

Q1. Dear Deans,

This is where you enter the data from your Deans PAR template. **Please plan to enter your data all at once!** We do not have control over the Qualtrics server and do not want you to lost your work!

Please reach out to the PAR Co-Chairs if you have any questions:  
Deonne Kunkel Wu [dkunkelwu@chabotcollege.edu](mailto:dkunkelwu@chabotcollege.edu) and  
Cynthia Gordon da Cruz [cgordondacruz@chabotcollege.edu](mailto:cgordondacruz@chabotcollege.edu).

Q2. Name of Your Area/Division:

Academic Pathways and Student Success

Q3. Your Name:

Abigail Patton

Q4.

### 1. Campus-Wide Issues

Programs in your division/area were asked to reflect on the results of last year's comprehensive PAR regarding infrastructure or college-wide issues needing immediate attention. Please review your **"Summary Data Report"** from Qualtrics (these reports aggregate all responses from programs in your division/area). Based on their responses and your own experiences, in ranked order, what do you believe are the top 3-5 infrastructure or college-wide issues that deserve immediate attention?

Issue # 1

Student Registration/Application Process: Improve Registration/application process for students

Issue # 2

Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions

Issue # 3

Funding: Secure funding for programs and college wide events

Issue # 4 (optional)

Technological systems: Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input.

Issue # 5 (optional)

Continuous and systematic professional development for faculty, classified professionals and administrators that support transformation change

Q5.

### 2. Service Area Outcomes

2.1. Are there any programs/services/areas with **service area outcomes** in your division/area?

Yes No

Q6. 2.2. Please refer to your Summary Data Report from Qualtrics posted on [2022 Fall PAR Reports & Synthesis Statement](#) website. Service areas were asked the status of their SAO assessments. Have all service areas within your division/area filled out the [SAO Assessment Updates Survey](#) in Qualtrics OR assessed two SAOs in the past five years, *in which assessments included plans for continuous improvement?*

Note: To directly look up a service area's SAO assessment results, use this [SAO 2022 Assessment Update SPREADSHEET\\*](#)

Yes No N/A

Q7. 2.3. If not, by when do you believe you can support the service areas in your division/area with filling out the [SAO Assessment Updates Survey](#) in Qualtrics?

Q8.

### 3. Learning Outcomes Assessment Results

Please refer to your Summary Data Report from Qualtrics and the [SLO Assessment Report](#)\* to answer the following questions.

Q29. 3.1. Are there any programs/services/areas with **student learning outcomes (SLOs)** in your division/area?

Yes No

Q25. 3.2. Is assessment for all SLOs in your division/area up to date?

*This question was not displayed to the respondent.*

Q9. 3.3. If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

*This question was not displayed to the respondent.*

Q30. 3.4. Do you have any **program learning outcomes (PLOs)** in your division/area?

Yes No

Q27. Please refer to your Summary Data Report from Qualtrics posted on [2022 Fall PAR Reports & Synthesis Statement](#) website and the [PLO Assessment Completion Report](#)\* to see how many Certificates and Degree Programs in your division assessed PLOs in the 5-year cycle on CurricUNET. Programs who did not submit a complete PLO assessment are highlighted in pink.

*This question was not displayed to the respondent.*

Q28. 3.5. Is assessment for all PLOs in your division/area up to date?

*This question was not displayed to the respondent.*

Q29. 3.6. If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

*This question was not displayed to the respondent.*

Q11.

### 4. Reflections on Goals & Future Planning

**Context:** In their Fall 2021 PARs, programs in your division/area established goals to support continuous improvement in SLOs, PLOs, SAOs, meeting the college mission, or long-term strategic planning in the Educational Master Plan. Please review the Summary Data Report to see how programs in your division/area responded to the question: what is going well and what are some challenges regarding completing your programs/area's goals?

Q12. 4.1. What trends in their accomplishments stand out?

Transitioning to online and in person services to address student needs and preferences. Providing community building events that engage students and encourage students to be on campus. The new student onboarding process with the early registration for Learning Communities has also allowed programs to ensure students are completing SEPs and enrolling in the courses they need. Faculty and Classified professionals have been able to collaborate more across the division and across the college to expand tutoring services, enhance our onboarding process and partnering with Learning Communities and other areas that directly support DI populations. Lastly, having access to laptops has been a critical aspect of being able to serve students online and in person.

Q13. 4.2. What trends regarding challenges stand out?

Staffing continues to be a critical challenge in various areas in APSS. There are areas that are still not at pre-pandemic staffing stages and now with the increase of services to both in person and online, the needs are greater for my areas. A couple areas also discussing streamlining of our onboarding process for new students and concurrent enrollment students so that there are less barriers to access and enrollment. Lastly, areas shared a need to provide better marketing of services and programming opportunities to current Chabot students and potential students as well.

Q14. **Context:** Last year, your office also established goals, please look here to see the [goals you established in your Fall 2021 PAR\\*](#)

Q15. 4.3. So far, what is going well and what are some challenges regarding completing your office's goals? You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

Hiring staff continues to be an issue even when funding has been identified. Many areas are functioning with very slim staffing availability to support the day to day functions of their areas. The HSI STEM Student Success Teams has provided a great model for the college to pilot additional student success teams in the Spring. We also need to have a greater conversation about scaling our student success teams using technology to engage and be accessible to students. Operationalizing students success teams is also limited by staffing issues and the slow roll out of technology systems like recruit and advise. Our program maps had an initial launch; however, we are still working diligently to update program maps and revise for quality control. Codifying and enhancing our work-based learning opportunities for students is also an area of progress. We need more staffing support as well in this area to provide our students with comprehensive career exploration and engagement.

Q16. \*Note: if you need to amend one of your office's PAR goals, please email the adapted goals to Cynthia Gordon da Cruz [cgordondacruz@chabotcollege.edu](mailto:cgordondacruz@chabotcollege.edu)

Q17.

## 5. Program Maps

Program Maps will launch later this fall. Please consult the [Program Map Tracking Spreadsheet](#).

\*If link does not open,

try: <https://clpccdorg.sharepoint.com/:x/s/ChabotGPprogrammapping/EYNtlwPHRIFAnSMAYqbqmEMBV4omShNxMfbOugYdFDJslA?e=EgEdEaO>

Q18. 5.1. Have all programs in your division/area completed program maps?

Yes No N/A

Q20. 5.2. If not, by when do you believe you can support the programs in your division/area in completing their maps? Please remember that if faculty members need support, they can reach out to Heather Oshiro [hoshiro@chabotcollege.edu](mailto:hoshiro@chabotcollege.edu).

Q21.

## 6. Summary Analysis

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

The greatest accomplishments and key contributions to the college have been the ongoing work to streamline the process from application to completion of the career and academic goals at our college. This semester, in collaboration with Admissions and Records, we were able to roll out a new form for Spring for concurrent enrollment and dual enrollment students. This new form is much simpler, and it also provided greater flexibility for program staffing to support and keep our partner schools informed of where students are in the process. We have also adopted the multi-year form for CCAP students, allowing students to only apply once for CCAP courses throughout their high school career. Additionally, in most areas, students have greater access to our services through online and in person services. Our learning connection has incorporated not only online and in person services, but they have also provided additional modalities to communicate with tutors and tutees. As a division, we are also seeing an uptick in students enrolling in our program and utilizing our services from previous years and close to pre-pandemic numbers. Our RISE program for example, is currently in pre-pandemic numbers of students in our program and this Spring, we will start our courses at Santa Rita Jail, supporting people currently incarcerated and providing them with an opportunity to finish their GED and pursue a college degree. Our areas have also had a lot of success in community building programs that are offered by the various areas to engage students, bring them into our spaces and provide a sense of belonging to not only our programs but the college as well. The BCRC and FYE have both had a lot of success in their program, holding space for students and providing fun and impactful programming like our Chop it Up Tuesdays at the BCRC and the FYE movie nights. Lastly, the CCEPG has rolled out this last semester the Practical Anti Racist Teaching Institute, with 15 participants ranging in years of experience and across various areas on campus. The institute provides the space for faculty to be engaged as scholar practitioners and to learn from each other on practices and pedagogy to best serve our students furthest from opportunity.

Q22. 6.2. Please provide a summary of your division's/area's **greatest challenges** since the last comprehensive PAR cycle. (300 words)

The Division's greatest challenges continue to staffing issues. In the BCRC and the STEM Center, for example, we do not have dedicated throughout the day and have had to rely on faculty and classified professionals from other areas to support the spaces to keep the centers open. Additionally, the roll out of technology like recruit and advise has also been an issue in our area. In order for Student Success Teams to have a tool to support their pathways students, we need have training and begin using technology. Some of our areas have also struggled with access to laptops for their students. Access to laptops across the college have decreased and with a greater demand for computers for students that may be taking online classes, we have only been able to provide laptops to check out during the time they are in the program areas. Our areas have been moving towards providing free printing for students; however this is still limited to our spaces. Being mindful of higher gas and food prices, our areas see it key to remove additional expenses.

Q23.

## 7. Resource Requests for Your Dean's/VP's Office

You will need to enter resource requests for *your own Dean's/VP's offices* into [Fall 2022 Resource Request Submissions](#).

Q24. 7.1. How do these requests support the goals in your division/area?

The faculty, classified and administrator staffing requests are critical to keep our spaces open and to be able to provide meaning programming for students to supports their enrollment, persistence and graduation. The technology requests in the various areas will provide more efficiency when providing services (computer cameras and headphones), more access to technology for students like laptops and computers. Requests to support programming are central to the division goals to support students in building their academic self concept, sense of belonging and connection to our college.

Q25. 7.2. I have entered any resource requests for my Dean's/VP's office into [Fall 2022 Resource Request Submissions](#)

Yes No N/A

### Location Data

**Location:** [\(37.8084, -122.2846\)](#)

**Source:** GeolIP Estimation

