

Fall 2021 Comprehensive Program and Area Review (PAR):

Academic Programs

Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Academic Programs Fall 2021 Comprehensive Program and Area Review (PAR)**. We encourage you to work together with your program or service area to complete these questions collaboratively. One way to facilitate real-time collaboration is to upload these questions into a google doc. Please submit your completed template with attachments to your Dean/Manager by **10/11/21**. Your Dean/Manager will provide you with feedback. After you receive their feedback, you will then enter the information from your template (and attachments) into Qualtrics by **10/25/21**. Importantly, your PAR is NOT complete until you submit your responses on Qualtrics.

Please reach out to the PAR shared governance committee if you have any questions about filling out your Fall 2021 PAR! Co-Chairs: Deonne Kunkel Wu dkunkelwu@chabotcollege.edu and Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

Background Information:

- What organizational unit does your program/area belong to?

☒ Academic Services
☐ Administrative Services
☐ Student Services
☐ Office of the President

- Name of your Program, Discipline, Area or Service:

Sociology

- Name(s) of the person or people who contributed to this review:

Christina Mendoza and Mona Abdoun

- What division does your Program/Area reside in?

☐ Academic Pathways and Student Success
☐ Applied Technology and Business
☐ Arts, Media, and Communication
☐ Counseling
☐ Health, Kinesiology and Athletics
☐ Language Arts
☐ Science and Mathematics
☒ Social Sciences
☐ Special Programs

Status of Program Goals from Prior Comprehensive PAR Cycle

- Please refer to the goals/new initiatives you established in the last comprehensive PAR cycle. The last comprehensive PAR was written in Fall 2017 to plan for 2018-19; 19-20; and 20-21. If you need a reminder of your goals, you can access them in the [PAR App Program Review Reports](#).

Click on:

- [PAR App Program Review Reports](#).
- Then "Select Academic Year" on the top (choose 2018-19)

- Then “Submissions” (in the left hand toolbar)
- Then find your area and click “View” in the right most column
- For **Academic Areas**, find question 8: “Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?”
- For **Service Areas**, find question 8: “Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?”
- For **Administrative Areas**, find question 9: “Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?”

You should be able to view the goals you submitted in the last comprehensive PAR, which was written in Fall 2017 to plan for the three-year cycle starting in 2018-19. Please note that the “goals” you established are distinct from the outcomes for your service area (SAOs) or program area (PLOs). In general, SAOs and PLOs tend to be enduring and overarching aims for your service/program, whereas the goals for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs. For example, one of the Learning Connection’s SAOs is: “Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses.” This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. Increasing the number of Sociology majors and transfers by participating in the Social Sciences Open House, by continuing to promote the program, and by bringing in speakers.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	We are continuing to work on increasing the number of majors in our program. The number of Sociology majors has decreased, from 234 in 2018-19 to 170 in 2020-21. Due to the pandemic, we have not been able to bring in on-campus speakers and the Open House in 2020 was cancelled. We are planning on participating in the upcoming Open House to promote Sociology to students in the social sciences.
2. Offering students the option of an online Sociology degree by offering the SOCI 5 course online.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	Before the pandemic, we offered SOCI 5 online, therefore students can earn their degree through online classes. We will continue to offer this class online once we return to our pre-pandemic course offerings.
3. Offering all Sociology courses listed in the catalog which will be attainable in a few semesters.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	All the courses listed in the course catalog are now regularly offered.
4. Increasing the number of speakers' events to highlight the jobs that social scientists do to address social justice issues by collaborating with other Social Sciences disciplines that have similar goals.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	The pandemic interrupted the progress on this goal. Once we are back on campus, we plan to continue to invite guest speakers and collaborate with other social sciences disciplines.

5.	<div><div>___</div>Achieved</div> <div><div>___</div>In Progress</div> <div><div>___</div>Not achieved but still relevant</div> <div><div>___</div>Not achieved and no longer relevant</div>	

Learning Outcomes Assessment Results

SLOs:

Student Learning Outcomes (SLOs): 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 CurricUNET, displayed on all course syllabi, and assessed in CurricUNET on a 5-Year cycle. The following questions are about SLO assessment.

- How many courses in your discipline have SLOs developed and listed in CurricUNET?

☒ All courses
☐ Almost all or most courses
☐ About half of the courses
☐ A few courses
☐ No courses

If any courses do not have SLOs, please explain why.

N/A

- How many courses in your discipline have rubrics (or some other form of assessment) developed to measure SLOs?

☒ All courses
☐ Almost all or most courses
☐ About half of the courses
☐ A few courses
☐ No courses

If any courses do not have rubrics to measure SLOs, please explain why.

Each instructor creates their own rubric to measure and assess the SLOs in their courses.

- How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?

☒ All courses
☐ Almost all or most courses
☐ About half of the courses
☐ A few courses
☐ No courses

If any courses were not assessed in the five-year cycle, please explain why.

N/A

- Assessing SLOs has led to improvements in my area.

☐ Strongly disagree
☐ Somewhat disagree
☒ Neither agree nor disagree
☐ Somewhat agree
☐ Strongly agree

PLOs:

Certificate and Degree programs also establish and assess **Program Learning Outcomes (PLOs)**. PLOs are the outcomes students should successfully reach when they complete all the requirements for a certificate or degree program. PLOs are also assessed in CurricUNET on a 5-year cycle.

- Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET?

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

If any PLOs were not assessed in the five-year cycle, please explain why.

N/A

- Assessing PLOs has led to improvements in my area.

☐ Strongly disagree
☐ Somewhat disagree
☒ Neither agree nor disagree
☐ Somewhat agree
☐ Strongly agree

Institutional Supports and Barriers

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

- 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?

1. Reminders from the Outcomes and Assessment Committee and a step-by-step guide on its website helped faculty enter SLO data.
2. The COOL Committee's review process and Chabot's Canvas teaching support also helped us offer more online courses.
3. Funding for the SCFF Majors Outreach Project helps us provide outreach and support for our Sociology majors.

- What institutional-level barrier or challenges prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

1. Faculty need to receive training to assess and enter PLOs. In addition, any new requirements for SLOs (i.e. a rubric) should be communicated to faculty prior to assessing and entering SLO data.
2. More funding is also needed to invite more speakers for Sociology events during the Social Science Open House, Earth Week, and other division and college-wide events. In the past, speakers have agreed to render their services free of charge or for a minimal fee under \$500. This level of funding will not be sustainable going forward due to rising costs, a dearth of speakers willing to speak for little or no fee, and because this level of funding limits us to local speakers only. Speaker events such as those that take place during the Social Science Open House, Earth Week and other events serve a key role in promoting our discipline to attract more students to our classes and more sociology majors, aid in making Chabot an intellectually stimulating environment for our students and community, address important social justice issues, and help

realize Chabot's mission of offering culturally-responsive and equity-minded education.

- What institutional-level supports or practices do employees in your program/area believe are particularly helpful **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should **keep** doing?)
 1. **Funding for the SCFF Majors project will aid students in completing their degrees by offering outreach, dedicated support, and resources for Sociology majors. To maintain this intensive level of support, the College will need to continue and increase its funding for faculty who take on the role of Major Outreach Coordinator.**
- What institutional-level barriers or challenges do employees in your program/area believe are a hindrance **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should **stop** doing or **change** to better support our students?)
 1. **Hunger is a real problem that our students and their families encounter, which limits them from doing their best work and reaching their potential. Chabot should continue its cooperation with CalFresh by aiding in food distribution, reopen the Food/Life pantry and ensure that students have access to not just fresh produce but also nutritious ready-to-eat meals or meals that require minimal preparation. Our College must also ensure that our food vendors accept EBT/food stamps to make the cafeteria accessible to our low-income students.**
 2. **As we offer more classes on campus, transportation will once again become a barrier for many of our students who want to attend in person. Chabot should offer discounted and/or free bus passes for students and have a dedicated shuttle that stops at Hayward BART stations and other locations where there is inadequate public transportation service.**
 3. **Expand on-campus and virtual physical and mental health services by hiring more counselors and staff, and offering more workshops and group classes and/or sessions.**
 4. **Hire more counselors for students to receive the assistance they need to complete their educational goals as efficiently as possible.**

Academic Programs/Disciplines Data

In order to reach Chabot's mission, the college looks at the following outcome metrics to evaluate previous program success and plan for the future. Some outcomes will be more applicable to particular programs in specific PAR cycles; please look at the data available on the outcomes that are most relevant to your program and use it to answer the following questions:

FTES and Enrollment

FTES is an enrollment metric. It basically converts the total number of units students are taking in a given timeframe (e.g., semester, academic year, etc.) into the equivalent number of full-time students that would be needed to generate this same number of units. Colleges are funded based on the FTES they generate (both historically and now as the "Base Allocation" in the Student Centered Funding Formula). Please check out the [Chabot College Enrollment Management Data Dashboard](#) to respond to the questions below. The data in this section will be given to the Chabot Enrollment Management Committee (CEMC) to support their work.

- Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:
 - ☐ Decreased in comparison to the overall college trends
 - ☐ Stayed roughly the same in comparison to overall college trends
 - ☒ ~~Increased~~ Higher in comparison to overall college trends

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

Sociology is a GE requirement, some of the courses meet the American Cultures Requirement, and Sociology is also a requirement for some majors across campus.

- 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?

For SOCI 1, on-campus Friday morning courses and on-campus evening courses have a lower fill capacity compared to other SOCI 1 courses. SOCI 2 courses on average either fill to capacity or have high enrollment. For SOCI 3, SOCI 4, and SOCI 6 courses, the courses with the lowest enrollment are offered on campus. SOCI 5 has a fill rate of 82%. The course has SOCI 1 as a prerequisite, which may explain the comparatively lower fill capacity.

- Is there anything faculty in your area 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, etc.)
**productivity=(FTES or WSCH)/FTEF or the number of full time students or weekly student contact hours per full time faculty member*

Sociology fill rates are high with many sections which are over enrolled. Online classes typically have higher fill rates than some of our on campus classes, especially those offered on Fridays or in the evening. If we had more classroom space or access to a large lecture space, then we could offer more of our SOCI 1 classes during peak times.

- 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.

SOCI 1 classes have high enrollment and are in high demand since it is a GE course, fulfills the American Cultures Requirement, and other requirements for majors across campus. SOCI 2 is also a highly enrolled course, since this course is a requirement for transfer for sociology majors at many 4-year institutions.

Enrollment Disaggregations:

*Enrollments** can be disaggregated by race and ethnicity, gender, etc.

*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 persons filling them.

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 (and/or for disciplines 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).

- The representation of traditionally underrepresented race/ethnicity/gender student groups in our **discipline/major** compared to our industry/field:
 - ☐ could be improved.
 - ☐ is just right.

☒ is outstanding - we are increasing the diversity of the field.

For 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/disproportionately impacted groups (DI Groups) in your **general education** classes to the overall student body population.

- DI Groups in our **general education** classes:
 - ☐ are **underrepresented** in comparison to their representation in the student body.
 - ☐ have **similar representation** in comparison to their representation in the student body.
 - ☐ are **overrepresented** in comparison to their representation in the student body.
 - ☒ Not applicable, our discipline does not have high enrollments in general education classes.

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).

Sociology addresses social justice issues that tackle class, race, gender, and sexual inequality, which may explain the overall higher enrollments of DI groups in our classes.

Non-Credit

- Does your program/area offer non-credit classes?
 - ☐ Yes
 - ☒ No
- Over the next 3 years, non-credit course offerings in our program/area are planned to:
 - ☐ Decrease
 - ☒ Stay the same as they are now
 - ☐ Increase

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:
 - ☐ Decreased
 - ☒ Stayed roughly the same
 - ☐ Increased

Use the [Chabot College Course Enrollments and Success Rates Dashboard](#) to disaggregate your course success rates. Do any populations jump out to you as disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average)?

- Check all groups that are **disproportionately impacted** (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):
 - ☒ African American/ Black
 - ☐ Asian American/ Asian
 - ☐ Filipino/x
 - ☒ Latinx/ Chicanx
 - ☐ Native American/ Alaska Native
 - ☒ Pacific Islander/ Hawaiian
 - ☐ White/ European American
 - ☐ Female
 - ☐ Male

(Comment/Explain) Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

African American, Latinx, and Pacific Islanders had the lowest success rates in our courses. The success rates in our classes are similar to the success rates across the college. The groups with the highest success rates are Asian American, Filipinx, and White students, which again are similar to the overall college trends. For the category gender, female students had slightly higher success rates than male students.

The Office of Institutional Research strives to continually improve representation in our data. Currently, we have a [dashboard on course enrollments and success rates](#), which can be disaggregated by race/ethnicity, gender, and part-time/full-time status. What other student group(s) would you like to be able to disaggregate by in the dashboard? How will this disaggregation promote Chabot's mission? (Please keep in mind we will need to build further disaggregation into the dashboard over time and we will work in the order that is possible to do based on data availability and for which there is the most interest in Chabot campus community.)

Middle Eastern/Arabic students should be disaggregated from the race category. Knowing the success rates of students with disabilities would also be helpful.

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

Take a look at the IR report on [Degrees by Discipline](#).

- Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?
☐ Decreased
☒ Stayed roughly the same
☐ Increased

Take a look at the IR report on **Chancellor-Approved** [Certificates by Discipline](#).

OIR now has two separate certificate reports: Chancellor Approved Certificates by Discipline and All Certificates by Discipline.

- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
☐ Decreased
☒ Stayed roughly the same
☐ Increased
 - Please provide a brief explanation that would help the college understand these trends in degree and certificate completion. (e.g., tangible reasons for the increase or decrease).
 - The number of degrees in our program have stayed roughly the same. In 2018-19, 61 students graduated with an AA-T degree in Sociology and in 2020-21, there was a slight increase with 63 students completing the degree. To increase the number of students earning their degree, we are currently participating in the Social Science Majors Outreach Program (SCFF). As part of this program, we created a Canvas site for Sociology majors that has links to important information students need to learn more about the major and to graduate. We also send declared majors emails with reminders and other information. Sociology is one of the first majors to offer a ZTC degree. We are hoping that by eliminating the cost of books in most of our classes, this will reduce some of the financial barriers students experience in completing their degree.
-
- If your area 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)
N/A
-

- What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

Currently, the pandemic is the biggest barrier that is affecting degree completion rates. We are moving towards pre-pandemic on-campus course offerings in Spring 2022, which we hope will reach students who prefer learning face-to-face. We offer classes in the early morning, mid-morning, afternoon, and in the evenings. We also offer all the courses students need to complete the degree online, for those students who work or have children. Access to technology will help students complete their courses successfully. As mentioned before, Sociology now offers a ZTC degree and has mapped the ZTC degree for students to eliminate the barrier that the cost of purchasing textbooks has on student enrollment and course/degree completion.

Staffing Analysis

In this section you will analyze trends in staffing, technology, and facilities.

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty	2	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	6	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	N/A	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time Permanent or Hourly Classified Professionals	N/A	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	N/A	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	N/A	<input type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

Academic Disciplines Only: 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?

Our enrollment and staffing

Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations 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?

75% of Sociology faculty are BIPOC and 75% of faculty identify as women.

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

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

N/A

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

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

N/A

Professional Development

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered by/at Chabot.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☒ Strongly agree
- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered by/at Chabot.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☒ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☐ Strongly agree
- In general, **Faculty members** in my program/area regularly participate in professional development activities offered outside of Chabot.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☒ Somewhat agree
 - ☐ Strongly agree

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.**

☐ Strongly disagree
☐ Somewhat disagree
☒ Neither agree nor disagree
☐ Somewhat agree
☐ Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?

Participating in OER opportunities on campus and the OER conference contributed to the creation of our ZTC degree in sociology and in increasing the number of OER classes we offer. Participating in Equity FIGs also helped address equity in grading and in making some of our syllabi more accessible to students.

Program Maps and Equity in 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.

- **Turning in Program Maps:** A first draft of your **Program Map** for each credit degree and certificate offered within your discipline was due in May. If you already submitted all Program Maps and have no required changes or new program modifications, then you're done for now! If you did not turn in all program maps *or* changes are required *or* you have new program modifications, then please submit these Program Maps by **October 11th, 2021**. You can submit your Program Map(s) by following these steps: 1) go to [this template in Google Docs](#), * 2) click on "file," 3) choose "make a copy," 4) click on "share with the same people," 5) rename it for the degree/certificate that you are creating and 6) update the file to your program map. Then it will *automatically be stored* in the folder for submitting it to Guided Pathways.

*There appears to be a current bug in Microsoft Products that does not allow links to google docs to automatically open (for some people). If you cannot open the link above, try manually copy pasting the address into a browser window. https://docs.google.com/document/d/1zU4G_Kps1CNYmR8ZOczX8RergfkJLPpU_XU3KfQC86s/edit

- Have you completed all program maps for your discipline?

☒ Yes (or we will do so by the deadline).
☐ No, because one or more of our program(s) is/are being discontinued (please fill in name of program in space below).
☐ No, because one or more of our program(s) cannot currently be completed because not all classes have been offered recently or will be offered in the next 3 years (please fill in name of program in space below).
☐ No, for another reason... (please fill in the reason below).

If you checked off "No" above, please explain. _____

- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 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 can take all our courses during the day and online. Out of all sociology courses, only SOCI 1 is offered in the evenings due to low student demand. Very few students are interested in completing all the courses in the evening.

- How are you collaborating with other disciplines with whom you share students to ensure that your schedules are not conflicting, so that students with specific educational goals can take the courses they need to finish in a timely fashion? Please discuss the discipline(s) with whom you already collaborate, as well as any discipline(s) with whom you would like to start collaborating.

The only course we offer that may conflict with other courses is SOCI 3 (Introduction to Race and Ethnicity), and we plan to check-in with other disciplines who offer similar classes.

- Are there any classes in your discipline that you do not offer every semester or every year that are required for any of your degrees or programs? In an *ideal* world, with perfect coordination and infrastructure, how would you want to communicate which **required courses** are **not** offered in all semesters to: 1) counselors, 2) other faculty, and 3) students? (If you offer all classes required for degrees/certificates in all semesters, then you can write NA.)

N/A

Planning

Program/Area Goals: 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 (e.g., shorter term planning documents like the [College's Planning Priorities](#) (PRAC will post when complete), [President's College Planning Initiatives](#), and [Strategic Plan](#), all of which lead into the long-range planning document, the [Educational Master Plan](#)). Utilize your reflections, along with college planning documents, to develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle. What are the anticipated *outputs** and *outcomes*** of your goals? How do your goals align with the [Educational Master Plan \(EMP\)](#)? Do your goals support the success of any DI 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 CC districts will be funded once the "hold harmless" period of funding expires.

Remember: Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal	Briefly describe the expected <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

1. Increase the number of students majoring in sociology and completing an AA-T Degree in Sociology	-Increase the number of students graduating with an AA-T degree in Sociology. -Participate in the Social Science Open House -Add more information to our Sociology website -Update the Canvas Majors Site and continue to enroll students	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access ___ Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success ___ Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____ _____	<input checked="" type="checkbox"/> Enrollment/FTES ___ Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other _____
2. Continue to offer OER courses and a ZTC degree	-Continue to offer a variety OER courses in Sociology -Offer OER courses needed for ZTC degree in Sociology	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access ___ Pedagogy and Praxis ___ Academic and Career Success ___ Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____ _____	<input checked="" type="checkbox"/> Enrollment/FTES ___ Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other _____
3. Increase the number of Speaker Events	-Continue to participate in Earth Week -Continue to collaborate with Social Science disciplines in bringing speakers to campus.	<input checked="" type="checkbox"/> Equity ___ Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success ___ Community and Partnerships	<input checked="" type="checkbox"/> African American/Black <input checked="" type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input checked="" type="checkbox"/> Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth <input checked="" type="checkbox"/> LGBT ___ DI Gender ___ Other _____ _____	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) ___ Other _____

Resource Requests

Contracts and Services Requests: Contracts and Services include things like equipment maintenance contracts, food vendors, external consultants or speakers. Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1	1	Speakers for Earth Week	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	Will vary		Earth Week makes meaningful connections between academic programs and complex social and environmental problems (EMP Strategic Planning Cluster #1) by having multiple events that link social justice, environmental and Earth		<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$10,000

						science, current events, indigenous wisdom, climate action, career pathways, art, and health among others while building community. *EMP-Mission Critical Priority #5: Community and Partnership.			
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Equipment Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the **start** to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all	Project Name Use the same project name for all requests	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification BRIEFLY justify how this spending relates to the	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
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	requests have been entered)	related to a large project or put 'individual request'				EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).			
Item 1			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Facilities Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the start to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24	

						___ 2024-25	
Item 2			___ New ___ Updated ___ Repeat			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 3			___ New ___ Updated ___ Repeat			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Human Resource Requests (e.g., Faculty, Classified, Administrative, Student Workers, etc.)

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Position 1			___ New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Position 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other _____				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Position 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other _____				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

- The Faculty Prioritization Committee requires a completed [Faculty Prioritization Form](#) if you are requesting a full-time faculty position. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.
- The Classified Prioritization Committee requires a completed [Classified Professional Prioritization Form](#). There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

Professional Development, Travel, and Conferences

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Request 1	1	Sociology Conferences	<input type="checkbox"/> New <input type="checkbox"/> Updated <input checked="" type="checkbox"/> Repeat	Conferences to Sociology or related conferences	<input checked="" type="checkbox"/> In-person conference with travel <input checked="" type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____	Sociology conferences typically address topics related to equity and student success.	3	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$3,000
Request 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Request 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
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Supplies Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24	

							___ 2024-25	
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Technology Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR’s website), but are consistently based on the [Educational Master Plan](#), the [College’s Planning Priorities](#), and the [President’s College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don’t currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President’s Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimate d Cost Per Year (Total \$)
Item 1			___ New ___ Updated ___ Repeat	___ Yes ___ No				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 2			___ New ___ Updated ___ Repeat	___ Yes ___ No				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 3			___ New ___ Updated ___ Repeat	___ Yes ___ No				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Categorical Funding Applications:

The **Student Access Success and Equity (SASE) committee** “develops, leads, and supports campus initiatives that strengthen student access, success, and equity.” SASE “provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access,

success, and equity efforts campus-wide.” If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:

<https://docs.google.com/forms/d/e/1FAIpQLSfWja-ZTbdHoPZ82reEOeTi32Ci3e7lyS4snRyXX8h8JrDV5w/viewform>

Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu.

Career Education funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:

https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link

Please contact the faculty chair of the CE Committee Connie Telles ctelles@chabotcollege.edu or the Career Pathways Project Manager Christina Read cread@chabotcollege.edu with any questions.