

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 and
Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

Q2. Name of Your Area/Division:

Science and Math

Q3. Your Name:

Safiyyah Forbes

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	In order for the college to better serve our students we need to take a closer look at our hiring process. The current system of not automatically evaluating programs and replacing retirements has left a gap in how we serve our students. Staffing is one of our top issues not just in Science and Math but across the campus. our Counseling colleagues play an essential role in supporting our students in accomplishing their educational goal, yet that area is under staff, resulting in our students not having access to the high quality counseling services that we provide. Other staffing issues we need to take a closer look at is the turn-over rate of administrators, who serve as vital part of the college in working collaboratively with faculty to accomplish the college mission and goal, this turn-over has left areas feeling unsupported, projects stalled/uncompleted which translates into us failing our students.
Issue # 2	The registration process for student who receive vaccine exemption needs to be evaluated. We need to develop a better system to allow student to automatically register for classes once they receive vaccine exemption instead of going through several offices before their registration is cleared. With low enrollment it seems that as a college we are still creating barriers for students to register for classes, the process should be streamline and easy for students.
Issue # 3	Student learning loss due to COVID. During onboarding and orientation of new/returning students the college should have some sorts of a workshop to help students address studying habits, social interaction with each other and faculty, time management.
Issue # 4 (optional)	
Issue # 5 (optional)	

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?

Yes No N/A

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?

Courses SLOs that was not assessed during this PAR year will be assessed this fall 2022 and data analyzed to be submitted in the Spring 2023. The division also have a few classes that will be assessed after Spring 2023 if we are able to have the enrollment to run the class.

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.

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

Yes No N/A

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?

Program that was not accessed during this PAR period will be assessed in Spring 2023.

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?

Since the last PAR the division has made significant progress in accomplishing goals set. The division has successfully hired three new colleagues in Physics, Environmental Science and Microbiology. All of our lab courses are fully back on campus for in-person instructions. Due to COVID we were not able to engage the community as we did in the past, however this past year we successful hosted a variety of outreach events in Planetarium both in English and Spanish. We implemented a work base learning where students had the opportunity to visit a variety of industry partners within the Bay area (ex. SLAC). We are had biweekly STEM speakers to engage our STEM students and informing them of the different STEM pathway once leaving Chabot and beyond. Our faculty continues to engage in our STEM Equity academy expanding their pedagogical process, examining grading policy through an equity lens, and the chemistry department has seen moderate success in the piloting of instructional methods for increasing equity in chemistry classes. With support of the HSI STEM grant our faculty has been engaged in piloting the STEM Student Success Teams, working on looking at our class schedule, course restructuring, embedding tutor and supplemental instruction to ensure our STEM students are successful in there course and beyond Chabot. We have also implement a work based learning program in Fall 2022 which includes guest speakers, field trips and University tours.

Q13. 4.2. What trends regarding challenges stand out?

We continue to struggle with limited staffing in our areas. We had a few retirements in the division that has not been replaced. For example, in our Biology program we had to cancel filled classes with waitlist due to the lack of staffing. It is also very challenging to recruit top candidates to teach our courses. We are also limited by where we advertise, in order to promote our jobs in diverse journals/job websites such as NSBE we have to allocated funding from the limited division funding. The college needs to make more effort to work with the district office to support paying for ads to be posted on diverse websites/journals. Our enrollment in some areas are down and we have also noticed learning loss due to COVID. The challenge is developing ways to support students to regain those learning loss, whether those workshops focusing on time management, study skills, emotional and social interaction all of which was brought on from continuous online learning due to COVID. Due to budget issues we maybe losing the observation platform atop the new building 2100 STEM faculty office/lab building. We are currently working with the Bond Construction team to identify alternative locations including the expected STEM plaza if/when Building 2000 is demolished. We will continue to stay active in the planning process and advocate strongly for some sort of observation area free of lights, because our current on-campus Astronomy lab program is negatively impacted with current construction and lighting.

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.*

Last year the division office set three goals: Goal 1: Develop a Student Centered Class Schedule Throughout the academic year all the area coordinators have been working diligently in crafting a schedule that would allow our STEM students to complete their pathway in 3 years. The team was able to develop a schedule for our Biology majors and will continue to work on aligning the schedule to enable students in the other STEM disciplines to create a schedule that is student centered. Goal 2: Develop a robust embedded tutoring program to support all gateway courses We have started this conversation in our STEM student success teams. Goal 3: Provide STEM equity professional development for all science and math faculty Through the academic year 21-22 STEM faculty worked with Carmen and Kristen through CCEPG in a year-long professional development focusing on advancing our faculty pedagogical practices with an equity lens. As a result of this year-long training some areas have seen moderate success in the piloting of instructional methods for increasing equity in chemistry classes. In particular Dr. Pitcher started using standards-based grading in Spring 2022 with the result of no students dropping and all students passing Chem. 1A and Chem. 1B. This piloting is continuing this semester in two of the Chem. 12A sections. This work has continued with monthly meetings were the group is utilizing Cultural responsive teaching and the Brain as one of their guiding book.

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

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=EgdeEaO>

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.

All outstanding program maps will be completed in Spring 2023.

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)

Our MESA programs continue to thrive in welcoming back our students to in-person workshops, and activities. We continue our outreach to the Hayward community in offering planetarium programs promoting diversity especially for our LatinX audiences. Our faculty are continuing their professional development group around developing cultural responsive pedagogy to further support student success and retention. All of our areas have returned to more in-person teaching and learning as we continue to offer hybrid, online, hyflex modality. The STEM student success team has been busy working on developing embedding tutoring, supplemental instructions and re-examining our schedule of classes. We have also implemented a work based learning Program that includes guest speakers, job shadowing, field trips, and university tours. We welcomed three new faculty to our division one to begin in Spring 2023.

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

Staffing our lab classes has been a great challenge. Recruiting new students into our programs.

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?

Resources requested will allow faculty to continue delivering excellent pedagogy. Ensure that the division office can continue to support our students.

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: [\(37.6403, -122.0667\)](#)

Source: GeoIP Estimation

