

Fall 2024: VP Academic Services PAR Summary Report

Part I: Summary of Deans Summary PARs*

*Summary of Individual Programs not within a division included in Part II

Background Information:

7 Responses

Area/Division Name:

Your Name:

Dean of Academic Pathways and Student Success

Brian Augsburger

Dean of Applied Technology and Business

Tracey Coleman

Dean of Arts, Media and Communication

Dr. Deonne Kunkel

Dean of Health, Kinesiology and Athletics

Mathew Lee

Dean of Language Arts

Paul Pinza

Dean of Science and Math

Safiyah Forbes

Dean of Social Sciences

Robert Nakamoto

Service Area Outcomes

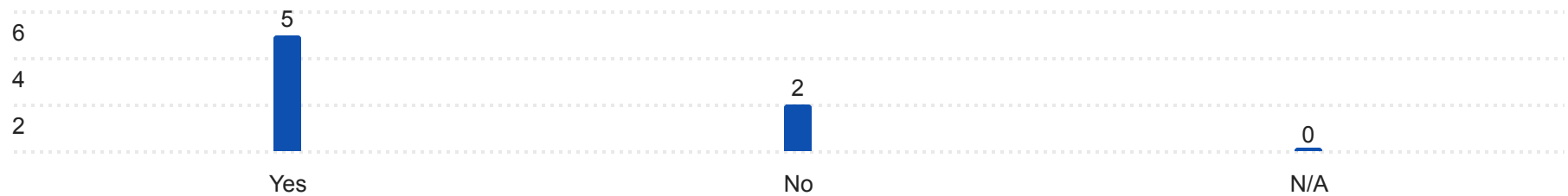
Are there any programs/services/areas with service area outcomes in your division/area?

7 Responses



Have all service areas within your division/area assessed at least two SAOs in the past five years?

7 Responses



If not, by when do you believe you can support the service areas in completing the SAO assessments? (*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.)

7 Responses

Area/Division Name	Responses
Dean of Academic Pathways and Student Success	N/A

Dean of Applied Technology and Business	N/A
Dean of Arts, Media and Communication	N/A
Dean of Health, Kinesiology and Athletics	Spring 2025
Dean of Language Arts	N/A
Dean of Science and Math	N/A
Dean of Social Sciences	We have had a high turnover of the Program Director at the ECD Lab School. In the last 5 years, we have had 4 different Program Directors including an Interim. We hope to have a new Director in place in 2025.

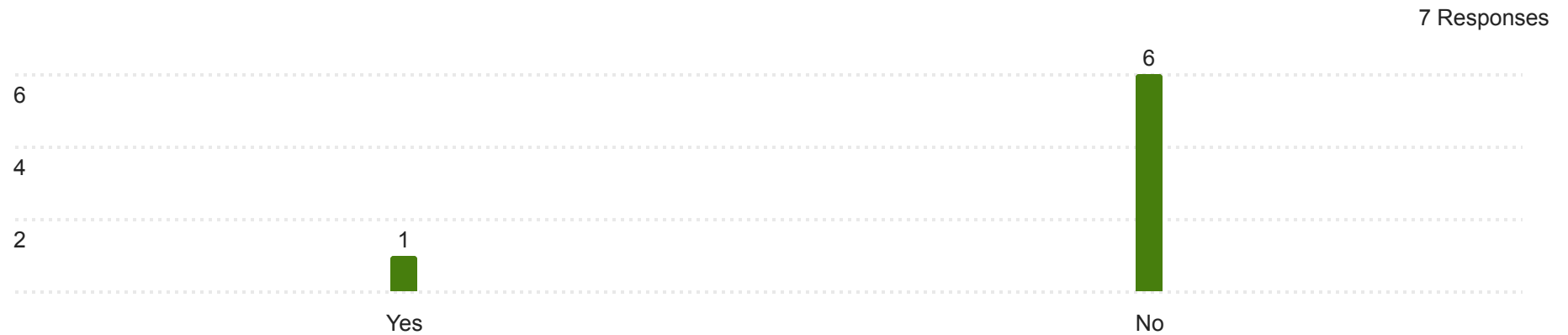
Learning Outcomes Assessment Results

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

7 Responses



If yes, is assessment for all SLOs in your division/area up to date?



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?

7 Responses

Area/ Division Name	Responses
Dean of Arts, Media and Communication	Spring 2025
Dean of Academic Pathways and Student Success	Faculty are working to update SLO's for TUTR & GNST by the end of the FA '24 semester.
Dean of Social Sciences	A majority of our SLOs are due for assessment. I am offering regular communication at division meetings along with the OAC representative (Hilal Ozdemir) about faculty supports for completing SLOs. SLOs completed by Sp25 semester.
Dean of Language Arts	N/A

Dean of Applied Technology and Business	All are complete in ATB with the exception of Fire that will be complete by the end of the 24/25 academic year. There are a few courses in ADMJ 40, 41, 42, and 70 that show they are not offered; however, they are in the process of being deactivated
Dean of Science and Math	Faculty will be working this semester to ensure all SLOs are completed in order to comply with the five year requirement.
Dean of Health, Kinesiology and Athletics	The excess of retirements have placed a strain on PT Faculty to coordinate SLOs for the entire department. That said, updating SLOs must be a priority - goal, and reviewed, at minimum, every division meeting.

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

7 Responses



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?

7 Responses

Area/Division Name	Responses
Dean of Academic Pathways and Student Success	N/A
Dean of Applied Technology and Business	All are complete in ATB with the exception of Fire which will be complete before the end of the 24/25 academic year. There are two new certificates in ADMJ that will be completed within the 5-year cycle

Dean of Arts, Media and Communication	N/A
Dean of Health, Kinesiology and Athletics	Fall 2025
Dean of Language Arts	N/A
Dean of Science and Math	N/A
Dean of Social Sciences	N/A

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?” **What trends do you notice?**

7 Responses

Area/ Division Name	Responses
Dean of Academic Pathways and Student Success	Programs in our area depend on cross-collaboration with student services and instructional faculty to ensure that they are identifying student needs and developing new and innovative ways to meet these needs. Partnerships with Admissions & Records, Counseling, Special Programs, IT, and instructional faculty allow us to deliver academic support that is responsive to student needs.
Dean of Applied Technology and Business	The disciplines expressed the overall all support of the OER initiatives for center affordability and access for free textbooks, CTE resources to meet department needs, the OAC teams support of faculty members, and the date provided by ORPIE to support success outcomes and identify barriers that prevent student success. The additional support for funding from multiple sources at the college supported the transition for the Fire program to Hayward Fire Training Center, and the addition of new faculty and classified to support the program has helped in the increased enrollment and meeting accreditation standards.
Dean of Arts, Media and Communication	Programs frequently noted the benefit of funding for area needs such as accreditation. pathways, and Forensics and the support of the division office and dean. Other supports include clubs, basic needs support and program maps.

Facility and Equipment Upgrades: Dental Hygiene, Emergency Medical Services, and Nursing, highlighted the importance of facility improvements and access to updated equipment. This suggests a trend where hands-on, practice-based programs are heavily reliant on well-maintained and specialized facilities to meet accreditation standards and deliver high-quality education.

Dedicated Staffing and Counseling Support: Programs such as Kinesiology & Athletics and Medical Assisting noted the positive impact of dedicated staff (e.g., full-time athletic counselors, part-time counselors informed on program specifics, and up-coming reclassification of Athletics Admin). This indicates a trend in which specialized and consistent counseling or program-specific staffing contributes to student retention, completion, and overall success.

Dean of
Health,
Kinesiology
and Athletics

Administrative and Financial Support: Nursing and Health and Nutrition both acknowledged the role of supportive administration and access to funding (e.g., Career Education funds). This trend highlights how financial backing and strong administrative support are crucial in meeting equipment needs, hiring faculty, and facilitating curriculum updates, all of which directly impact the quality of education.

Cross-Departmental Collaboration and Events: Health and Nutrition and Medical Assisting mentioned the value of collaboration (e.g., with the curriculum committee or part-time counselors) and participation in college events (e.g., health fairs). This points to a trend where engaging with other departments or taking part in institutional events enhances program visibility and supports recruitment and retention.

Adaptability in Program Delivery: Health and Nutrition specifically highlighted the importance of offering courses in various modalities (e.g., online, in-person), reflecting a trend toward flexible course delivery to meet diverse student needs and improve accessibility.

Dean of
Language Arts

A few programs benefited from the college's investment in non-credit and dual enrollment over the past three years. ESL, ASL, and World Languages are all drawing significant numbers of students into their classes thanks to the college's support of these avenues. Additionally, our division wholeheartedly supports OER and ZTC; we proudly offer two ZTC AA degrees, and the Library provides crucial resources that enable all students to access their course materials and empower all faculty to reduce the cost barriers even if the course itself cannot be ZTC.

Dean of
Science and
Math

Trends that came through this year's PAR were the following: MESA student assistant to help support lab classes, having lab techs within the different lab classes to support faculty and students, program mapping, partnering with HIS STEM counselors, the Gladiator Hub to support needs of students. Faculty working to revamp curriculum to include undergrad research as well as developing OER material.

Dean of Social Sciences There is a continued focus and commitment to expanding ZTC/OER course and degree offerings. Institutional level support in the form of funding to support programming i.e. lab specimens (i.e. bones/skeletal collections), fieldtrips (i.e. Sacramento Legislative Seminar), outreach events (i.e. Ethnic Studies Summit), curriculum development (i.e. Oceana & Filipinx Studies, etc. Much of this institutional-level support occurred through braided funding with AANAPISI, Mentor Indirect, Student Retention and Outreach, OER grants. There are concerns that several of these funding allocations were one-time, or soft monies that will eventually sunset and impact future programmatic offerings.

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?” **What trends do you notice?**

7 Responses

Area/Division Name	Responses
Dean of Academic Pathways and Student Success	Some of the larger issues stem from inconsistent funding sources, which force programs to make constant shifts with staffing, and some available services. Our programs are resilient and they find ways to serve the students with great success but it is important to say that programs like RISE, FYE, and the BCRC have had to work with either insufficient or inconsistent funding and/or staffing over the years. Space and technology have also presented challenges along the way. RISE and FYE have spaces they use on campus but these spaces haven't always been conducive to the community that the programs are trying to build.
Dean of Applied Technology and Business	There is lack of staffing that is still a challenge as mentioned in previous PAR submissions that still exist. There is frustration with continual changes to the SLO/PLO process providing barriers for some of the PT faculty members therefore relying primarily upon the full-time faculty members for completion. There were some cuts in funding that often impact how purchases were distributed for overall program success outcomes. The welding department has been challenged with additional lab offerings because of class and space barriers and need to determine alternative solutions. The Fire program still needs balance in the support to the program from student services.
Dean of Arts, Media and Communication	Programs frequently noted the lack of full-time and lab tech positions, significant facility and IT infrastructure needs, and complex administrative processes. Lack of funding for coordination and special events and programs was also noted.

Resource Gaps in Staffing and Dedicated Support: Multiple programs, including Emergency Medical Services and Medical Assisting, reported challenges due to insufficient staffing and lack of dedicated support roles (such as tutors, full-time faculty, or counselors). This suggests a trend where staffing shortages limit program capacity to meet student needs, support enrollment, and facilitate retention, indicating that consistent staffing is crucial for program stability and student success.

Need for Improved Access to Student Data: Health and Nutrition highlighted difficulties in tracking and reaching out to declared majors due to limited access to student data. This points to a trend where programs struggle with student engagement and retention because they lack the tools to conduct targeted outreach. Improved data access could help faculty identify and support students, enhancing persistence and completion rates.

Dean of Health,
Kinesiology
and Athletics

Marketing and Recruitment Funding: Kinesiology & Athletics noted a need for additional resources for marketing and recruitment. This trend underscores the importance of having budgeted resources dedicated to promoting programs and attracting prospective students. Obtaining an adequate marketing and recruiting budget, programs can plan for growth through enrollment, especially in competitive fields.

Inconsistent Information for Students: The Medical Assisting program identified issues with students receiving information from counselors that impact enrollment and program entry. This trend reveals a need for more streamlined and accurate communication between the MEDA program and counseling departments to ensure students receive reliable guidance. Consistent training or resources for counselors regarding program requirements could mitigate misinformation.

Desire for Interdisciplinary Collaboration: The Dental Hygiene program pointed out the potential benefits of interdisciplinary collaboration among similar health-related disciplines. This trend indicates that programs recognize the value in cross-departmental partnerships, which could offer richer learning opportunities and align with broader institutional goals. However, lack of structure or support for interdisciplinary efforts limits these opportunities.

Dean of
Language Arts

Programs repeatedly cited challenges with institutional processes, including bulk order textbook purchases, the awarding of non-credit certificates, and even the process by which students apply for concurrent (now individual dual) enrollment. In each case, a lack of capacity and/or timely responses directly impacts our ability to serve students. They also wished to see greater investment in CAH coordination and tutoring, particularly in the WRAC center and online.

Dean of
Science and
Math

Trends observed that was a barrier or challenge in reaching PAR goals include: lack of staffing, construction, lack of lab space.

Dean of Social Sciences The primary institutional-level barrier is with being able to hire full-time faculty replacement positions in the division. In the past 5 years, the division has lost 5 and soon to be 6 tenure-track faculty at the end of the 2024-25 academic year. Additionally, each of the 9 primary discipline areas have identified specific barriers. However, a general trend has been facility need for access to computer labs, flex space classrooms, smart boards, and large lecture spaces.

Programs in your division were asked the following question, “From your vantage point, what does Chabot do that is particularly **helpful to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should **keep** doing?)” **What trends do you notice?**

7 Responses

Area/ Division Name	Responses
Dean of Academic Pathways and Student Success	The availability of our various student spaces such as the HUB, STEM Center, EI Centro, DREAM Center, and BCRC. Access to financial aid, free and low cost text books, and food resources through the HUB. Culturally relevant programming, activities and support.
Dean of Applied Technology and Business	The development of the Fire Safety Club has garnered much of the student interest and knowledge to the program, it now has over 100 students enrolled in the club as well as a dedicated counselor for support of the program. The dedicated counseling model through guided pathways has been a tremendous support to all areas within the division. The additional ways identified that Chabot does well is the programs offered to students, financial aid opportunities, and community engagement. The community engagement needs to increase with certain programs and a process is in development to improve from some programs to increase enrollment and awareness.
Dean of Arts, Media and Communication	Chabot's support for student learning (classes offered in multiple modalities, industry-standard labs) and equitable success through FYE, Pathways, field trips, WBL, and other hands-on activities helps students find a place and prepare for the future. Degree works is additionally helpful and program maps.

Culture of Excellence and Commitment to Student Success: The Dental Hygiene program emphasized a strong commitment from faculty, staff, and leadership to support students. This reflects a trend where Chabot maintains a campus-wide dedication to student success, with faculty and staff actively contributing to an environment that prioritizes educational quality and professional readiness.

Support for Basic Needs: Emergency Medical Services highlighted the importance of financial, emotional, and food assistance. This indicates a trend where Chabot addresses essential needs beyond academics, recognizing that students' ability to succeed is often tied to their basic well-being. Meeting these needs enables students to focus more effectively on their studies.

Robust Academic and Career Resources: Programs like Health and Nutrition and Medical Assisting pointed out valuable resources such as the STEM Center, First-Year Experience (FYE), and career fairs. This trend shows that Chabot's structured academic support and career development programs play a significant role in guiding students along their educational and professional pathways.

Dean of Health,
Kinesiology
and Athletics

Cohort-Based Learning and Community Building: Kinesiology & Athletics noted the effectiveness of athletic cohorts in helping students persist and graduate. This reflects a trend where cohort-based learning models foster community, peer support, and accountability, which are beneficial for student retention and graduation rates.

Wide Range of Student Services: Medical Assisting highlighted the numerous resources available for student assistance. This suggests that Chabot has established a broad spectrum of student services to meet a variety of needs, from academic support to personal and career counseling. Such comprehensive support helps address different challenges students may face.

Dedicated Counseling for Specific Programs: The Nursing program emphasized the importance of having a dedicated counselor for nursing students, even if on a limited basis. This trend shows the value of targeted counseling, especially for rigorous and structured programs. Program-specific counselors can provide focused guidance that aligns with students' unique educational paths.

Dean of
Language Arts

Every program championed the way that Chabot draws on "The Power Of Us." Partnerships across the campus were highlighted in every program review, particularly the Gladiator Hub's support of students' basic needs and the increased "high-touch" approach from Student Services and counseling/advising. Learning communities were also repeatedly cited as a vehicle that consistently provides crucial supports and enables students to be personally and academically successful.

Dean of
Science and
Math

Trends observed that were helpful to students reaching their educational milestones included: The Gladiator Hub, DSPS, WRAC center, Learning Connection (embedded tutors), STEM center, MESA, HSI outreach, Library programs, Health Career and Transfer fair, SOAR day.

Dean of Social Sciences Learning communities and special programs emerged as most helpful to students. Another valuable trend mentioned was expanding ZTC/OER offerings and a focus on completion of Student Education Plans (SEPs).

