

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

Q1. Name of Your Division

- | | | |
|---|--|--|
| <input type="radio"/> Academic Pathways and Student Success | <input type="radio"/> Counseling | <input type="radio"/> Science and Math |
| <input type="radio"/> Applied Technology and Business | <input checked="" type="radio"/> Health, Kinesiology and Athletics | <input type="radio"/> Social Sciences |
| <input type="radio"/> Arts, Media and Communication | <input type="radio"/> Language Arts | <input type="radio"/> Special Programs |

Q2. Your Name

Kevin Kramer

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?

This question was not displayed to the respondent.

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?

This question was not displayed to the respondent.

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.)

This question was not displayed to the respondent.

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?

From the data, it looks as if the majority of courses were assessed. Health and Nutrition look to have courses that were not assessed due to issues with adjunct faculty teaching some courses. One area of concern from faculty was that access to SLO's was not available to all faculty.

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?

Nearly all PLO's were reported to be complete. Similar to SLO's, faculty feeling that all faculty should have access to data and the ability to access reports and interfaces for reporting.

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?

CE funding was one area that our programs listed as helpful to their program. Having space and the proper equipment, including proper PPE, during the pandemic also seemed to consistent in program responses.

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?

Trends include access to support in areas of students services, primarily with more access to financial aid help, and easier application and registration process.

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?

Access to computers and hotspots, having administrative support, access to counseling/tutors that are specific to related areas.

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?**

Limitations in facilities and specialized space for programs is a consistent issue.

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?

Nursing and Dental Hygiene are both limited in their ability to increase FTES due to regulations. EMS has limitations for growth due to no full time faculty and difficulty in finding additional faculty for courses offerings. Lack of dedicated space for EMS and Medical Assisting have cause issues in FTES growth, however, Medical Assisting will begin offering a second cohort (evenings) in Spring 22 which will increase program FTES. Health and Nutrition continue to be areas that are very productive. Growing Athletics would be an interesting area in terms of FTES growth since every athlete must be enrolled in 12 units (on average) per semester to remain eligible. Also, growing the non-credit Healthy Aging program would be another area of potential FTES growth.

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?**

The majority of programs in our area feel that representation of the traditionally underrepresented student groups could be improved.

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?**

Some medical programs note that ESL students may have a tougher time in courses that include a lot of medical terminology.

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?

Program completion in the division stayed the same in most areas. As mentioned before, medical programs have limitations for growth due to facility size and student/instructor ratio requirements. Other areas of the division provide courses to fulfill requirements for other certificates/degrees. Barriers include access to technology and cost of attendance.

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 do 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?

Overall, there were not major changes in FTES in relation to staffing. Athletics has shown to have higher FTES when programs are anchored by full time faculty. Access for female student-athletes to full time coaches is an issue that needs to be addressed. Currently, there are no full-time coaches who are 100% dedicated to female student-athletes. Conversely, there are three full time coaches who are 100% dedicated to male student-athletes.

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

Please look at your Dean/Division 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 do 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?

This question was not displayed to the respondent.

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

There is consistent dialogue in the division that facilities do not support student learning. Limited space for Medical programs often cause issues for scheduling, room for student practice, and storage room for equipment and supplies. There is a lack of dedicated meeting space and space for student learning (computer labs, tutoring, etc) in the division. Faculty seem to feel technology and professional development are adequate.

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?

Yes

No

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

Program maps should be complete by the end of the academic year.

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?

This question was not displayed to the respondent.

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?

This question was not displayed to the respondent.

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?

This question was not displayed to the respondent.

Q25.

Summary Analysis

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

Facility upgrades have been a major area of accomplishment in the division. Athletic facility improvements have been completed in baseball, swimming, tennis, men's/women's basketball with improvements to softball taking place soon. Dental Hygiene is near completion on its sim lab/classroom and serves as the only upgrade related to academics. Major accomplishment has been the continuance of student learning and program completion during COVID. Students associated with programs in our division continued to stay enrolled and succeed during the pandemic.

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

Division's greatest challenge has been to maintain face-to-face programs during COVID with the ever changing landscape or process and protocols. Space for our academic programs continue to be a major issue. Nursing, Medical Assisting and EMS historically share space in 3100, but were forced to find new locations to accommodate distancing requirements related to COVID. As courses return to campus for Spring 22, it has become more evident that these programs need dedicated space to support student success. Another area of concern is the ability to hire necessary help. HR has created many roadblocks to hiring, especially in the area of Athletics, that are directly related to program success and positive student experience.

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)

• Space/Facility evaluation to ensure that space located in existing facilities is maximized for use in regard to strategic plans. • Outreach and retention – Having dedicated personnel and an institutionalized approach to these areas could increase overall FTES and help us reach enrollment and productivity targets • Easier Application/Registration process for students, including more staffing for financial aid • Evaluation of where disciplines/programs are housed within divisions to support institutional goals such as braided funding and pathways.

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

1. Improve outreach and recruitment throughout division, and improve student diversity throughout the division, especially in Medical programs (Dental, Nursing, Medical Assisting and EMS).

Improving outreach and recruitment in our area will lead to higher FTES throughout the college and have direct impact on SCFF. Students who are enrolled in programs in our division are often required to take a minimum of 12 units per semester. Students in these areas are highly motivated to successfully complete in order to move into the workforce (Medical programs), or transfer (Athletics). While we see strong success rates of DI groups in Athletics, increasing opportunity and access for DI groups in our Medical programs needs to be addressed.

Goal 2

1. Improve academic success throughout the division by improving academic support (tutoring, adding cohorts, holding financial aid workshops, etc.)

The Division of HKA primarily offers courses (outside of the Medical programs) that support certificates and degrees in other areas of the college. However, many programs in the division have a "team" type make-up. Using the model of Special Programs, our division has the ability to capture groups of students and provide them support. Things like collaboration to increase academic cohort offerings for student-athletes, providing financial aid and transfer workshops, and providing specialized space for tutoring, computer labs, etc. would have direct impact on improving student success, including a large DI population in athletics.

Goal 3

1. Increase certificate and degree offerings throughout the division.

As mentioned before, most of the courses offered in our division support certificates and degrees in other areas of the college. Increasing the certificates and degrees within our division would provide more completion opportunities within HKA. Areas such as Health, Nutrition, EMS and Medical Assisting are all areas that are currently working to create certificates and degrees. When complete, this will serve as a way for HKA to increase completion numbers in the division, along with offering courses that support completion in other areas.

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: