

Divison: Social Sciences

Name of Program/Area and Contributors

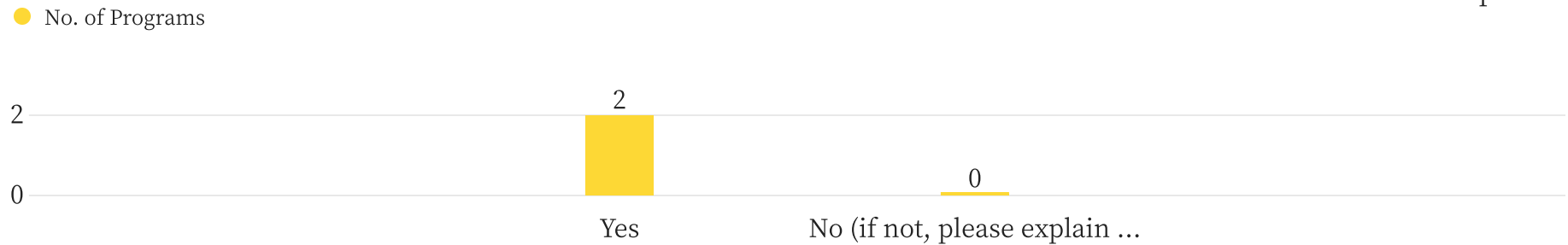
13 Responses

Program/Area Name	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
Anthropology	Javier Espinoza Barajas	Academic Services
Early Childhood Development	Alice Hale, Hilal Ozdemir, Ana Gutierrez, Terra Lee	Academic Services
Early Childhood Development Lab School	Jemima Muñoz	Academic Services
Economics	Ken Williams	Academic Services
Ethnic Studies	Kay Fischer	Academic Services
Foster and Kinship Care Education (FKCE)	Dr. Lael Adediji	Administrative Services/Office of the President
Geography and Environmental Studies	Suzanne Maher	Academic Services
History	Jane Wolford, Michael Thompson, Mark Stephens, Juan Pablo Mercado	Academic Services
PACE	Christina Mendoza, Patrise Diaz	Academic Services
Political Science	Jessica Gallucci	Academic Services
Psychology	Andrew Pierson	Academic Services
RISE	Eric Gentry	Student Services
Sociology	Christina Mendoza and Mona Abdoun	Academic Services

Responses on Service Area Outcomes for Areas in Your Division

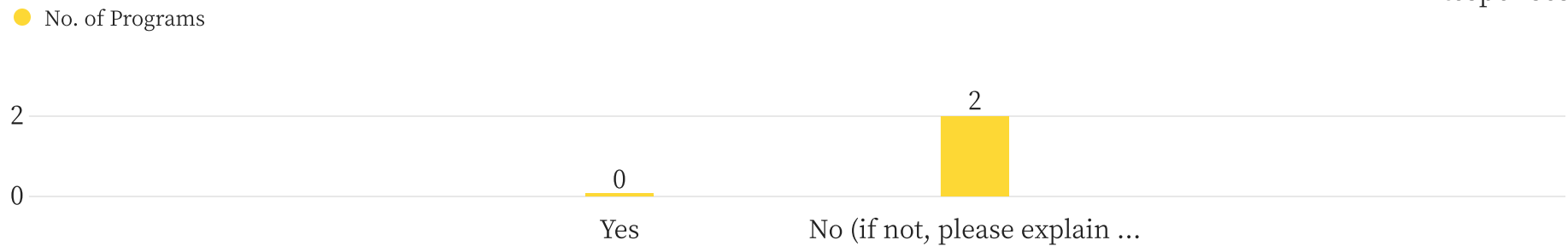
Does your service area have two or more SAOs?

2 Responses



Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Were at least two of your SAOs assessed since the previous comprehensive PAR?

2 Responses



Explanation for Unassessed SAOs since Previous Comprehensive PAR

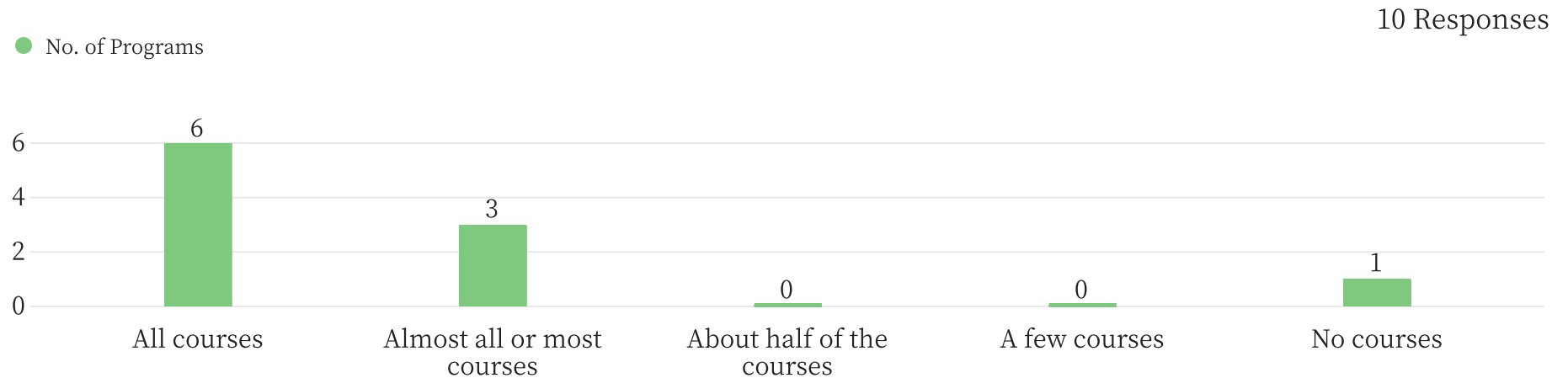
13 Responses

Program/Area Name	No (if not, please explain why) - Text
Anthropology	N/A

Early Childhood Development	N/A
Early Childhood Development Lab School	N/A
Economics	N/A
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	These SAOs are new and were not in place for assessment. They will be assessed going forward.
Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
RISE	Not applicable because this is the first time RISE did the program review and have SAOs.
Sociology	N/A

Responses on Student Learning Outcomes for Programs in Your Division

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



Explanations for Programs who have Unassessed Courses in Five-Year Cycle

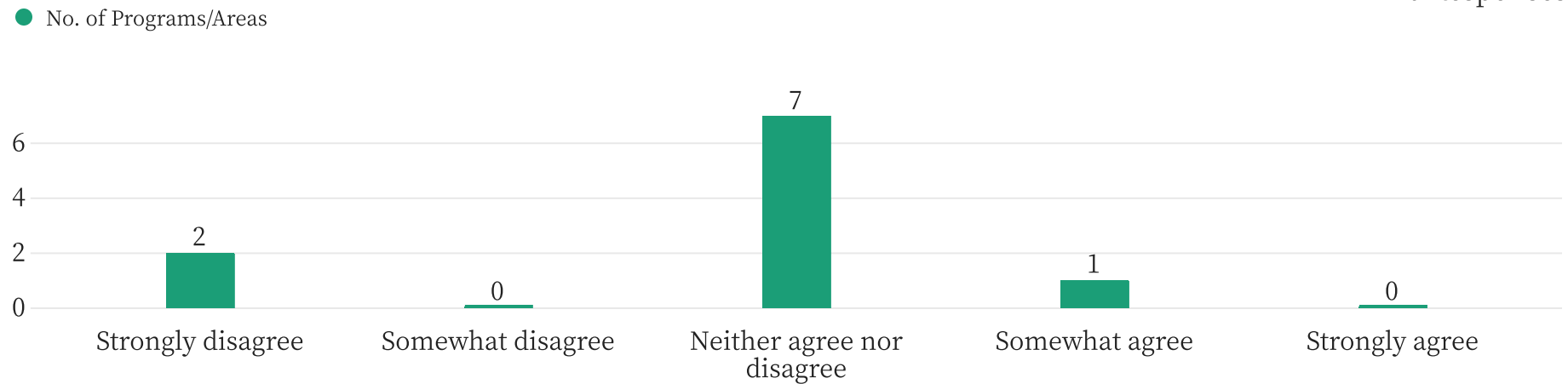
13 Responses

Program/Area Name	If any courses were not assessed in the five-year cycle, please explain why.
Anthropology	N/A
Early Childhood Development	ECD 59, 92, 93, 94 weren't offered in the last 5 years.
Early Childhood Development Lab School	The program is the ECD Lab School
Economics	N/A
Ethnic Studies	Except for courses not offered

Program/Area Name	If any courses were not assessed in the five-year cycle, please explain why.
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	We are waiting on the SLO to be completed for Environmental Studies 1. The rest are up to date, except for a few that are exempt as they have not been offered.
History	Because of the pivot to online learning during the pandemic some tasks shifted, but we expect to have all the SLOs assessed for the outstanding classes by the end of October 2021
PACE	N/A
Political Science	N/A
Psychology	N/A
RISE	N/A
Sociology	N/A

Assessing SLOs has led to improvements in my area.

