Learning Connection	N/A
Library	While we have made significant progress on updating our subject guides for Goal 2, we had to make additional updates to the overall website and web content to meet the updated ADA accessibility guidelines. We hope to continue with this project to integrate with Canvas.
STEM Center	N/A

What is the current status of the goals your program/area established in Fall 2024 and updated in Fall 2025?

7 Responses



Reflections on Achievement and Challenges:

7 Responses

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

Goals 2 and 3 have been implemented and achieved. Those 2 goals are as follows: 1. Educational Programs: Develop workshops, lectures, and events that educate the public and general campus community about Black history, culture, and contemporary issues. These educational initiatives help foster a deeper understanding of the rich and diverse experiences of Black individuals and communities, countering stereotypes, misconceptions and help to eliminate racial and cultural implicit biases. Educational programming can help strengthen the identity of individuals within the Black community, reaffirm their cultural identity and heritage, fostering pride and resilience.

Black Cultural Resource Center

Cultural Exchange Programs: Establish partnerships with similar centers or organizations to foster cultural exchange and broaden perspectives. Cultural exchange promotes mutual understanding between different communities, helping to break down stereotypes and misconceptions about the Black experience and culture. By engaging with other cultures, the Black community can showcase its own rich history and traditions while also appreciating the diversity of others, leading to a more inclusive society as well as foster ally ships campus wide. We have worked hard in the BCRC on the implantation of workshops, cultural presentations, and educational programming as well as partnering with campus collaborations for cultural conversations and share outs.

We are currently excited for the support surrounding MSK and the newly launched Black men’s group which are both holding weekly meetings and workshops in the BCRC.

Chabot Collaborative for Equity Professional Growth	In 2025-2026 we implemented a robust set of CCEPG offerings to support classified professionals and faculty across the campus. Our programming allows people at various stages of their equity-minded journey to connect to and deepen their practice. To recap: Brown Bag Podcast: 9 episodes recorded, 6 released, 173+ views. Brought in new host. Igntiors: 7 division leads attended 6 sessions. IDEAS in Action: 24 faculty participated in 8 sessions, with 11 of the 24 attending 2 or more. PARTI: 8 faculty participants, 3 leads gained training & we adjusted the schedule for 16-weeks. We also had 13 people sign up for the 2026-2027 cohort. After-PARI data analysis: 6 participants looked at disaggregated data. DECOL Chabot: 33+ faculty participants, MENASWA FIG: 9 participants & 3 leads, also had 25+ participants at a FLEX panel session, Train the Trainers Manual developed & retreat offered for 8 faculty leads, 3 info Sessions with Academic Senate, 2 info Sessions with Curriculum Committee. In April, we began planning for implementation of the new DEIAB contract goals. We also adjusted our PARTI offerings to align with the 16-week calendar and began recruitment for the new cohort. During the 2025-2026 academic year we trained two new co-facilitators for PARTI who are now taking on increased leadership within the CCEPG. We held welcome meetings throughout the summer to onboard 13 new participants into PARTI. Carmen & Kristin spent many hours over the summer on DEIAB coordination with the district, ORPIE, and LPC to prep for College Day among other contract requirements. Faculty provided rave reviews about the 2 sessions we offered on College Day: Shifting our Mindsets & Teachers as Researchers.
Dual Enrollment	All goals established in 2024 have shown significant progress. Support for dual enrollment faculty has been strengthened through ongoing semesterly orientations, an updated Faculty Resource Manual, and a new Dual Enrollment Canvas Resource site that serves both Chabot faculty new to the high school setting and high school teachers recently hired as Chabot part-time faculty. Since 2024, enrollments have increased 44% (from 2,725 to 3,916) and FTES has increased 42% (from 287 to 408). Students at eight high school sites now follow sequenced pathways in Early Childhood Development, Engineering, and Biological Sciences.

First Year Experience Program	The program is making steady progress toward its goals of increasing student engagement, supporting academic planning, and expanding students' exposure to college opportunities. Students are participating more actively in workshops, events, and other program activities. Last year, we also offered a college field trip to help students broaden their horizons and explore future educational opportunities. Completion of Student Education Plans (SEPs) and financial aid completion has steadily increased, reflecting progress toward helping students establish clear academic pathways.
Learning Connection	Even though we have had to reduce the number of tutoring hours, our tutor usage is still consistent. Data from Accudemia, our scheduling system, shows consistent numbers from Fall 2025 to Spring 2026 and increases for STEM Center drop-in tutoring (online and in-person) and Workshops. Likewise, comparison data for Fall 2025 and Fall 2026 shows increases for drop-in tutoring as well as students using our labs/centers for individual/group study. Our ability to offer online tutoring allows students to receive academic learning support even when they are unable to meet in-person due to various personal circumstances. We continue to offer tutoring for many subject areas despite increasing budget and hiring difficulties. Data reporting both from ORPIE and Accudemia are allowing us to review and assess both demand for and success of specific tutoring disciplines; beginning in Fall 2025, we piloted converting more appointment hours to drop-in hours in order to increase access for selected subjects. For Fall 2026, we are only offering drop-in tutoring (no appointments), with a plan to assess at the end of Fall 2026 (and potentially Spring 2027 if we continue with drop-in only). With this additional data, we can continue to explore the balance of tutoring hours for disciplines with higher demand and success. We will also be examining Fall 2026 data to assess impacts related to the transition to the compressed calendar. We continue to work with ORPIE to identify courses with higher impacts from embedded tutoring so that we can then examine the best practices to inform faculty training.

Library

Goal 1: Developing/partnering with others to provide programming/events in B600

The library hosted an Afrofurturism Film Fest series in Spring of 2026 showcasing 3 films.

ECD story time with lab school students and children

We tabled at the ZTC Fair hosted in the library to engage with students during registration periods to bring awareness to ZTC designated courses.

We collaborated with English faculty to host the annual poetry reading event in the library.

A librarian regularly participates in the BCRC Tuesday Chop it up

Upcoming events include partnering with CLEA to host a film screening and discussion for Latinx Heritage Month, Altar making workshops partnering with Barangay Club, and hosting a 3D printing workshop with the Engineering Club and film viewing discussion for Earth week and African American History Month.

Goal 2: Canvas integration for LibGuides

We were able to update all subject guides but will need to make continual updates as the platform that we use, LibGuides, will be migrating to the updated Bootstrap 5 framework, which means we will need to make additional updates to our web content. We have also needed to make updates to the site to meet the new ADA web content guidelines.

Goal 1: Increase African American Representation and Success in STEM

We completed one of the two books but have not reconvened as a group since. However, the work has inspired continued dialogue and opportunities for collaboration. We are currently working to find time to meet with the BCRC Coordinator, Umoja leadership, and an external consultant to explore how we might advance this same goal through additional partnerships and initiatives.

Goal 2: Support Student Navigation of Being a STEM Major at Chabot

This goal has evolved, with a greater emphasis on collaborating with counselors to develop stronger onboarding and first-year support programs. Orientation was a great success this year, and our growing collaboration will help strengthen Summer Bridge in the coming year.

STEM Center

Developing effective onboarding experiences directly supports students as they navigate STEM pathways at Chabot. While this work has taken a different direction than we initially envisioned, it may ultimately provide a stronger foundation for achieving the goal than we first anticipated.

Goal 3: Updated Fall 2025 — Support the Creation of Internship Opportunities for Chabot STEM Students

We continue to partner with the Career Center to advance this goal. Developing and managing an internship program is beyond the scope of the STEM Center, so our role is to support the Career Center by sharing opportunities, professional contacts, and connections that can help expand its network and identify internships for students.

We have also hosted workshops introducing students to Handshake and intend to continue offering these opportunities. Additionally, we will host our first Networking Night through the PreMed Club in November 2026, creating another opportunity for students to develop professional connections.

7 Responses

Name of Program/Area	What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.
Black Cultural Resource Center	N/A
Chabot Collaborative for Equity Professional Growth	A major challenge we are currently facing is implementing the new DEIAB contract requirements while maintaining the thoughtful, high-quality PD that our colleagues have come to expect from CCEPG. The amount of new work in the contract and the implementation timeline has been very hard on our team. If we had been consulted sooner in the process, the rollout would have been smoother and paced more realistically to achieve goals. We hope to work with the FA and the district to modify some of the contract's pacing/language and/or to increase our reassign time to be able to deliver on the work outlined in the FA. As it is, we are working well beyond the CAH allocated and since our CCEPG budget has been cut to a bare bones level, we are having a hard time maintaining the robust series of high-quality offerings on top of the new work related to data reflections and training of ignitors. If CCEPG had a budget to bring in more trainers, many of these issues would be alleviated. As it is, we are primarily focused on enacting the DEIAB requirements and while we've done a solid job – as reflected in our evaluations – we need much more support. The workload is taking a toll on us and is well beyond our capacity. We also need a larger CCEPG budget that is separate from the DEIAB contract requirements to meet the goals we have outlined (and met during 2025-2026). Knowing our budget sooner, is also essential as much of our work takes months to plan and enact. Last year, we were notified in late May that our budget was $25,000, down from $200,000! VP Forbes was able to augment our current budget to $90,000 – but that means we have had to reduce a number of CCEPG services that made our program strong. We hope to have a more robust budget restored for the next academic year.
Dual Enrollment	We face two significant challenges. The district and campus have expected growth from Dual Enrollment to support the SCFF, but the necessary stable institutional funding to support staffing has not been provided. Staff are funded from multiple grant funded sources that are expiring. We cannot sustain nor continue to grow without sufficient staff and funding. Our second obstacle are K12 teacher unions blocking the implementation of dual enrollment courses into the school day.

