

Q0. Welcome to the Fall 2021 PAR Deans Summary Report Qualtrics Submission Page!

Q1. Name of Your Division

- Academic Pathways and Student Success Counseling Science and Math
 Applied Technology and Business Health, Kinesiology and Athletics Social Sciences
 Arts, Media and Communication Language Arts Special Programs

Q2. Your Name

Abigail Garcia Patton

Q3.

Service Area Outcomes

Do you have any services areas in your division?

- Yes
 No

Q4. Please refer to your Dean/Division Summary Data Report from Qualtrics: do all service areas within your division have at least two SAOs?

- Yes
 No

Q5. Please refer to your Dean/Division Summary Data Report from Qualtrics: have all service areas within your division assessed at least two SAOs in the last PAR cycle?

- Yes
 No

Q6. If no, by when do you believe you can support the service areas in your division with completing these important tasks for accreditation? (*Note: new service areas that recently created SAOs would not need to assess this PAR cycle; please note in your response if that applies to any service areas in your division.)

5 out of the 6 areas in the APSS division are creating SAOs for the first time in this comprehensive program area review and therefore will not be completing assessments of SAOs this year.

Q7.

Learning Outcomes Assessment Results

Please refer to your Dean/Division Summary Data Report from Qualtrics to see how many **Student Learning Outcomes (SLOs)** for courses in programs within your division were assessed in the 5-year cycle on CurricUNET.

If any **SLOs** for courses in your division have not been assessed, by when do you anticipate being able to support faculty in your area with completing this process? Do you have concerns you would like to share?

Not Applicable.

Q8. Please refer to your Dean/Division Summary Data Report from Qualtrics to see how many Certificates and Degree Programs in your division established and assessed **Program Learning Outcomes (PLOs)** in the 5-year cycle on CurricUNET.

If any of the programs in your division have not assessed **PLOs**, by when do you anticipate being able to support faculty in your area with completing this process? Do you have concerns you would like to share?

Not applicable.

Q9.

Institutional Supports and Barriers

Programs in your division were asked the following 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?"

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.
What trends do you notice?

Overall, the areas expressed great institutional support from top leadership and campus partners which allowed for the areas to meet their goals, evident that cross collaboration is essential for the success of each of the areas and in turn to better support students.

Q10. Programs in your division were asked the following question, "What **institutional-level barriers or challenges prevented or hindered your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?"

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.
What trends do you notice?

The most prevalent institutional level barriers or challenge that prevent the areas is poor staffing in several areas that limit our ability to provide students with support that would meet their needs. For example, in the STEM Center, the SR IA position was not filled and therefore we will no longer be able to offer extended hours. The Learning Connection Program also faces similar challenges and it will be incredibly difficult to continue to provide tutoring services online and in-person with the limited staffing available. Additionally, the Dual Enrollment program noted staffing support in Admissions and Records so that there is dedicated staffing to adequately process enrollment forms and respond to parter school and student inquiries.

Q11. Programs in your division were asked the following 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?"

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.
What trends do you notice?

One of the consistent themes in the area responses was the access to technology for students. It is critical that we continue to bridge the digital divide and ensure students continue to have access to what inevitably will be continuous online services. A few areas also noted the need to continue to think creatively on how to ensure students have access and resources, including simplifying information through the guided pathway efforts, providing wrap around and holistic services to students, and culturally responsive resources.

Q12. Programs in your division were asked the following 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?”

Please look at a summary of their responses in your Dean/Division Summary data report from Qualtrics.
What trends do you notice?

Technology and complex processes were noted as institutional-level barriers or challenges that hindered students' progress towards their educational milestones. For some of our programs, the lack of efficient technology makes it challenging for student to access our college, like students not receiving their W#, the concurrent enrollment forms that can be burdensome for our middle and high school population and an antiquated Class-Web system. Lack of clarity of our onboarding process and guidance on majors and careers was also noted as a challenge. It is also important to note that El Centro specifically noted ensuring our process support all students, including part time students.

Q13.

Academic Programs/Disciplines Data

FTES and Enrollment

Please look at your Dean/Division Summary Data Report from Qualtrics for all the questions related to FTES and productivity. What ideas do you have to maximize FTES production in your division while simultaneously supporting students in reaching their educational goals?

This question was not displayed to the respondent.

Q14. Enrollment Disaggregation

Programs in your division were asked to reflect on the representation of traditionally underrepresented race/ethnicity/gender student groups in their discipline/major compared to the related industry/field. Disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—were also asked to compare the representation of traditionally underrepresented race/ethnicity/gender student groups/disproportionately impacted groups (DI Groups) in general education classes to the overall student body population.

Please look at your Dean/Division Summary data report from Qualtrics. **What trends do you notice?**

This question was not displayed to the respondent.

Q15. Course Success Rates

Please look at your Dean/Division Summary Data Report from Qualtrics at the questions that reflect on whether and why any populations (e.g., by race, ethnicity, or gender) are disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average) in course success rates. **What trends do you notice?**

This question was not displayed to the respondent.

Q16. Program completion (AD-Ts, AA/AS, Chancellor-approved Certificates)

Please look at your Dean/Division Summary Data Report from Qualtrics for all the questions related to degrees and certificates and any barriers students may face in completing programs in your division. **Are there any trends you would like to share?** Do you have any ideas for how to address barriers students may face in completing programs in your division?

Q17.
Staffing, Technology, Facilities, and Professional Development Analysis

Please look at your Dean/Division Summary Data Report from Qualtrics for the question on changes in FTES/enrollment in comparison to changes in staffing in this same time period. What trends to you notice in the answers? Were there any programs in your division that experienced significant decreases in staffing concurrent with FTES staying the same or increasing? Do you have any additional reflections to share about the relationship between FTES/enrollments in your division in comparison to staffing levels?

This question was not displayed to the respondent.

Q18.
Staffing, Technology, Facilities, and Professional Development Analysis

Please look at your Dean/Divison Summary Data Report from Qualtrics for the question on changes in the total number of students served in your area or total number of services provided in comparison to changes in staffing in this same time period. **What trends to you notice in the answers?** Do you have any additional reflections to share about the relationship between students served/services offered in your division in comparison to staffing levels?

All the areas noted a decrease in the staffing in their areas and for some areas, although there were less students served due to covid, there is now an increase; however staffing is not being replaced. There is a significant decrease in student assistant hours (based on our budget), decrease in support staff for FYE, STEM Center, El Centro, Dual Enrollment, and the Dream Center that will severely impact access to our services for students.

Q19. Are there any trends in programs' responses to the questions on technology, facilities or professional development needs that you would like to share?

For technology, most program noted disagreement or strong disagreement in sufficiency of technology to carry out the program goals. For facilities, it was more dispersed with responses slightly leaning towards disagree or strongly disagree. Overall, areas shared that staff and faculty regularly participated in professional development activities both at Chabot and outside of Chabot.

Q20.
Program Maps

Please look at your Dean/Division Summary Data Report from Qualtrics, have all programs in your division completed program maps for Guided Pathways?

This question was not displayed to the respondent.

Q21. If no, by when do you believe you can support the programs in your division with completing their maps?

This question was not displayed to the respondent.

Q22.
Equity in Access to Services

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

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics. **What trends do you notice?**

One of the most prominent barriers for students to access our services that impact disproportionately impacted students is the limited hours that we are able to keep our doors open which significantly impacts students that may be working or having familiar responsibilities and need support outside the regular open hours (Mon-Fri 9-5pm). For learning connection in particular, it is important to note with AB 705 and the increased demand for tutorial support for students along with providing remote services, it is critical that more staffing is provided for that area.

Q23. Programs in your division were asked the following question, "Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?"

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.

What trends do you notice?

Overwhelmingly all areas shared that they do not offer hours in evening or weekends; although all program are providing online services but those hours are also within the traditional Monday-Friday, 9-5pm. The biggest obstacle to providing weekend and evening hours is the lack of appropriate staffing to be able to do so, especially as both areas also have to provide remote and in person services.

Q24. Programs in your division were asked the following 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?"

Please look at a summary of their responses in your Dean/Division Summary Data Report from Qualtrics.

What trends do you notice?

There were some challenges with high wait times; for Learning Connection and the STEM Center, some of that could be addressed through more efficient scheduling but that can be difficult with the limited tutors we have and their availability. Additionally, for El Centro, counseling and financial aid support also sees wait times which requires us to send students to General counseling or the financial aid office.

Q25.

Summary Analysis

Please provide a summary of your division's **key contributions/major achievements** since the last comprehensive PAR cycle. (300 words)

We are thrilled to be able to support the Black Resource Cultural Center within the APSS Division. The BCRC and associated resources is one step in addressing the great need to augment our support for African American students at our college. The BCRC will help improve retention and persistence of Black students at Chabot and will create a safe and positive cultural space to respond to Black student's demands. All the areas in the division were able to swiftly transition to remote services when we went into Shelter in Place, with El Centro creating community within a zoom environment and having a phone line for students to ask questions and be referred to resources on campus. The Learning Connection adapted quickly and created a system so that tutoring was accessible remotely while still being able to capture all students that received services and communicate with the 100 plus student assistants (tutors). The STEM Center was one of the first spaces on campus to open once again for in person services since Spring 2021 and has been consistently providing a space for students to study. The Dream Center also transitioned to remote services and provided free legal services to students throughout shelter in place. Our first year experience program has also built a nurturing and supportive online community, creating opportunities for students to connect with staff and their peers through online FYE events hosted weekly and drop in hours regularly to seek support from a peer. The dual enrollment program worked closely with Admissions and Records to transition the enrollment form to docuSign. Our Outreach Specialist also provided technical support for dual enrollment students, families, and the staff and the various schools sites with trainings, orientations and drop ins. The Guided Pathways is finalizing program maps, established a Guided Pathways Student Council, beginning to redesign the website and onboarding processes.

Q26. Please provide a summary of your division's **greatest challenges** since the last comprehensive PAR cycle. (300 words)

The division's greatest challenges is inadequate staffing in most of the areas. A significant number of our areas have not been able to rehire staff for vacant positions or rehire hourly that provided technical support. In the FYE, there was a faculty coordinator that supported the day to day of FYE and although Christina Read supports FYE in her role, she is also now take on responsibilities within strong workforce. For dual enrollment, traditionally the program has been able to hire s couple hourly support staff to help with enrollment and catema applications. El Centro has not had a director in the last year and a half and lost the admin assistant and part time counselor that to date have not been filled. The STEM Center has not replaced the Sr. Instructional Assistant for more than two years and this has caused a limit to the open hours at the STEM Center. Learning Connection has also seen a reduction in CAH for discipline leads that support the tutors and learning assistants in their respective disciplines. Another great challenge is inadequate technology to ensure students are easily accessing our services. For Dual Enrollment, a huge obstacle is the online form we currently use that does not integrate with banner, which still requires manual input from a staff member and which also is limits viewing to Admissions and Records personnel which makes it difficult for our office to be able to support our partners.

Q27. 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? (300 words)

1. Staffing: Inadequate staffing in many of the areas within APSS (Learning Connection, Dual Enrollment, FYE, El Centro, Dream Center, STEM Center and continued funding for BCRC) but also in Admissions and Records (particularly to support dual enrollment, concurrent enrollment and Catema students), Career Center and General Counseling. 2. Improved technology: better tools for students to be able to navigate through our website easier, understand the various path options and have access to career exploration and work based learning opportunities. Improving the concurrent enrollment form is a priority in my area as there are more schools that would like to increase their dual enrollment programming.

Q28.
Planning

Please develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle

Briefly describe the expected outputs (e.g., direct short-term results like # of students served, workshops held, etc) or outcomes (e.g., longer-term results like course success rates or degrees earned) for your goal.

Expected Outputs or Outcomes

Goal 1

Increase staffing in high need areas through braided funding and identifying new sources of funding

Increasing staff in high need areas like El Centro, Learning Connection, Dual Enrollment, STEM Center and FYE will increase enrollment, retention and graduation of students across the college as these programs directly address the needs of disproportionately impacted students.

Goal 2

Develop student success teams to support all students and seamless incorporate FYE into Learning and Career Pathways.

Scaling up FYE and incorporating Student Success Teams will support all first year students (over 2,000 students) and will create a network of support for all students within the Learning and Career Pathways.

Goal 3

Redesigning website through the integration of various systems including Program Maps, Student Success Teams, Career and Work Based Learning Resources

Updating the website with these new resources will support all students, especially low-income, first generation and racially minoritized students, ensuring they have the tools to navigate through our college.

Goal 4 (optional)

Goal 5 (optional)

Q29. Are any of the goals you listed for your division designed with the intention of positively impacting equity, i.e., improving outcomes for any disproportionately impacted population?

- Yes
- No

Q30. Check all populations that at least one of your PAR goals intentionally supports.

- African American/Black
- Latinx
- Native American/Alaska Native
- Pacific Islander/Hawaiian
- Disabled
- Foster Youth
- LGBT
- DI Gender
- Other (please specify)

Q31. Are any of the goals that you listed for your division aligned with any of Chabot's "mission critical priorities" in the EMP?

- Yes
- No

Q32. Check all mission critical priorities for which at least one of your PAR goals is aligned.

- Equity
- Academic and Career Success
- Access
- Community and Partnerships
- Pedagogy and Praxis

Q33. Chabot will be funded by the Student Centered Funding Formula (SCFF) once the "hold harmless" period ends. Are any of the goals that you listed for your division aligned with increasing Chabot's funding in any of SCFF Metrics?

- Yes
- No

Q34. Check all SCFF metrics that at least one of your PAR goals intentionally supports.

- Enrollment/FTES
- Transfer level English, math or ESL achievement
- Degree or certificate completion
- Transfer
- CTE Units
- Attainment of a Living Wage
- Supplemental Metric (Financial aid or AB 540)
-

Other (please specify)

Q35.

Resource Requests for Your Dean's Office

I have filled out any resource requests for my dean's office in the [excel spreadsheet provided](#).

- Yes
- No, I do not have any resource requests for my Dean's office
- Not yet, but I plan to by:

Q36. I have completed the [Google Spreadsheet of Fall 2021 PAR Resource Requests](#) in which I rate some categories of resource requests and mark off some requests as funded yes/no (step-by-step instructions included in Deans' Summary Template) to assist PRAC and shared governance committees with resource allocation.

- Yes
- No, but I plan to complete by: