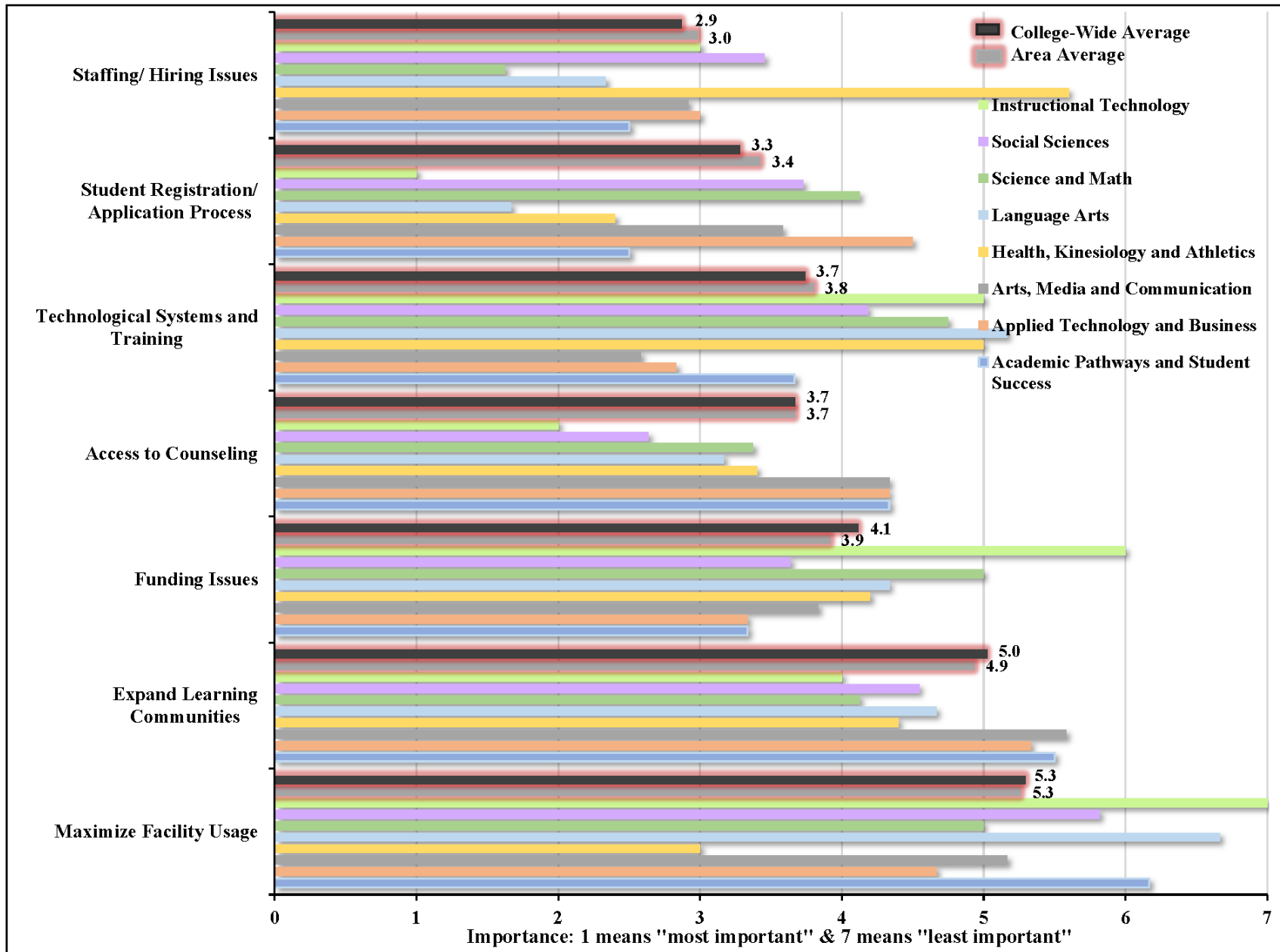


# **VP Academic Services Summary Report**

### Part I: Priority Areas to Address Ranked by Programs within Your Area



## Detailed Priority Area Information

- **Staffing/Hiring Issues**
  - Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.
- **Technological Systems and Training**
  - Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input.
- **Expand Learning Communities**
  - Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.
- **Access to Counseling**
  - Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.
- **Maximize Facility Usage**
  - Maximize usage of and planning for facilities.
- **Funding Issues**
  - Secure funding for programs and college-wide events.
- **Student Registration/Application Process**
  - Improve registration/application process for students.

## Part II: Summary of Deans Summary PARs\*

\*Summary of Individual Programs included in Part III

### Academic Deans PAR Summaries Included in this Report

7 Responses

Name of Your Area/Division:

---

Language Arts

Arts, Media & Communication

Health, Kinesiology, and Athletics

Science and Math

Social Sciences

Academic Pathways and Student Success

Applied Technology and Business

**Academic Services Deans' Analyses of #1 Priority Collegewide/Infrastructure Issues to Address**

7 Responses

Name of Your  
Area/Division:

Issue # 1

Language Arts

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

Arts, Media &  
Communication

Staffing - need for lab technicians and full time faculty

Health, Kinesiology, and  
Athletics

Student Registration

Science  
and  
Math

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.

Social  
Science  
s

Access to Counseling is ranked the most important issue by programs in the division.

Acade  
mic  
Pathwa  
ys and  
Student  
Success

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

Applie  
d  
Techno  
logy  
and  
Busines  
s

The summary report details various aspects of needs within the division. The top ranked needs vary from staffing concerns, technological systems, recruitment and retention of students, especially those with a diverse background (Inclusion in learning communities). The ability for the Administration Justice, Electronic Systems Technology, and Fire Technology to hire a full-time instructor indicates support for the programs that are impeding support and course offerings. Automotive needs a lab technician to support the coverage in lab with students.

## Academic Services Deans' Analyses of #2 Priority Collegewide/Infrastructure Issues to Address

7 Responses

| Name of Your Area/Division:        | Issue # 2  |
|------------------------------------|--|
| Language Arts                      | Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.   |
| Arts, Media & Communication        | Facilities - significant challenges with older facilities related to wiring, safety and security, wifi, lack of A/C, labs not up to standard   |
| Health, Kinesiology, and Athletics | Facilities   |
| Science and Math                   | 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. |
| Social Sciences                    | The second is staffing issues. We are in our 2nd year without replacement of our sole full-time faculty member in Economics due to retirement. Similarly, our Geography/GIS/Environmental Studies and Anthropology discipline only have one full-time faculty due to not being able to replace for retired positions.  |

Academic  
Pathways  
and  
Student  
Success

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

Applied  
Technology and  
Business

Technological systems that need upgrading in Welding, Fire Technology, and Automotive including storage space for automotive.



## Academic Services Deans' Analyses of #3 Priority Collegewide/Infrastructure Issues to Address

7 Responses

| Name of Your Area/Division:           | Issue # 3   |
|---------------------------------------|---|
| Language Arts                         | Access to Counseling: Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.  |
| Arts, Media & Communication           | Learning Communities/student support- the division has been increasing student support and is interested in strengthening the infrastructure  |
| Health, Kinesiology, and Athletics    | Access to Counseling  |
| Science and Math                      | 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. |
| Social Sciences                       | From my perspective, the third is the need to reform the student application/registration process.  |
| Academic Pathways and Student Success | Funding: Secure funding for programs and college wide events  |
| Applied Technology and Business       | Career Education Support and greater emphasis on career counseling expansion. Recruitment and retention of students was ranked high especially in business, automotive, electronic systems, and welding.  |

## Academic Services Deans' Analyses of #4 Priority Collegewide/Infrastructure Issues to Address

7 Responses

| Name of Your Area/Division:           | Issue # 4 (optional)   |
|---------------------------------------|--|
| Language Arts                         | Technology support for students: access to computers/laptops but especially access to IT support and training for student, for loaned technology as well as students' own tech/computers.    |
| Arts, Media & Communication           | N/A  |
| Health, Kinesiology, and Athletics    | Funding  |
| Science and Math                      | N/A  |
| Social Sciences                       | N/A  |
| Academic Pathways and Student Success | 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. |
| Applied Technology and Business       | N/A  |

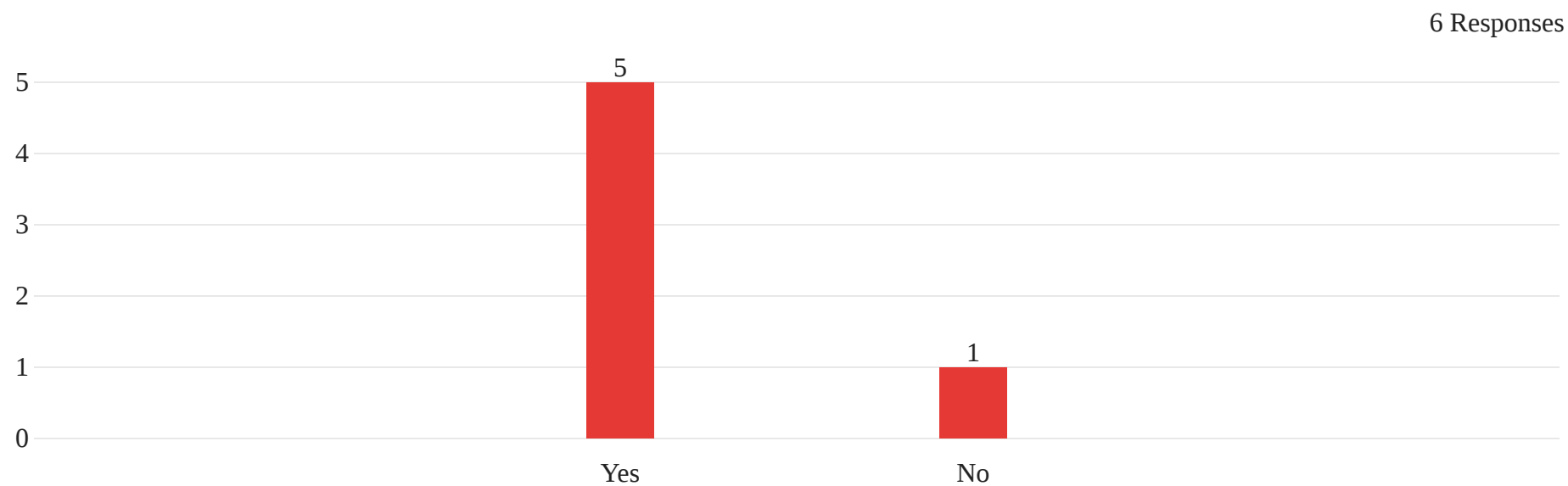
## Academic Services Deans' Analyses of #5 Priority Collegewide/Infrastructure Issues to Address

7 Responses

| Name of Your Area/Division:           | Issue # 5 (optional)  |
|---------------------------------------|---|
| Language Arts                         | Teaching and Pedagogy: improve student outcomes by working toward stronger, equity-based pedagogical practices, for in person and online, credit and non-credit instruction |
| Arts, Media & Communication           | N/A   |
| Health, Kinesiology, and Athletics    | Learning Communities  |
| Science and Math                      | N/A   |
| Social Sciences                       | N/A   |
| Academic Pathways and Student Success | Continuous and systematic professional development for faculty, classified professionals and administrators that support transformation change                              |
| Applied Technology and Business       | N/A   |

### Service Area Outcomes

**Are SAO Assessments in the VP of Academic Services Area up to date?**



7 Responses

Name of Your Area/Division:

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?

Language Arts

N/A

Arts, Media  
&  
Communica  
tion

N/A

Health,  
Kinesiology  
, and  
Athletics

N/A

Science and  
Math

N/A

Social  
Sciences

In October, we had a transition of a new Interim Lab School Director, Carmen Ortiz. She was not familiar with assessing SAOs and will need some guidance in completing the assessment. We can work with her on updating this by end of the term. Also: RISE is no longer in Social Science but reports to APSS effective July 1, 2022 and needs to be updated on the SAO sheet.

Academic  
Pathways  
and Student  
Success

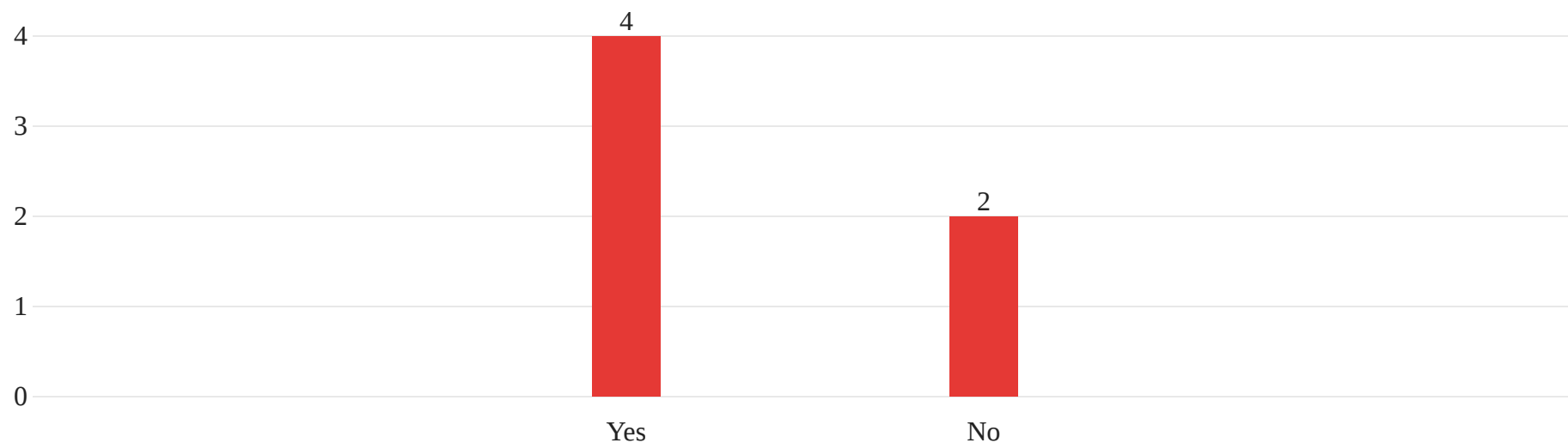
N/A

Applied  
Technology  
and  
Business

N/A

### Are SLO Assessments in the VP of Academic Services Area up to date?

6 Responses



7 Responses

Name of Your Area/Division:

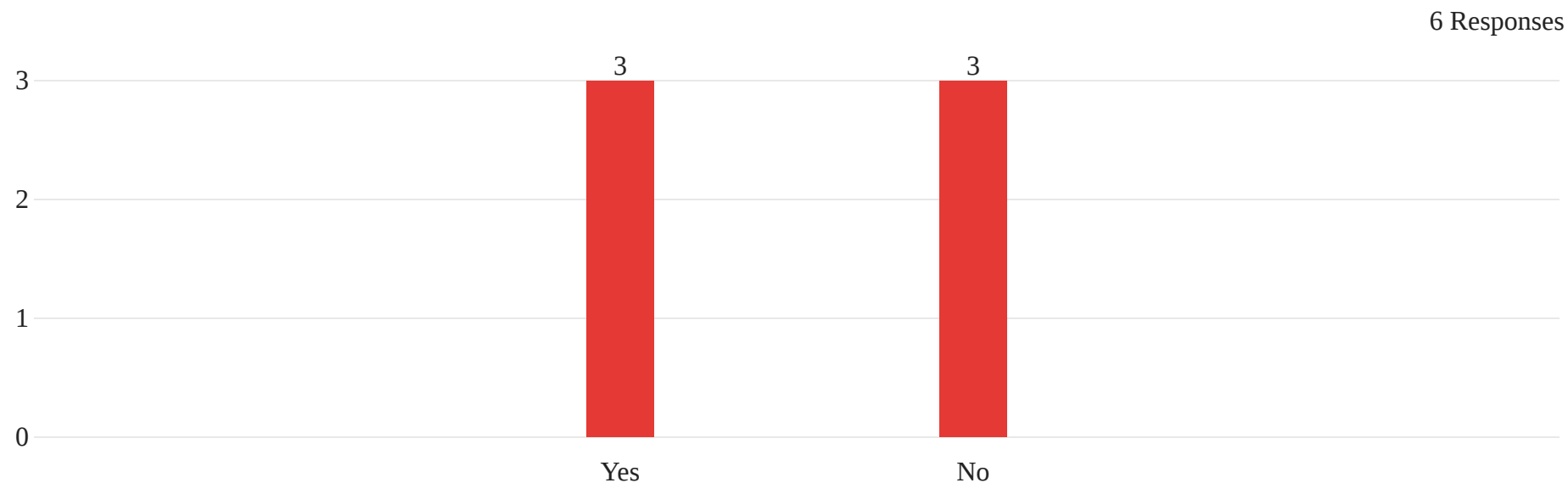
If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

Language Arts

N/A

|                                       |   |
|---------------------------------------|---|
| Arts, Media & Communication           | N/A   |
| Health, Kinesiology, and Athletics    | N/A   |
| Science and Math                      | <p>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.</p> <p>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.</p>  |
| Social Sciences                       | N/A   |
| Academic Pathways and Student Success | N/A   |
| Applied Technology and Business       | <p>There are three courses in Paralegal Studies that are offered in the Spring and will be assessed after Spring Semester; Business has one course that is offered in Summer 2022 for the first time and will be assessed in Fall 2022. Fire Technology and Entrepreneurship are on track to complete the outstanding assessments before the end of the semester.</p> |

**Are PLO Assessments in the VP of Academic Services Area up to date?**



7 Responses

Name of Your Area/Division:

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?

Language Arts

N/A



Arts,  
Media &  
Communi-  
cation

N/A

Health,  
Kinesiolo-  
gy, and  
Athletics

IS this something that can be held off until the new year? With scheduling and hiring, I am not sure how this is supposed to fit in and be given serious attention. As it stands, the groups from HKA think they have done this because of other similar tasks. I think in January I can get faculty to focus on this meaningfully, otherwise I may need coaching on this myself - its difficult to assign something I don't even understand and have not had the time to review.

Science  
and Math

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

Social  
Sciences

We moved the PLO assessment for Economics to Spring 23 due to no longer having a full-time faculty member (retirement). We are moving through the faculty prioritization process again and are hoping to replace the position to assist with completing this process. Not having this position impacts other 10+1 faculty responsibilities in curriculum, degree and certificate requirements, program area review, accreditation, prerequisites, and course substitution waivers, etc.

Academi-  
c  
Pathways  
and  
Student  
Success

N/A

Applied  
Technolo-  
gy and  
Business

Fire Tech is in the process of assessing a couple of their SLO's that is impacting the completion of their PLO's that are on track for completion next month. We are working to have these completing before the end of the semester.

## Trends in the Accomplishments from Programs within Divisions

7 Responses

Name of Your  
Area/Division:

What trends in their accomplishments stand out?

Language Arts

Across the Language Arts Division, there is a clear attention to access and equity on behalf of our faculty and programs. In English, the continued work of CCEPG (Chabot Collaborative for Equity and Professional Growth) stimulates professional development for faculty campus-wide. The semester-long offering PARTI (Practical Anti-Racist Teaching Institute) supports faculty across campus. As the home of CCEPG faculty Carmen Johnston and Kristin Land, the English department also benefits from that work, as it informs conversation and training around pedagogy, curriculum, and policy. In World Languages, the emphasis on Zero Textbook Cost materials and online education aims to create access for students who cannot afford expensive materials and also for students who cannot take traditional synchronous in person classes. The English as a Second Language program has begun offering non-credit and mirrored credit/non-credit classes to create a pathway for ESL students who have practical needs and/or want to take tuition-free ESL classes. The enrollment in these courses has been very high. The Library has worked to create accessible resources and support for students, whether online or in person. The virtual reference desk librarian and tech support are two ways that this attention to student access is demonstrated.

Second, across the division departments are creative in their efforts to serve student needs. Whether through the innovative use of technology, program support for students in the registration and placement process, development of non-credit support classes, departments identify and then work to address problems.

Finally, the division is interested in meaningful professional development. Division faculty seek out opportunities outside the college, but also create their own venues for professional development, such as English Faculty Core Groups, the ESL Online Teaching Community of Practice, or World Languages OER/ZTC cohorts.

Arts,  
Media  
&  
Comm  
unicati  
on

1. The division has seen significant increases in the number of student coming back to campus and is working to support options for students to support multiple modalities. The schedule supports our equity goals.
2. Student support activities and outreach: program meetings for all majors, increased open lab times and access to equipment, K-12 events in Theater, Film and Music

Health  
,  
Kinesi  
ology,  
and  
Athlet  
ics

1. There is a trend related to connecting students to learning resources (i.e. free textbooks, learning apparatus, actual equipment students will use in the work field)
2. Accomplishments despite the pandemic

Scienc  
e and  
Math

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.

Social  
Scienc  
es

Based on course fill rates, students are preferring online courses; particularly asynchronous as it provides the most flexibility and convenience. Similarly, student preference for online office hours and online tutoring are trending upwards.

Acade  
mic  
Pathw  
ays  
and  
Stude  
nt  
Succe  
ss

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.

Applie  
d  
Techn  
ology  
and  
Busin  
ess

- The Administrative Justice program is thriving despite the impact from the pandemic. The addition of the Organizational Leadership Certificate (effective Spring 2023) is proving to be a need for students in the program. There has been a significant increase in student enrollment in the program as well as the Sheriff's Academy. Collaboration with Paralegal Studies on joint events, workshops, and cross-listing of courses decreases overlap in scheduling.
- The Business program obtained DECA club goals and outputs that were anticipated from the previous year. The department is planning to hold a Spring 2023 business award celebration. The department successfully created the brochures needed to market the program.
- The new Fire training center is now complete, and will allow the department more space to house equipment and students with the expansion of the program. The department has been able to obtain necessary equipment and supplies with the support of grant funding.
- The Paralegal Studies Program is thriving despite of a launch at the start of the pandemic. The courses are filling and the first graduating class has earned the first certificates from the program.
- The Welding program has established a partnership with Urban Cowgirl Ranch, increasing access and visibility to more diverse populations the program is seeking to attract. The program desires a more diverse student population including demographics, related skills, and industry experience.

## Trends in the Challenges from Programs within Divisions

7 Responses

Name of Your  
Area/Division:

What trends regarding challenges stand out?

Across the division, getting students enrolled the right courses, with the right supports and resources. For English and ESL, that means making sure that students are able to select the appropriate course, with academic support class. For the library, that means being able to access technology such as laptops.

Language Arts

Throughout the division, creating continuity and community between part-time and full-time instructors has been difficult. The past several years of distance education and working from home further separated PT and FT. In addition, the additional stress of PT during these periods of reduced assignments has made it difficult to ask for more. A result of this is that the PT are not as included in new developments in programs, pedagogy, and curriculum. For instance, ESL faculty have begun offering a mirrored non-credit program, which requires new attention to how the course is organized for students and how the course is managed by instructor (in terms of record keeping). Training and assignments have been difficult. Similar, the online efforts in French and Spanish, with an emphasis on OER/ZTC are not yet taught by any part-time faculty. English core groups are also compromised because PT many faculty cannot or do not attend.

n terms of staffing, the division has requests for reassigned time across all departments. The administrative work for coordinators is significant, each for unique reasons. For ESL, 2 FT faculty is not sufficient to the workload, especially because the student demographic is not fully served by counseling, so some of that work comes to FT ESL faculty. Finally, the turnover in the dean position has disrupted continuity in longer-term projects. It has also affected division procedures and division sense of community.

Arts,  
Media  
&  
Comm  
unicati  
on

The lack of full time faculty members is the most pressing issues. We have had mltiple retirements/resignations and are at crisis mode in two areas.

Health  
,  
Kinesi  
ology,  
and  
Athlet  
ics

Post pandemic Retention and student success

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.

Scienc  
e and  
Math

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.

Social Scienc  
es

Students have challenges with both access and utilization of technology. Access to computers and stable internet continue to be an issue. Students trying to navigate online courses using their phone is problematic. Additionally, traditional modes of communication such as email are increasingly not effective. The need for platforms that are mobile phone friendly is needed. Students' ongoing challenges with Basic Needs (food & housing insecurity, transportation, and textbook costs are still pervasive. The trend towards ZTC is helping yet it is still a small percentage of classes.

Acade  
mic

Pathw  
ays  
and  
Stude  
nt  
Succe  
ss

Staffing continuous to be a critical challenges 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.

Applie  
d  
Techn  
ology  
and  
Busin  
ess

- Welding currently experiences challenges with the alignment of recruitment and retention of a diverse student population. The program desires to align program goals with those of the division and college DIA initiatives.
- Fire technology seeks to collaborate with EMS in restoring the Paramedic Program which has the backing of the Hayward Fire Department, where the current partnership aligns with the new Fire Training Center. The partnership and potential implementation of the program requires further dialogue with constituency groups and the Department of Apprenticeship Standards for alignment.
- Entrepreneurship seeks to create non-credit versions of ENTR1 and ENTR20 to reach a more diverse community base. There is also a plan to create a sales course and work to establish an expansion of the program in the community.

## Accomplishments and Challenges in Reaching the Goals of Deans' Offices

7 Responses

Name of Your  
Area/Division:

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.

---



Goal 1. Increase number of students completing college level English in year one, particularly disproportionately impacted populations. This goal remains pressing. While I do not have specific data on first-year throughput rates over the past few years, term/course success rates in ENGL 1 have been relatively flat, hovering in the mid-50%. Similarly, success rates aggregated by race and ethnicity is relatively flat since AB705 came into effect, even as individual terms and groups jumped up and down during the pandemic. See further notes and numbers below.

Goal 2 2. Decrease number of students that fail or drop first year English. This goal remains pressing. While the withdraw rates in Spring 22 (27%) and Fall 21 (23%) dropped from the height of the pandemic's first year Spring 20 (44%) and Fall 20 (31%), the combined number of students who drop or are non-successful in ENGL remains about the same as it has going back to 2019: the mid 40% range do not succeed in ENGL 1. So, despite increasing offerings of the linked support course, ENGL 215, providing in-person, hybrid, and online offerings to meet all student needs, and conversation about pedagogical practices online and in-person, the department needs to do more to significantly change current success rates. During the first stages of the transition to ENGL 1 as part of the modifications brought about by AB705, the department worked to create cohesion and some uniformity among expectations and pedagogy. Before a culture around a unified sense of the course could develop, distance education during the pandemic fragmented instruction. A critical task for the department is to create a common sense of the course, the expectations, the academic supports. Further research into faculty success rates would be instructive.

Langu  
age  
Arts

Goal 3. Increase number of degree and certificate completion for English and World Language. The transition from AA to AA-T is evident in the number of degrees awarded, with AA-Ts making up more of the degrees awarded. Those have been slowly but steadily increasing. However, the visibility of these programs is still limited. Strategies around marketing and communication, in connection with guided pathways efforts, is required.

Goal 4 Establish degree/certificate for Sign Language and ESL. This goal remains relevant.

Overall the division's strength is in the commitment and ingenuity of the faculty. Faculty care about students. On the whole, they identify and analyze problems and develop solutions to address those problems. Overall, the division's goals have been challenged by instability in the classroom, division, college, and society generally. Modality of instruction, working conditions and environment have all made long-term projects—and projects that require unity—difficult.

Arts,  
Media  
&  
Comm  
unicati  
on

As noted prior, our most significant roadblock is lack for key faculty positions in MURT, the Arts, and Digital Media. For instance, we aren't able to do the curriculum work needed in MURT to support the AAT

Health  
'  
Kinesi  
ology,  
and  
Athlet  
ics

In athletics a number of faculty speak to the need of hiring a full time female coach, sighting gender equity concerns. The nursing director is also mindful of the programs need for a diverse student body, and it is in her goals to make that happen. Outside of these instances, this goal has a way to go. This was not “my” goal, but it should stay as an important note/goal/reminder to whoever steps into this position after the interim position expires.

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.

Science  
and  
Math

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 where the group is utilizing Cultural responsive teaching and the Brain as one of their guiding books.

Social  
Sciences

Challenges in producing outputs or outcomes include navigating the impacts of Covid-19 on student enrollments. Trying to determine the number and modalities of courses to put on schedule. Learning new strategies to outreach to and support students in remote operations and distance education. The loss of key faculty and staff positions that haven't been replaced has affected certain disciplines in sustaining and/or expanding their discipline programming

Academic  
Pathways  
and  
Student  
Success

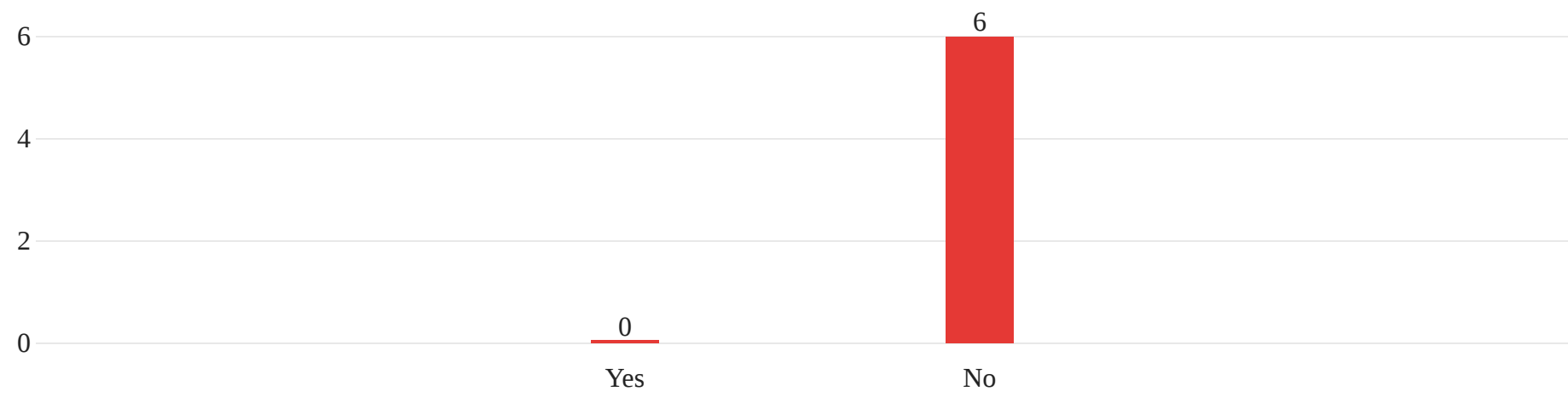
Hiring staff continues to be an issue even when funding has been identified. Many areas are functioning with very slim staffing availability to support the day to day functions of their areas. The HSI STEM Student Success Teams has provided a great model for the college to pilot additional student success 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.

Applied  
Technology  
and  
Business

The division is in the process of hiring a Fire/EMS lab technician and a Sr. Administrative Assistant to replace the loss of the previous Sr. Administrative Assistant. These roles are critical and will support the growth and continuity of the Fire Technology Program needs. The need to demonstrate and provide additional resources to support the safety and instructor balance within other programs (Admin. Justice, Paralegal, Electronic Systems).

### Have all programs in your division/area completed program maps?

6 Responses



7 Responses

| Name of Your Area/Division:        | If not, by when do you believe you can support the programs in your division/area in completing their maps?  |
|------------------------------------|--|
| Language Arts                      | English has two maps to complete. They can be completed by the end of the semester. Certificate in Creative Writing and AA in English-Emphasis in Literature can utilize much of the material in the maps that are already complete. |
| Arts, Media & Communication        | Spring semester - faculty have seen the current list. Some of the degrees have been updated and so maps need to be adjusted.   |
| Health, Kinesiology, and Athletics | I am not sure why the division does not have these done. This is another area where I could use some coaching as to what the task is, how is it assigned, to who, and what a successful model looks like.                            |
| Science and Math                   | All outstanding program maps will be completed in Spring 2023.   |

|                                       |  |
|---------------------------------------|--|
| Social Sciences                       | The Economics Program Map has been delayed due to no longer having a full-time faculty position for the last year and a half. I will reach out to Sociology to determine their progress. |
| Academic Pathways and Student Success | N/A  |
| Applied Technology and Business       | All maps that are not completed are currently in process and should be updated by the end of November.   |

## Summary of Divisions' Greatest Accomplishments since the last Comprehensive Fall 2021 PAR

7 Responses

Name of Your  
Area/Division:

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

As noted above, the division's key contributions emphasized access and equity. These include the efforts around professional development, such as the OER/ZTC cohorts, the CCEPG's workshops on Anti-Racist Teaching, the online teaching community of practice led by ESL faculty and COOL committee approval. Faculty in each department are campus leaders in these efforts, and they are supported by colleagues who also learn from them. This cyclical, nurturing environment for pedagogical improvement is critical. Language Arts division cares deeply about teaching and students, and it shows.

Language Arts

In addition, the division has worked to address student needs directly. Many of the division's offerings are ZTC or LTC, making classes affordable. The library has been a critical part of those efforts, helping to support faculty who wish to teach full-length texts (including newer books) and also make the course ZTC. The library also provides invaluable support for students across campus through the website, research portals, library orientations, and technology loans and assistance.

In the transition out of mandatory distance education, previous deans and the departments have worked to create balanced schedules that offer students online, hybrid, and in person instruction. These balanced offerings have proven successful; enrollment numbers in most of the division's core classes remain strong.

Arts,  
Media  
&  
Comm  
unicati  
on

The area is making significant progress on building infrastrurue to support student equity and success. All students received welcome letters, students receive supplies for classes and have increased access to equipment, and programs meetings were held for majors with significant sucess.

Health  
,  
Kinesi  
ology,  
and  
Athlet  
ics

This division greatly contributed to the return of students as the pandemic came to an end. While much of the Chabot community were arguing about masks, disagreeing with protocols, and learning what to do upon return - this division had students still meeting in person, creating one of the few practical starting point to developing campus COVID policy. Our students were training with masks on, adhering to social distance protocols, and even challenging Covid policy with regard to faith. These are examples of the many uncharted areas we faced during the pandemic and our division were key to policy examination, observing outcomes, and creating best COVID practices for the returning Chabot Community.

Scienc  
e and  
Math

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.



Online/ZTC Degrees: The division has the first Online and ZTC degree in Sociology. Anthropology has a ZTC AA & AA-T Degree. Additional division disciplines are increasing their ZTC courses to follow suit.

Degree & Certificate Awards: ECD awarded 74 certificates and 44 degrees in 2021-22. Anthropology reports that degrees awarded from F20 to F21 increased by 75% and similarly F21 to F22 by 75%. Psychology increased their AA-T from 114 in 2020-21 to 120 in 2021-22.

#### SCFF Majors Outreach Project:

Social  
Scienc  
es

Nine Social Science discipline along with English developed strategies and tools to reach out to student majors to provide: advisement, career exploration opportunities, and resource referrals for support. Many disciplines created Discipline Canvas Hubs which were successful in developing outreach materials, promoting courses, information on local and relevant internships, jobs, and relevant events. One innovative use of the Discipline Canvas Hub tool is to poll students through the Canvas Hub on their preferred modality for courses as a strategy to maximize enrollments. Ethnic Studies partnered with local University Ethnic Studies departments to hold online Majors events which were well attended.

#### ECE Apprenticeships & Teacher Pathway Development:

ECD has been on the forefront of partnering on state and local grants to build teacher pathways. Through support from the California Apprentice Initiative (CAI) grant, an Apprenticeship program is in the pipeline with Kidango and the YMCA. Similarly, ECD is part of the Early Education Teacher Development (EETD) grant which is a partnership with ACOE, CSUEB, Merritt and LPC ECD programs. These partnerships will strengthen Chabot's position as a destination for those wishing to advance into PK, TK, and beyond.

Hosting Events for the Campus Community: Division members continue to lead events open to the campus community including the Social Science Open House which pivoted to online the past two years. The Ethnic Studies Summit, Earth Week, and the Women's History Month.

Academic  
Pathways  
and  
Student  
Success

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.

Applied  
Technology  
and  
Business

- The upcoming completion of the Fire Training Center in Hayward
- Posting of the 2 classified positions (Fire/EMS Lab Technician and Sr. Admin. Assistant replacement)
- The increased achievements of the DECA program and the ability to create an effective marketing plan for Fire Technology with the K-12 students, as well as collaborating with the Hayward Historical Society.
- Improved enrollment in our programs including MTT and Paralegal, Admin. Justice

**Summary of Divisions' Greatest Challenges since the last Comprehensive Fall 2021 PAR**

7 Responses

Name of Your  
Area/Division:

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

---

However, the division and its various departments also face significant challenges, related to some of the areas above. While the commitment to access and equity is strong, improving student success remains a challenge. In English, success numbers have not grown at the rates we would like. Initiatives to support student success are often effective—in small sample sizes. The difficulty of creating a consistent program, with standard supports, is difficult across nearly 100 sections of core composition course, taught by many FT and PT faculty. In other departments similar challenges exist: in mirrored credit/non-credit ESL courses, faculty are challenged by serving two different student demographics and student expectations.

Langu  
age  
Arts While enrollment in core course is strong, the completion of degrees and certificates remains fairly low. Low numbers of degrees and certificates impact upper-level and specialty courses (Literature, upper-level World Languages and Sign Language), which often struggle with enrollment. Those numbers also impact program visibility and value for the rest of the college. Degrees and certificates validate student interest, which in turn signals value. Without them, the perception exists among some that programs in Language Arts are superfluous, and that those majors “don’t get people jobs”. While the data on those kinds of claims is shaky at best, the perception among faculty outside the division and, in turn, students, is very real. The departments must address this. In particular creating stronger awareness and relationships with students (majors and non-majors alike) and faculty in other divisions is important.

Finally, the functioning of the division has been challenged by unstable leadership. While both Dr. Cooks and Dr. Romagnoli served the division very well (division faculty were very sad to see these two competent, thoughtful, and supportive leaders go), the turnover has created a few significant issues: long term projects requiring division support lean heavily on individual faculty to maintain; division procedures relied heavily on the senior administrative assistant, etc.. These kinds of pressures contribute to a more general concern with equitable and caring working conditions. The issue of maintaining fair distribution of administrative and faculty tasks (committees, workgroups, reports, paperwork, etc.) is a significant one, and unaddressed causes stress, conflict, and burnout. Stable leadership is critical.

Arts,  
Media  
&  
Comm  
unicati  
on

The lack for key full time faculty in MURT, Digital Media and the Arts has cripples two areas and has lead to significant decreases in success for our most disproportionally impacted students.

Health  
,  
Kinesi  
ology,  
and  
Athlet  
ics

1. This area has been without a long standing dean for quite sometime. Without longstanding leadership, projects, programs, growth, and direction have been individualized. The division has been saved from catastrophe by the leadership of its directors, regardless of the amount of experience in this role that they may have. It is their leadership that has kept their teams intact, functioning, and saving students well. I believe this division needs a full time dean ASAP so that stronger strides can be made with regard to diversity and gender equity throughout the division.

2. Nursing is down two faculty members. Those vacancies created a teaching gap that made accepting a new cohort impossible. We have a gap year with no students and need to make changes so that we can have full sized cohorts again. It is not only a matter of campus FTS related goals - but a mater of program accreditation. We have started strategizing to solve this issue, it will take us into areas we have never been (i.e. accepting a summer cohort). It is an effort that is going to take the entire nursing faculty team to make happen. (If I may, the team is excited to take this challenge head on.)

Scienc  
e and  
Math

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

Social  
Scienc  
es

Challenges in producing outputs or outcomes include navigating the impacts of Covid-19 on student enrollments. Trying to determine the number and modalities of courses to put on schedule. Learning new strategies to outreach to and support students in remote operations and distance education. The loss of key faculty and staff positions that haven't been replaced has affected certain disciplines in sustaining and/or expanding their discipline programming. One of the ongoing challenges has been not being able to compensate discipline faculty for all the leadership they provide in working on discipline plans, collaborating on schedules, completing PARs, Hiring and onboarding Adjuncts, Completing SLOs/PLOs/SAOs, holding Majors Outreach and Recruitment, etc. The latter has been supported through a SCFF Majors Outreach Grant the past few years, however, this funding support will no longer be available after F22. Social Science faculty have the largest class caps and some of the highest numbers of student majors in the college. For example, Psychology has over 600 majors. Many of our disciplines only have a single full-time faculty member which carries an additional burden. The division has historically been the most productive division in supporting approximately a third of the college FTES and needs college assistance to have compensated discipline leads and/or additional reassign time to sustain this high productivity and high student success rates.

Students have challenges with both access and utilization of technology. Access to computers and stable internet continue to be an issue. Students trying to navigate online courses using their phone is problematic. Additionally, traditional modes of communication such as email are increasingly not effective. The need for platforms that are mobile phone friendly is needed. Students' Basic Needs (food, housing, transportation, and textbooks) are still pervasive. The trend towards ZTC is helping yet it is still a small percentage of classes.

Acade  
mic  
Pathw  
ays  
and  
Stude  
nt  
Succe  
ss

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.

Applied  
Technology  
and  
Business

The greatest challenges still remain in some areas that require additional administrative and instructional support. There is a need for a full time Paralegal instructor, Fire Technology Instructor or Coordinator, and support to the Administrative Justice Program that supports the Sheriff's Academy. The return of students is still experiencing a significant challenge with cancellation of classes not meeting the fill rate, and classes not being offered in-person to meet student expectations.

## How Deans Office Funding Requests Support Division Goals

7 Responses

| Name of Your Area/Division:        | How do your Deans' Office funding requests support the goals in your division?   |
|------------------------------------|--|
| Language Arts                      | Honestly, I haven't been in the job long enough, with enough clarity of mind, to develop clear plans that would help me make any requests.   |
| Arts, Media & Communication        | No   |
| Health, Kinesiology, and Athletics | I have no idea what to put here or what to request. I am sure there are things, and I would need examples of what other deans ask for to even begin to know how to think or respond to this. |



Science and Math

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

Social Sciences

One of the ongoing challenges has been not being able to compensate discipline faculty for all the leadership they provide in working on discipline plans, collaborating on schedules, completing PARs, Hiring and onboarding Adjuncts, Completing SLOs/PLOs/SAOs, holding Majors Outreach and Recruitment, etc. The latter has been supported through a SCFF Majors Outreach Grant the past few years, however, this funding support will no longer be available after F22. These tasks are all critical in supporting the college EMP and Strategic Plan. Social Science faculty have the largest class caps and some of the highest numbers of student majors in the college. For example, Psychology has over 600 majors. Many of our disciplines only have a single full-time faculty member which carries an additional burden. The division has historically been the most productive division in supporting approximately a third of the college FTES and needs college assistance to have compensated discipline leads and/or additional reassign time to sustain this high productivity and high student success rates.

Academic

Pathways and Student Success

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.

Applied  
Technology  
and  
Business  
N/A

### Part III: VP Academic Services "Summary"\* of Individual Programs\*\*

*\*For Academic Services, there is only one program not included in division reports. To keep VP reports consistent, we include the same "summary" of responses for this one program in the VP Report.*

*\*\*Summary of Deans PARs included in Part II*

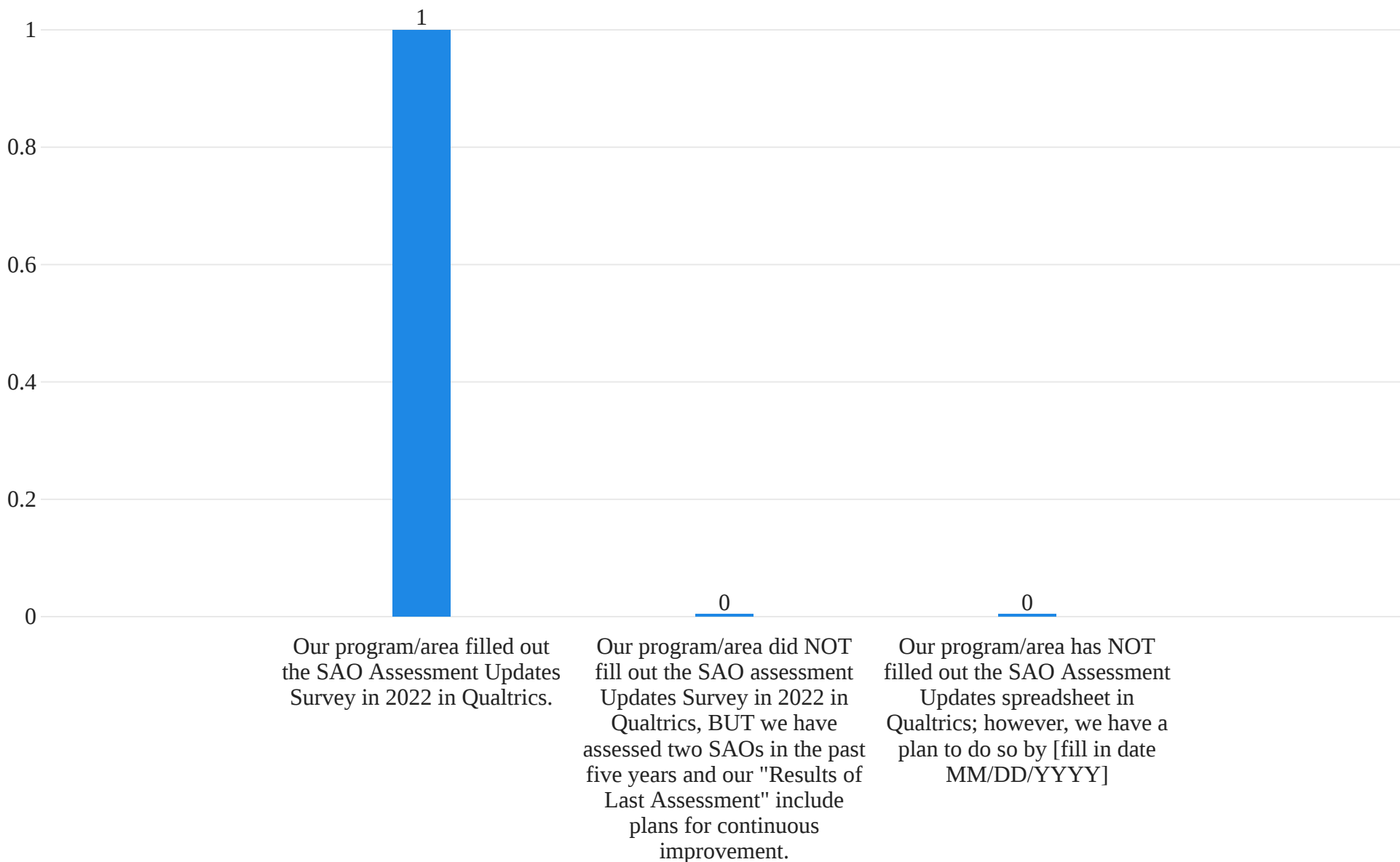
1 Responses

| Program/Area Name        | Name(s) of the person/people who contributed to review: | Which PAR Template (word template) did you fill out? |
|--------------------------|---|--|
| Instructional Technology | Christy Davis Roza, Wendy Poling, Blessing Morris       | Student/Admin Services/Office of the President       |

### Service Area Outcomes

What is the status of your program's SAO assessment?

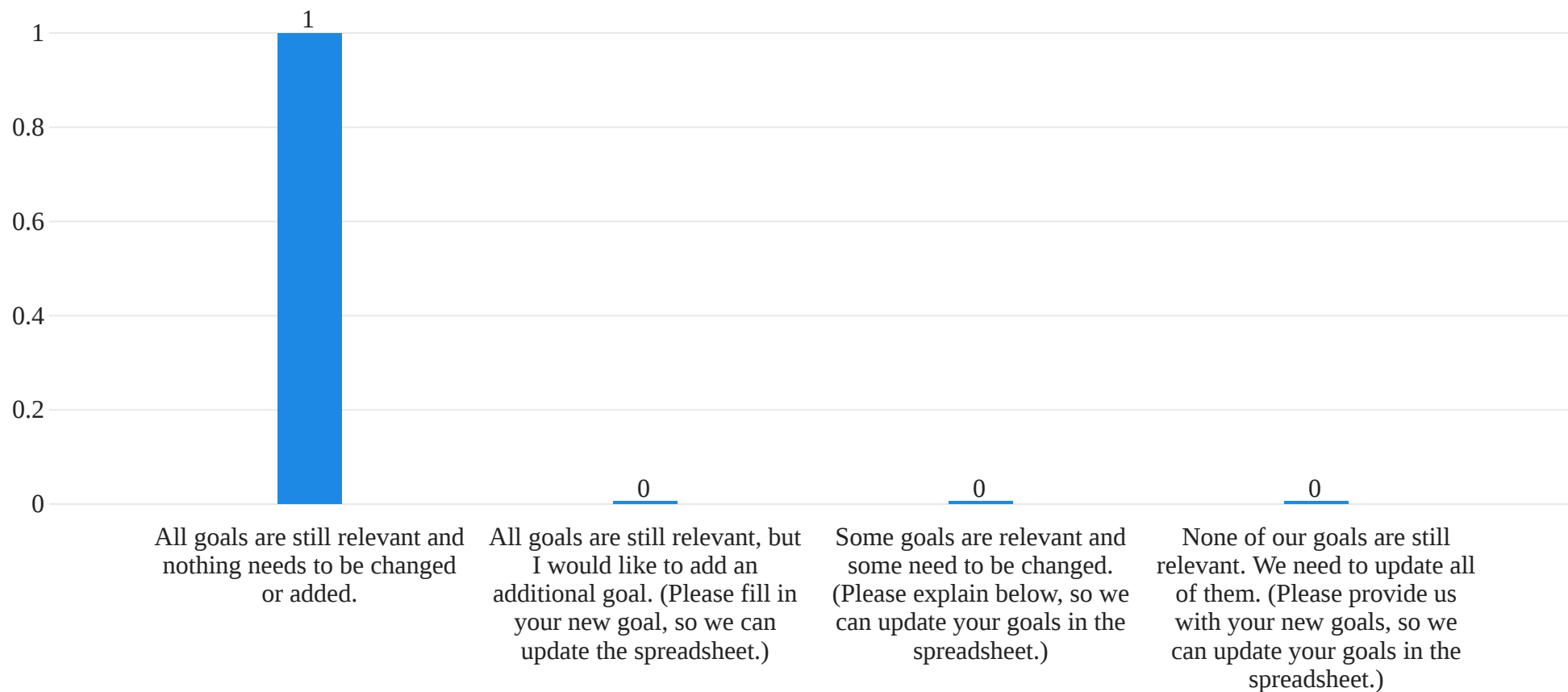
1 Responses



## Reflections on Goals & Future Planning

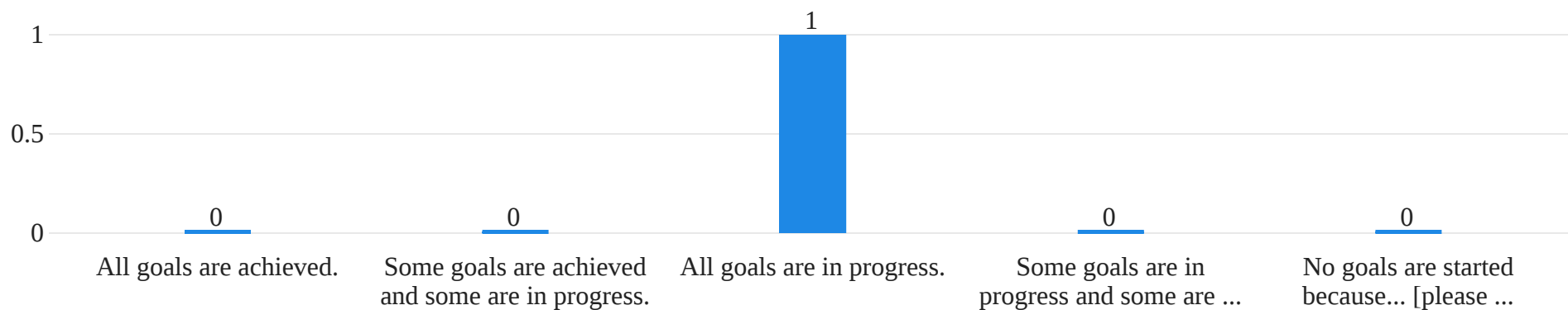
### Status of Goals Established in Fall 2021 Program and Area Review

1 Responses



### Status of Your Program's/Area's Goals

1 Responses



## Trends in Accomplishments and Challenges in Reaching Goals

1 Responses

Name of Program,  
Discipline, Area or  
Service

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

Instructional Technology

Our Principal Objective is to provide support to the campus community. We continue to offer Workshops, Drop In Sessions, One on One Training and Flex Day Seminars surrounding topics on Canvas, Overall Online Teaching Pedagogy and How to use Technology in the Classroom.

One of our challenges during Academic Year 2021-2022 was engaging faculty who were primarily working offsite. This was accomplished by re-designing materials previously offered in a face to face format to be offered remotely via Zoom and Asynchronously via the Online Tools Box.

Another challenge Instructional Technology is facing has to do with the shift in learning modalities. As more classes (Online, Hybrid, HyFlex and even On Ground) embrace technology to meet their students where they are . . . we need to find improved ways to offer high quality video recording/editing to faculty and staff, software that promotes engagement and encourages interaction between instructor and student as required by Ed Code.

## Rationales for Resource Requests

1 Responses

|                          |  |
|--------------------------|--|
| Program/Area Name        | Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?  |
| Instructional Technology | As the technology evolves and the needs of faculty to support students changes; we are finding additional equipment /software is required. Additional equipment/software such as Cameras/Sound Systems for students participating remotely in HyFlex or Hybrid. Lightboards for improved student engagement in person and over Zoom. Camtasia and Canva to edit recorded lectures and build accessible graphics for use in Canvas. And finally an appropriate space for training on the new equipment and software that will be in classrooms/within Canvas. |



## Service and Instruction Mode of Delivery (Optional Question)

1 Responses

Program/Area Name

As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?

---

Instructional Technology

Instructional Technology sees this as a time for flexibility in the classroom. As Faculty pivot to meet the new and changing demands of students; our department must make the shift as well. We continue to look for technology that will support the college mission in all teaching modalities, meeting our students' need for increased access, equity and flexibility.