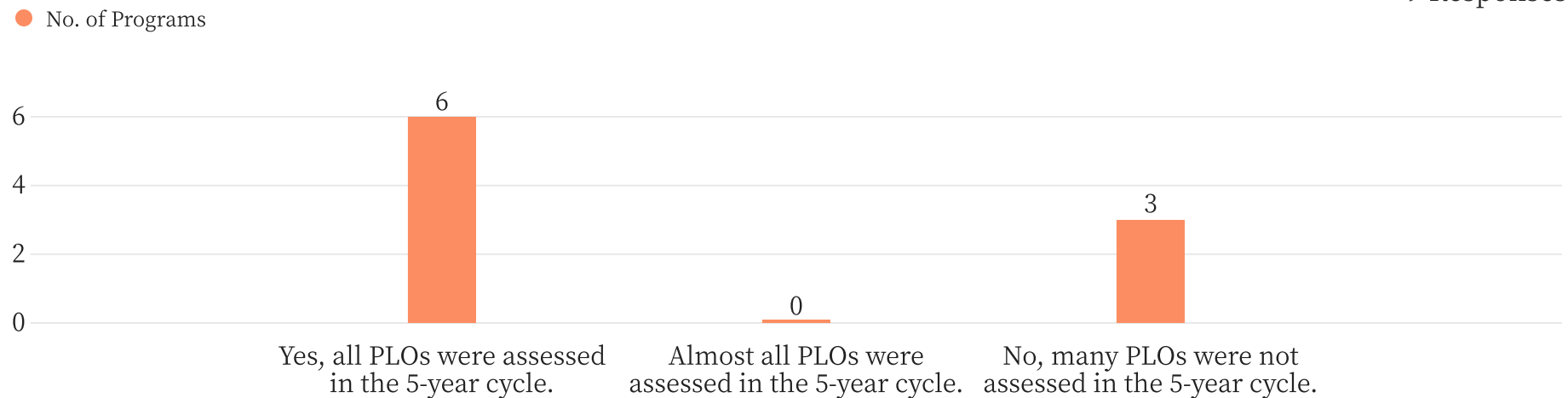
10 Responses



Responses on Program Learning Outcomes for Programs in Your Division

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

9 Responses



Explanations for Programs who have Unassessed PLOs in Five-Year Cycle

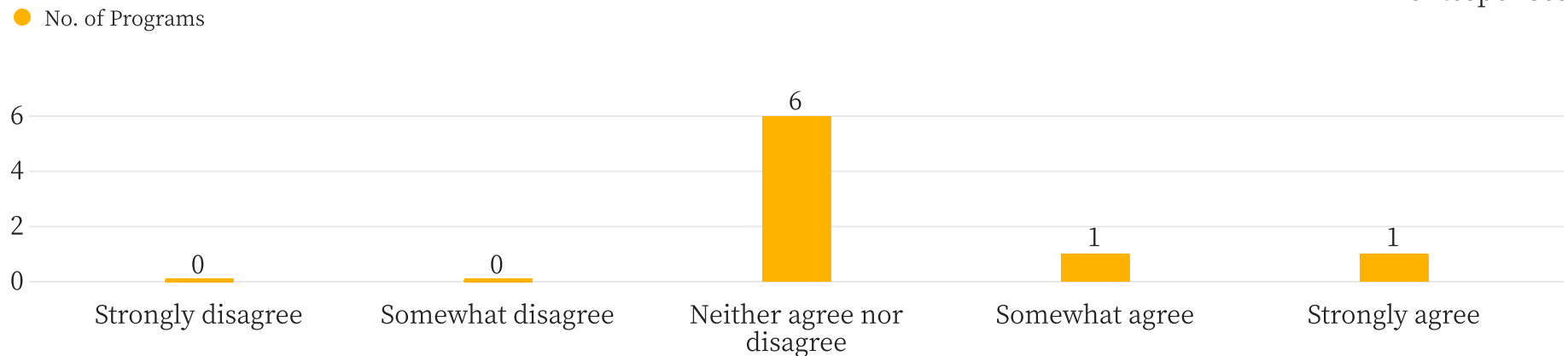
13 Responses

Program/Area Name	If any PLOs were not assessed in the five-year cycle, please explain why.
Anthropology	N/A
Early Childhood Development	In the 18-19 assessment cycle we were asked to assess only AA and AS-T degrees, not the certificates. Therefore the certificates were not assessed until this assessment cycle.
Early Childhood Development Lab School	N/A The program is the ECD Lab School Write-in Note for Assessing PLOs has led to improvements in my area: N/A
Economics	N/A
Ethnic Studies	N/A

Program/Area Name	If any PLOs were not assessed in the five-year cycle, please explain why.
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A
History	We did not assess our PLOs because it has only been 2 years since we developed the AAT. We plan on assessing the PLOs at the end of year 3.
PACE	PACE does not have PLOs since the degrees and certificates are assessed by individual disciplines.
Political Science	I need to get this done, will do so this semester.
Psychology	N/A
RISE	N/A
Sociology	N/A

Assessing PLOs has led to improvements in my area.

8 Responses



Responses on Institutional Supports and Barriers

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?

13 Responses

Program/Area Name	Institutional Supports, Barriers and Data 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?
Anthropology	Institutional -level supports and/or practices that were particularly helpful to the Anthropology program in reaching its goals were the mapping of Guided Pathways, EOR, the Library, Canvas Social Science Hub, tutoring services, the WRAC Center, COOL, Equity and Professional Development.
Early Childhood Development	<ul style="list-style-type: none"> o The availability of Perkins and Strong Workforce funding to support our programs has been very helpful in helping us have student assistants and materials for our practicum classes. o The office of Institutional Advancement has been helpful in assisting with grant writing, as well as exploring new funding opportunities for programs such as the teacher pathways and apprenticeships. o Library resources have been critical, especially when we moved to all-online teaching during the pandemic as it allowed access to a wide variety of print and video resources, and even provided an online story hour for the Lab School children that our ECD 63 students could observe. o The Lab School, of course, is a critical and integral part of our program, even during remote learning, as it provides for extensive observation opportunities for our students as well as experiential learning. o The Office of Institutional Research provides critical data support as we examine our outcomes and plan future steps. The classified professional in curriculum has provided welcome support and advice as we have developed new programs and our non-credit courses, and refine our existing courses and programs to better fit our students and workforce needs. o Learning Connection and the WRAC provide essential academic support for students to help them persist and succeed in classes.
Early Childhood Development Lab School	Funding, College Mission

Program/Area Name	Institutional Supports, Barriers and Data 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?
Economics	N/A
Ethnic Studies	Funding from HSI grant and SASE funding to support Ethnic Studies program events such as speaker series and Ethnic Studies Summit were successful. Data collected from events proved that speakers and topic were popular and relevant to students. For example to summarize some data: ES events have had over 400 participants in total every year since 2017; of participants surveyed, 80-97% found the topic/speaker relevant; over half stated that the event increased their interest in Ethnic Studies; and we were able adapt plans for the summit in 2020 to make it virtual. This year's Ethnic Studies Summit was virtual and featured two prominent speakers, bringing in a total of 1215 participants on Zoom. In addition, Ethnic Studies summits included participation by local high schools, up to 100 high school students each year. Ethnic Studies summit and speaker events helped to meet our PAR goals for outreach and increasing majors, and also helped to reach our PLOs and the college mission.
Foster and Kinship Care Education (FKCE)	Though we are just setting PAR goals and SAOs, particularly helpful supports have been regular dean's meetings, and budget services meetings to review program and budget progress and/or concerns. Also helpful are administrator meetings. Essentially, all avenues of receiving information and clarity are helpful. Also helpful is the fact that the director is an administrator. Most FKCE employees are professional experts with a maximum of 25 hours per week and limited duties. By having the director hired as a full-time employee, hours are not limited, 6-month rehiring does not have to occur for the position, and the administrator has the capacity to fund the program properly.
Geography and Environmental Studies	Chabot has many programs on campus that have helped me to reach my PAR goals as they have great support systems for our students. The Learning Connections program has been fantastic for my students. In particular, the tutoring program has been super helpful for my classes, the Learning Connections lab where we have GIS installed for students, and the study spaces for groups of students. The DSRC is amazing, and I work very closely with them every semester with setting up notetakers, getting help creating learning material for unsighted students, and having specialized testing circumstances for those that need it as I always have a lot of students who have accommodations. I am super proud of Chabot for the targeted outreach through the work of the 10x10 model, El Centro, CIN, UMOJA, Puente, RISE etc which all support students in Geography/Environment classes.

Program/Area Name	Institutional Supports, Barriers and Data 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?
History	<p>The Curriculum committee and the matriculation specialists in the Counseling Department were very helpful in providing up to date information and support while we developed the History AA-T. The expertise on transfer requirements, and assistance in putting the degree forward for review and adoption by the Committee and Counseling was vital in getting the degree written and approved. Over the past two years, the History discipline has developed an AA-T and expanded the Area D offerings to include History 7, 8, 48, 49, 52, 53, 62 and 63. These expanded offerings give students a variety of options to fulfill this college requirement. In addition, the discipline is in the process of getting approval for the History 52, 53, 62 and 63 courses to fulfill the CSU Area F and CA community college ethnic study requirements. One challenge that remains is the discipline's success rates. The discipline continues to lag behind college-wide success rates. In the future, discipline members plan to develop a comprehensive strategy that will include recruitment, retention and pedagogy in an effort to improve student success. On a positive note, the pandemic has resulted in smaller in person class sizes with more intimate class discussions and an opportunity for students and instructors to interact in thoughtful ways. The smaller class sizes have allowed for more meaningful feedback on assignments and allowed for more opportunities for critical thinking exercises in class - where all students had an opportunity to participate - this would not have been possible with larger class sizes. In this respect we feel it would be important to consider a reduction in class sizes as our colleagues in language arts have demonstrated great results because of lower class caps.</p>
PACE	<p>One major institutional change that has benefited our program is the WRAC Center and STEM Center offering tutoring in the evening. In the past, tutoring was mostly available during the day and on-campus. With the move to offering online evening tutoring, our students now have access to tutoring assistance. Another institutional level support that has been beneficial to our program is the Canvas support Chabot has provided since Spring 2020. Some of our instructors who were new to using Canvas had the resources to seek assistance in teaching online and to successfully move their classes onto Canvas.</p>
Political Science	<p>SCFF funding</p>
Psychology	<p>We believe that allowing Psychology discipline faculty significant input in shaping and adjusting the psychology course offerings, including strategic use of allocation, distribution of courses, large lecture, and proportion of online sections has allowed psychology to meet its goal of increasing the number of students earning Psychology degrees at Chabot.</p>

Program/Area Name	Institutional Supports, Barriers and Data 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?
RISE	Having a RISE financial aid liaison has been helpful in streamlining coordinating FA assistance. Admissions and Records generated a RISE Program question during the CCC Apply application process and our program receives an automatic email every time a student indicates they are formerly incarcerated or system impacted. This helps RISE capture students that we otherwise would not have been aware of. WRAC Center hires RISE students in order to create equitable access to tutoring. Designated counselors for the RISE Program ensures SEP' s are completed every semester. Positive relations with Friends of Chabot increases access to financial resources for RISE students Overseen by the Vice President of Academic Services Office ensures RISE students received electronic supplies during the pandemic.
Sociology	Reminders from the Outcomes and Assessment Committee and a step-by-step guide on its website helped faculty enter SLO data. The COOL Committee' s review process and Chabot' s Canvas teaching support also helped us offer more online courses. 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?

13 Responses

Program/ Area Name	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?
Anthropology	The delay to hire a full-time Anthropology Professor with a Biological/Physical or Archaeology concentration.
Early Childhood Development	<p>o Institutional research is overburdened and needs more staff; o Lack of administrative and staff support for work-based learning; right now faculty have to identify the work-based learning opportunities, facilitate the creation of an MOU; make sure all paperwork is in compliance with state regulations as well as see to all pedagogical requirements. We also need MOUs beyond HUSD, for San Leandro, San Lorenzo, Fremont, etc. o Without some kind of automatic award system, we risk missing students who have earned certificates not receiving them because they don't know about the certificate application process. o With DSPS and Learning Connection services not available on weekends or in the evenings, our working students who need these services cannot access them. (75% of ECD students are part-time; most are working during the day with children.) o Some college processes, like purchasing, seem cumbersome and need tremendous lead time, which can make it challenging to spend grant funds in a timely manner.</p>
Early Childhood Development Lab School	Reduction in personnel, hiring freeze
Economics	N/A
Ethnic Studies	<p>Despite the success of our events, a major challenge has been a lack of consistent funding and institutional backing, and the drastic decrease to our budget each year since 2019. Currently, there is no budget for the Ethnic Studies summit to be coordinated in 2022. More consistent institutional backing of the summit is required for the summit to be an annual event.</p>

Program/ Area Name	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?
Foster and Kinship Care Education (FKCE)	Although the director is a full-time employee, professional expert hiring remains a hindrance. Except for the director, all staff are professional experts. As professional experts, they must be rehired every six months and their duties are very limited. The program needs at least one classified professional to support administrative and planning functions, and to scale back the hiring cycle to an annual process.
Geography and Environmental Studies	One of our biggest challenges is that we only have one full time faculty member. It is challenging to grow the program and support all aspects with most energy focused on classes and students first, then on administrative duties with little time left to grow the program. Having another person to collaborate with who had different ideas and skill sets would be a huge benefit to our program. We also have a very challenging time getting adjunct to stay as they can make much more in the local job market for Geography. We hired 5 adjunct in the past 4 years and have not held on to a single one.
History	The Curriculum committee and the matriculation specialists in the Counseling Department were very helpful in providing up to date information and support while we developed the History AA-T. The expertise on transfer requirements, and assistance in putting the degree forward for review and adoption by the Committee and Counseling was vital in getting the degree written and approved.
PACE	Our PACE counselor, Patrise Diaz, has over 400 counseling contacts with students each semester (Fall and Spring). In order for our program to be successful, we need guaranteed counseling hours in the summer semester and in the week before Fall and Spring semesters, to serve the needs of our students so they can reach their goals and graduate and/or transfer in a timely manner. PACE needs to be systematically provided accurate data on the number of PACE students who graduate with a degree or certificate and/or transfer to a 4-year institution. We need this data to plan courses, map our degree plans, provide information to our students, advocate for our program, and advertise the successes of the PACE program. Now that we are returning to offering on campus courses, PACE students need access to the library, WRAC tutoring, and STEM tutoring in the evening.
Political Science	Disciplines not receiving support to reach programmatic goals beyond simply offering courses.

Program/ Area Name	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?
Psychology	We believe increasing and continued support for faculty supporting the Psychology major will help more students earn their psychology degrees.
RISE	Still working to establish RISE on the same level as other learning communities. Some level of uncertainty with budget from year to year. Until recently RISE students were not coded. Until recently RISE was not granted priority registration. Online courses hindered RISE student' s success and access during the pandemic. Part-time contracted coordinator at 25 hours a week made it challenging to adequately support program.
Sociology	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. 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?)

13 Responses

Program/Area Name	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?)
Anthropology	The WRAC Center, tutoring services, OER resources, financial aid, El Centro as well as several workshops such as financial aid and transferring.
Early Childhood Development	o Support of the Lab School for hands-on learning with children; o Learning Connection and WRAC; o The Laptop Loan program; o The expansion of student services to online availability, especially counseling; o Expansion of mental health services; o The expansion of courses available on Saturday and evening; o New offerings in Math; co-requisite workshops and support mechanisms.
Early Childhood Development Lab School	Access to expanded services
Economics	N/A
Ethnic Studies	Learning Connection resources; OER work group, SCFF funding for majors mentor group; addition of Movement learning community for AAPI students
Foster and Kinship Care Education (FKCE)	Our program serves foster parents in Alameda County, and we view these individuals as our students. Chabot allows us to hire and contract excellent trainers who are knowledgeable in their fields and connected to the community.

Program/Area Name	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?)
Geography and Environmental Studies	Our special programs are wonderful for students, but also the positive work environment for staff makes employees happy, which in turn means that we are better at serving our students because we love our job and are happy doing what we do.
History	Financial Aid: There needs to be more of a concerted effort to communicate with students about financial aid available to them as well as consider more ways to support our students with potential financial hardships that can arise during their time on campus. (More financial support for our students across the board; advising, funds, etc.) Academic Support: The numbers bear out that students across the disciplines that receive tutoring in classes do better - get better grades, develop better study skills and persist in their classes. Access to tech: One thing that this pandemic has revealed is the staggering digital divide that many of our students face. There needs to be a continuation and increase in the availability of free WIFI and computers as we transition back to more face-to-face course offerings.
PACE	In summer 2021, PACE had 15 hours of counseling, which greatly benefitted our students who needed counseling support. Canvas online support for students has been beneficial to those students who needed extra support during our transition to online teaching when the pandemic began.
Political Science	Counseling services and increased offerings of courses to meet the Math requirement like Psych 5, Bus 19, and the Math course that focuses on redistricting.
Psychology	Continue to allow discipline faculty significant input in shaping and adjusting the psychology course offerings, including strategic use of allocation, distribution of courses, large lecture, and proportion of online sections.
RISE	Food Pantry Friends of Chabot Emergency Aid Free breakfast & lunches, access to laptops and hot spots during the pandemic. Creating the Mental Health CARES Team. WRAC Center Equitable hiring practices. Barnes and Noble books store very communicative and helpful in terms of program assistance, special orders, and organizing pandemic orders. Many institutionalized supportive programs. Support from top down.
Sociology	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?)

13 Responses

Program/ Area Name	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?)
Program/ Area Name	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?)
Anthropol ogy	The delay to hire a full-time Anthropology Professor with Biological/Physical or Archaeology concentration
Early Childhood Developm ent	o With DSPS and Learning Connection services not available on weekends or in the evenings, our working students who need these services cannot access them. (75% of ECD students are part-time; most are working during the day at preschools.) o We have many part-time students who never see a counselor. We need more counselors, and expanded access in the evening and on weekends. o Math continues to be an obstacle to degree completion and transfer for our students.
Early Childhood Developm ent Lab School	N/A
Economic s	N/A

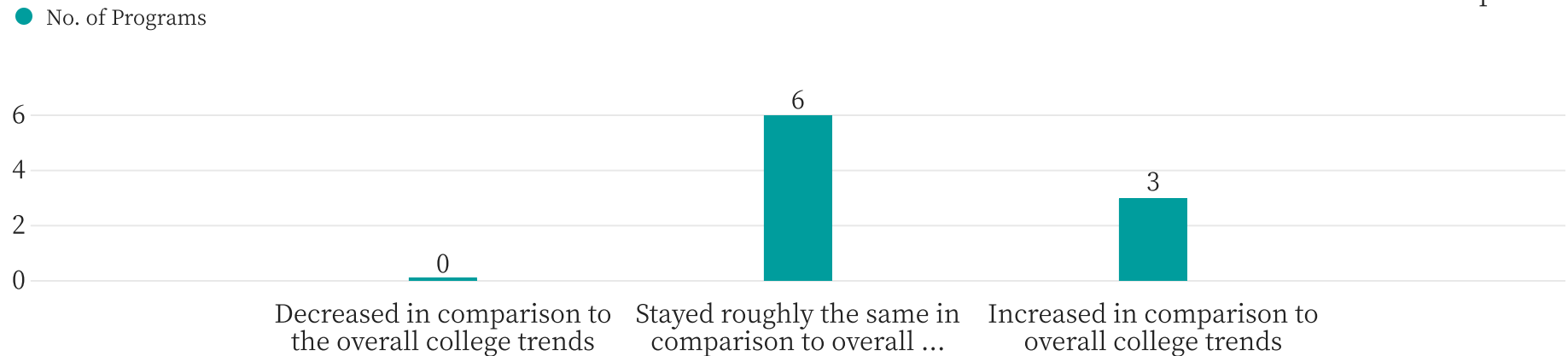
Program/ Area Name	What institutional-level barriers or challenges do employees in your program/area believe are a hindrance to students in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should stop doing or change to better support our students?)
Ethnic Studies	Cuts to Ethnic Studies courses and lack of growth in the number of classes offered each semester will be a hindrance to Chabot students who now are required to take an Ethnic Studies class to meet their CSU GE and soon AA/AS GE (very likely IGETC as well in a few years). Furthermore, lack of growth in number of classes offered will hinder majors' ability to meet Ethnic Studies major requirements and complete their degrees in time. If course schedules are solely based on FTES and enrollment the Ethnic Studies program will be slow to grow and future students may not be able to meet their GE requirements in time.
Foster and Kinship Care Education (FKCE)	The process of contracting and hiring trainers is quite long, possibly a month. Once we find a trainer with material we want to share with parents, we must go through the contract process before we advertise a training to the community, which we prefer to do for 3-4 weeks. As a result, training with a new trainer could take two months from the date we begin the process, complete the contracts, advertise to the community, and finally hold the actual training session.
Geograph y and Environm ental Studies	I think it would be a huge benefit to students to make sure that each department has 2 full time faculty or give the one full-time faculty member re-assign time to do the administrative duties that can make our departments thrive so that students are more supported. For example, faculty could do more outreach to majors, targeted outreach to demographics of students that need more support, make sure there are tutors set up for each class, work more to do outreach at local high schools, and make sure adjunct were more supported so that their classes run more smoothly. I am still doing all of this in my department, but not as well as I would like to.
History	Larger class sizes mean that instructors have less time to provide each student with the attention and meaningful interaction they/she/he need to succeed and persist.
PACE	The major hindrance to our students in PACE is that we currently (and historically) do not have adequate staffing resources. PACE currently has one counselor assigned to PACE part-time and a faculty coordinator with 3CAH assigned time to the program. Our program would benefit from staffing assistance in updating our website on a regular basis, providing prompt responses to the many program inquiries received through our google doc, making orientation and graduation arrangements, among the many tasks that our program needs.
Political Science	There not being enough counselors, more should be hired. Also, we desperately need a career counselor that can help students discuss careers and offer internship opportunities.

Program/ Area Name	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?)
Psychology	Allow/support better outreach to students by major.
RISE	Improve RISE Program visibility on campus, website, and social media pages. Currently, Chabot does not even list our program under “special programs” on the website, promote our students in “special programs” videos, nor highlight our work on social media. Class-web is very outdated and difficult for students to navigate. Loaner computers did not adequately work, causing many to be returned.
Sociology	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. 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. 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. Hire more counselors for students to receive the assistance they need to complete their educational goals as efficiently as possible.

Questions Related to FTES, Enrollment, and Productivity

Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:

9 Responses



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?

13 Responses

Program /Area Name	Response
Anthropology	Historically ANTH 2 & ANTH 4 are courses difficult to fill to capacity, but no course has been canceled due to low enrollment in the past 3 years.

Program /Area Name 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?

Early Childhood Development
 o Our 30' s series courses do not always fill; until last year they were not part of any certificate or degree and are considered professional development courses for those already working in the field or for credentialed teachers who need ECE units to teach Transitional Kindergarten. They are now part of a TK COA.
 o ECD 60 and ECD 95/96 are required for our AA degree but not for our AS-T. As more students opt for the transfer degree, fewer of them need to take these classes.
 o ECD 91 is a capstone class for our Intervention degrees and certificates. Few students declare for these programs as they are high in units. There are many prerequisites for this class as well, and often when we offer it there are few students who have taken the necessary prerequisites and are therefore ready to take the class.
 o ECD 83, 65 and 68 are our administration series. They have a smaller pool of potential students in that they are specifically for those who want to be site supervisors, program directors and mentor teachers. It is important for workforce development that we offer these courses. Until two years ago, they were not part of any certificate or degree, now they are part of the Administration COA.

Early Childhood Development Lab School

N/A

Economics Unknown

Program /Area Name 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?

Ethnic Studies First, I don't understand why courses in social sciences have much larger enrollment caps when compared to other divisions or disciplines. In Ethnic Studies we still assign heavy reading, expect student presentations, and assign rigorous writing assignments, yet we're expected to teach 44 students per class. When compared to the cap for other divisions like Language Arts and Arts and Humanities, it seems unfair to expect social science courses to meet higher enrollment numbers. Secondly, considering the fact that we are still in a pandemic, and there are cases of the delta variant being passed on, even to vaccinated individuals, I feel it dangerous to expect us to teach in classrooms that only accommodate up to 44 students in the Spring. I believe the enrollment cap for Social Sciences should be lowered to at least 30. To answer above question, ES 2, 3, and 6 have the lowest fill rate. Currently ES 2 and 3 are not scheduled, and as for ES 6, it's still a relatively new course and since it's the only class that focuses on the Pacific Islander population, a DI group recognized by the college, and a priority population group in our AANAPISI grant, it's important to continue offering this class. I don't think fill rate should be the only consideration when scheduling, as we need to give our campus a chance to get to know newer ethnic studies courses. It's also one of only three Ethnic Studies classes that currently meet the CSU Area F GE. ES 6 might also not fill to capacity because it's new and counselors may not be aware of this class.

Foster and Kinship Care Education (FKCE)

N/A

Geography and Environmental Studies Our productivity is low in our classes for majors (GEO 2, 5, 8, 10, 12, 20, 21, and 22) as the High productivity in our department is carried by GEO 1 lecture due to GE requirements. The reason for low enrollment are; (1) there are very few majors (though this number has slowly increased over the past 5 years), (2) frequent cancellation of majors classes which make students less inclined to sign up (3) changes to the AA-T due to CSU level changes, which mean we have to offer 2 additional upper level classes so that it is harder to fill a larger number of upper division courses, (4) the launch of a new certificate which will take time to grow.

Program /Area Name	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?
History	Overall, enrollments in History 7 appear to have declined. While we have no specific explanation for this decline, it is likely that the discipline will make adjustments. Sections of History 8 continue to have waiting lists. One likely adjustment is to offer fewer sections of History 7 and more of History 8.
PACE	As stated above, PACE classes have high fill rates. The following courses have a fill capacity of less than 100%. We have added comments on courses which have a fill rate of 80% or less on average across all sections. MTH 122/201 32% (We plan to open the Math Jam to the campus earlier) MTH 47 49 % (No longer offered) PSY 33 58% (Offered as an evening in-person course; we plan to continue to promote the course) PSY 5W 66% (Supports evening students in PSY 5W; we plan to continue to promote the course) ANTH 1 72% (Course success rates significantly improved when moved online) GEO 1 73% (Course success rates significantly improved when moved online) ENGL 4/4A 73% (Offered as an evening in-person course; we plan to continue to promote the course) ENG 7/7A 82% HIS 7 87% HIS 12 88% HIS 8 94% COMM 1 88% ENGL 1 90% HLTH 1 91% POSC 1 91% SOCI 3 92% RELS 50 93% MUSL 94% SOCI 1 94% SOCI 4 94% HLTH 4 95% HUMN 68 95% GEO 1L 93%
Political Science	Electives generally have high fill rates, with the exception of Political Theory because students generally avoid taking Theory if they don't have to. POSC 1 courses fill rates are very high generally, but do vary some based on issues of popularity.
Psychology	There are no clear examples of Psychology courses that do not fill to capacity. Psychology courses average over 100% full at course start date and over 90% full at census.
RISE	N/A
Sociology	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?

13 Responses

Program /Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Anthropology	In addition to implementing students in sections with higher fill rates and changing time and date; the Anthropology department has been offering more sections online, as well as offering sections at different times and dates than our sister college.
Early Childhood Development	Faculty consistently take additional students in sections with higher fill rates; we have already moved our administration classes online, and offer ECD 91 every third semester. We are contemplating taking other classes that have filled well during the pandemic to an online format at least once a year such as ECD 69. We are changing the description of the Work Experience courses to make them more appealing to students working in non-early childhood settings (after school programs, paraprofessional roles in school districts, etc.) who might be interested in getting field work hours to apply to a credential.
Early Childhood Development Lab School	N/A
Economics	No Information
Ethnic Studies	We'd like to offer more online and hybrid courses, but we are also told we can't add more courses for Spring 22. As the only full-time instructor, I already take on additional students in courses with higher fill rates such as ES 1 and ES 5, but that is not a consideration for in-person classes during the pandemic. It's also challenging to add courses during the most popular day times (ie 9am and 10:30am spots) as classrooms are already taken up by courses in other disciplines that have existed at Chabot for a longer period than Ethnic Studies.

Program /Area Name	Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	We are over enrolling up to classroom capacity at student request and put a Friday and Saturday class and online sections for working students on the schedule, offered GEO 2 for High School students, and are working with Earth week, climate action committees and faculty in the sciences to increase awareness of our program and our classes. We also changed the GIS certificate to be easier to get through.
History	This is a difficult question to answer. The History discipline is, overall, productive. Increased productivity (i.e. more students per section) may have an impact on student success, which members of the discipline are interested in increasing. Ultimately, this question of productivity vs success needs to be a college-wide discussion. Disciplines like History (and the other disciplines in the Social Sciences division and other divisions as well) are expected to be the “productivity war horses” for the college while maintaining high success rates. There have never been requirements for our courses. The upheaval that AB 705 created in English and Math has been, and continues to be, our professional and pedagogical way of life. Is the college willing to invest in the professional development that might be necessary to help its faculty (both part-time and full-time) develop the tools to successfully support more students in our sections? Will we be given adjustments in the calculation of our workloads? Is the college willing to entertain the idea of smaller classes together with more tutorial support that could result in higher success rates? Asking faculty to teach, successfully, more students per section without professional development, tutorial support or compensation doesn’t appear entirely fair or equitable.
PACE	See comments above on sections with lower fill rates.
Political Science	We have a FAR higher WSCH/FTEF than the college average. This question should be asked of other divisions. We are more than pulling our weight and doing all we can. One thing the college could do, however, is make large lecture classrooms more readily available for the Social Sciences based on the popularity of our courses.

Program/Area Name Is there anything faculty in your area would consider doing to improve overall discipline productivity while maintaining our commitment to student learning?

Psychology Psychology is among the “most productive” disciplines in terms of both enrollments and degrees earned.

RISE N/A

Sociology 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.

13 Responses

Program/Area Name 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.

Anthropology ANTH 1, ANTH 1 L and ANTH 3 (At times ANTH 12 & 5).

Early Childhood Development o ECD 63 o ECD 90 o Online sections of ECD 52 o Online sections of ECD 54 o Online sections of ECD 56 o Online sections of ECD 62

Early Childhood Development Lab School N/A

Economics Most classes are at capacity BUT all face-to-face classes experiences significant declines

Ethnic Studies ES 1, ES 5, ES 42, ES 43,

Foster and Kinship Care Education (FKCE) N/A

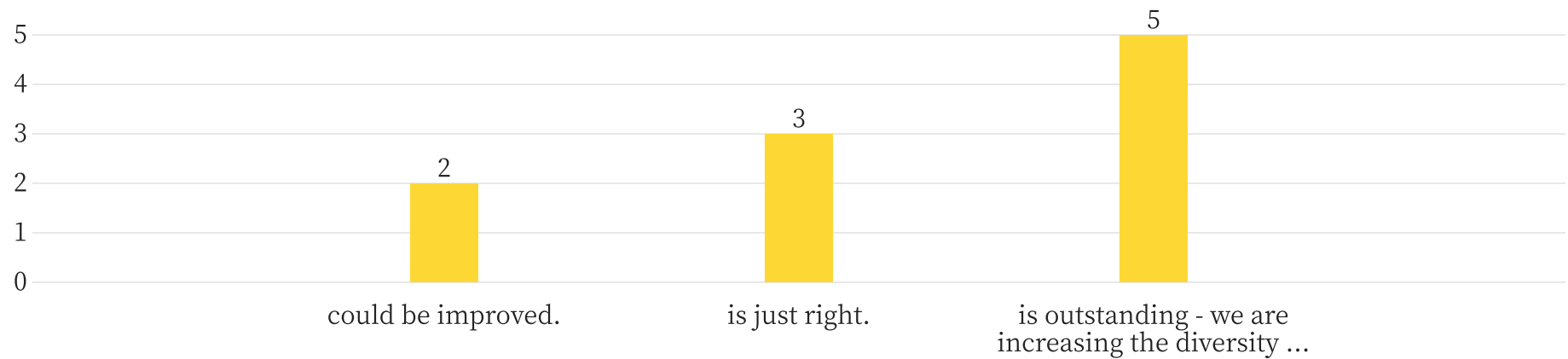
Program/Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Geography and Environmental Studies	GEO 1
History	History 8
PACE	The following courses have a fill capacity of 100% or higher: PSY 1 104% ANTH 1L 106% SOCI 2 114% PSY 5 120%
Political Science	N/A
Psychology	With a few exceptions, almost all Psychology classes fill and have waitlist. PSY 1, PSY 2, PSY 4, PSY 5, PSY 12 among others.
RISE	N/A
Sociology	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.

Questions Related to Enrollment Disaggregation and Representation

Enrollment Disaggregation: The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field:

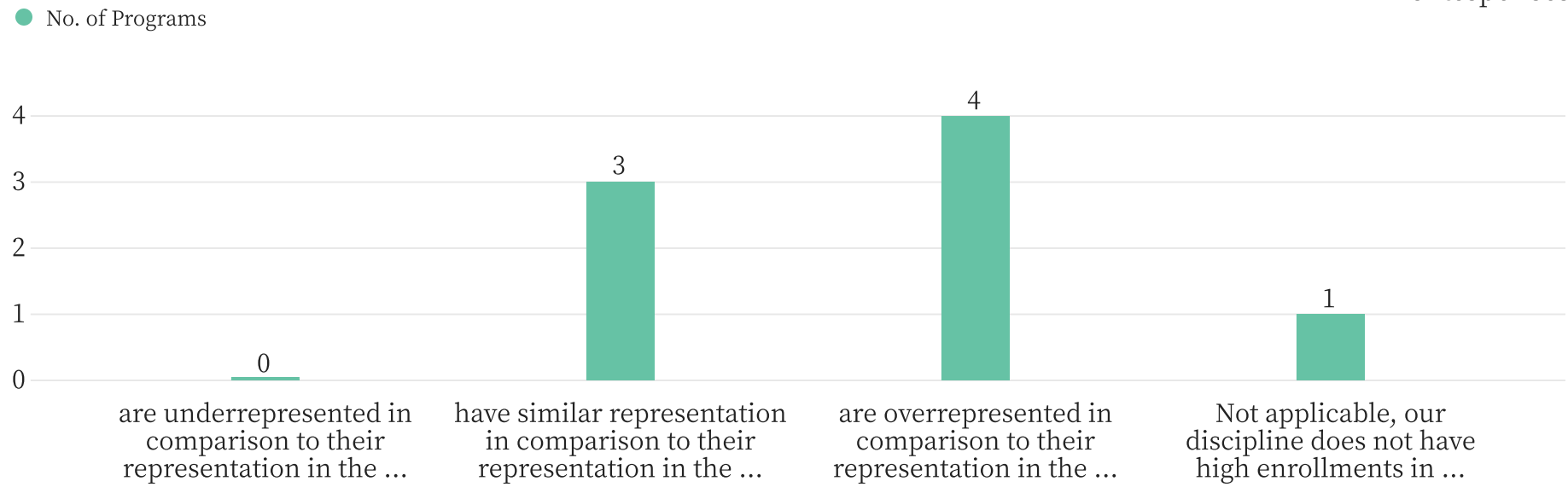
10 Responses

● No. of Programs



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:

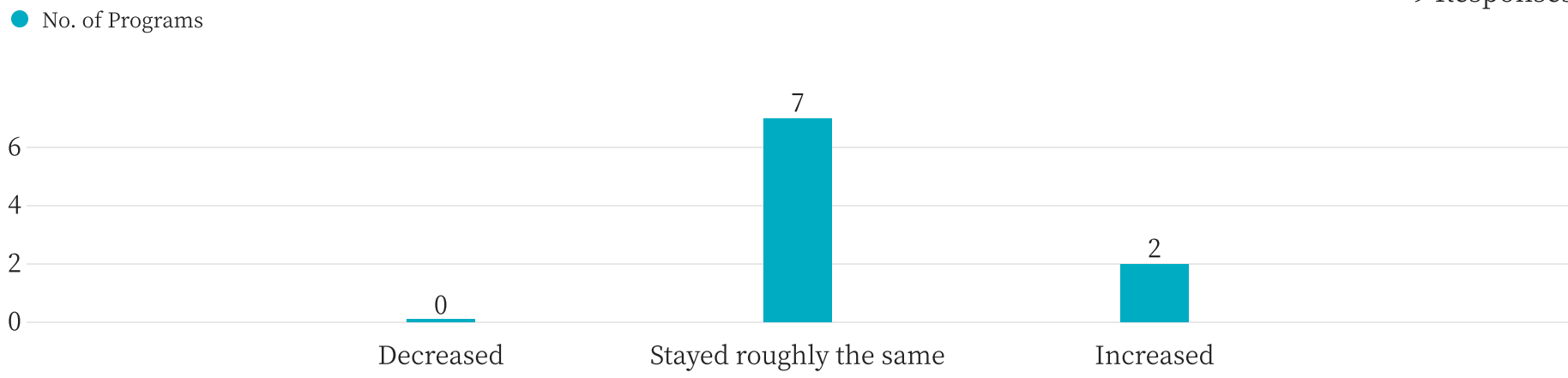
8 Responses



Questions Related to Course Success Rates and Disproportionate Impact

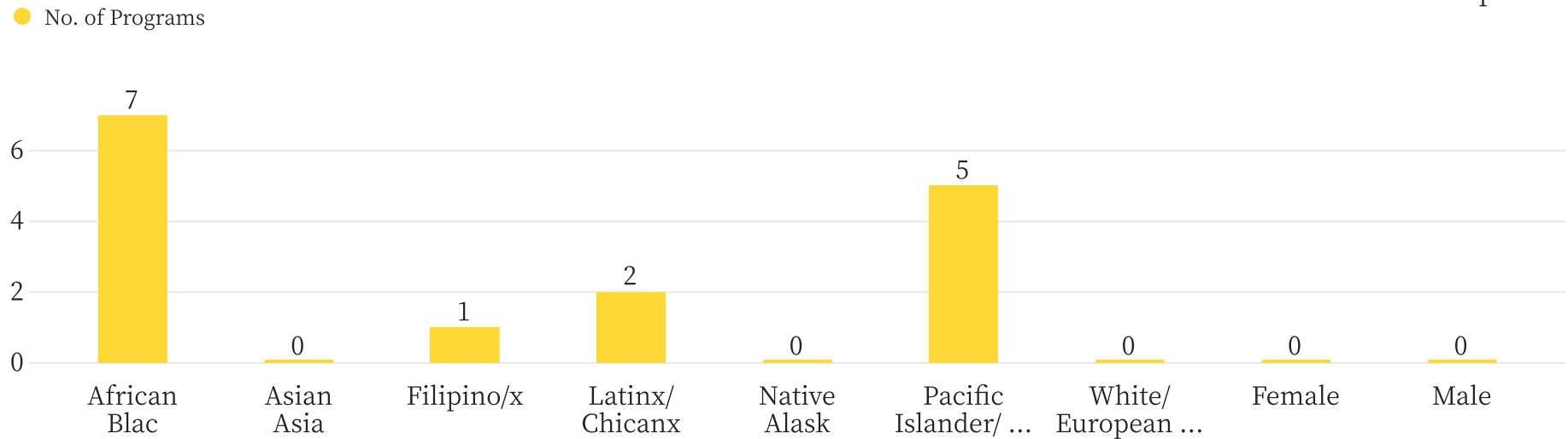
Course Success Rates: Over the past three years, how have course success rates in your discipline changed? Course success rates have:

9 Responses



Check all groups that are disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):

8 Responses



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

13 Responses

Anthropology	Pacific Islander/Hawaiian	Pacific Islanders had a success rate of 35% in Fall 2018, but it rose to 92% by Spring 2021.
Early Childhood Development	African American/Black	It is difficult to see any trends that emerge that vary greatly from the college-wide success rates, especially in light of the pandemic when many students and instructors were working in a new modality.

Early Childhood Development Lab School	N/A	N/A Write-in note for Does your program/area offer non-credit classes?: No (The program is the ECD Lab School)
Economics	N/A	N/A
Ethnic Studies	African American/ Black, Pacific Islander/ Hawaiian	<p>Similar to the overall College success rate, African American and Pacific Islander students are most disproportionately impacted in Ethnic Studies. However, it's important to note that for PI students, their numbers are so low, only data for 2 semesters were available, and data collected for a very small number of students. Out of a total of 12 PI students in Fall 19, 8 succeeded, 2 withdrew, 2 failed. In Fall 20, out of a total of 23 PI students, 16 succeeded, 4 withdrew, 3 failed. For African American students, important to note that success rates in ES courses (66%) were 3.5% higher than College average (62.5%). Also important to note that Latinx/Chicanx students are considered DI population, as their overall college success rate is 69% in past 3 years, yet their success rate in ES courses were an average of 3.25% higher at 72.25%. Another significant observation is that White students' and Asian American students' success rates in ES courses were lower than the college average, even though the rate went up for African American, Latinx/Chicanx, and Filipinx students. Data for Native American students were not available for ES courses and as noted earlier, data for PI students were based on a very small pool. Lastly, important to note that African American, Pacific Islander, and Latinx students were disproportionately affected by the pandemic, especially when looking at data from Spring 19, onward. Also part-time students seems to succeed at a lower rate than full-time students in ES.</p>
Foster and Kinship Care Education (FKCE)	N/A	N/A

Geography and Environmental Studies	African American/Black	The success rates for Geography classes were at 78% Fall 18, they declined slightly for S19, F19, S20, F20 (72, 74, 71, 74 respectively) and then have increased back to 78% success for Spring 21. However, it is important to note that the success rates for Geography classes are consistently higher than those for the overall college rates of 70, 73, 69, 71, 71, and 73 for F18, S19, F19, S20, F20, S21, respectively. In terms of success rates by race and ethnicity, the success of black students in Geography classes significantly declined in S20, falling from 68% to 48%. They have since recovered back to 69% by S21. Almost all ethnic groups success declined that semester (S2020) due to the shift to online. Though Black students are disproportionately lower than other ethnic groups, their success in Geography classes is higher than the overall college success.
History	African American/Black, Filipino/x, Latinx/Chicanx, Pacific Islander/Hawaiian	Overall success rates in the History discipline routinely lag 5-7 percentage points behind the college. (One outlying semester, Fall 20, saw the discipline trailing the college's success rate by 13 percentage points.) This routine lag seems, in part, attributable to higher withdrawal rates in the discipline. Non-success rates in the discipline have generally trailed the college average by only a percentage over the past several semesters. Higher withdrawal rates, however, dog the discipline, with nearly a third (32%) of the students withdrawing in the Fall 20 semester. Certainly, the pandemic is a significant cause of this greater withdrawal. This peak, however, far outpaced the rate of the college (20%). Lower success rates are present across racial/ethnic categories in the discipline, but impact DI students most significantly. These lower success rates (including withdrawals) will become a focus of future coordinated efforts initiated by the discipline.
PACE	N/A	N/A
Political Science	African American/Black	African-American and Multi-Racial students have lower success rates in POSC compared with other groups (but overperform compared to college averages). I am unclear as to why these two groups specifically, but this would be a very interesting point to investigate.
Psychology	African American/Black, Pacific Islander/Hawaiian	Success rates in Psychology approximate the college-wide success rates.
RISE	N/A	N/A

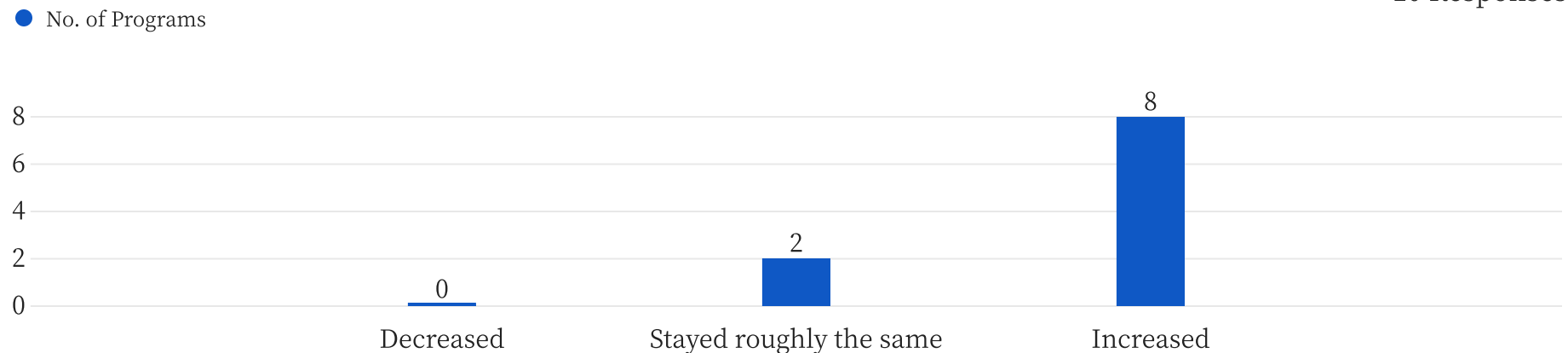
Sociology African
American/
Black,
Latinx/
Chicanx,
Pacific
Islander/
Hawaiian

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.

Questions Related to Program Completion and Barriers to Program Completion

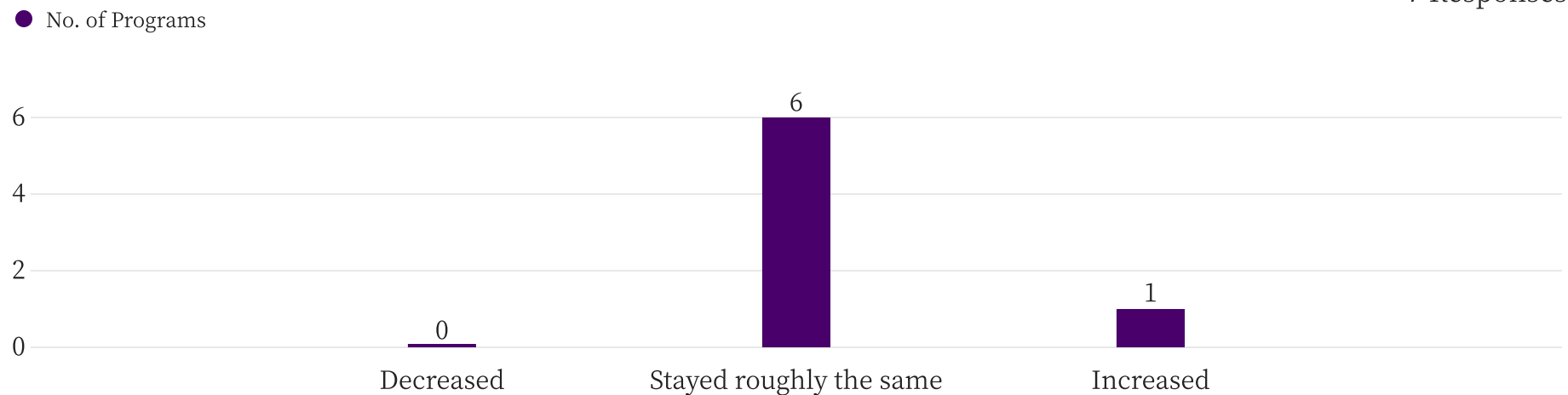
Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?

