

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

Robert Nakamoto

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.)

RISE and FKCE are new service areas

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?

90% were "all courses" or "almost all courses." Environmental Studies was just completed. History plans to complete by the end of November 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?

Political Science plans to complete by the end of the fall 21 semester.

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?

Trends in (1) Grant and Categorial funding support: Perkins, SWP, SEA, HSI, SCFF were critical in supporting initiatives; (2) high touch student academic & student supports: WRAC, STEM, Learning Connection, RISE Financial Aid Liaison, Learning Communities, Counseling, ARC, BEC 10x10; (3) Technology: Social Science Canvas Hub, Canvas, COOL, Library print and videos.

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?

(1) Single discipline faculty (Anthropology, Economics, Geography & Environmental Studies, Ethnic Studies, Political Science, Women's Studies) are stretched without division funding for re-assign time to do outreach, recruitment, hiring, curriculum dev., etc. (2) Division hosts a multitude of events/programs that support the college: earth week, women's history month, ethnic studies summit, yet do not have institutional funding to pay for speakers and related event costs; (3) PLO assessment training; (4) Lack of institutional support for work-based learning staffing and programming. (5) Need for auto degree and certificate awarding.

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?

On the academic side, support practices such as the laptop loaner program, Learning Connection & WRAC, El Centro, OER/ZTC course & degree offerings, Expansion of courses that meet math requirement (i.e. Psych 5 & Bus 19), the establishments of the Movement Learning Community for AAPI/Pacific Islander students, and the SCFF Majors Outreach Project. On the student services side, basic needs support from the FRESH Food Pantry, Friends of Chabot Emergency Aid Grants, CARES team, Financial Aid, and counseling.

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?

Cuts to course offerings will be a hinderance to timely student completion; heavy focus on productivity and larger classes means less individualized student support and risking course success rates; class web is outdated and challenging for students to navigate; transportation costs and multi-transfer bus routing are access barriers; food insecurity without an active FRESH food pantry or cafeteria vendor that accepts CalFresh EBT; single discipline faculty are burdened to run department functions without re-assign time; lack of career counselor and work-based learning opportunities i.e. internships and apprenticeship opportunities; limited counseling in areas for evening and Saturday services; and bureaucratic and lengthy hiring and procurement processes.

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?

The SCFF Majors Outreach team has produced a variety of outreach activities to recruit and support student majors in completing. The development of degree, certificate, and transfer maps will provide clearer guidance for students to clarify, enter, and stay on the path. Increasing use of social media outreach, texting platforms, and offering financial incentives could boost enrollments. Implementation of Student Success Teams will help promote a high-touch approach to guide and support student success.

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?**

Social Science courses have been either similar or over-represented in comparison to their representation in 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?**

Division course success rates for DI populations present a variable pattern based on discipline. For example, in Ethnic Studies, African American students' success rates in ES courses (66%) were 3.5% higher than the college average (62.5%). Similarly, Latinx/Chicanx students had an overall college success rate of 69% in the past 3 years, yet their success rate in ES courses were an average of 3.25% higher at 72.25%. In Geography, Black students similarly succeed at higher rates than the overall college success rate. The pandemic has been a significant contributor to student withdrawal through health, employment, and housing impacts. History, which historically have had robust enrollments, has struggled with fill rates in unprecedented ways.

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?

ADTs and AA/AS degrees have primarily increased over the past 3 years. Curricular efforts from faculty have created more degree offerings. The SCFF Majors Outreach project along with the creation of program maps will enhance student social capital and navigational guidance and support.

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?

Enrollments have remained somewhat consistent in disciplines such as Anthropology yet the retirement of the second full-time faculty position has put an ongoing strain on the sole full-time faculty. Similarly Ethnic studies has experienced growth as a result of new legislation making ethnic studies an area F CSU graduation requirements. This along with ES courses now fulfilling the American Cultures requirement for an Associate's degree has created more demand. We anticipate that this demand will only increase as the word gets out.

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 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?

An unstable email system until recently, as well as a lack of access to an electronic signature platforms i.e. "adobe sign" has adversely impacted productivity and efficiency.

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?

A few disciplines are awaiting a review from a general counselor and the articulation office to verify and confirm that the program maps are correct.

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 Social Sciences Division includes 12 academic programs (Anthropology, Early Childhood Development, Economics, Environmental Studies, Ethnic Studies, Geography, History, PACE, Political Science, Psychology, Sociology, and Women's Studies) with diverse attributes and needs, and which offer a wide breadth of general education and career development courses for Chabot students. We are the second largest division in terms of sections offered and in FTES. We offer over 20 AA, AA-T, AS-T, and certificates. In 2019-20, there were 998 degrees awarded to Chabot students and 303 or approximately 36% OF ALL 2019-20 DEGREES AND CERTIFICATES WERE FROM THE SOCIAL SCIENCE AREA. Furthermore, the division has the highest WSCH/FTF ratio in the college (592.42 in Fall 2020). Social Sciences course, degree and certificate offerings are constantly evolving to respond to the needs and interests of today's students. For example, Ethnic Studies completed and articulated the following: ES 4: Intro to Latinx; ES 7: Women of Color; ES 5: Critiquing Race and Gender in Popular Culture; ES 6: Intro to Pacific Islands and Oceania Studies; ES/HIS 42: Asian American History - 18th Century to 1945; and ES 43: Asian American History - 20th to 21st Century. ES 43 cross-listed with History 43. Development for Intro to Pacific Islands and Oceania Studies was culminated for offering in Fall 20. This expanded course offering has attracted additional ES declared majors which increased to 33 for AA in Ethnic Studies and 26 for AA-T Social Justice: Ethnic Studies. Social Sciences continue to exhibit leadership on campus in hosting events and offering programming to the campus community including the Ethnic Studies Summit & Speaker Series, Earth Week, Women's History Month, Equity FIG and Training Series, and the Social Science (Virtual) Open House. Lastly, the division recently integrated the RISE program and the new Movement Learning Community for AAPI students.

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

COVID 19 had an adverse effect on our student enrollments. The division has historically been able to maintain high fill rates. Student enrollment declines has resulted in unprecedented course schedule reductions. The division cut 12 classes (2.4 FTE) for Spring 22 and 18 classes in Fall 31 (3.2 FTE). The challenge in these reductions was that many of these classes were traditionally productive classes with historically high fill rates i.e. PSY 5, Econ 2, etc. Faculty have experienced a number of additional challenges with adapting to completely online synchronous and asynchronous approaches. For the former, many were attending summer online teaching professional development trainings in the summer. This was critical for a majority who had not previously taught fully online. For the latter, many were rapidly creating online lesson plans, text and video content, and assessments. Faced with increased numbers of student experiencing challenges with access to technology and other basic need supports. Faculty and staff were quickly getting up-to-date information on internal and external resource referrals to give to 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 Social Sciences have been a highly productive division in terms of WSCH/FTE ratios. A re-calibration will be needed to align instructional modalities with student need/demand to maintain high fill rates. There will need to be campus-wide discussions on finding an equitable balance between offering large classes and tracking course completion rates. There is a point of diminishing returns. Several of the faculty have voiced a need to examine class caps across the college in this regard. The division continues to host college-wide events and activities such as earth week, women's history month, ethnic studies summit, etc. yet do not receive institutional funding to help support these efforts. Lastly, with disciplines having some of the largest identified number of student majors, there continues to be a need for additional division allocation of reassignment time to have "discipline leads" to support the critical roles to support outreach, recruitment, career pathway and work-base learning opportunities, etc.

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	Expected Outputs or Outcomes
<p>Goal 1</p> <p>1.Continue SCFF Majors Outreach Project</p>	<p>Continue to outreach to new and existing student majors. Short-term outputs include identifying student majors in each discipline area, sending welcome letter & connecting them to 1 or 2 follow-up activities i.e. major series events, discipline canvas hub, office hours, etc. Long-term outcome goal to increase completion metrics such as certificate and degree attainment</p>
<p>Goal 2</p> <p>2.Support Career Pathway Development including work-based learning opportunities</p>	<p>Short-term goal is to finish discipline mapping project and integrate into print and digital platforms: webpages, canvas sites, etc. Additionally, develop apprenticeship and non-credit offerings (Kidango partnership, Teachers Education Pathway Development, etc.). Long-term goal to have students participate in these offerings and declare majors toward completion in identified career paths i.e. Society, Culture, & Ideas pathway etc.</p>
<p>Goal 3</p> <p>3.Integrate and expand RISE program into Social Sciences</p>	<p>Short-term outputs include hiring a program manager and establishing a prison-education-program at Santa Rita in Spring 22 (Covid-19 permitting). Long-term outputs to assist students in completing courses towards a certificate or degree.</p>
<p>Goal 4 (optional)</p>	

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:

the determined deadline