

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

Debbie Trigg

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.)

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?

Almost all or most of our SLO's were assessed in the 5-year cycle in CurricUNET. I anticipate that all SLO's will be assessed by Fall 2021.

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?

All PLOs were assessed by Fall 2021. General Counseling strongly disagreed that assessing PLOs has led to improvements in our areas.

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?

• In the counseling division, there were not a lot of trends in the responses across programs, each program mentioned unique supports as helpful to reaching their programs' goals. •The CARES Mental health mentioned support from the Offices of IR and IA. •The Career and Transfer Center named district and potential grant support. •General Counseling mentioned technology support and having time and information for counselors to assess students' strengths and challenges. •Psychology Counseling mentioned the support for assessing SAOs and SLOs. •Student Health mentioned partnerships and the student health fee. •Given these points, there are not really trends in the answers across programs in the division

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 majority of services in General Counseling reported challenges during the transitioning to remote services. It was especially challenging helping students to get used to using the remote modalities ie Cranium Café, getting school-issued laptops, etc. •The Career Transfer Services and General Counseling reported the limitations of college course offerings as scheduling impacted student opportunities to enroll in required for transfer admissions. •Hiring freezes also impacted our ability to hire needed staff, to provide more transfer services.

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?

•General Counseling finds value in retaining some remote/virtual services as a hybrid model for providing services. •We see, to implement the EOPS model of providing focused, streamlined counseling services that would provide learning opportunities geared to the individual needs of students, in a more systematic way. •Year-round support courses fit with this model and have been particularly successful in both fall and spring semesters.

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?

General Counseling o The main response/trend was for enhanced technology that allows students to submit forms electronically. Also, it would be extremely helpful to have a single sign-on for all online services, including an update to Class-Web to reset pins, via email. o Having to provide PDF's and hard signatures are barriers for students. o Improved technological support of DegreeWorks and the Student Support Hub are also critical. Mental Health o There is also a pressing need for more physical meeting space for Mental Health groups and individual counseling, as our team has grown.

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?

• With CARES Mental Health, we had a drop in number of students encountered (247-145 from fall to spring 2018-2019) • General Counselors were actively involved in hiring a MH Counselor Coordinator. Consequently, in Spring 2019, there were 273 encounters (88% increase). • The Transfer Center saw less students, individually, with the onset of the pandemic. Numbers increased through students attending virtual workshops. • The decrease of a dedicated classified professional support severely limits the transfer center's ability to provide crucial services such as; hosting universities to offer one-on one transfer advising, schedule university representative visits, etc.

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

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?**

• Overall, using technology such as Cranium Café is a great platform to see students, it has been problematic for some students, as well as the technological challenges of the platform. • Students had time constraints that impeded them from receiving services efficiently. Barriers included; caregiving responsibilities, work schedules, lack of computer access etc. • During the pandemic, students initially had limited phone access into the department, which we later ameliorated by issuing campus cell phones. • Uninsured students are not always aware of affordable or free services in the Health Center.

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?

• Mental Health: Students can access services during Monday-Saturday including some evening hours, as well as online. We also have virtual walk-in hours 2-3 days a week. • Career & Transfer: Consider offering evening services in partnership with General Counseling, as well as online evening synchronous transfer workshops • General Counseling: During the Fall and Spring students were challenged with being able to schedule appointments online during the summer. We worked with the webmaster and the counseling function is now available for all semesters. • In order to provide consistent access to students, we need to ensure that students can access Counseling is consistent throughout all semesters. • Student Health Center: Students are able to physically come into the health center, do telehealth visits, or phone consultations

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?

• Mental health counseling services typically has a wait-list of approximately 2-3 weeks, depending on the time of the semester. Currently, with increased staffing, we have reduced the wait time for a first-time appointment. • Student Health Center: Regular lab services take approximately one week to be processed (normal) • General Counseling: Even with the addition of 3 new adjunct counselors, at times there is a great shortage of appointments for students.

Q25.

Summary Analysis

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

•With the transition to online/remote services, all areas of General Counseling successfully pivoted to provide the needed services for students. We became proficient in the use of Cranium Café, even providing leadership to the Cranium staff. •In an effort to support the vision of the College, we were able to provide students with access to a wide range of counseling services (career, academic, personal) utilizing multiple modalities including drop-in, appointments, phone contact, and other counseling services. We also improved services with the following: 1. Provided surface pros for entire counseling staff. 2. Purchased Cranium Cafe online counseling programs and support services. 3. Provided off campus computer network access. (ability to access ClassWeb, Banner, Cranium remotely) 4. Invested in building mental health counseling services. 5. Provided longer counseling appointments where counseling faculty were able to better access students' strengths and challenges to better craft interventions and make referrals. 6. Incentivized part time counselors to attend information and training sessions.

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

•The Hiring Freeze impeded our desire to hire needed faculty and classified professional positions. Consequently, some of our services and programs have been drastically limited. •The inability to have updated and fully functioning technology would have provided greater access to services, for students. •Similar to most if not all departments, the emergence of the COVID-19 pandemic which required a major transition to delivering all of our services in remote manner, was the largest challenge this year.

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. Suspension of the hiring freeze for all needed positions.
2. Enhanced technology ie Cranium Café
3. Single sign-on capabilities
4. High speed internet
5. Appropriate offices for mental health and adjunct counselors.

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 in degrees earned

Increase the number of students completing the AA-T Human Services and Behavioral Health Certificates.

Goal 2

Partner with units across campus such as those who work closely with DI groups to demystify the transfer process

Counselor trainings on transfer topics will support their capacity to work with their DI students toward transfer success and achievement. Conduct transfer workshops on topics counselors want for their DI students.

Goal 3

Enhance onboarding services by using technology acquired by the District (My Path, Enrollment, Advisor, etc.)

Fostering innovative student services, operations, for all students.

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: