Qualitative Analyses in the Program and Area Review Synthesis Statement

Presented to PRAC: February 2, 2022

BY: PROGRAM AND AREA REVIEW COMMITTEE SUPPORTED BY THE OFFICE OF INSTITUTIONAL RESEARCH
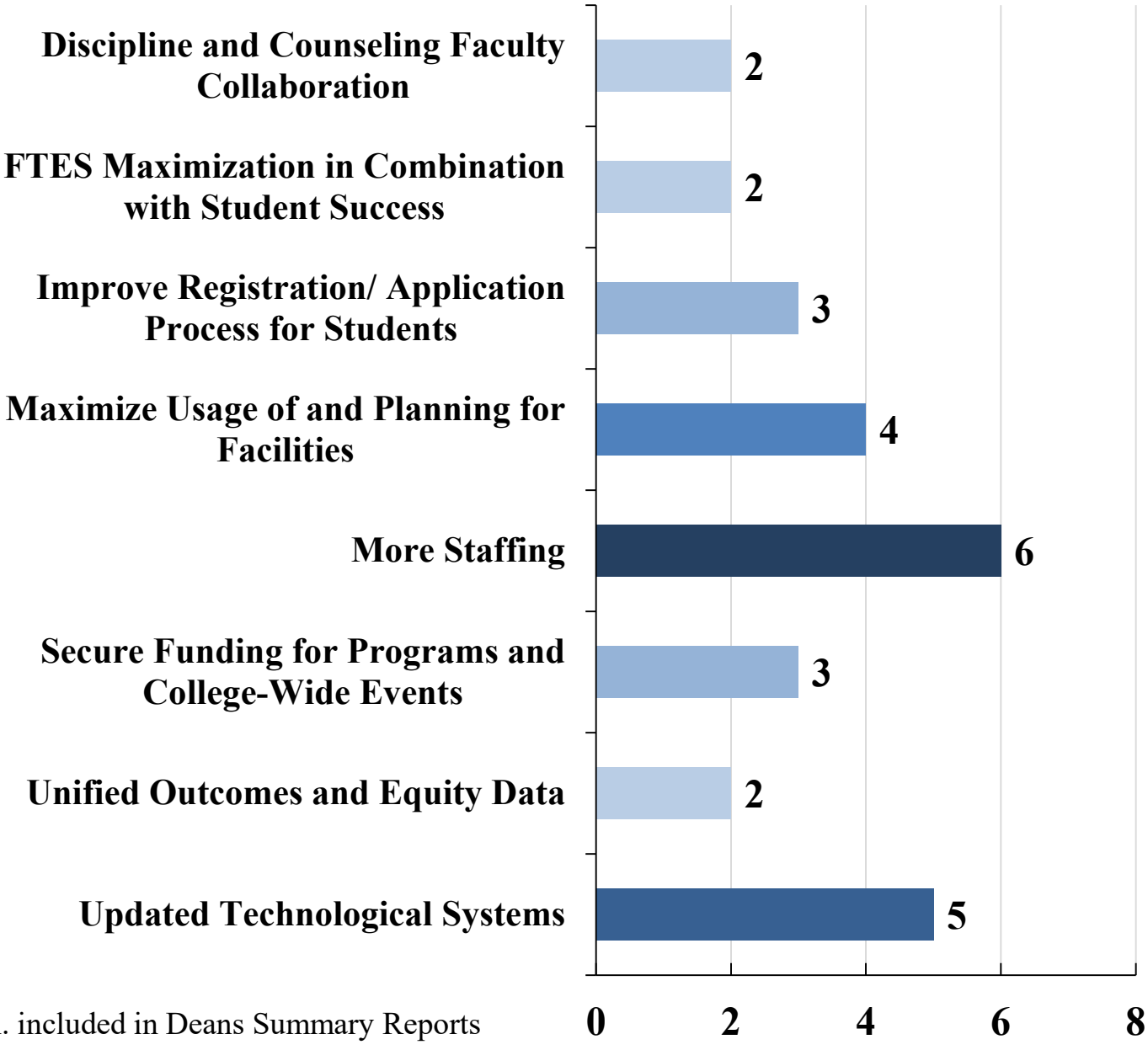
Acknowledgements

Program and Area Reviews Submitted in Fall 2021

- **100** Program and Area Reviews were submitted.
  - 97% completion rate.

- **9** Deans' Summaries were submitted.
  - 100% completion rate.

- **8** Qualitative questions were analyzed (presenting today).

- Quantitative PAR questions are displayed in graphs (already shared in previous PRAC).

Deans' Summary: Based on the trends you noted in PARs in your division, as well as your own analyses, in ranked order, what infrastructure or college-wide issues do you believe deserve immediate attention?

Infrastructure and College-Wide Issues that Need Immediate Attention (9 Responses)

Issue	Value
Discipline and Counseling Faculty Collaboration	2
FTES Maximization in Combination with Student Success	2
Improve Registration/ Application Process for Students	3
Maximize Usage of and Planning for Facilities	4
More Staffing	6
Secure Funding for Programs and College-Wide Events	3
Unified Outcomes and Equity Data	2
Updated Technological Systems	5

Note: Qn. included in Deans Summary Reports

Summary and Policy Implications:

- Deans' responses consistent with frequent PAR themes

- More Staffing
  - Hiring obstacles mentioned in **37 responses** in individual PARs

- Policy Suggestion:
  1. **Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.**
  2. **Cultural shift: How can administrators consistently, clearly and collaboratively discuss task priorities with employees?**
     - Clear understanding of highest priority tasks→could mitigate stresses associated with being understaffed.

- Updated Technological Systems
  - Issues with technology as a barrier to program/area success mentioned in **17 responses** in individual PARs
  - Issues to with technology as a barrier to student success mentioned in **34 responses.**

- Policy Suggestion:
  IST Committee should consider:
  1. **Examining Chabot's processes and structures for implementing and orienting employees to system-wide technological change.**
  2. **Consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.**

PAR Question: What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

Institutional-Level Supports and Practices Helpful to Programs/Areas (90 Responses)

Availability of Funding and Resources, n = 32

Support	Value
Career Education (CE)	5
Institutional Advancement	3
Other Grants or Funding Sources	14
Perkins	3
SCFF Innovation Grant	2
Strong Workforce	3
Student Access Success and Equity (SASE)	2

Collaboration with Offices and/or Personnel, n = 97

Support	Value
Admissions and Records	3
Classified Professionals and Administrative Assistants	4
College Administration and Senior Leadership	22
Counseling	7
District Support and Leadership	6
Financial Aid	6
ITS	4
Learning Connection, WRAC, STEM Center, Comm...	10
Other Programs/Areas	17
Student Assistants	5
Support from Committees	13

Data Access, n = 24

Support	Value
Data from Banner, IT, or Other Non-IR Source	14
Office of Institutional Research	10

Supportive/ Effective College Processes, n = 36

Support	Value
Autonomy in FTEF Decisions	3
Faculty PD, Training or Support	8
Flexibility to Provide Remote or In-Person Services	9
Guided Pathways	6
Support for Hiring & Re-Assign Time for Needed...	10

Technology Resources, n = 16

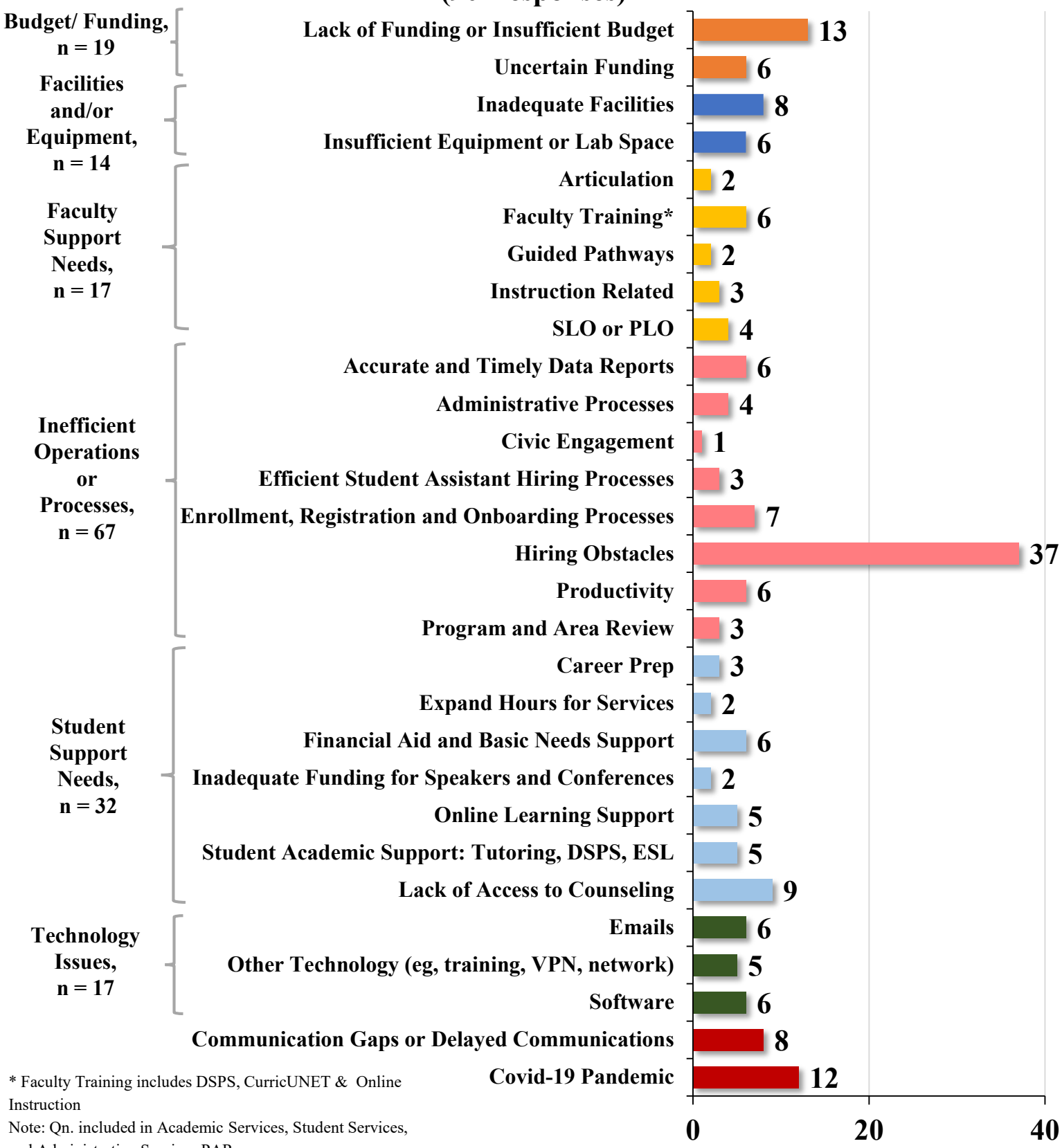| Support	Value
Emails, Software, Network, etc	11
Laptops and/or Hotspots	3
Online Library Resources	2
Access to Space or Equipment	15
Targeted Outreach Efforts	10

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

Summary and Policy Implications:

- Responses to this question celebrated the collaborative spirit **(97 responses)**, modelled by senior leadership and administration and engaged in by so many at Chabot.

- Two factors named as supporting success—availability of funding and access to space or equipment—were also named in a later question as hindering success.
  - In particular, areas mentioned needing support navigating how to obtain categorical funding.

- Policy recommendation:
  1. **Examine Chabot's processes and structures for allocating resources and space to ensure they work for as many programs/areas as possible.**

PAR Question: What institutional-level barrier or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

Institutional-Level Barriers and Challenges for Programs/Areas
(90 Responses)

Budget/ Funding, n = 19
- Lack of Funding or Insufficient Budget — 13
- Uncertain Funding — 6

Facilities and/or Equipment, n = 14
- Inadequate Facilities — 8
- Insufficient Equipment or Lab Space — 6

Faculty Support Needs, n = 17
- Articulation — 2
- Faculty Training* — 6
- Guided Pathways — 2
- Instruction Related — 3
- SLO or PLO — 4

Inefficient Operations or Processes, n = 67
- Accurate and Timely Data Reports — 6
- Administrative Processes — 4
- Civic Engagement — 1
- Efficient Student Assistant Hiring Processes — 3
- Enrollment, Registration and Onboarding Processes — 7
- Hiring Obstacles — 37
- Productivity — 6
- Program and Area Review — 3

Student Support Needs, n = 32
- Career Prep — 3
- Expand Hours for Services — 2
- Financial Aid and Basic Needs Support — 6
- Inadequate Funding for Speakers and Conferences — 2
- Online Learning Support — 5
- Student Academic Support: Tutoring, DSPS, ESL — 5
- Lack of Access to Counseling — 9

Technology Issues, n = 17
- Emails — 6
- Other Technology (eg, training, VPN, network) — 5
- Software — 6

- Communication Gaps or Delayed Communications — 8
- Covid-19 Pandemic — 12

X-axis: 0, 20, 40

* Faculty Training includes DSPS, CurricUNET & Online Instruction

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs
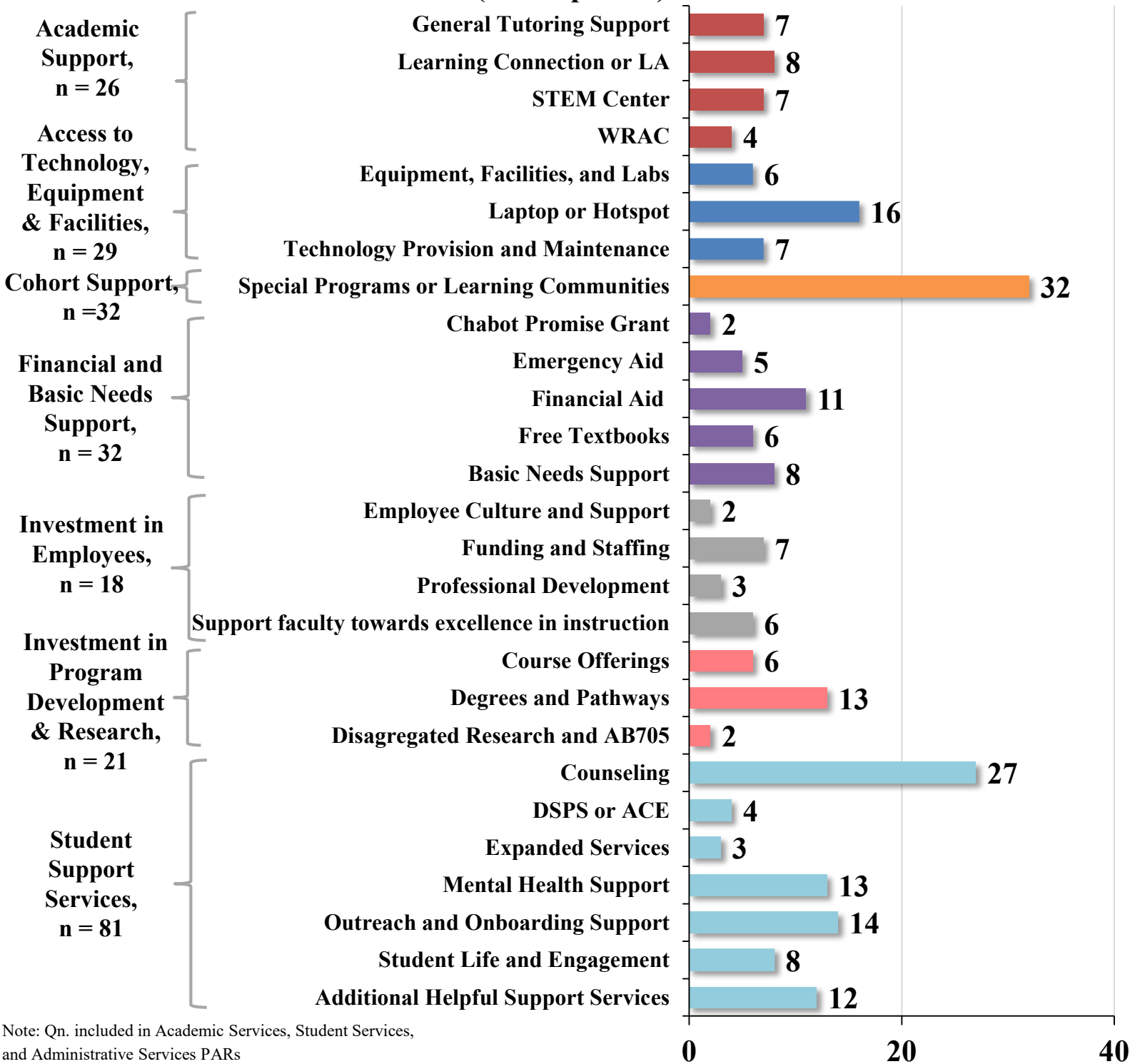
Summary and Policy Implications:

- Hiring Obstacles (**37 responses**)

- Policy Suggestion:
  1. **Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.**

- Technology Issues (**17 responses**)

- Policy Suggestion:
  IST Committee should consider:
  1. **Examining Chabot's processes and structures for implementing and orienting employees to system-wide technological change.**
  2. **Consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.**

PAR Question: What institutional-level supports or practices do employees in your program/area believe are particularly helpful to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should keep doing?)

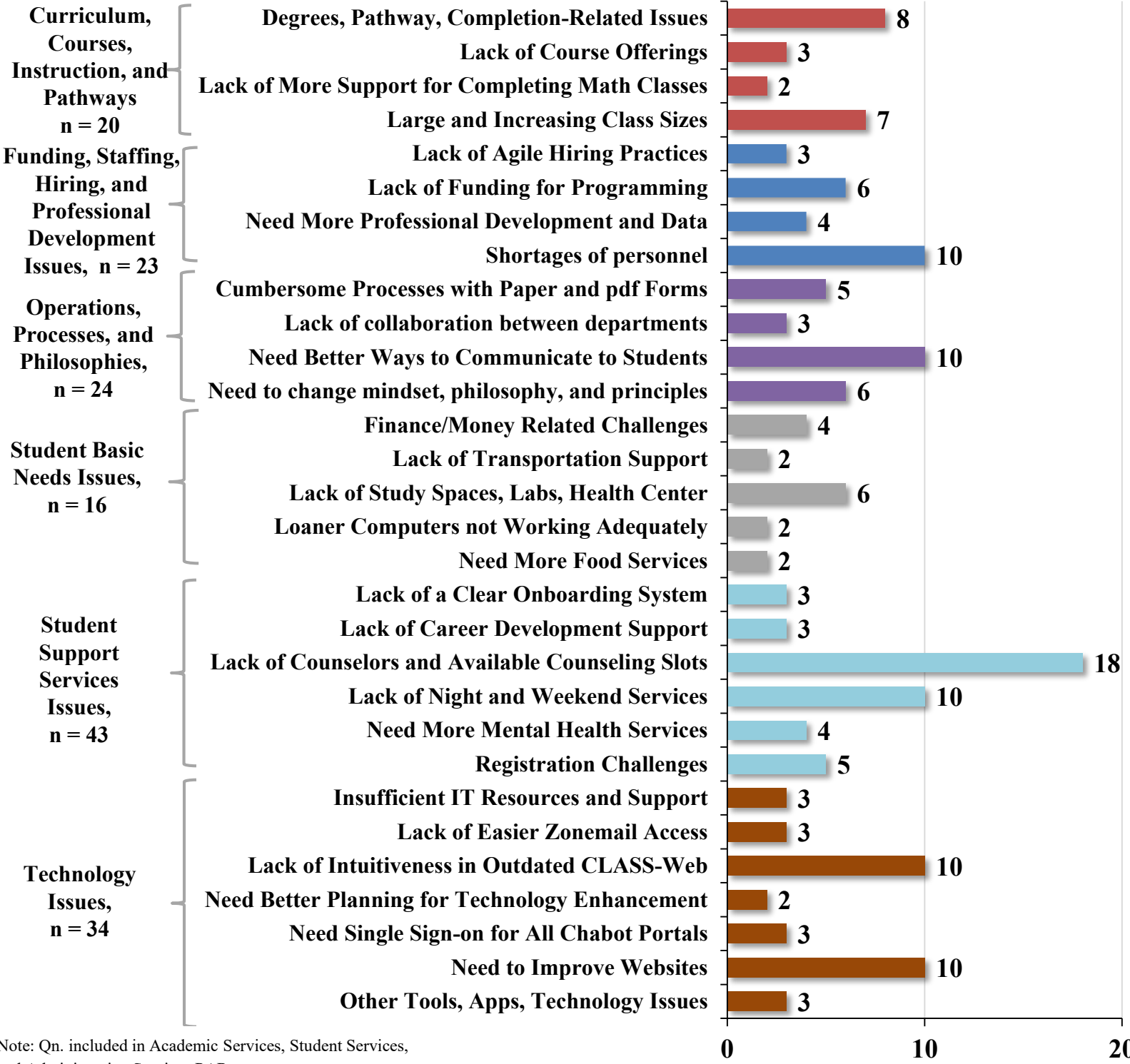## Institutional-Level Supports and Practices Helpful to Students
(91 Responses)

Academic Support, n = 26
- General Tutoring Support: 7
- Learning Connection or LA: 8
- STEM Center: 7
- WRAC: 4

Access to Technology, Equipment & Facilities, n = 29
- Equipment, Facilities, and Labs: 6
- Laptop or Hotspot: 16
- Technology Provision and Maintenance: 7

Cohort Support, n = 32
- Special Programs or Learning Communities: 32

Financial and Basic Needs Support, n = 32
- Chabot Promise Grant: 2
- Emergency Aid: 5
- Financial Aid: 11
- Free Textbooks: 6
- Basic Needs Support: 8

Investment in Employees, n = 18
- Employee Culture and Support: 2
- Funding and Staffing: 7
- Professional Development: 3
- Support faculty towards excellence in instruction: 6

Investment in Program Development & Research, n = 21
- Course Offerings: 6
- Degrees and Pathways: 13
- Disaggregated Research and AB705: 2

Student Support Services, n = 81
- Counseling: 27
- DSPS or ACE: 4
- Expanded Services: 3
- Mental Health Support: 13
- Outreach and Onboarding Support: 14
- Student Life and Engagement: 8
- Additional Helpful Support Services: 12

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

0   20   40

Summary and Policy Implications:

- Special Program and Learning Communities (**32 responses**)
  - Policy Suggestion:
    1. **Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.**
       - Potential Research Questions:
       - What about learning communities make them so successful?
       - Are there aspects of what make learning communities successful that could be extended to all students?
       - How can we ensure new and continuing students have the opportunity to join learning communities?
       - How can Guided Pathways be further developed to capitalize on what we know is successful about learning communities?).

- Counseling (27 responses)
  - Policy Suggestion:
    1. **Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.**

- Frequent mentions of multiple programs and services
  - Policy Suggestion:
    1. **Ensure that support for students' financial, technological, academic, and basic needs continues.**

PAR Question: What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)

Institutional-Level Barriers and Challenges for Students (90 Responses)

Curriculum, Courses, Instruction, and Pathways n = 20
- Degrees, Pathway, Completion-Related Issues: 8
- Lack of Course Offerings: 3
- Lack of More Support for Completing Math Classes: 2
- Large and Increasing Class Sizes: 7

Funding, Staffing, Hiring, and Professional Development Issues, n = 23
- Lack of Agile Hiring Practices: 3
- Lack of Funding for Programming: 6
- Need More Professional Development and Data: 4
- Shortages of personnel: 10

Operations, Processes, and Philosophies, n = 24
- Cumbersome Processes with Paper and pdf Forms: 5
- Lack of collaboration between departments: 3
- Need Better Ways to Communicate to Students: 10
- Need to change mindset, philosophy, and principles: 6

Student Basic Needs Issues, n = 16
- Finance/Money Related Challenges: 4
- Lack of Transportation Support: 2
- Lack of Study Spaces, Labs, Health Center: 6
- Loaner Computers not Working Adequately: 2
- Need More Food Services: 2

Student Support Services Issues, n = 43
- Lack of a Clear Onboarding System: 3
- Lack of Career Development Support: 3
- Lack of Counselors and Available Counseling Slots: 18
- Lack of Night and Weekend Services: 10
- Need More Mental Health Services: 4
- Registration Challenges: 5

Technology Issues, n = 34
- Insufficient IT Resources and Support: 3
- Lack of Easier Zonemail Access: 3
- Lack of Intuitiveness in Outdated CLASS-Web: 10
- Need Better Planning for Technology Enhancement: 2
- Need Single Sign-on for All Chabot Portals: 3
- Need to Improve Websites: 10
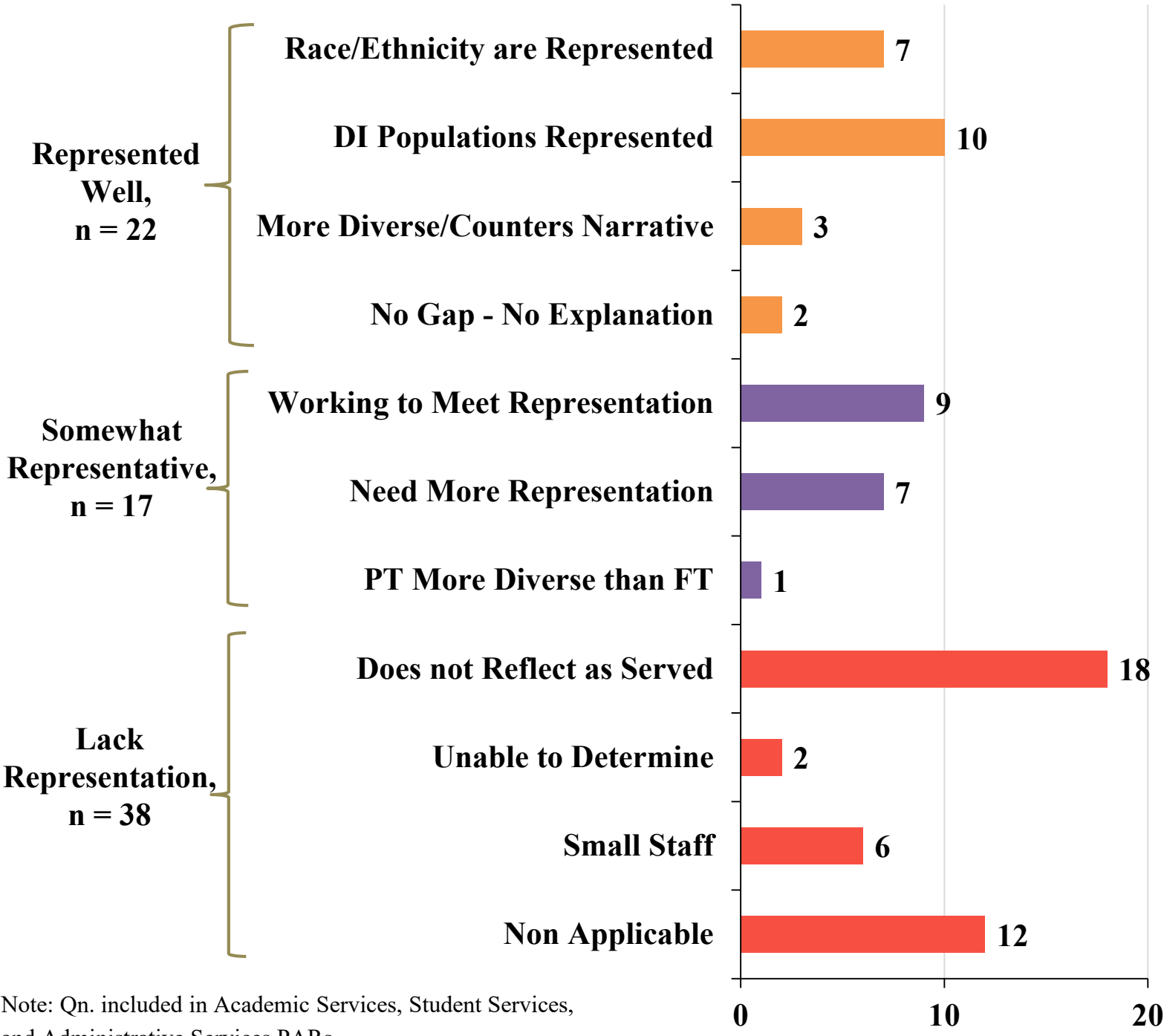- Other Tools, Apps, Technology Issues: 3

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

Summary and Policy Implications:

- Importance of cohort-based support or special programs (**32 responses**)
  - Policy Suggestion:
    1. **Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.**

- Importance of Access to Counseling
  - Policy Suggestion:
    1. **Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.**

- Importance of Addressing Technological Challenges
  - Policy Suggestions:
    1. **Examining Chabot's processes and structures for implementing and orienting employees to system-wide technological change.**
    2. **Consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.**

PAR Question: Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice?
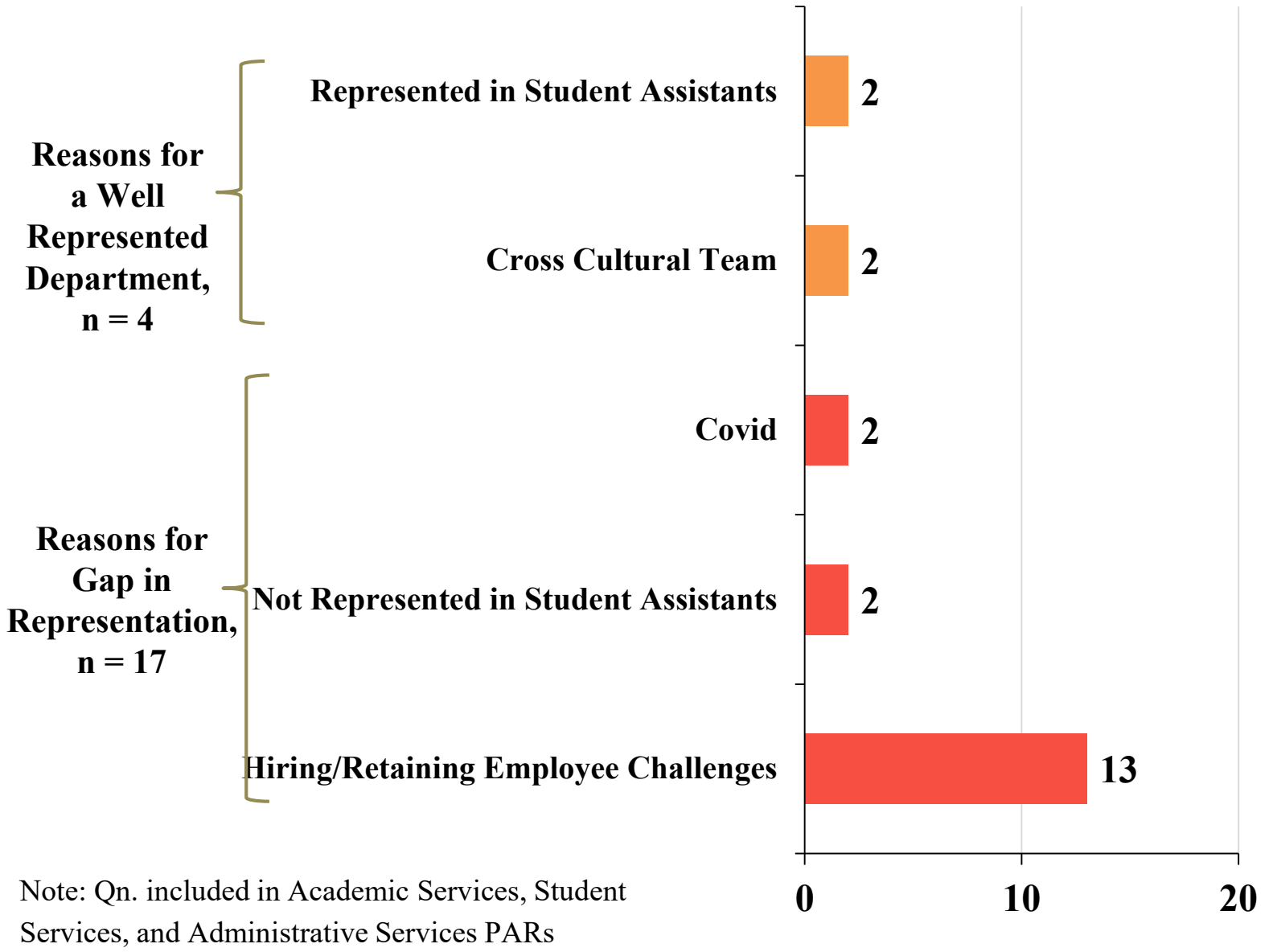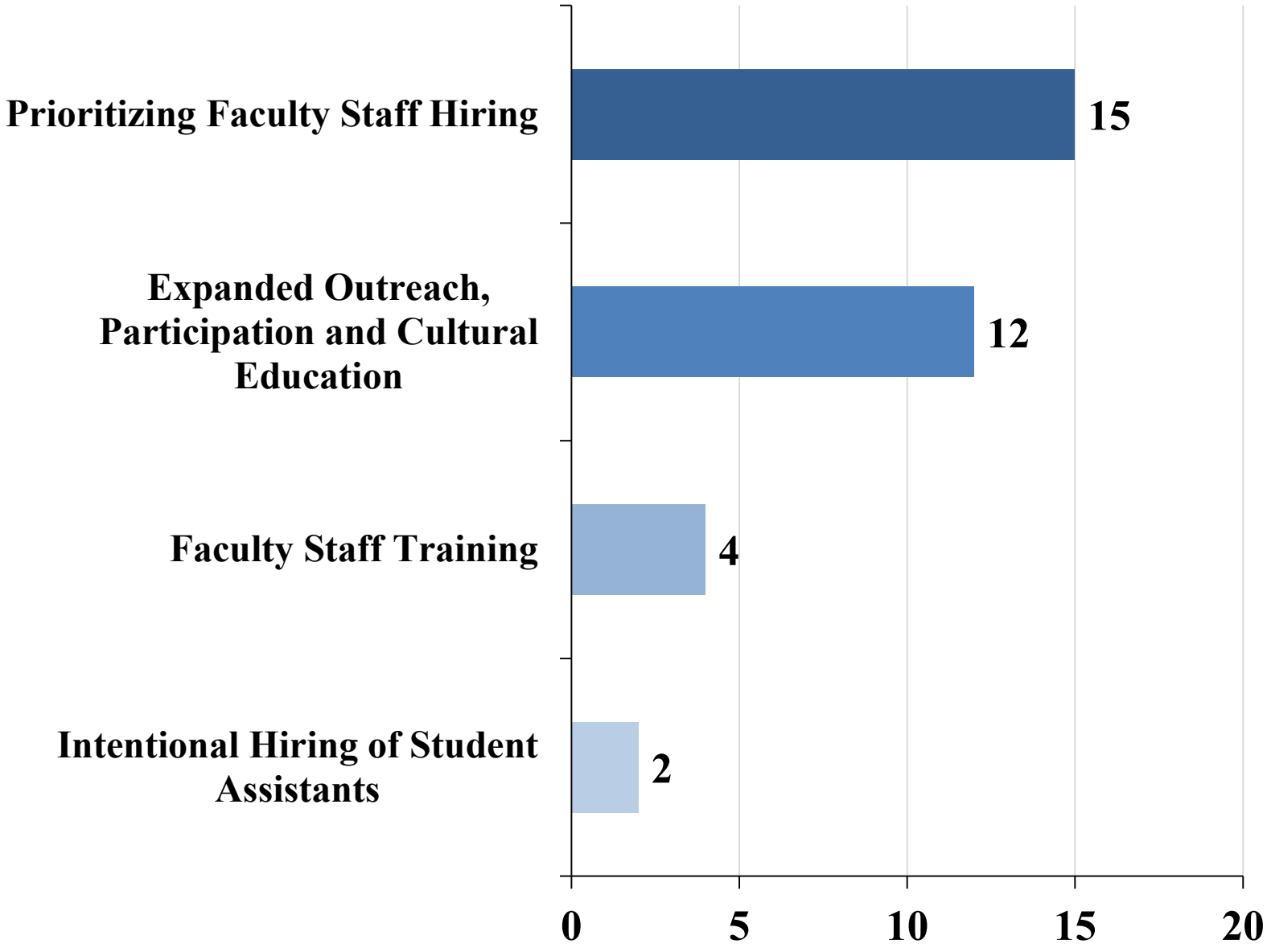
Staffing Representation (84 Responses)

Represented Well, n = 22
- Race/Ethnicity are Represented: 7
- DI Populations Represented: 10
- More Diverse/Counters Narrative: 3
- No Gap - No Explanation: 2

Somewhat Representative, n = 17
- Working to Meet Representation: 9
- Need More Representation: 7
- PT More Diverse than FT: 1

Lack Representation, n = 38
- Does not Reflect as Served: 18
- Unable to Determine: 2
- Small Staff: 6
- Non Applicable: 12

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

PAR Question: Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice?

Reasons for Representation

Reasons for a Well Represented Department, n = 4

Category	Value
Represented in Student Assistants	2
Cross Cultural Team	2

Reasons for Gap in Representation, n = 17

Category	Value
Covid	2
Not Represented in Student Assistants	2
Hiring/Retaining Employee Challenges	13

Axis: 0, 10, 20

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

PAR Question: If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

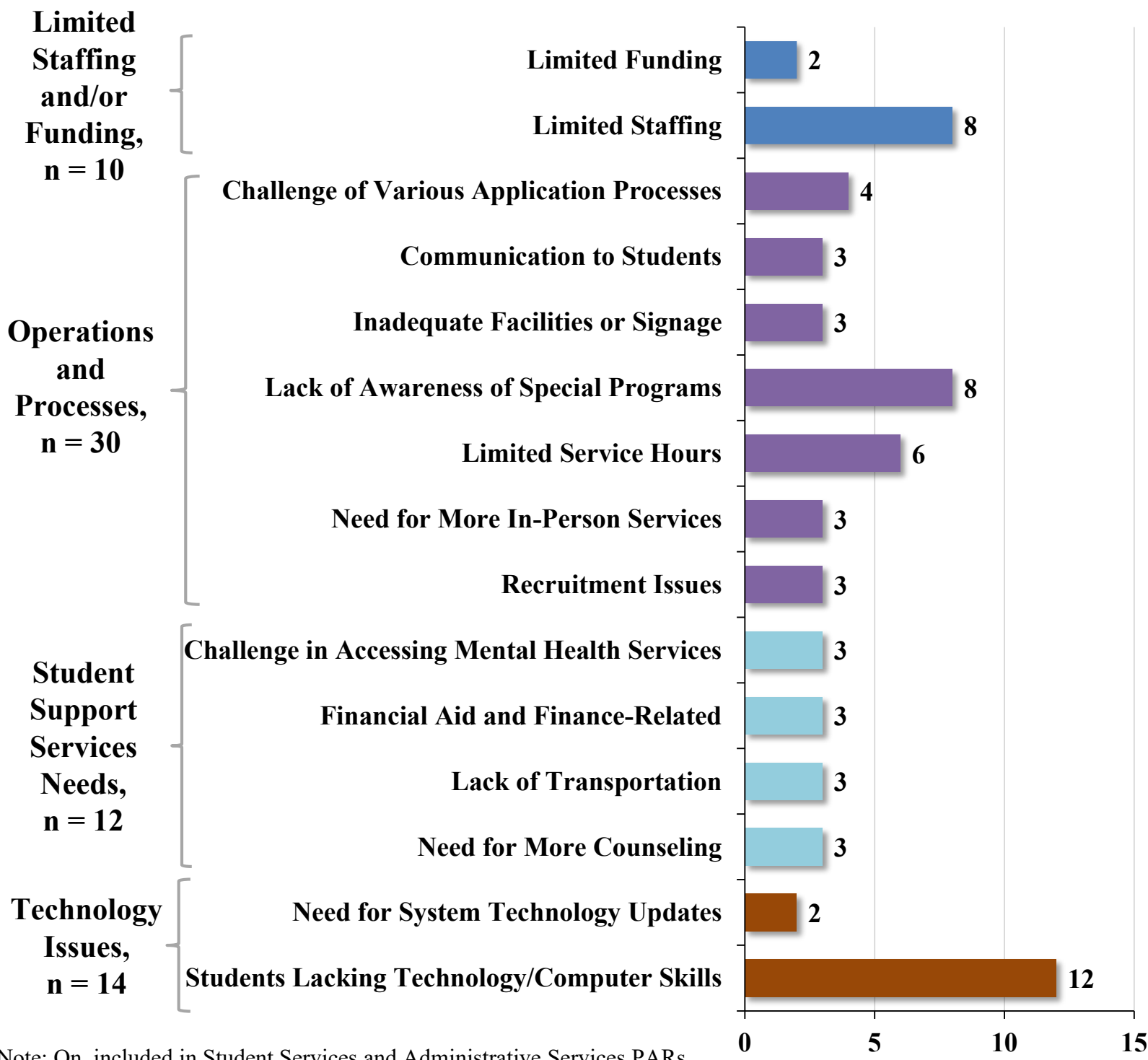## Recommendations for Addressing the Gap

Prioritizing Faculty Staff Hiring — 15

Expanded Outreach, Participation and Cultural Education — 12

Faculty Staff Training — 4

Intentional Hiring of Student Assistants — 2

(x-axis: 0, 5, 10, 15, 20)

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

Summary and Policy Implications:

- Many respondents indicate they do not believe DI populations are well-represented in their staffing.
  - Policy Suggestion:
    1. **Invest in training on hiring and retaining employees from DI populations.**

- Twelve programs did not believe that representation in staffing applied to their area.
  - Policy Suggestion:
    1. **Deans/Managers should further investigate these comments, as literature has illustrated the importance of representation of the student population** (see e.g., Faculty Diversity and Tenure and Higher Education; Journal of Cultural Diversity. Summer 2016, Vol. 23 Issue 2, p53-56).

