

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

Deonne Kunkel Wu

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.)

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?

They have all been assessed

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?

We anticipate completing PLO assessments this Fall and entering the data into CurriQnet in Spring. We generated a general assessment rubric in our division and are waiting for students to submit final projects at the end of the 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?**

Access to tutoring, labs and equipment as well as support from IR on gathering data support areas in completing their goal as does funding and staff support for key support positions in the division.

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?**

Many areas note the need for student contact information and the challenges they have had maintaining labs. They also note challenges around focusing on their teaching and students given increasing accountability demands and state initiatives as well as an over focus on productivity.

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?

Access to counseling, student services, labs and equipment as well as our current base funding model support students as do programs such as 10x10 and FYE. Faculty note that increased support for these programs and services is needful.

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?

A few trends emerge: 1) challenges obtaining student contact information and texting students; 2) challenges around working with IT to update software and maintain computer labs; 3) challenges around the lack of key faculty positions (in MURT, Art, Theater, and Graphic Design) and staff positions (for lab access and maintenance); 4) space issues (lack of appropriate space for Digital Media programs and issues surrounding older buildings)

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?

Areas in AM&C have crosslisted classes, increased work stations, and adjusted lab to lecture ratios to improve productivity. They have also redesigned programs so that certificates and degrees are "stackable." Courses have also been put on rotation. After six years of efforts in these areas, available avenues to increase FTES while assisting students in reaching goals (in regards to structural issues) have been addressed. Marketing is our highest need.

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?**

Representation in AM&C mirrors campus averages for the majority of program with exceptions on either end. For instance, the Mass Communication program has a much higher average of Black students than the college average.

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?**

DI has reduced in a number of programs, stayed the same in some, and increased in a few. For instance success rates have gone up or stayed the same in 5 programs. African American and Latinex students succeed at higher rates than white or Filipino students and lower rates than Asian with Pacific Islanders experiencing the highest rates of DI.

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?

Canceling classes has increased time to completion.

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?

FTES decreased in MURT when we lost our full time faculty member and funding to staff labs.

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?

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?

Significant facility needs exist in Film, photography, Theater and Mass Communication. We do not have appropriate or adequate space and security is a tremendous issue.

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?

Some programs are in the process of revising their curriculum and hence their maps are not complete. They anticipate completing them once new programs are approved.

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)

1. All ADT's available for approval are now offered to our students. The only programs in AM&C that don't offer an ADT are the programs that the chancellor's office does not have an available ADT in. Additionally, programs in AM&C now offer stackable certificates with CTE certificates and degrees BACCC approved 2. We successfully transitioned programs to an online format, including streaming performances 3. We have had a number of successful equity and Strong Work Force pilots

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

1. Obtaining student contact information in a timely manner -- this is not a fault of A&R as they are in need of support 2. Staff needs -- loss of only full time faculty member in MURT as well as two retirements, and needs for increased lab support 3. Facility needs: TV station outdated, space needed for Film and Photography, Theater in need of upgrade 4. Additional IT support needed to update software and computers. We have had to ask students in multiple programs to buy expensive equipment and software, not because we don't have the funds or equipment but because IT isn't able to maintain them.

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. A&R support (staffing so Paulette can delegate approving and sending student contact information) 2. Staffing: faculty in our division, lab support, and IT

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

	Expected Outputs or Outcomes
<p>Goal 1</p> <p>Support students in achieving their educational goals (majors advising, labs...)</p>	<p>Increase student success and decrease disproportionate impact</p>
<p>Goal 2</p> <p>Meet facility needs</p>	<p>Increase productivity in classrooms that are currently too small, improve SLO and PLO's by supporting students in meeting industry standards</p>
<p>Goal 3</p> <p>Re-build FTES in programs</p>	<p>Increase the number of students in programs that have been impacted by Covid</p>
<p>Goal 4 (optional)</p>	
<p>Goal 5 (optional)</p>	

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:

Week of December 6th