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

Safiyyah Forbes

Q3.
<u>Service Area Outcomes</u>

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.
<u>Learning Outcomes Assessment Results</u>

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?

> Majority of SLOs in Science & Math have been assessed. Courses that have not been assessed will be completed by the end of the Fall 2021 semester. Coursed in Earth & Environmental Sciences department currently we not assessed because of either cancellation of the courses and the lack of the full-time faculty member.

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 all programs in Science and Math are assessed, this is due to the following reasons and all programs are programs per se and does not have PLOs. Others were due to COVID with limited time to complete assessment. However, PLOs will be completely assessed in Spring 2022.

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**?

> Institutional-level support that was particularly helpful to Science and Math were data from IR office, President Sperling's ability to prioritize Environmental Science position which was withdrawn due to COVID as well as supporting advancing Phase 1 – 2100 Biology Annex construction goals. The facilities and Infrastructure Technology (FIT) Committee supported the Astronomy program with a rooftop observation platform and observatory and upgrading the planetarium. As well help to include space in the new STEM/Faculty Office building for Geology/Environmental Science and Engineering programs. The college providing technology resources to support continuity of instruction and access to low income/DI communities. STEM Center and LA for supporting online tutoring. MESA Center for program for continuous student support with workshops, mentoring, etc. The CE committee in supporting needed supplies/equipment for the engineering program. The support of Faculty Priorizataion Committee in supporting the replacement hiring of full-time faculty member 2019 which was withdrawn due to COVID.

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?**

> One of the major challenges that has hindered programs such as Engineering and Physics is the lack of a dedicated full-time lab assistant to help in setting up and breaking down of laboratory experiments. This has resulted in burn-out of our dedicated and talented part-time faculty, limiting the amount of time faculty can use in supporting student learning and engagement. The lack of dedicate full-time faculty member for the Environmental Science program has resulted in several class cancellation and the program in extreme jeopardy of disappearing. Environmental and social justice issues are issues our students are extremely interested in and issues that will constantly face our planet and therefore we must work as a college to address the issue of this program slowly disappearing

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**?

> Employees in Science and Math finds the following institutional-level support helpful students comes from Counseling Faculty, STEM Center, MESA/TrioSTEM, student financial aid, FYE, OER/ZTC cost textbook initiatives, Learning Connection, student clubs, Library faculty and staff.

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?**

> Employees in Science and Math finds the following institutional-level barrier that are hindrance to students reaching their educational goals are lack of access to counseling faculty for assistant. The college needs to invest in more general/STEM/pre-health counseling faculty to help address students' questions in a timely manner. Lack of night tutoring services for our students who are only able to complete courses during the evening/night. Lack of intentional and continuous professional development/mentoring program for our Part-time colleagues. Our technology when it comes to student communication and outreach creates major barrier for our students. As a college we also need to change our hiring practices so that we can anticipate staffing needs much earlier in our process in order to help retain institutional knowledge of programs, student needs, and how the discipline aligns with the greater college mission.

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?

> For Science and Math majority of our courses are always filled with large waiting list where we can easily add several more sections in some areas. The challenge here is that majority of our classes are lab courses which are kept at smaller sizes because safety, and for optimal pedagogical practices. College wide our FTES trend has decreased in some programs while increased in other programs. We have constantly offered double lecture sections in general education courses which has resulted in higher productivity. Areas where we have the potential to maximize FTES production would in our Math department, for example our Fast Track Math courses 36-20 or 20-1 in the pass had high enrollment however due to COVID and the inability to recruit students the enrollment in those areas have decreased. Partnership with our outreach and recruitment. UMOJA, FYE and Puente colleagues would allow us to introduce this pathway earlier to students. Taking a closer look at our class schedule in ensuring that as students' progress through Guided Pathway the course schedule will align in a way that would allow them to successful follow their pathway to complete/transfer on time. We as a division/college has not taken full advantage of non-credit and dual/concurrent enrollment of our courses. We have the ability to maximize our FTES production by offering more non-credit courses and build them into programs that would offer certificates that would result in viable and transferable skills for our students. All these offerings would be linked to support services such as tutoring, counseling in order to help support our students in reaching their educational goals.

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?**

> Programs were equally divided having student representation of traditionally underrepresented race/ethnicity/gender student groups within their discipline/major compared to the related industry/field. Some programs indicated that we could improve whereas others indicated that we are increasing the diversity within those programs and others were just right. Discipline that offers a high percentage of offerings that are required for GE an average reported having similar representation in comparison to the overall student body population.

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?**

In Science and Math, the consistent trend noticed are our African American, LatinX and Pacific Islander students are succeeding at a lower rate than students from other racial/ethnic groups. Women are also less represented in some of our upper level courses and African American students have very low enrollment within majority of the programs in Science and Math.

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?

Trends observed that result in barriers our students may face in completing programs within Science and Math include; scheduling of classes, limited lab space, limited availability of Chabot childcare opening times, lack of adequate study time resulting from working outside of class to support themselves and their families, lack of tutors for upper level courses. Some of the ways we can address these barriers include; developing a class schedule that would allow students to follow their pathway in a timely manner, encourage more students to participate in the MESA/TRIO program where they have the ability to gain access to tutoring, mentoring, access to counseling, space to interact and support each other. Providing more paid on campus job opportunities for student, extend operation hours of the childcare center, develop a Supplemental Instruction program and provide embedding tutoring for all gateway courses within the 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?

There has been significant reduction of staffing in Science and Math due to multiple retirements and the inability to replace those position. This has impacted the FTES across programs not being able to offer more courses in the different disciplines. Staffing plays a vital role with FTES/enrollment it is a struggle each semester to find folks who are interested in teaching to staff a variety of courses within Science and Math. Some programs such as the Environmental Science program does not have a full-time or part-time faculty which as significantly impacted the FTES since we cannot offer any courses in this area.

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?

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?

Sufficient technology to support student learning across programs were mixed and some areas could use additional updated and new technology to support student learning. In general majority of programs indicated ethed that faculty members in their program regularly participate in professional development. While programs indicate majority of faculty participate in professional development, it would be great to be able to identify the number part-time faculty who are able to participate in professional development.

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?

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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)

The Science and Math division had many major achievements despite the pandemic. With the near completion of Phase I-Bio 2100 Annex, Bldg. 3200 we will be able to support more students in the new facility. The MESA program provided support to have student assistant embedded in both online and in-person courses, the program also supported a variety F2F hands-on labs to support students as they continue in distance education. We were able to upgrade the Planetarium projector system which support all of our Astronomy courses. The design of Phase II/STEM faculty building is currently on it's way which will housed faculty offices, biology, engineering, geology, environmental science labs along with a rooftop observing platform and observatory space. The dedicated CARES/ARP funding allowed the division to support hundreds of laboratory kits, develop online curricula, upgrade technology to facilitate small lab groups. The division has also made gains to close achievement gaps especially amongst our LatinX student population and with the newly awarded Title III HSI-STEM grant the divisions plans to support embedded tutoring in all gateway groups, Supplemental instructor, additional tutors, etc. to continue closing the achievement gaps. In support our African American students the division has participated in the 10x10 taskforce, by working with the UMOJA program to office MTH 47 course with support. The division has also had the articulation of several courses at San Lorenzo, Arroyo, Hayward and Castro Valley High Schools. We have a dedicated faculty and staff who have gone above and beyond in support our students through this year.

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

The greatest challenges Science and Math has encountered are the inability to replace retirement positions within the different programs, COVID-19, funding to support a lab tech position for the Physics and Engineering program, staffing. Challenges in closing achievement gaps for our African American/black, LatinX, Pacific Islander students.

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)

The technology we use to communicate with students needs to address, students don't check their zone mail and therefore as a college we need find a better option to get vital information out to them. We also need to take closer look at our hiring practices we take too long to hire after someone retires/resign, this results in lost of institutional and program knowledge resulting in a dis-serve to our students. Equity is always at the forefront of the college yet we don't a process in place to measure equity gaps across campus.

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 Develop a Student Centered Class Schedule	Expected outputs – students will be able to better following their GP map with a long term outcome of completing their programs in three years.
Goal 2 Develop a robust embedded tutoring program to support all gateway courses	Increase the success rate for students of color in all gateway courses, reduce withdrawal, and failure rates. Increase success rates in these courses.
Goal 3 Provide STEM equity professional development for all science and math faculty	Allow faculty to develop more cultural responsive pedagogical practices in STEM classes.

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
- ☐ Access
- ☑ Pedagogy and Praxis
- ☐ Academic and Career Success
- ☐ Community and Partnerships

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:

  11/22/21