PAR Question: What barriers, if any, make it difficult for students (or Chabot community members) to access your service?
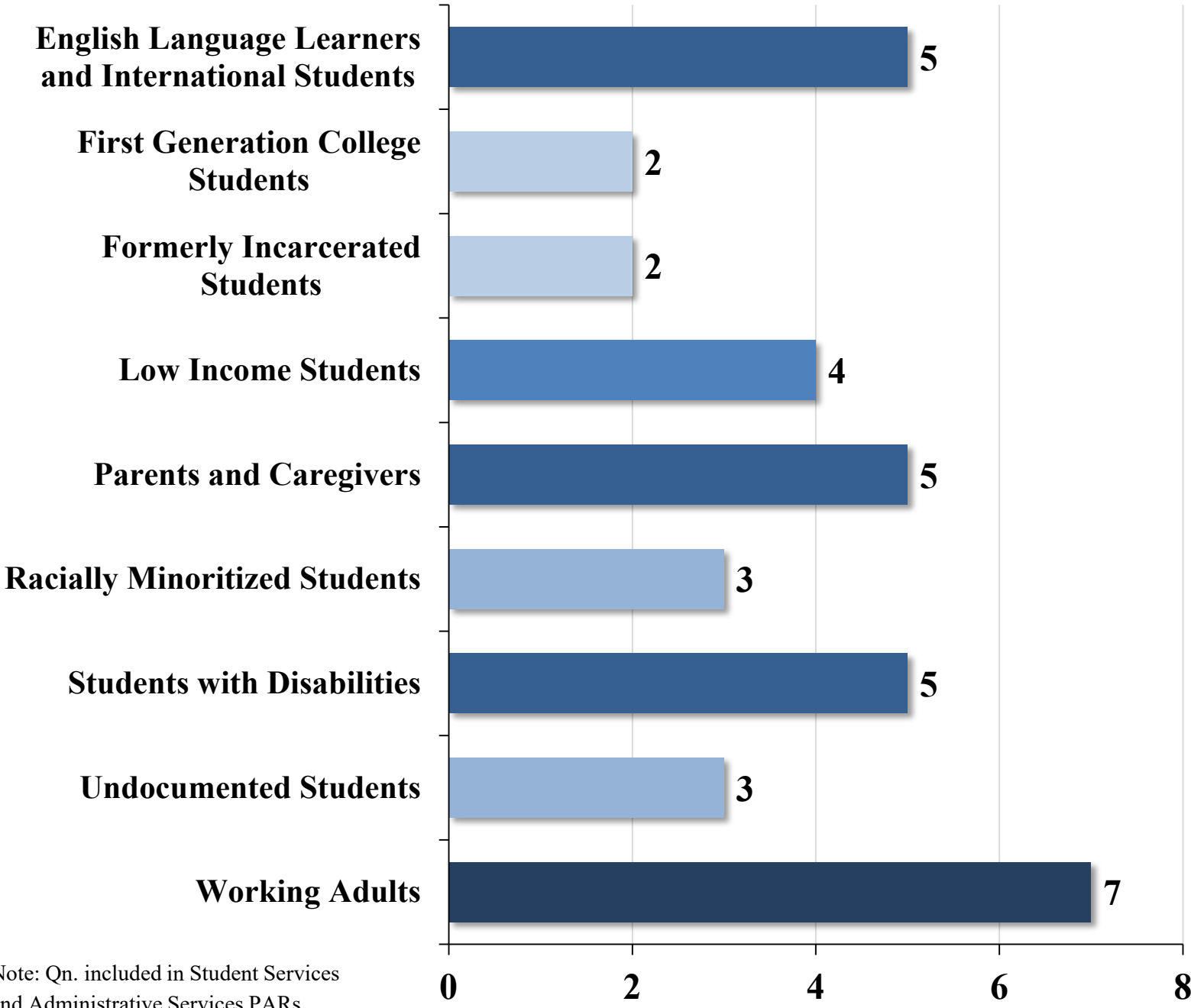
Barriers to Accessing Services (38 Responses)

Limited Staffing and/or Funding, n = 10
- Limited Funding: 2
- Limited Staffing: 8

Operations and Processes, n = 30
- Challenge of Various Application Processes: 4
- Communication to Students: 3
- Inadequate Facilities or Signage: 3
- Lack of Awareness of Special Programs: 8
- Limited Service Hours: 6
- Need for More In-Person Services: 3
- Recruitment Issues: 3

Student Support Services Needs, n = 12
- Challenge in Accessing Mental Health Services: 3
- Financial Aid and Finance-Related: 3
- Lack of Transportation: 3
- Need for More Counseling: 3

Technology Issues, n = 14
- Need for System Technology Updates: 2
- Students Lacking Technology/Computer Skills: 12

0   5   10   15

Note: Qn. included in Student Services and Administrative Services PARs

PAR Question: Are there any barriers disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

Disproportionately Impacted Populations for Access to Services

Population	Count
English Language Learners and International Students	5
First Generation College Students	2
Formerly Incarcerated Students	2
Low Income Students	4
Parents and Caregivers	5
Racially Minoritized Students	3
Students with Disabilities	5
Undocumented Students	3
Working Adults	7

Note: Qn. included in Student Services and Administrative Services PARs

Summary and Policy Implications:

- Technological Issues
  - Policy Suggestions:
    1. **Examining Chabot's processes and structures for system-wide technological change, with a particular eye towards understanding how we use technology to communicate with students and ensuring students have access to the technology they need to be successful.**

- Support students in accessing services
  - Policy Suggestion:
    1. **Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.**

PAR Question: Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services?

- Context: Need more staffing, structural or technological updates and supports, etc.
  - 36 responses
    - Majority of programs do not report long wait times.
- Following programs reported at least one service in their area with a long wait time:
  - Admissions and Records
  - Financial Aid
  - Counseling
  - Tutoring
  - EOPS
  - CalWorks
  - Foster and Kinship Care Education
  - VP Office of Student Services
  - Institutional Research
  - Area most frequently noted as having long wait times is Admissions and Records

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

Low-Cost Ideas to Decrease Wait Time for Access to Services
(36 Responses)

Optimizing Operations and Processes, n = 8

- Effective Online Processes, Appointments, Services, and Instructional Videos — 5
- Optimizing Scheduling for Tutoring and Classes — 3

Optimizing Use of Diverse Forms of Staffing, n = 10

- Hiring/Replacing Permanent Staff — 4
- Refining Process to Hire Temporary/Hourly Staff at Peak Times — 3
- Working with peer guides and hire more student assistants — 3

- Adapting Service Delivery to Meet Student Needs — 4
- No Low-cost or Creative Alternatives — 3

x-axis: 0 1 2 3 4 5 6

Note: Qn. included in Student Services and Administrative Services PARs

Summary and Policy Implications:

- Long wait times in context of low resources and staffing
  - Policy Suggestions:
    1. Evaluate what funding, resources, or structural changes would be needed to ensure that Admissions and Records, Financial Aid, Counseling, and Tutoring are able to provide their services efficiently and effectively to campus.

Summary of Policy Implications:

1. **Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.**
2. **IST Committee should consider:**
   1. **Examining Chabot's processes and structures for implementing and orienting employees to system-wide technological change.**
   2. **Consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.**
3. **Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.**
4. **Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.**
5. Evaluate what funding, resources, or structural changes would be needed to ensure that Admissions and Records, Financial Aid, Counseling, and Tutoring are able to provide their services efficiently and effectively to campus.
6. Ensure that support for students' financial, technological, academic, and basic needs continues.
7. Invest in training on hiring and retaining employees from DI populations.
8. 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.
9. Examine Chabot's processes and structures for allocating resources and space to ensure they work for as many programs/areas as possible.