10 Responses



Over the past 3 years, what is the trend in Chancellor-Approved certificates awarded in your program(s)?

7 Responses



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.)

13 Responses

Program/Area Name	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.)
Program/Area Name	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.)
Anthropology	The delay to hire a full-time Anthropology Professor with Biological/Physical or Archaeology concentration. We need assistance to promote the Anthropology Program.
Early Childhood Development	Most of our students are part-time, many are older and have returned to school after a time away. We have a high proportion of students for whom English is a second language. They struggle with completing the math and English requirements to get a degree. They struggle with academic requirements of their ECD classes. Many of the special programs and learning communities that offer targeted help, dedicated counselors and other supports are not available to our students. Support programs such as tutoring are not available in evenings or on weekends, when many of our students take classes. Our students need help connecting to supports that can help them build academic skills and stay on track to complete their degrees or certificates. They also need help connecting to the Chabot community when they are only here part-time or on evenings/weekends.
Early Childhood Development Lab School	None
Economics	None

Program/Area Name	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.)
Ethnic Studies	I believe Ethnic Studies majors experience similar barriers that first generation students and working students face. Other barriers may be related to students of color being disproportionately being affected by the pandemic, job-loss, and housing loss.
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	We are not able to offer all majors classes that are necessary to degree as they are often cancelled due to low enrollment. We are unable to offer majors classes during evenings to support students working 9-5pm and parents as we can offer these classes very infrequently. It may make sense to offer more majors classes online to draw in more students from other schools.
History	Again, the AA-T in History is new. The discipline needs to develop a fuller program of recruitment and support to increase the number of majors and, with hope, decrease the barriers that students in History courses, both majors and non-majors, currently experience.
PACE	Women with children have experienced the greatest barriers to their degree completion. Many of the working parents in our program have had to put their educational goals on hold during the pandemic to care for children, as is also true for those who must search for new employment.
Political Science	Many students transfer into Political Science BA programs who feel no need to obtain an AA-T. I would like to investigate this more.
Psychology	N/A (Psychology doesn't offer a certificate)
RISE	N/A

Program/Area Name	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.)
Sociology	<hr/> <p>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.</p>

Questions Related to Changes in Staffing in Comparison to Changes in FTES/Enrollment

Academic Discipline 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?

13 Responses

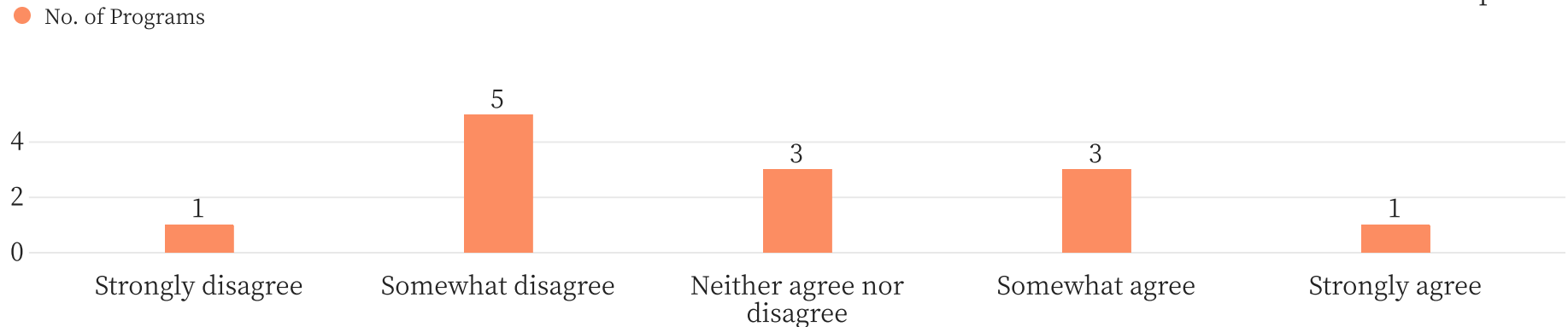
Program/Area Name	Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
Anthropology	Enrollment has been stable, but the need to hire a full-time faculty is needed.
Early Childhood Development	Our enrollment has remained somewhat consistent, but we have less support staff available. That makes it more difficult to offer services like the textbook loan program. We are contemplating cutting back greatly on that program. It is also more difficult to recruit students, to do outreach to dual enrollment students and to plan extracurricular events. While the pandemic shelter-in-place reduced the need for much of this, we anticipate it will be difficult to ramp up to previous levels of outreach when we return to campus, and that outreach to students who have left the program in the last two years will be even more difficult
Early Childhood Development Lab School	N/A
Economics	C-19 seems to have a considerable effect due to the emphasis on online teaching
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A

Program/Area Name	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?
Geography and Environmental Studies	FTES increased and staffing stayed the same showing the need for another full-time faculty member.
History	While we are still teaching the same number of students and having students enroll at consistent rates, we now have less Full-time faculty teaching courses. The two full-time lines were combined into one hire in 2016 and last year Rick Moniz retired - so in reality the History program is down TWO full-time lines and with enrollment rates consistent we will need to replace these full-time lines. Moving forward as the number of majors increase and success rates increase there will be a need for additional full-time faculty to accommodate that growth.
PACE	Our staffing and FTES has remained constant in the last three years..
Political Science	WSC/FTEF went up because many classes were cancelled due to student enrollment drop during COVID.
Psychology	No clear trends observed
RISE	N/A
Sociology	Our enrollment and staffing

Questions Related to Technology, Facilities, and Professional Development

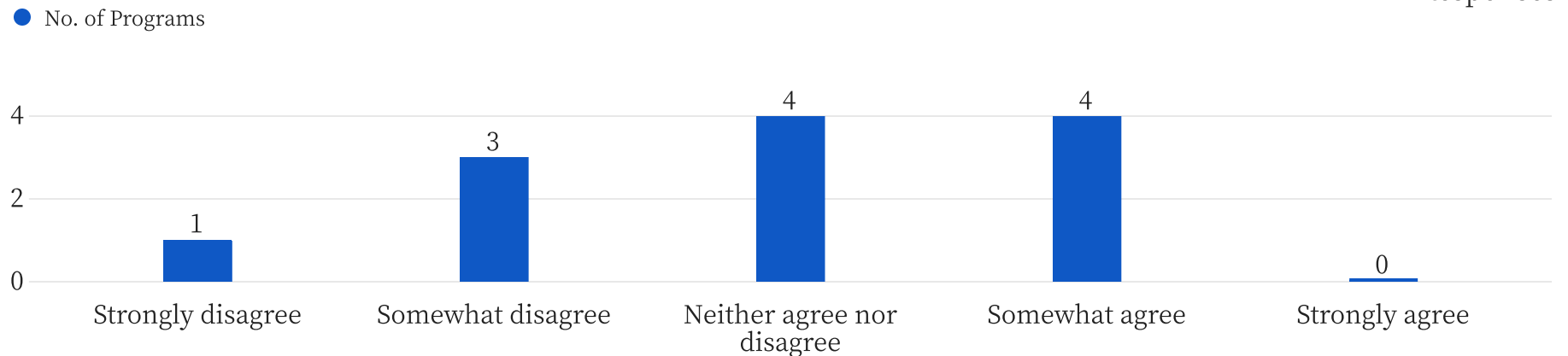
The technology in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.

13 Responses



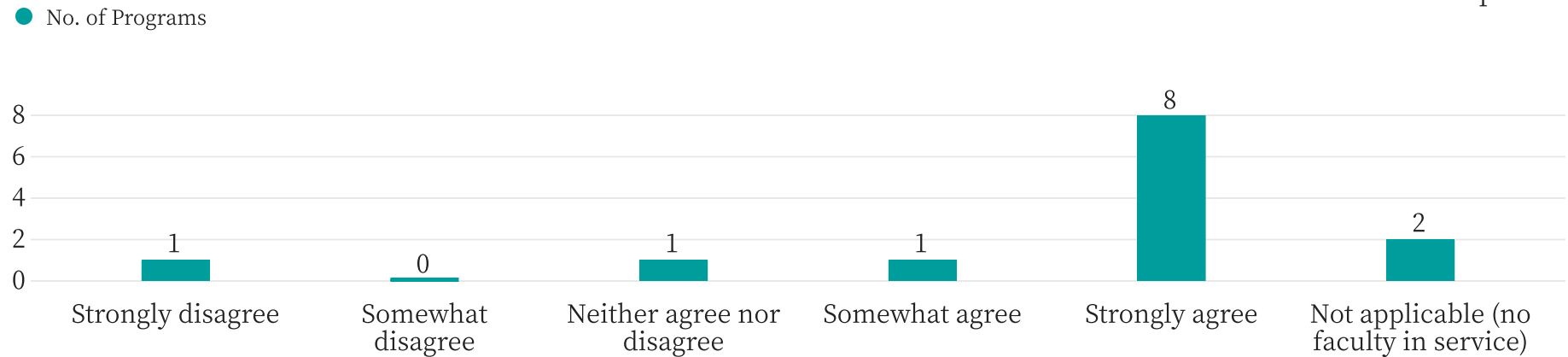
The facilities in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