Programs in your division were asked the following question, “From your vantage point, what does Chabot do or NOT do that is **a hindrance to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should **stop** doing or **change** to better support our students?)” **What trends do you notice?**

7 Responses

Area/ Division Name	Responses
Dean of Academic Pathways and Student Success	Access to resources in the evening and weekends for students that are on campus. Includes, food, and access to study spaces. Better support for students during the matriculation process, especially for students in off-site learning spaces. A more consistent onboarding program for all incoming first-time college students.
Dean of Applied Technology and Business	The need to improve the course substitution process making it easier for students as it pertains to GE courses, as well as improve the registration process for students. Some of these processes are in place with CRM Advise and changing how students access information through the Portal. The state changes may improve some of the processes that will be observed during this PAR Cycle. The need to award certificates in a more streamlined approach as opposed to student requests, and the challenge with the use of AI and a strategy to support faculty in the process of grading, pedagogy, and fraudulent enrollments prohibiting access for other students.
Dean of Arts, Media and Communication	Hiderences include the lack of a brick and motor bookstore (mentioned multiple times), initiative fatigue, lack of funding for FT positions, and counseling and advising gaps. Other mentions include the need for Degree Works training for students and mini-markets/food.

Administrative and Process Complexities: Emergency Medical Services pointed out that the process for students needing to retake courses is cumbersome. This trend suggests a need for streamlining administrative processes that impact students' academic progression, especially when they need to retake a class to continue toward their goals.

Limited Access to Major-Specific Student Data: The Health and Nutrition program emphasized the difficulty in identifying students who have declared majors within their discipline. This trend indicates that faculty could provide more tailored support and guidance if they had better access to information on student majors. This suggests a potential benefit in improving data transparency for faculty.

Application Process Barriers in Selective Programs: The Nursing program noted persistent issues with incorrectly completed applications, which can impact student admissions. This trend points to possible complications in the application process that may confuse students. Streamlined guidance or additional support for applications may be necessary to ensure students complete this crucial step correctly.

Dean of Health,
Kinesiology
and Athletics

Retention and Attrition Support: The Nursing program also highlighted concerns about student attrition, noting the recent addition of a course designed to help students succeed in the program. This trend suggests a proactive approach to addressing retention in challenging programs, where additional resources or preparatory support can aid students in completing their studies.

Overall Satisfaction in Some Areas: Both Kinesiology & Athletics and Medical Assisting responded with "N/A," indicating that they currently do not perceive significant institutional hindrances for their students. This shows that in certain areas, existing support structures and processes may be effective in meeting student needs.

In summary, these trends indicate a need for:

Simplification of administrative processes related to course retakes.

Increased access to student major information for faculty.

Improved guidance in the application process for selective programs.

Enhanced retention-focused resources, especially in high-demand programs.

Dean of
Language Arts

Here again, programs focused on the ways that our institutional processes fail to reach students. Registration and enrollment continues to be a challenging process, particularly in terms of identifying students with learning disabilities that may need accommodations or unique supports. Our data collection also fails to capture many multilingual learners, both in terms of their immigration status (e.g. refugee or asylee) and their ethnicity (Middle-Eastern, Southern Asian). There is also a question of whether our approach to providing technology to students should be re-thought: would providing laptops and hotspots serve students better than offering a loaner for a semester at a time?

Dean of Science and Math	Trends that came through around hindrance to students reaching their educational milestones included: hours resources are offered across campus, limited communication between counseling faculty and discipline faculty regarding students that are struggling, tutors for capstone classes, paperwork required for field trips and conferences.
Dean of Social Sciences	A variety of student basic needs was noted as a hindrance (i.e. transportation/parking fees). There is very limited services and supports for students who attend classes in the late afternoon, evening, and weekends.

Based on the trends you noted in PARs in your division, as well as **your own analyses**, in ranked order, what college-wide issues do you believe deserve immediate attention?

7 Responses

Area/ Division Name	Responses
Dean of Academic Pathways and Student Success	Developing a holistic onboarding program for incoming students that introduces them to academic and student services that will support their overall success. Identifying consistent funding support for programs like RISE and FYE.
Dean of Applied Technology and Business	The areas that need immediate attention based on the division PAR's and my own experiences are the need for clear and identified policies around some of our practices. I would rank them in order of importance to our students and the college in this ranking: 1) AI strategies for faculty, 2) course substitution process, 3) more focus on trade education through marketing and promotions. Specifically, a space for even those listed in this ranking are not clarified or often brings about uncertainty for those in need of these resources.

Dean of
Arts,
Media and
Communi-
cation

1) Support for equity-minded Guided Pathways, including counseling support (capacity issue), majors advising, and building community 2) PD to support offsite courses 3) Workflow (streamlining of trackable signatures and paperwork 4) Funding to put classes on the schedule

Dean of
Health,
Kinesiology
and
Athletics

Administrative and Procedural Simplification: Complicated processes, such as course retakes and selective program applications, are consistently cited as barriers. Streamlining these processes can reduce student confusion, lower administrative burden, and improve accessibility. This includes refining course retake protocols and enhancing application guidance for programs like Nursing, where application errors impact admissions. Access to Student Data for Targeted Support: Faculty across disciplines, particularly in Health and Nutrition, expressed the need for better access to student major data. By providing faculty with relevant student information, the college can enable targeted interventions and guidance, which can improve retention, program engagement, and student outcomes. Student Retention and Attrition Support in High-Stakes Programs: Programs with higher attrition rates, such as Nursing, highlight the need for retention-focused resources. Developing and expanding success courses like “NURS10: How to be Successful in a Nursing Program” can equip students with skills and strategies for success, reducing attrition in demanding programs. Enhanced Resources for Marketing and Recruitment: Kinesiology & Athletics, among others, noted limited resources for outreach, impacting enrollment and program visibility. Expanding marketing and recruitment efforts, especially for programs with specialized cohorts, can attract students and support enrollment goals. Increased Availability of Specialized Counseling: Nursing’s limited counseling resources reflect a broader need for program-specific guidance. By increasing counseling hours for high-demand programs, Chabot can ensure students receive accurate and timely academic advising, especially in competitive fields.

Dean of
Language
Arts

(1) Chabot needs to have forthright yet distinct conversations around the success rates of Black and Hispanic students. Blacks consistently succeed at rates 10-20 points lower than their Asian peers, and Hispanics have not substantially improved their success rates over the last few years. (2) Chabot would benefit from leveraging a “high touch” support model to guide students through the processes of registration, accessing books and class materials, and receiving certificates and degrees they earn. (3) The college needs to determine and declare what role Guided Pathways play in the student experience – from recruitment to onboarding to ongoing support in program completion. Chabot also needs to find ways to embed the pathways into its practice as an institution. (4) Chabot needs a comprehensive strategy for how it supports students with technology. We ask students to engage with too many different interfaces, many of which are not intuitive. We rely on a library loaner program to supply students with laptops or hotspots if they need connectivity, and every semester, supply runs well short of demand.

Dean of Science and Math

Based on trends observed in Science and Math PAR areas that need immediate needs are the following: 1. Staffing, there are areas with only one lab tech which creates a barrier for faculty to develop more innovative labs 2. Tutors for capstone classes, as well as more embedded tutors in all gateway courses 3. Allocating funds to support a platform for students in Astro labs to be able to do astronomical observations 4. The hours the cafeteria is currently open to serve students.

Dean of Social Sciences

Hiring of full-time faculty replacement positions is the top priority. Within my 5 years as Dean, the division will have lost 6 full-timers. Through the faculty prioritization process, only two positions have been awarded. At the end of the year, Social Sciences will be down to 16 full-time faculty positions and will be the lowest amongst the 6 academic divisions. Moreover, the division is also the lowest recipient of reassign time amongst the academic divisions. This has resulted in a loss of the various professional responsibilities to support the disciplines with outreach, recruitment, shared governance, curriculum development, event programming, etc. As an aside, it is important to note that despite these declines many of the discipline areas have grown and the division has remained the most productive and one of the highest degree and certificate producers.

Academic Programs/Disciplines Data

FTES and Enrollment

Please look at your Division and VP Summary Data Report from Qualtrics for all the questions related to FTES and productivity. What ideas do you have to maximize production in your division while simultaneously supporting students in reaching their educational goals?

7 Responses

Area/Division Name	Responses
Dean of Academic Pathways and Student Success	The FYE program has been successful in supporting first-time students and they consistently fill courses. This program could benefit from having the financial support to grow. Additionally, Dual Enrollment has the potential to provide great opportunities for our students and allow us to increase the number of students that see Chabot College as a viable option.

The majority of programs in the division have high fill rates and enrollment is only challenged currently with the fraudulent enrollment. The areas that can utilize additional support would include ESYS, MTT, CAS, and Fire. The Fire program has received additional student enrollment with the highest number of students this past semester over the last 15 years according to some of the marketing techniques and the support of PT faculty recruitment.

Dean of
Applied
Technology
and Business

The ESYS program only has 2 adjunct faculty teaching and the space does not allow for more students without the full-time faculty to lead some of the efforts for recruitment. We did not receive a position during the faculty prioritization process; therefore, the program will seek to utilize marketing opportunities to support recruitment efforts.

The MTT program needs to utilize these same marketing efforts as a strategy to enlighten the community and surrounding areas of the program and its offerings. CAS is challenged with outdated curriculum that is in the process of being updated to align with advisory board and industry partner needs. There are certificates in the program that have courses not aligned with current industry needs and once approved will attract those partners and students to the classes.

The other departments are doing well filling each section of classes especially Business, ATEC, ADMJ, Paralegal, and Welding.

Dean of Arts,
Media and
Communication

We began cross-listed noncredit classes and Art and saw rises in productivity and the number of students we serve. We plan to expand non-credit to Music and Theater.

Dean of
Health,
Kinesiology
and Athletics

Strengthen Interdisciplinary Collaboration: As seen in some of the feedback received, there is a potential for greater collaboration between related programs (e.g., Nursing, Medical Assisting, Kinesiology, EMT). By fostering cross-disciplinary efforts, faculty can share resources, offer joint courses, and create a more holistic educational experience for students, enriching their learning opportunities and supporting their educational progress.

Dean of
Language
Arts

I am very encouraged by the burgeoning work in our Guided Pathway (Communication, Language, and Media) as a complement to our individual programs' efforts. This should help with semester-to-semester persistence, which hovers around 20% in languages, 40% in ESL, and 55% in English. Individually, our programs are very responsive to shifts in enrollment patterns, offering a variety of modalities and experimenting with a variety of schedules to meet students' needs. Evening and dual enrollment courses have been added within the past year. With a flat allocation for next year, we'll need to be even more strategic in placing sections in precisely the right days and times to draw in students. Generally, we've been successful thus far, keeping an 84% fill rate across all classes – on par with the college-wide number.

Dean of Science and Math

Within Science and Math our enrollment and productivity has been following the campus wide pattern. Currently one of our limitation is the construction of the new STEM/Bio Phase II building, once this is completed it will allow us to expand our Life Science offerings. Ways that we can work to increase FTES is more intentional outreach to our feeder schools, for example we can expand the STEM family night include more of the families from our feeder schools, and partner with A&R to have support for new students to apply to start at Chabot. In terms of productivity faculty over enroll to ensure that their class will still be at 100% fill-rate directly after census as we observe that students tend to drop within the first two weeks. Also being more actively involve in SOAR to promote the variety of programs can result in higher FTES and productivity. We can also re-exam how we schedule our classes.

Dean of Social Sciences

Our Social Science remains the highest in productivity. However, the Deans have been asked by Dr. Forbes to offer an additional class or two on Fridays as well as explore opportunities to add a late-start 8-week session.

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 in general education classes to the overall student body population. Please look at your Division and VP Summary Data Report from Qualtrics. **What trends do you notice?**

7 Responses

Area/Division Name	Responses
Dean of Academic Pathways and Student Success	Programs in our area are intentional about serving underrepresented student groups. However, we can learn from successful programs like the learning communities on our campus in developing more cohort learning opportunities. Also, we can be more intentional about recruiting more students from our disproportionately impacted groups to participate in dual enrollment so they can see themselves as Chabot College students early on.

Dean of Applied Technology and Business	Primarily the division aligns with the college demographics and population. There are some disparities in many areas of the division (ESYS, Welding, MTT) as it pertains to females and black students. Fire has had an increase in black students and women, there has also been an increase of women in our MTT and ATEC programs that are traditionally a male dominated industry.
Dean of Arts, Media and Communication	<p>Out of 14 areas, six are reflective of the industry, four are more diverse and four are less diverse. Of note here is that some of the higher-paid industries related to our area are not as diverse as the population. In other words, being similar to industry still means we have much to improve in reducing opportunity gaps. Areas note that classes in the division are generally representative of the college with some outliers in areas such as MURT and Mass Communication which serve a higher number of DT students than the college average, and Film and MURT will lower female populations.</p> <p>1. Increasing Focus on Diversity</p> <p>Dental Hygiene: Significant efforts are being made to increase diversity within the program, and there is success in including a wide range of ethnic groups, as well as male students, in a field historically dominated by Caucasian females.</p> <p>Nursing: There's an active focus on attracting and retaining underrepresented populations. This aligns with broader efforts in healthcare to create a workforce that is reflective of the communities being served.</p>
Dean of Health, Kinesiology and Athletics	<p>2. Acknowledging the Need for Targeted Support</p> <p>Programs such as Dental Hygiene, Nursing, and Kinesiology & Athletics are actively working to address barriers to entry and success for underrepresented groups. Efforts are being made to improve recruitment and retention, although challenges remain in expanding access, particularly for students facing financial or logistical barriers.</p> <p>3. Challenges in Data Tracking and Outreach</p> <p>Health and Nutrition expressed challenges in reaching students who have declared a major in their pathway. More effective tracking and outreach strategies are needed to engage students early and support their progress.</p> <p>4. Strategic Interventions Are Ongoing</p> <p>There is a growing institutional focus on addressing diversity and representation, particularly in fields like Dental Hygiene and Nursing. However, programs like Emergency Medical Services and Medical Assisting service a diverse populations, indicating a need for further intentional action in these fields.</p>
Dean of Language Arts	The division sees higher-than-average concentrations of younger, Hispanic, and female or non-binary students. Part-time students tend to be concentrated in our World Language and Sign Language programs, while three out of every five ESL students are only enrolled in non-credit classes.

Dean of Science and Math	Trends observed when reflecting on Science and Math representation of traditionally underrepresented race/ethnicity/gender student groups showed women, African American, Latino students are lower in each discipline across STEM. In comparing the overall student body population trends show higher representation of Filipino students in the Life Sciences especially pre-health pathway. Other patterns observed showed White students underrepresented in first-level transfer math courses.
Dean of Social Sciences	For the most part, the division enrollment in GE courses by race/ethnicity/gender are consistent with their representation in the overall student population.

Course Success Rates

Please look at your Division and VP Summary Data Report from Qualtrics at the questions that reflect on whether and why any populations (e.g., by race, ethnicity, or gender) are 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?**

7 Responses

Dean of
Academic
Pathways
and Student
Success

We can work on developing better support for dual enrollment students as well as better support for dual enrollment faculty.

Dean of
Applied
Technology
and
Business

The trend indicates that African American students, white students, and women are succeeding at lower rates in the division. The trend across all disciplines would indicate the changes may include the lack of resources with switching to an online bookstore, fraudulent enrollments, and the small sample size of the students in the programs. Some of the departments attract certain demographics (ethnicity and gender) traditionally, as many are working students seeking additional skills and higher wages in their jobs. The division is working with CCEPG and other options within the disciplines to support our students with the lower success rates, especially African American students as these lower rates have continued over a long period of time, both in the college and state. The business discipline has identified specific opportunities within certain classes to improve the success rates of African American students and potentially increase success rates. The other departments within the division are seeking opportunities to incorporate options for African American student success as it pertains to support within the classroom and marketing to increase interest and awareness.

Dean of
Arts, Media
and
Communica
tion

Although success rates in the division have increased, a large equity gap remains for Black/African American students, particularly males.

1. Overall Stable Success Rates with Some Disparities

Stable Success Rates: Most programs, including Dental Hygiene and Emergency Medical Services, report stable or high success rates. Dental Hygiene, in particular, seems to have a strong track record, with few students leaving due to academic failure.

Disparities for Latinx Students in Nursing: The Latinx group in Nursing shows a lower success rate (83%) compared to Asian (100%) and White (100%) students. This is an area that may require focused attention to address barriers to success for Latinx students.

2. Factors Contributing to Attrition

Dental Hygiene: The main causes of attrition seem to be personal health or family issues, rather than academic failure, indicating that the program is academically supportive, but external factors influence retention.

Emergency Medical Services: A more rigid grading system, where students who don't meet standards receive an automatic F if they don't withdraw, might be contributing to lower success rates or less flexibility for students to recover.

Dean of
Health,
Kinesiology
and
Athletics

3. No Significant Gender Differences

While there is some data about gender groups, particularly with Nursing, there's no significant mention of gender disparities in course success rates, suggesting that gender may not be a dominant factor in most disciplines.

4. Potential for More Data Collection

Health and Nutrition, Kinesiology & Athletics, Medical Assisting requires a more in-depth data disaggregation regarding course success rates for specific groups. Further disaggregation and analysis of success rates by student demographics could provide deeper insights.

5. Specific Focus Needed for Latinx Students

The Nursing program's lower success rate for Latinx students should be addressed with tailored support, such as mentorship, additional academic resources, or community-building strategies, to ensure that all students succeed at equitable rates.

Dean of Language Arts	<p>Black and Hispanic/Latinx students are still succeeding at substantially lower rates than their Asian peers. Often, their success rate is at or below 60%, though Latinx students have seen their success improve in the last year to 67% while single-year throughput for English 1 among Black students has improved to 65% over the same time frame.</p> <p>Students age 24 or younger are consistently more successful – 70% or more. Non-binary and part-time students have a consistent gap of ten points or more in their success rates.</p>
Dean of Science and Math	Trends observed with course success rates include, lower success rates for males students in chemistry, part-time students were also observed to have a lower success rate than their full-time counter parts. Other patterns observed indicate student success rate is low due to the rigor of the subject, lack pre-req.
Dean of Social Sciences	There are pockets of success rate disparities by race/ethnicity/gender. ECD noted low success rates for African American/Black students perhaps due to not feeling reflected in the curriculum. Males are also under-represented in the ECD field. In Economics, “non-binary/unknown” students are succeeding at lower rates than their cisgender counterparts. In Sociology, black students are amongst the lowest course success rates. This may be due modality (asynchronous) which while being preferred may not be as successful as in-person.

Program completion (AD-Ts, AA/AS, Chancellor-approved Certificates)

Please look at your Division and VP 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?

7 Responses

Area/ Division Name	Responses
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Dean of
Academic
Pathways
and Student
Success

I think that we need to address the issues we have with scheduling to offer more course options for our students.

Dean of
Applied
Technology
and
Business

The Business discipline has one of the most awarded degrees and certificates at the college. There is consistent interest and increase in the program and graduation rates even with the declining number of full-time faculty. The barriers that exist for students in the Applied Technology and Business division are impacted by the lack of understanding as it pertains to financial aid, the need to apply for a Pell Grant, and the value of meeting with a counselor to obtain a Student Ed Plan. These actions are being communicated in all classes for each discipline to ensure student readiness. However, there are many students in the other disciplines (Welding, Automotive, Electronic Systems, Machine Tools) that often do not complete a degree and/or certificates as they are seeking new skills and higher wages on their current jobs. The need to make students aware of the opportunities to complete the certificate and utilize stackable options, or even the degree with the adequate resources would support their ability to succeed. The guided pathways model will support these efforts as students understand the pathways and career advancement.

Dean of
Arts, Media
and
Communica
tion

The number of students earning ADT;s has increased in nine areas, stayed the same in three and decreased in one. Impediments include how often a class is offered and the need for learning support.

Flexible Course Offerings:

Evening/Weekend Classes: Offer more flexible course scheduling to accommodate students with family or work obligations. This could be particularly important for students in EMS who may have to balance work and academic commitments.

Targeted Support for Non-Native English Speakers:

Language Support: Implement additional resources for students whose first language is not English. Offering ESL support or more academic writing assistance can help these students thrive in programs like Dental Hygiene, MEDA, EMS, where technical language is critical.

Enhanced Counseling and Academic Support:

Dean of
Health,
Kinesiology
and
Athletics

Student Success Centers: Create or enhance student success centers that offer tutoring, study groups, and academic advising. This could particularly help students facing challenges in technical fields, such as Dental Hygiene and Medical Assisting.

Workshops on Time Management: Offer workshops focused on time management, study skills, and stress management to help students balance academic demands with personal and work responsibilities.

Clear Program Pathways: Develop clear, structured pathways for students to follow, particularly in fields with certifications (e.g., EMS, Dental Hygiene). Clear milestones can keep students on track and reduce uncertainty about requirements.

Industry Partnerships: Strengthen partnerships with local employers to create internship and externship opportunities that allow students to gain practical experience while completing their studies. This could improve program completion and employment outcomes.

Support for Students with Family Obligations:

Cultural Sensitivity and Inclusion:

Cultural Competency Training: Offer cultural competency training for faculty and staff to better support students from diverse backgrounds. This training can help faculty understand the specific barriers faced by underrepresented groups, including racial/ethnic minorities and students from low-income backgrounds.

Mentorship Programs: Establish mentorship programs where faculty or alumni from similar demographic backgrounds mentor current students. This could provide both academic and emotional support, particularly for students from underrepresented groups.

Dean of Language Arts	Chabot's Class of '24 more than doubled the number of Language Arts awards issued, driven largely by the bumper crop of Non-credit Certificates of Competency for ESL and the increase in Liberal Arts degrees with a Language/Communication emphasis. We are adding a Sign Language Certificate of Achievement beginning Fall '25, and we believe our investment in outreach and support events through our Guided Pathway will help more students persist and complete their program.
Dean of Science and Math	Trends observed were success rate in bottle neck math and science courses resulting in low completion rates. Some of the programs were currently have such as daily review of math 21 course topics, embedded support for some gateway courses, faculty STEM hour are slowly working to address the success rate of bottle neck math and science courses.
Dean of Social Sciences	The Dean group has been exploring ways to leverage our Ad Asta Enrollment Management tool to examine the concept of "completion paths" which moves beyond the program map level to consider the semester, day, time, modality, campus, etc. in determining if students can complete efficiently. This is shifting toward a "student-centered" scheduling approach.

Equity in Access to Services

Please look at your Division and VP Summary Data Report from Qualtrics for all the questions related to equity in access to services. Are there any trends you would like to share? Do you have any ideas for how to address barriers students may face in accessing your services?

7 Responses

Area/ Division Name	Responses
Dean of Academic Pathways and Student Success	Develop a more robust marketing campaign for dual enrollment opportunities as well as a connection to first-year experience programs.

Dean of
Applied
Technology
and
Business

The college provides various programs and services for our students including basic needs support. The barriers that still exist are consistent with awareness of those programs and how to obtain them. Providing more opportunities to students to understand services and when access is non-existent who is the resource or area that will provide additional support.

Dean of
Arts,
Media
and
Communi-
cation

Equity access gaps exist in some programs in Arts, Media & Communication. Continued equity-related PD is helpful.

Dean of
Health,
Kinesiolo-
gy and
Athletics

There is a general underrepresentation of traditionally underrepresented racial/ethnic and gender groups in certain programs, such as Kinesiology & Athletics, Health and Nutrition, and Medical Assisting. Specifically, groups like African American/Black, Latinx/Chicanx, and Pacific Islander/Hawaiian students are noted to be underrepresented or not achieving at the same levels as their peers in some disciplines. Programs with more diverse student populations, such as Dental Hygiene, are positioned better in terms of diversity, but there are still challenges in expanding representation further. Some students, especially from groups like Latinx/Chicanx in Nursing, are succeeding at lower rates than others. This points to potential barriers for these groups that need to be addressed. The fact that some groups are succeeding at lower rates compared to the overall student population suggests that these students may face additional challenges, such as language barriers, lack of support systems, or personal and financial challenges. Financial barriers (such as the need to work while studying) and family responsibilities (especially for students who are parents) are noted as specific barriers for students in programs like Emergency Medical Services and Medical Assisting. Students who are non-native English speakers also face unique challenges, particularly in programs like Dental Hygiene, where academic language can be a hurdle. Programs like Dental Hygiene and EMS have strong connections to industry certifications that students can attain, and these programs maintain high pass rates on certification exams. However, there is a need for more students from underrepresented groups to access these programs and certifications. • Some programs are not producing a large number of degrees or certificates, but they are producing industry-recognized certifications (e.g., EMS CoA), which may provide an alternative pathway for students seeking employment.

Dean of
Language
Arts

The Library has seen a substantial increase in traffic and usage thanks to moving into the brand new Building 600. Students are accessing wifi printing and checking out materials at a 20-30% higher rate than last year, and they reserve and use study spaces an average of ninety times every day. Unfortunately, equipment malfunctions have made some services inconsistent (particularly printing), and the demand for loaner hotspots and laptops for students continues to far exceed our inventory. We would need twice as many units to provide one for every student who requests one.

Dean of
Science
and Math N/A

Dean of
Social
Sciences I am using Ad Astra to see if there are any clear bottlenecks that limit access in our schedule that can be addressed through offering courses at different times. This will be challenging in areas like Ethnic Studies where student demand far exceeds available seats due to a hard FTEF cap. I also plan to have conversations with ECD about using curriculum that is culturally responsive to reflect the race/ethnicity/gender represented in our student body. Finally, I'd like to see if we can get data to compare and contrast Black student success rates in Sociology by modality.

Staffing, Technology, and Facility Analysis

Please look at your Division and VP Summary Data Report for questions on changes in FTES/enrollment for academic programs and changes in the total number of students served in service areas, 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/area that experienced significant decreases in staffing concurrent with FTES/number of students served staying the same or increasing? Do you have any additional reflections to share?

7 Responses

Area/ Division Name	Responses
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Dean of Academic Pathways and Student Success	Not necessarily.
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Dean of Applied Technology and Business	There are challenges with staffing in Applied Technology and Business. Two disciplines (CAS and ESYS) only have Part-time faculty members that impacts the 67% rule; and others have had retirements that have not been replaced although the FTES increases and remains consistent. The automotive and welding departments are at capacity and are not able to take on more students because of the staffing needs and lack of space
Dean of Arts, Media and Communication	While the division is not a service area, we notice that the lack of a FT faculty member in MURT has increased equity gaps in access and success.
Dean of Health, Kinesiology and Athletics	<p>Kinesiology & Athletics experienced a significant decrease in staffing with no replacements following five retirements over the past three years. During this time, the FTES (Full-Time Equivalent Students) and the overall number of students served have likely remained the same or even increased. This staffing decrease amid stable or growing student enrollment is a critical issue that could result in overworked faculty and a diminished student experience due to limited instructional capacity. Inadequate staffing in a program experiencing increasing demand can lead to faculty burnout, reduced course offerings, and potentially decreased quality of instruction and student support services. It can also impact equity in access if the program cannot accommodate all students who wish to enroll. Additional Reflections: 1. Faculty Overload and Burnout: o The loss of full-time faculty without replacements could place a heavier burden on the remaining staff, leading to faculty burnout. This issue may worsen if adjunct faculty are expected to pick up the slack without additional compensation or institutional support. It may also reduce the availability of faculty for activities beyond the classroom, such as advising, mentoring, or program development, which are crucial to student success. Ideas for Addressing Staffing and Program Needs: 1. Increase Collaboration Across Departments: o Encourage greater collaboration with other programs within the division, such as Health and Nutrition or Medical Assisting, to provide more shared resources, joint courses, or cross-disciplinary activities that can enhance the student experience without overburdening existing faculty. 2. Implement Mentorship and Peer Support Programs: o Establish peer support or mentorship programs to help students navigate their coursework and offer a sense of community. This can also be a way to reduce the burden on faculty while ensuring that students still have access to guidance.</p>
Dean of Language Arts	We have aggressively hired over the past three years, and this trend continued into this Fall. We have hired a full-time ESL instructor and a full-time instructional assistant, expanded a part-time library technician to full-time, and added well over a dozen part-time faculty members in just the past two years. ESL has not experienced any staffing decreases, but they are particularly struggling to keep up with the rising enrollments in their program; we would benefit from strategies that can expand and enrich our applicant pool in this discipline.

Dean of Science and Math Trends observed regarding changes in FTES/enrollment across STEM indicate FTES slowly increasing over the past 3 years, and staff either remained the same or decreased in some areas. The representation of faculty in each area currently does not reflect our student body population. Other areas indicate a need to increase their part-time pool and ensure that the pool is diverse and represent our students.

Dean of Social Sciences Ethnic Studies became a GE requirement starting in the Fall 2020, and each year we have seen a steady increase in student demand for classes fulfilling the Ethnic Studies GE requirement (both for CSU, IGETC, and Chabot's AA/AS GE patterns). The WSCH/FTEF ratio for enrollment in ES courses in Fall 2021 was 485.56. This ratio went up in Fall 2022, to 622.50. And even higher in Fall 23 to 665.45. For FYE courses, it was 697.5 in Fall 2023. Additionally, our ES faculty have expanded curricular offerings in Oceania, Filipinx studies. We now are experiencing pent-up student demand for our classes due to a hard cap on FTEF restricting our ability to add sections. There is a general trend has been facility need for access to computer labs, flex space classrooms, smart boards, and large lecture spaces. It is important to note that our facility and technology needs were shared in detail with the Facility Master Plan Consultants (including equipment specs for smart white boards to replace building 500 chalkboards).

Are there any trends in programs' responses to the questions on technology and facilities that you would like to share?

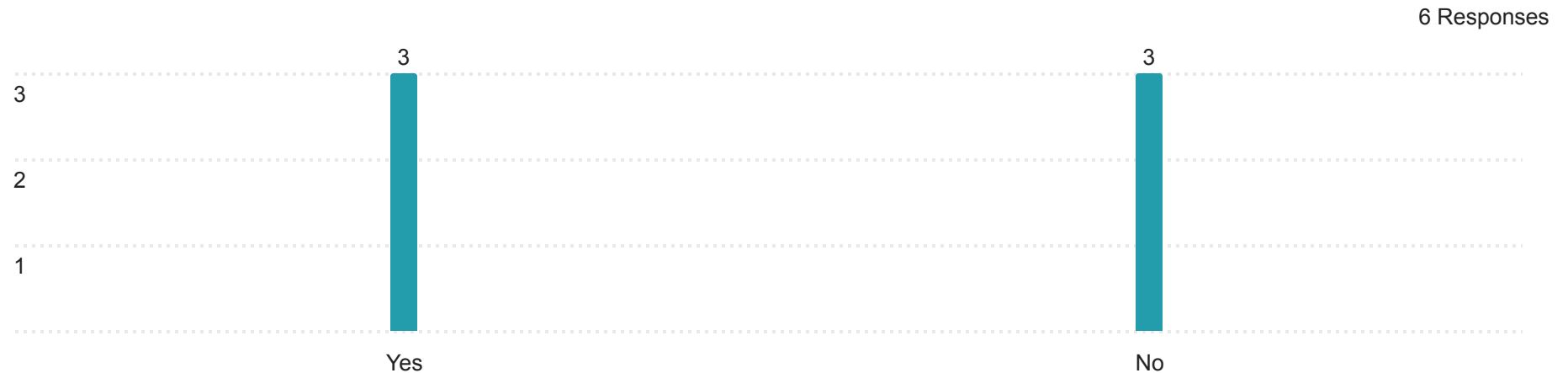
7 Responses

Area/ Division Name	Responses
Dean of Academic Pathways and Student Success	Generally, the programs that do not have officially designated spaces shared that it impacts their ability to build community and create a supportive learning environment.
Dean of Applied Technology and Business	Students are lacking access to technology support, proctorio support, and shortages of laptops for students. The needs for student access to computers has increased now that more students are on campus creating more of a challenge for the division to find other solutions. There is a plan for construction to bring more viable classroom technology space with updated programs, new storage space, computers, and better equipment is needed, however this will not occur for at least 3-4 years.
Dean of Arts, Media and Communication	IT support is needed in maintaining and updating software and labs as well as infrastructure for HIFLEX classes, networking, SARS, and access to wifi (bld 1000)

Dean of Health, Kinesiology and Athletics	<p>1. Staffing:</p> <p>a. Kinesiology & Athletics and Nursing have faced staffing challenges. Kinesiology has had 5 retirements without replacements, leading to concerns about maintaining adequate faculty to support the growing student population. Nursing has seen a diverse increase in faculty but may still struggle with space and resources.</p> <p>2. Technology:</p> <p>a. Dental Hygiene has noted that their technology, specifically the X-ray system, is outdated. They are in the process of replacing it with a cloud-based patient management system, but further upgrades are necessary to fully integrate X-ray systems and ensure continuity. Other programs, like EMS and Medical Assisting, report no immediate technology concerns.</p> <p>3. Facilities:</p> <p>a. Kinesiology & Athletics faces significant facility challenges, with outdated stadium turf, a cramped press box, and limited classroom space for athletes. Nursing similarly struggles with outdated facilities in Building 2200, including poor ventilation, insufficient space, and shared resources across programs.</p> <p>b. Both programs would benefit from capital improvement plans and targeted facility upgrades to improve the student experience and support program outcomes.</p>
Dean of Language Arts	<p>In addition to the library's perpetual deficit of laptops and hotspots, Learning Skills would benefit from a dedicated suite of rooms that included classroom space, a computer lab, and a private meeting area for individual assessment. This would allow for a more centralized location where students with disabilities (or those who suspect they may have one) to receive all the services and supports provided by the program.</p>
Dean of Science and Math	<p>Trends observed were the need for a dark, elevated observing site for Astro classes, re-evaluating the HVAC system in building 3900, lack of progress to install ADA camera system in the cadaver lab.</p>
Dean of Social Sciences	<p>There is a general trend has been facility need for access to computer labs, flex space classrooms, smart boards, and large lecture spaces. It is important to note that our facility and technology needs were shared in detail with the Facility Master Plan Consultants (including equipment specs for smart white boards to replace building 500 chalkboards).</p>

Program Maps

Have all program maps been accurate and up to date in your division/area?



If not, by when do you believe you can support the programs in your division/area in completing their maps? If faculty members need support to update program maps, they can reach out to Heather Oshiro hoshiro@chabotcollege.edu.

7 Responses

Area/Division Name	Responses
Dean of Academic Pathways and Student Success	N/A
Dean of Applied Technology and Business	N/A
Dean of Arts, Media and Communication	One area's maps are missing (though it was originally completed). We are investigating.

Dean of Health, Kinesiology and Athletics

Spring 2025

Dean of Language Arts

N/A

Dean of Science and Math

Areas that do not have program mapped currently do not offer a certificate or degree. All other areas have either completed or working to complete their maps.

Dean of Social Sciences

N/A

Part II: Instructional Technology (Not within a Division)*

*summary of Deans PARs included in Part I.

Q1.1. Dear Chabot Community,

Welcome to Fall 2024 Comprehensive Program and Area Review! Please collaborate with your dean/manager to receive feedback before entering your PAR responses here (and for resource requests, enter into [Cognito](#)). Please remember that Qualtrics is not a collaboration tool and partial responses can get lost. You should only enter your PAR into Qualtrics once you have finished the steps of collaborating with your program/area teammates and/or your Dean/manager and have a final draft.

Please reach out to the PAR committee if you have any questions about copying your PAR responses into Qualtrics!

The Program and Area Review Committee

Is your PAR ready to submit as a final draft?

Yes

No

Q2.1.

Background Information

Q2.2. Name of Your Program/Discipline/Area/Service, Division, and Organizational Unit

Name of Program/Discipline/Area/Service

Division

Organizational Unit

Q2.3. If you selected "Other" in the previous question, please enter your Program/Discipline/Area/Service name here.

This question was not displayed to the respondent.

Q2.4. Which PAR Template (word template) did you fill out?

Academic Services

Student Services/Administrative Services/Office of the President

Q2.5. Name(s) of the person or people who contributed to this review:

Q3.1.

Status of Program Goals from Prior Comprehensive PAR Cycle

Please refer to the goals your program/area established in the Fall 2021 to Fall 2023 PAR cycle. If you need a reminder of your goals, you can access them in the ["Goals from the 2021-2023 PAR Cycle."](#) If you need a reminder of the difference between a PAR goal versus an SAO (service area outcome) or PLO (program learning outcome), please refer to the [PAR Definitions](#).

Note: You can increase the size of the narrative response boxes by clicking and dragging the bottom right corner.

	Goal from the Fall 2021 to Fall 2023 PAR Cycle	Status of Goal	Please explain the status of the goal based on outputs or measures (e.g., students served, program changes made, etc.)
	Goal from Previous Cycle Fill in		Outputs or Measures
Goal 1	<input type="text" value="Provide ongoing instructional and technical support for Canvas to Faculty, Staff and Students"/>	<input type="text" value="In Progress"/>	<input type="text" value="For this goal, we specifically targeted an increase in the number of workshops offered per semester, going from 8-10 per semester to 16 – 20 per semester."/>
Goal 2	<input type="text" value="Provide ongoing technical support for the implementation of Canvas-related tools, especially as they assure equitable access to distance education students as required"/>	<input type="text" value="In Progress"/>	<input type="text" value="We continue to investigate, acquire and deploy technology tools that will support faculty and staff in their mission to ensure equitable access to distance education. During the last PAR cycle we deployed Pronto for student engagement, LibreText for OER, PopeTech Dashboard for accessibility."/>

Goal 3			
Goal 4 (optional)			
Goal 5 (optional)			
Goal 6 (optional)			
Goal 7 (optional)			
Goal 8 (optional)			
Goal from Previous Cycle Fill in			Outputs or Measures
Goal 9 (optional)			
Goal 10 (optional)			
Goal 11 (optional)			
Goal 12 (optional)			
Goal 13 (optional)			
Goal 14 (optional)			
Goal 15 (optional)			

Q4.1.

Service Area Outcome (SAO)

SAOs are enduring and overarching aims for service areas/programs. SAOs should be established for each service area/program, displayed on all programs' website, and assessed on a 5-Year cycle. If you need a reminder of the types of SAOs and the difference between a PAR goal versus an SAO (service area outcome), please refer to the [PAR Definitions](#).

Please take a look at the [SAO 2023 Assessment Update Spreadsheet](#) to answer the following.

Q4.2. Were all your Service Area Outcomes (SAOs) assessed in the 5-year cycle?

- Yes, all SAOs were assessed in the 5-year cycle.
- Almost all SAOs were assessed in the 5-year cycle.
- No, many SAOs were not assessed in the 5-year cycle.

Q4.3. If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.

n/a

Q5.1.

Learning Outcomes Assessment Results

This question was not displayed to the respondent.

Q5.2.

SLO (Student Learning Outcome):

SLOs are the outcomes that instructors aim for students to successfully reach by the end of a course. SLOs should be established for each course, listed in META, displayed on all course syllabi, and assessed in META on a 5-Year cycle. The following question is about SLO assessment and responses will be shared with your Dean to facilitate SLOs being assessed on the five-year cycle.

If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.

This question was not displayed to the respondent.

Q5.3.

PLO (Program Learning Outcome):

PLOs are the outcomes students should successfully reach when they complete all the requirements for a certificate or degree program. PLOs are established for each certificate and degree program and assessed in META on a 5-year cycle.

If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.

This question was not displayed to the respondent.

Q6.1.

Institutional Supports and Barriers

Reflect on your experiences, data, and/or previous program and area reviews and consider what work in your discipline/service area you are most proud of and what problems remain major challenges. Then respond to the following questions:

Q6.2.

Regarding Your Program or Area

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?

Open Channels of communication have been particularly valuable to Instructional Technology. I am included in a number of college wide meetings including COAST, CEMC and President's Council. These along with committees such as COOL, IST and Town Hall meetings, help to keep us informed of upcoming initiatives and create space for planning and support of these new initiatives.

Q6.3. 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?

Instructional Technology met our Goals Challenge: Because Instructional Technology has a "Can Do Attitude" and we interface across all areas of the college, we are asked to take on issues outside of our normal scope of work. Although it has not, as yet, prevented us from reaching our goals this cycle, it can easily lead to team burnout.

Q6.4. **Regarding Students in Reaching their Educational Goals**

From your vantage point, what does Chabot do that is particularly **helpful to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should **keep** doing?)

Specifically, from our vantage, Chabot offers a plethora of technology support options for students including the resources we provide for Canvas, ZOOM etc but also resources offered including laptops for loan. In addition, from a broader perspective, because we work across campus, we see the continued support of affinity groups and placement of student resources across campus like the Learning Connection and WRAC as leading to student success.

Q6.5. From your vantage point, what does Chabot do or NOT do that is a **hindrance to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should **stop** doing or **change** to better support our students?)

From our vantage, Chabot needs to continue to take the lead in requiring higher Quality Standards for Distance Education and Online Teaching. Studies show that the more rigorous the standards met by faculty in the LMS, the higher the levels of student success. In addition, from a broader perspective, we receive numerous student inquiries regarding counseling issues, many of these students are referred to us by Adjunct Faculty who are not as connected to Chabot services as full time faculty.

Q7.1.

Academic Programs/Disciplines Data

The following outcome metrics can be used to evaluate previous program success, how well we are reaching the college mission, and plan for the future.

FTES (Full-Time Equivalent Students) and Enrollment

Colleges are funded based on the FTES they generate (both historically and now as the "Base Allocation" in the Student Centered Funding Formula). The data in this section will be given to the Chabot Enrollment Management Committee (CEMC) to support their work. If you need a reminder of the definition of FTES, please refer to the [PAR Definitions](#).

Please check out the [Chabot College Enrollment Management Data Dashboard](#) to respond to the questions below. Over the past 3 years, Chabot has seen changes in FTES. From Falls 2021-2023, FTES first saw a slight decrease from 3,874 (Fall 2021) to 3,823 (Fall 2022) and then a substantive increase in Fall 2023 (4,362). Spring FTES has steadily grown from 3,440 (Spring 2022) to 3,615 (Spring 2023) to 4,005 (Spring 2024).

This question was not displayed to the respondent.

Q7.2.

Compared to the college, did your program:

This question was not displayed to the respondent.

Q7.3. Please provide a brief explanation that would help the college understand these trends in your program (e.g., tangible reasons for the increase or decrease).

This question was not displayed to the respondent.

Q7.4. As noted above, enrollments impact our funding. Please review the courses in your discipline in the [Chabot College Enrollment Management Data Dashboard](#). Are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

This question was not displayed to the respondent.

Q7.5. Is there anything faculty in your program would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning? (e.g., taking additional students in sections with higher fill rates or changing the days/times or format (in-person, hybrid, online) of low fill-rate classes)

*productivity=(FTES or WSCH)/FTEF

This question was not displayed to the respondent.

Q7.6. Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.

This question was not displayed to the respondent.

Q7.7.

Enrollment Disaggregation

Enrollments are the total number of class enrollments/seats in a given time period. A student enrolled in multiple courses increases the count for each of those courses. This is a count of *seats filled*, not a count of students filling them. Enrollments can be disaggregated by race and ethnicity, gender, etc.

Take a look at disaggregation of your enrollments by race and ethnicity (and/or by gender) over the past three years on the [Chabot College Course Enrollments and Success Rates Dashboard](#). Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your discipline, field, or industry (additionally, for programs with large

percentages of General Education enrollments—like English, math and communication studies—consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your **major courses** compare to your discipline, field, or industry).

This question was not displayed to the respondent.

Q7.8. The representation of traditionally underrepresented race/ethnicity/gender student groups in our **program/major** compared to our industry/field:

This question was not displayed to the respondent.

Q7.9. For programs/disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups in your **general education** classes to the overall student body population.

Traditionally underrepresented student groups in our **general education** classes:

This question was not displayed to the respondent.

Q7.10. Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of traditionally underrepresented student groups in your discipline/major and, if applicable, general education classes at Chabot).

This question was not displayed to the respondent.

Q7.11. **Course Success Rates**
Refer to the [Chabot College Course Enrollments and Success Rates Dashboard](#).

Over the past three years, how have course success rates in your discipline changed? Course success rates have:

This question was not displayed to the respondent.

Q7.12. Use the [Chabot College Course Enrollments and Success Rates Dashboard](#) to disaggregate your course success rates.

Check all groups that are succeeding at lower rates than students from other racial/ethnic, gender, full-time part-time groups, or the overall college average):

This question was not displayed to the respondent.

Q7.13. (Comment/Explain) Please add any other groups that succeed at lower rates not included above. And provide a brief explanation that would help the college understand the trends in overall course success rates or any student groups that succeed at lower rates:

This question was not displayed to the respondent.

Q7.14. **Program Completion (AD-Ts, AA/AS, Chancellor-approved Certificates)**
Take a look at the [dashboard on Degrees and Certificates Awarded by Chabot College](#).

Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?

This question was not displayed to the respondent.

Q7.15. Over the past 3 years, what is the trend in **Chancellor-Approved** certificates (the ones that count for funding in the SCFF) awarded in your program(s)?

This question was not displayed to the respondent.

Q7.16. Please provide a brief explanation that would help the college understand these trends in degree and certificate completion in your program (e.g., tangible reasons for the increase or decrease).

This question was not displayed to the respondent.

Q7.17. If your program does not produce a lot of degrees or Chancellor-approved certificates, is there an associated industry test for which you are preparing students or non-Chancellor-approved certificates? If you have any data on success rates or numbers for the industry certification/test or for non-Chancellor-approved certificates, please share. (Optional)

This question was not displayed to the respondent.

Q7.18. In your experience, what barriers to program completion may be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

This question was not displayed to the respondent.

Q7.19. **Zero Textbook Cost**

If your discipline has any course sections that are Zero Textbook Cost (ZTC) and will be offered in AY 2024-25 or were offered in AY 2023-24, then please select the option below that best categorized *most* ZTC sections in your division. *The purpose of this question is to broaden awareness of what open educational resources exist and share best practices with campus. If your area does not offer ZTC course sections, then you can skip this question.*

In our discipline, ZTC course sections in AY 2024-2025 and 2023-2024, *mostly*:

This question was not displayed to the respondent.

Q7.20. Please list which sources used (e.g., OpenStax, LibreTexts, etc.)

This question was not displayed to the respondent.

Q7.21. Please list URLs for the sources used

This question was not displayed to the respondent.

Q7.22. Please list URLs for websites used

This question was not displayed to the respondent.

Q8.1.

Equity in Access to Services

Q8.2.

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.)

Concurrent enrollment students do not always have access to their W numbers before classes begin. Without a W number that has been processed via District, students do not have access to Canvas

Q8.3. 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?

Students access our services in person, by phone and email, and online during regular business hours. We hold regular office hours and training workshops throughout the week. We also visit affinity groups and orientations across campus the first three weeks of the semester (including evening classes as requested) As a small department we do not have the personnel to support students in person/on campus taking night or weekend classes. We would need to add personnel to our department.

Q8.4. 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?

No

Q9.1.

Staffing Analysis

In this section you will analyze trends in staffing.

	Current # (Fall 2024)	How has staffing for this group changed in the last 3 years?
	Fill in	
Full-time Faculty	0	Not Applicable
Part-time Faculty	0	Not Applicable
Full-time Classified Professionals	3	Not Applicable
Part-time Permanent or Hourly Classified Professionals	0	Not Applicable
Student Employees	0	Not Applicable
Independent Contractors/Professional Experts	0	Not Applicable

Q9.2. Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?

This question was not displayed to the respondent.

Q9.3. If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

Over the past three years staffing levels for the Instructional Technology department have remained consistent. Touch-points for service have risen about 10 percent year over year (excluding the increase in services provided for Bookstore issues with the transition from an on campus to virtual experience.)

Q9.4. Compare the representation of traditionally underrepresented populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of those groups in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

The Instructional Technology Department serves all populations at Chabot. And although we do not represent all traditionally underrepresented populations demographically on campus; we strive to provide technology solutions that engage and welcome all students to the Chabot learning environment.

Q10.1.

Department/Program/Area Needs

Q10.2.

Technology

The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q10.3. If you strongly disagree or somewhat disagree, please explain. (optional)

This question was not displayed to the respondent.

Q10.4. Facilities

The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree

Somewhat agree

Strongly agree

Q10.5. If you strongly disagree or somewhat disagree, please explain. (optional)

This question was not displayed to the respondent.

Q11.1.

Program Maps and Course Scheduling

The data in this section is intended to support the further development of Guided Pathways at Chabot. Respondents' answers will be given to the Guided Pathways Steering Committee for analysis. Please review the program maps for each of your certificates and degrees on the [Learning & Career Pathway webpage](#) (www.chabotcollege.edu/lcp) to ensure that terms offered for courses are correct and that courses are sequenced properly.

This question was not displayed to the respondent.

Q11.2. Are your program maps accurate and up to date?

This question was not displayed to the respondent.

Q11.3. If you need to make edits or if your program map is out of date because you recently modified your degree/certificate, please mark "No" and contact GP Faculty Coordinator Heather Oshiro hoshiro@chabotcollege.edu.

Does the way your required courses are scheduled generally meet the needs of the students working towards degrees or certificates in your area? In what way could your schedule better meet their needs, and what changes would be needed to ensure students access to the courses they need to complete their program?

This question was not displayed to the respondent.

Q12.1.

Planning

Q12.2. **Program/Area Goals:** Utilize your reflections, along with college planning documents, to **develop 2-3 new Goals** to work on up through the next comprehensive year PAR cycle. You can refer to your past goals on "[Goals from the 2021-2023 PAR Cycle.](#)"

Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents posted on the [PAR's website](#) (e.g., the Educational Master Plan, the PRAC Annual Planning Priorities, and the President's College Planning Initiatives).

What are the anticipated outputs* and outcomes** of your goals? How do your goals align with the Educational Master Plan? Do your goals support the success of any underrepresented groups? Do your goals support any of the Student-Centered Funding Formula (SCFF)*** metrics?

*outputs: direct short-term results like # of students served, workshops held, etc.

**outcomes: longer-term results like course success rates or degrees earned.

***The Student-Centered Funding Formula is the way all CA Community College districts will be funded once the "hold harmless" period of funding expires.

If you need a review of the difference between SAOs/PLOs and PAR goals, please refer to [the PAR Definitions](#).

Note: Scroll **all the way to the right** to see all the columns, and **all the way down and to the right** to see the "Next" button.

	Briefly describe the expected <i>outputs</i> or <i>outcomes</i>	EMP Alignment					Do your goals		
		Equity	Access	Pedagogy and Praxis	Academic and Career Success	Community Partnerships	All Students	African American/Black	Lati
Goal 1 Provide ongoing instructional and technical support for Instructional Technology (ie Canvas and ZOOM) to Faculty, Staff and Students	resource creation, workshops and orientations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 2

Investigate, acquire, deploy and provide support for technology tools (example Canvas LTI's) that will support faculty and staff in their mission to ensure equitable access to distance education.

investigate, acquire and deploy technology tools

Goal 3

Goal 4 (optional)

Goal 5 (optional)

Q12.3.

If your goal(s) targets a specific identify group and you selected 'Other' in the table, please specify.

(please list all the groups in one box separated by semi-colons, e.g.: Group 1...; Group 2...; Group 3...; Group 4...; one goal one line)

This question was not displayed to the respondent.

Q12.4. If your goal(s) targets improvement in a SCFF metric not listed in the table and you selected 'Other' , please specify.

(please list all the metrics in one box separated by semi-colons, e.g.: Metric 1...; Metric 2...; Metric 3...; Metric 4...)

This question was not displayed to the respondent.

Location Data

Location: [\(37.6736, -122.0944\)](#)

Source: GeolP Estimation

