

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

Jamal Cooks

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?

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?

In the Division of Language Arts, there are a number of trends presented by the areas. The most important supports are the people. Faculty, classified professionals, and administrators help create a strong learning environment. There are a number of funding sources that allow for resources for students including advising and mentorship. Additional instructor support including Canvas training support for instructors/teacher workshops helpful during pandemic.

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?

The barriers for students in our division overlaps with other students while still maintaining some specific concerns. Our students needed more help navigating the Chabot website, access to more resources, and lack of quality check in online teaching. In addition, the looming budget cuts and changing process of the PAR leads to increased anxiety at a time of coming out of the pandemic.

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 supports for student success are very important. The most important supports have been laptop lending, hubs in CAVNVAS, student support programs like El Centro, WRAC, BCRC and the 10x10 and counseling sessions to navigate the academic setting for many of our first generation and disproportionately impacted students. Finally, OER has been a major shift in what students enroll in classes and how they engage with classes. These supports have increased student success

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?

Institutional level challenges for the division have included looming budget cuts and lack of a dedicated advising center that offer supports and services for ESL students who’s first language is not Spanish

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 division of Language Art has a tentative enrollment management plan. The components include: exploring dual enrollment opportunities, distance education option and non credit offerings.

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?**

There are few representation distinctions within the division. With AB705 there have been an increase of students who complete English 1. However there are the same percentage of students who drop classes during a semester. More of disproportionately impacted groups I and students of color are in the latter group.

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?**

There are few representation distinctions within the division. With AB705 there have been an increase of students who complete English 1. However there are the same percentage of students who drop classes during a semester. More of DI and students of color are in the latter group.

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?

Student barriers to successful degree and certificate completion can be achieved by; professional development for faculty in curriculum instruction and assessment; access to cutting edge technology apps and programs; faculty lead to contact and monitor dept majors to encourage them to remain in the program, complete the program and apply for graduation

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?

With new personnel and new schedule (unit comp. courses) we had some dips in enrollment that are not typical. Not to mention the pandemic and its challenges Our decreases in part-time staff naturally reflect the reductions in FTES since we have reduced classes to better reflect student demand. The full-time staff has been reduced by 50% since Fall 2018, which is also comparable to the decreases in enrollment. Our enrollment appears to be slowly rebounding, so I will be interested to see the latest data in FTES.

Q18. Staffing, Technology, Facilities, and Professional Development Analysis

Please look at your Dean/Divison 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?

Technology and facilities are above average but have room to grow. For technology, the division needs multiple laptops and laptop carts in order to properly serve students. With a limited number of computer labs on campus faculty need access to technology to properly work with students. In terms of facilities, there are concerns such as working lights in all restrooms and ants in offices.

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?

The two areas with degrees and certificates have completed their program maps.

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 Division of Language Arts had many key contributions/major achievements since the last comprehensive PAR cycle. With support from the Dean and Vice President of Academic Services, both areas revised curriculum, participated in professional development opportunities to discuss how to incorporate equity within their instruction, and funded coordinator positions for English department & p/t faculty coordinators in order to maintain continuity within the areas regarding curriculum, instruction, and assessment. In addition, they each supported revising our hiring process and questions so we attract a more diverse, talented pool of faculty. As a result, our faculty in the division has become more diverse. Technology Assistance Program The laptop and hotspot lending program has been a lifesaver! It helps equalize the technological playing field for all students. I hope this continues when we return to campus. In English and ESL, we successfully transitioned into meeting AB 705. We made changes to our placement process, added a unit to our college level classes, and provided additional academic support for our students. As a result, there was an increase in the number of students that complete college level English within their first year at Chabot. Specific to ESL, El Centro is a great resource for LatinX English language learners to get help with the application, placement, registration, and financial aid. Teachers in the ESL department have greatly utilized the Canvas support team which played a vital role in helping teachers through the pandemic. Chabot has wonderful tutors and learning assistants for classes, as well as ESL discussion groups. They are well managed and well-trained. ESL students benefit very much from these services.

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

Although the Division of Language Arts had many accomplishment, there are a few items that were our greatest challenges since the last comprehensive PAR cycle. There is a need for more technology. An important realization during the COVID-19 pandemic is that many students lack reliable technology for academic support. Although they may have their cell phones, student need laptops, hotspots, and access to technology. Moreover, as instructors, the faculty requests having more computer labs. As an instructional need, the pedagogical approach is more inclusive and engaging with access to more computer labs. "Uncertainty with budgets and constant threat of budget cuts. Often we will work on a plan for our program--for example, mindful scheduling of our literature and creative writing courses, only to find that these classes are going to face deep cuts because their lower fill rates make them "low hanging fruit." Although the English department has a lower student cap, the area has many concerns about the cuts needed to make every spring semester for the past 3 years. ESL believes that there needs to be a dedicated Student Services for English Language Learners. ESL students require extra support to make their way into classes and have specific needs while they are part of the college. A dedicated center, ESL specific service hours and/or Welcome Days will better support the college's mission to be culturally responsive to immigrant and refugee students. As noted from ESL, in theory, The COOL process is a great way to help maintain quality online instruction, however, we may need to reflect on the ways that it works for faculty and how it might be improved to benefit student. We will need to continue to find resources to help expedite the process.

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 room reservations are a challenge on campus with 25 LIVE. The system needs to be updated so that anyone looking in the system will be able to see available rooms and reserve them well in advance. Our Class-web information needs an upgrade in the navigation area. Finding classes on the class-web app is not intuitive and the schedule is hard to read - even worse during the pandemic.

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. Increase number of students completing college level English in year one, particularly disproportionately impacted populations

We will increase student completion of college math and English by 10% over the next 3 years.

Goal 2

2. Decrease number of students that fail or drop first year English.

The percentage of students failing or dropping college level English and math will decrease by 30% over the next 3 years.

Goal 3

3. Increase number of degree and certificate completion for English and World Language

The number of degrees and certificates from English and World Language will double over the next 3 years.

Goal 4 (optional)

Establish degree/certificate for Sign Language and ESL

We will establish a certificate and degree program over the next 3 years

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:

12/17/21