12 Responses



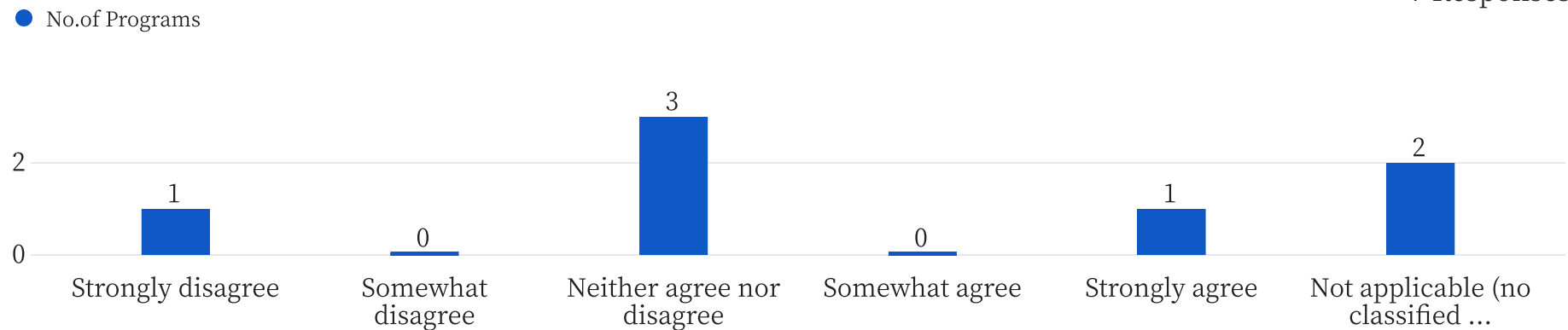
Professional Development: In general, Faculty members in my program/area regularly participate in professional development activities offered by/at Chabot.

13 Responses

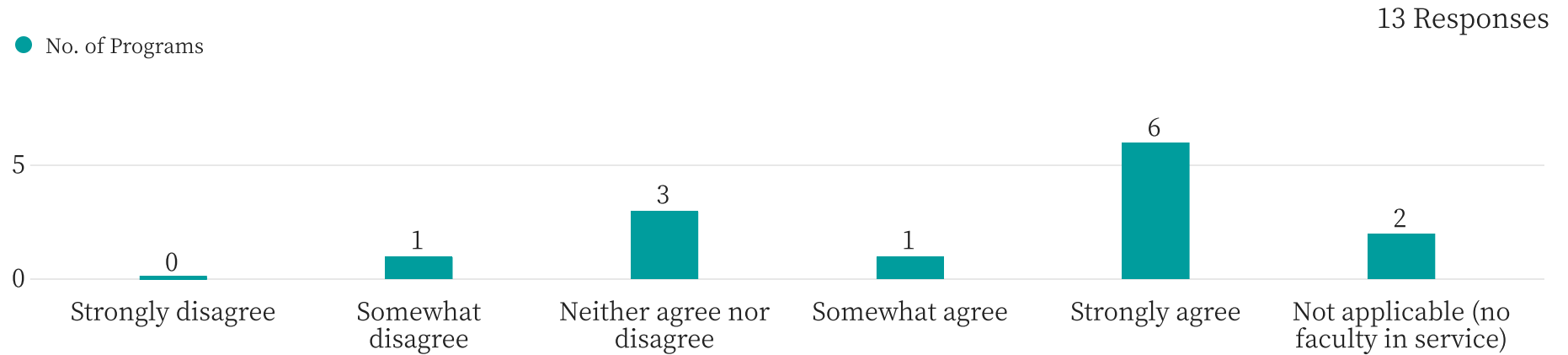


In general, Classified Professionals in my program/area regularly participate in professional development activities offered by/at Chabot.

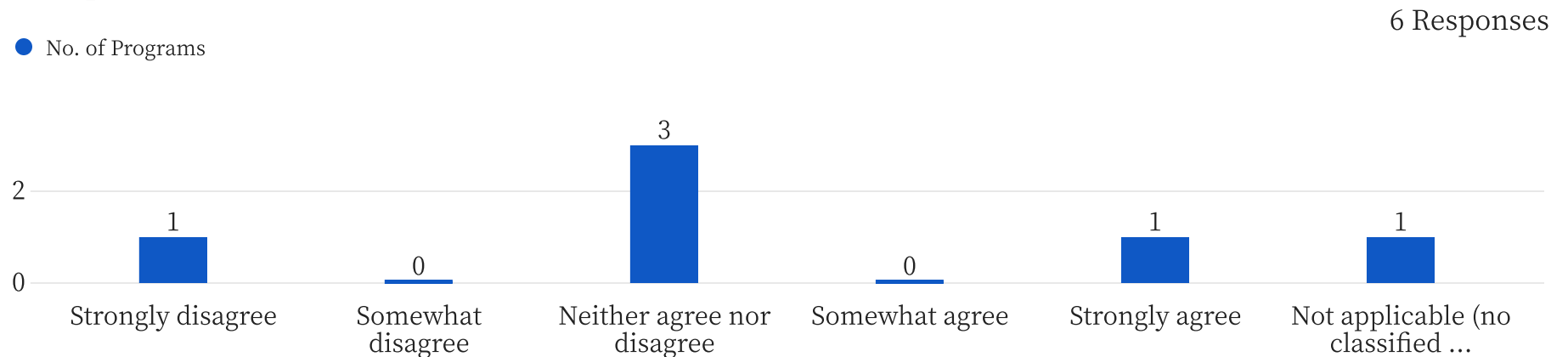
7 Responses



In general, Faculty members in my program/area regularly participate in professional development activities offered outside of Chabot.



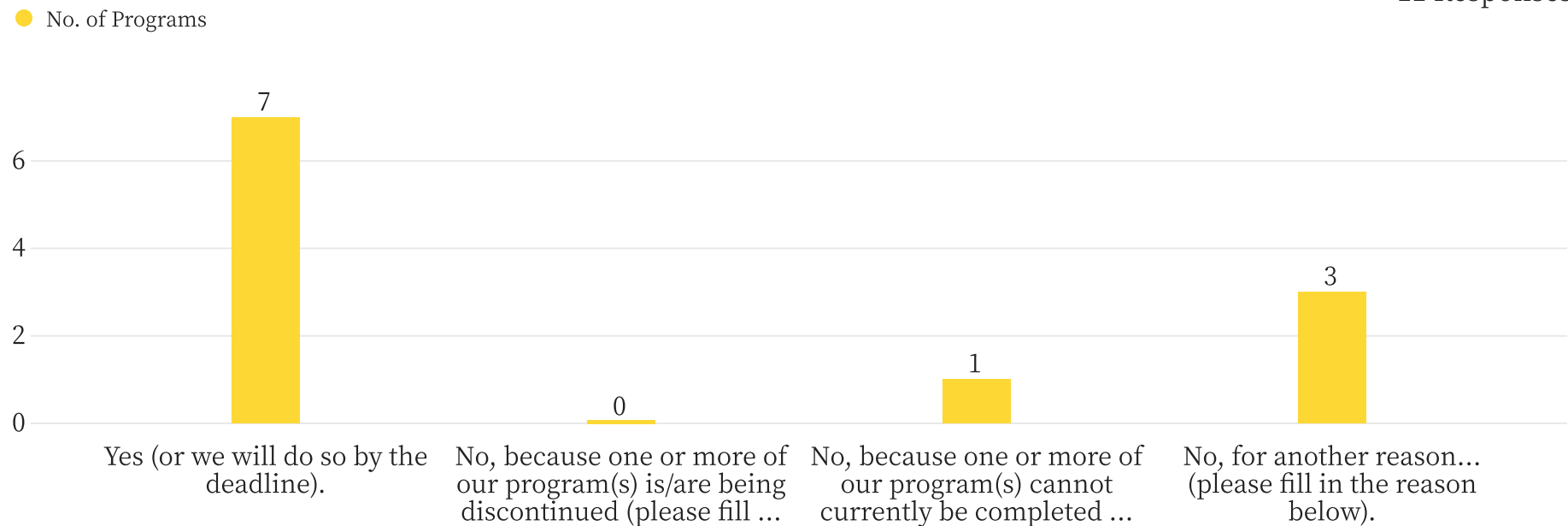
In general, Classified Professionals in my program/area regularly participate in professional development activities offered outside of Chabot.



Questions Related to Program Maps

Have you completed all program maps for your discipline?

11 Responses



Explanations for Why Some Program Maps are Incomplete

13 Responses

Program/Area Name	If you checked off “No” above, please explain.
Anthropology	N/A
Early Childhood Development	N/A
Early Childhood Development Lab School	The program is the ECD Lab School.

Economics	Martin Medeiros is shepherding this program
Ethnic Studies	Currently most Ethnic Studies majors are AA Ethnic Studies and ADT Social Justice: Ethnic Studies – I’ ve completed those program maps
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A
History	N/A
PACE	The degree maps are completed by the disciplines which offer the degree, not by PACE.
Political Science	N/A
Psychology	N/A
RISE	N/A
Sociology	N/A
