

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

Patricia G Molina

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.)

These are federal programs which one programs only has one due to federal requirements. The other program does not serve Chabot College students so the SAOs don't align with the 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?

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?

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?

Most programs found that having access to good data from banner and Degree Works was helpful for their programs to monitor progress, graduation and assist with outreach. Also being able to hire staff and student assistants will provide more assistance to their program. Having the college’s support to create a safe space and program for African American students. Lastly, enabling HPN to maximize services for all sites, and especially for two of our most resourced-challenged schools.

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?

In our Special Programs area there are some barriers the hinder our programs. Technology seems to be at the forefront of barriers to our programs. It has improved since the shelter in place but there is still room for improvement. Technology issues stem around applying to the college, financial aid completion, a better way to email students and providing attributes for students in programs to track them. A Career exploration tool is needed on our website and on campus so students can access jobs on and off campus and assist with job and internship search. It seems that hiring staff is a issue to support newly program and not having a consistent faculty member for the learning community is a barrier for the program. Lastly, exposure of the programs on campus is something that needs to be addressed so that students can access the 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?

The institutional-level support that has been offered through the pandemic has been a great resource for our students. The trend from Special Programs seems to be for the college to continue with food pantry, free breakfast and/or lunch, lap top lending, hot spots, the continuation of the Chabot promise grant to ease the burden for students that don't qualify for financial aid, continue online services where it made our services like counseling and front desk accessible for more students, support students with books and supplies the each of the special programs provide, keep supporting the SOAR program to onboard new students to Chabot and finally hire more faculty and staff to support our students.

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?

The institutional challenges that are trending in the Special Programs area are in regards to Adobe, students have a hard time signing documents, students should have access to free Adobe sign and MS365. Also, there are too many accounts that have logins that students have trouble remembering. What is needed is a one log in to access the different programs on campus. Another need is to have lower prices for Math and Science codes. There is also a need to for all the campus to integrate accessibility into everything we do. Class Web is out dated an we are desperately in need of a new system that is student friendly. Concurrent enrollment fall short for the high school students, maybe having more forms from MS365 than using paper. This will make submissions a lot easier for those students. In one case prerequisites are holding the student back from registering for classes. These students are in a short term class and can't register for the second class in the same semester because of the prerequisite. We need to look at how to automatically allow these students to register for those specific classes. Lastly some programs are in need of priority registration so students can register for the classes they need in order to complete their goal.

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?

This question was not displayed to the respondent.

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?

This question was not displayed to the respondent.

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?

The trend for Special Programs was that the number of students served hasn't changed much but they all meet their state and federal goals. As far as staffing, there has been a drop in student assistants and some professional experts since there was no face to face services.

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 the majority believe the technology and facilities in our area is sufficient to support our students. The majority of Faculty and Classified Professional do participate in professional development offered by or Chabot and also participate 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?

The Special Programs area discusses the barriers in regards to access. Students just don't know the services exist (there is a need for more visibility), some programs come with a stigma, others are confused with the name, and more employees are needed to help with the growing programs.

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?

All Special Program provide service in-person or online M-F through-out the day and evening. Students also have access to email and ESARS to ask question any time of the week.

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?

In the Special Programs each program has its issue on wait times. CalWORKs students have to apply with the county first before they can apply to the college program. These wait times can be long at times. DSPS students have to wait for Braille books which Math is time consuming to translate. They are now working with an outside service which improved the wait time. For Puente having a Fall English 4A class would be helpful for students that have taken AP or tested into this level. For these students having to wait for English until the Spring is not helpful for the student.

Q25.

Summary Analysis

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

Special Programs & Services "We Go the Extra Mile" to help support students in achieving their educational objectives and goals; including but not limited to, obtaining job skills, vocational certificates, associate degrees, and/or transferring to four-year colleges and universities. Since last PAR cycle our programs have established a full-on remote service system and access almost twenty-four hours a day through front desk zoom, appointments on zoom, texts, google phone calls, ESARS, Canvas, and email. Even though we have been in the pandemic, or persistence rates are still better than the non-Special programs students. If you look at the IR data you will see that Special Programs students persist from fall to spring and fall to fall in higher percentages than non-Special Programs students. Also, GPAs are higher as academic probation rates are lower. Because we provide high touch services to our students, they are more successful.

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

Our greatest challenges have been similar to last year. We are still offering classes online which has been a hardship for our students, because of the necessary tools they need like internet, good computers and a quiet place to study. Because students are still remote, we are having a hard time promoting our program and recruiting our students. Marketing to our students is a bit difficult because they are already inundated with information to their emails. As we come back to our office hiring more staff will be positive as they will be able to support the programs.

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. More visibility of our program and services. Try to eliminate the stigma of being part of some of the programs. 2. Updated technology for staff and students to be able to access and provide services. 3. Work toward a system for unified outcomes data for all Special Programs. 4. Hire more staff to assist in expanding programs 5. Provide priority registration for all Learning Communities

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. Hire a counselor who is shared across EOPS and other support programs such as BCRC and El Centro to make counseling services more easily accessible to students.

A new counselor that is shared. Students believe that counseling is more accessible from Special Programs

Goal 2

2. Work closely with General Counseling and the SOAR program to present our programs to incoming students so they can take advantage of the benefits from the start of college

Increase number of students in Special Programs.

Goal 3

3. Continue our "We go the extra mile" motto and provide our high touch services. Students will receive program orientation, student education plan and consistent counseling.

Students in Special Programs are satisfied with their services and will complete their three SSSP core services in greater amounts than non-Special Programs 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:

ASAP