First Year Experience Program	Limited funding and staffing remain key challenges to meeting the First Year Experience (FYE) program's goals. Currently, only one staff member is dedicated to serving FYE, which limits capacity for individualized support, case management, student outreach, and program activities. Funding constraints also affect our ability to hire student assistants, implement various programming, and offer workshops and guest speakers. Tracking student participation and engagement has been another challenge, making it difficult to consistently document program outputs and assess outcomes. Access to SARS Trak beginning this fall is expected to improve participation tracking and provide more consistent data to inform program planning and evaluation.
Learning Connection	The past few years we have had significant challenges with our budget. Funding allocations have been changed from year to year with little/no advance communication, and some years funding has not been identified until well into the academic year. This makes any kind of long- and short-term planning near impossible, both in terms of number of tutors to hire and hourly allocations across disciplines. This has been incredibly frustrating for our team, for our tutors, and for our faculty partners who need accurate and timely information to share with students, as well as faculty working with embedded tutors who need to plan for the semester. We continue to have difficulty doing outreach due to challenges with time, staffing, and resources as well. We anticipate that this may become a bigger issue with the compressed calendar in effect, as some classes have "off-term" dates, starting earlier than the "official" start of the semester.
Library	At the start of the 25-26 academic year, we were down a full-time librarian due to retirement. It was a challenge to complete many of our projects with our expanded duties including covering the reference desk and teaching library orientation sessions along with Canvas integration for LibGuides and databases functionality, which requires off service desk time.

• Sometimes the outcomes of our goals differ from what we initially envisioned. I'm not sure I would characterize this as a challenge so much as a limitation of our foresight at the time the goals were established. We did not have the information, experience, or understanding that we have now, and could not always anticipate which objectives would be beyond our reach, which responsibilities belonged elsewhere, or where our original thinking was not ambitious enough.

I don't see these changes as setbacks, but rather as informed redirections. The intended outcomes may have changed, but the underlying goals remain the same. In some cases, what we are pursuing now may be more meaningful or impactful than what we initially imagined.

STEM Center

• With the HSI STEM grant ending, maintaining the strong outcomes achieved in the STEME pathway is at serious risk. The progress in SEP completion, degree attainment, and transfer rates have been driven by full-time STEME counselors' consistent, equity-focused support. These counselors are essential to continuing the momentum, preserving the infrastructure developed under the grant, and maintaining alignment with the SCFF and college-wide goals for student success and equity. As the STEME Pathway has grown in student enrollment (approximately 1,700 students for Fa 26, up from approximately 1,400 in Fa 21), additional STEME Counselor hours are needed to see continued growth in student success outcomes; for AY 27-28, at least 50 direct, student contact hours are needed/week for STEME Pathway counseling (Fa 27, Sp 28), as well as an additional 10 hours/week in Spring and Summer terms to support onboarding of new students (STEME Pathway Counselor-led First Semester Planning Sessions (FSPS).

Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)

SLO (Student Learning Outcome):

7 Responses

Name of Program/Area	If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.
Black Cultural Resource Center	The program is still in the developmental stage.
Chabot Collaborative for Equity Professional Growth	This is our second PAR and we do not have service area outcomes.
Dual Enrollment	N/A
First Year Experience Program	N/A
Learning Connection	N/A
Library	N/A
STEM Center	N/A

PLO (Program Learning Outcome):

7 Responses

Name of Program/Area	If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.
Black Cultural Resource Center	N/A
Chabot Collaborative for Equity Professional Growth	This is our second PAR and we do not have service area outcomes.
Dual Enrollment	N/A
First Year Experience Program	N/A
Learning Connection	N/A
Library	N/A
STEM Center	N/A

Rationales for Resource Requests

7 Responses

Name of Program/Area	Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need additional or new resources?
Black Cultural Resource Center	N/A
Chabot Collaborative for Equity Professional Growth	All of our CCEPG offerings are operating at a bare bones level and will need additional resources to be able to reach the program goals.
Dual Enrollment	We request a full-time Admissions and Records Processor. Dual enrollment participation has grown 44% since 2024 and continues to rise, greatly increasing the workload for processing and enrolling students across four annual enrollment cycles (Summer, Fall, Winter, and Spring). Current grant funding supports only a 0.5 FTE position, which is insufficient to meet this demand. This position directly supports the Chancellor’s and President Cook’s shared goal of expanding dual enrollment
First Year Experience Program	N/A

Learning Connection	The resource all three of our PAR goals require is additional staffing and the requisite funds to achieve this. As noted elsewhere, this is even more pressing concern as we transition to a compressed calendar. GOAL 1: evaluate & redesign our scheduling strategy... to implement this in a meaningful, effective manner requires a dedicated block of time and staff availability, which is a challenge as our program is thinly staffed, offers services every academic term (fall/winter/spring/summer) and offers services in four different locations on campus. It's hard to keep our program/centers running and services available while also gathering the team to design and implement a significant, program-wide procedural change. GOAL 2: connecting students to tutors... requires outreach – consistent and effective social media efforts, active tabling and in-person informational presence at college events, messaging via carousel screens on campus, and efforts to connect with faculty re: our program and services (flex day programming, new employee orientations, etc.) As above, staffing is a significant impediment. Overseeing day-to-day operations & serving students in our centers leaves little time to plan & implement the types of publicity/outreach described above. GOAL 3: provide training for faculty who will be using embedded tutors... again, adequate time & staffing to plan & implement meaningful informational/procedural workshops, trainings, etc., & the time to develop the corresponding support materials (web page info, printed materials, etc.) are difficult challenges for our program as currently staffed & scheduled. Achieving and maintaining our SAOs requires meeting Goals 1 & 2 above.
Library	The material and human resources requests submitted are necessary to support/achieve our Library SAO's: 1. Students at Chabot College Library receive welcoming, professional, and timely assistance and support through our service points. 2. All Chabot College students, regardless of location, access library resources sufficient to meet their academic needs. 3. Students who borrow laptops from Chabot College library have adequate access to the technology necessary to participate and persist in their courses at Chabot College. 4. The library supports student learning by providing appropriate hours of operation for students to access physical library resources. 5. Students access secure and adequate spaces within Chabot College Library conducive to study and research.

Goal 1: Increase African American Representation and Success in STEM

This is difficult to answer because, while resources will likely be needed, we have not yet had the conversations necessary to determine what those needs will be. The BCRC is bringing together campus and community voices to explore the challenges Black students face in STEM and identify potential solutions.

I cannot responsibly articulate specific resource requests before that work has taken place. However, once solutions are identified and plans begin to take shape, we should not have to wait another year to request the resources necessary to implement them.

This raises a larger question about our planning process: How can we create opportunities to request resources as needs emerge, rather than limiting those requests to a single annual cycle?

Goal 2: Support Student Navigation of Being a STEM Major at Chabot

Over the past two years, the STEM Center has assumed responsibility for two significant programs: Summer Bridge and STEM Orientation. Both originated under the Title III grant, which sunsets this year, and both previously had dedicated funding.

Neither program has been institutionalized in terms of ongoing financial support, despite their potential to recruit, orient, and prepare first-year students for success in STEM. Although the STEM Center recently received additional funding, that allocation was not developed with these programs or their associated costs in mind.

SAO 1: Provide Programming to Support Students Throughout Their STEM Pathway (Activities)

STEM Center

The STEM Center has been tasked with managing two significant summer programs without dedicated funding. Sustaining these programs requires a predictable annual allocation rather than relying on temporary funding or absorbing their costs into an existing operational budget.

The requested additional annual funding for these programs is:

STEM Orientation: $1,000

Summer Bridge: $2,000

Total annual request: $3,000

This relatively modest investment would provide a consistent funding foundation for two programs designed to support students as they enter and navigate STEM pathways.

SAO 2: Provide Programming to Support Students Throughout Their STEM Pathway (Data Collection)

We continue to explore an efficient and accessible method for students to sign in when using the STEM Center. Providing sign-in stations at each student table would be a significant improvement, making participation tracking more convenient and supporting more consistent data collection.

A table-based sign-in system would reduce barriers to recording student engagement and strengthen our ability to understand and report on STEM Center usage.

Optional: Campus-Wide Reflection on Current Issues

AI (Artificial Intelligence) in Teaching, Learning, and Operations

7 Responses

Name of Program/Area	What knowledge and skills do employees (faculty, classified professionals, and administrators) need to acquire or develop in order to effectively engage with AI in their jobs (instruction, student support services, etc.)?
Black Cultural Resource Center	Workshops and teach-ins on how to effectively and responsibly use AI tools. More education and awareness of the environmental effects of data centers that support AI
Chabot Collaborative for Equity Professional Growth	n/a
Dual Enrollment	N/A
First Year Experience Program	N/A
Learning Connection	N/A
Library	N/A

STEM Center	1. Employees need to focus on how to work with AI as a thought partner vs. an answer giver. It can be both, but it is most effective (in our scenario) as a thought partner. And make their AI's challenge them vs. sycophantic. 2. Employees need to learn how to ask research questions to avoid skewing data in reports, etc. that AI is asked to create (vs. asking ORPIE).

7 Responses

Name of Program/Area	What competencies should students develop to navigate and utilize AI as members of the community and future workforce?
Black Cultural Resource Center	More education around ethical uses of AI
Chabot Collaborative for Equity Professional Growth	n/a
Dual Enrollment	N/A
First Year Experience Program	N/A
Learning Connection	N/A

Library	N/A
STEM Center	1. I think AI is an excellent way to compile information. Students should learn how to find data, reports, information they want to draw from and how to ‘feed” their customizable AI so that they are able to work with a thought partner who is on par with them (and vice versa). 2. Students should learn the sycophantic behavior of AI so that they don’t mistake its praise, agreeance, compliance as being emotional, correct, as the user having power.

Shared Governance

7 Responses

Name of Program/Area	What improvements are needed to strengthen campus culture, communication, and collaboration amongst constituency groups (i.e., senates, classified professionals, administration, faculty, and students)?
Black Cultural Resource Center	A more direct approach to breaking down silos and an intentional effort to strengthen a positive campus culture and welcoming environment.
Chabot Collaborative for Equity Professional Growth	Faculty want time to talk about teaching and reflect upon it. Becoming a teacher leader is one of the goals of PARTI and CCEPG, so when people participate in these programs, it would be nice if it could count toward committee work.
Dual Enrollment	N/A
First Year Experience Program	N/A

Learning Connection	N/A
Library	There needs to be more communication and collaboration around hiring. When employees retire/resign, it is unclear how Classified Professional positions do or do not get put forward for rehire (even when funds are available in position control). For example, we were directed by college administration to submit a position vacated through PAR to Classified Prioritization, but when you open the Fall 2026 Classified Professionals Staffing Request Form for Prioritization it reads: Please note: positions vacated (e.g., through retirement or resignation) do not go through the annual Classified Prioritization Process. To refill these positions, please work with your area manager. In addition, the Classified Prioritization Process often takes a year or more for a final recommendation to be made leaving positions vacant and student support services lacking. Certain positions go up for posting throughout the year without going through the Classified Prioritization process, while direction is given for others to go through the process. How are those determinations made? We need a transparent process to follow across the college.
STEM Center	1. It would help if everyone started putting their meetings, town halls, events, on calendar requests. People can click the “decline” button as quickly and easily as the “Delete” button. It makes it easier and less time consuming to get something on one’s personal calendar, and costs decliner’s nothing more than they already exert to delete a message.

Educational Master Plan

7 Responses

Name of Program/Area	Chabot is currently writing its next Educational Master Plan (EMP). What are one or two opportunities, challenges, or changes you'd like to see addressed in Chabot's next EMP. What are specific actions or initiatives (could be in your program or anywhere in the college) that could help make progress on it?
Black Cultural Resource Center	Information and initiatives around AI training and ethnicity.

Chabot Collaborative for Equity Professional Growth	n/a
Dual Enrollment	Having an administrative leadership, faculty, and classified professionals' workforce that is reflective of the student population. Having a workforce that is reflective of the student population has been correlated with increased performance and success metrics of students.
First Year Experience Program	N/A
Learning Connection	N/A
Library	N/A
STEM Center	1. The integration of Student ID cards into data collection for student programming (i.e. Speaker Series)