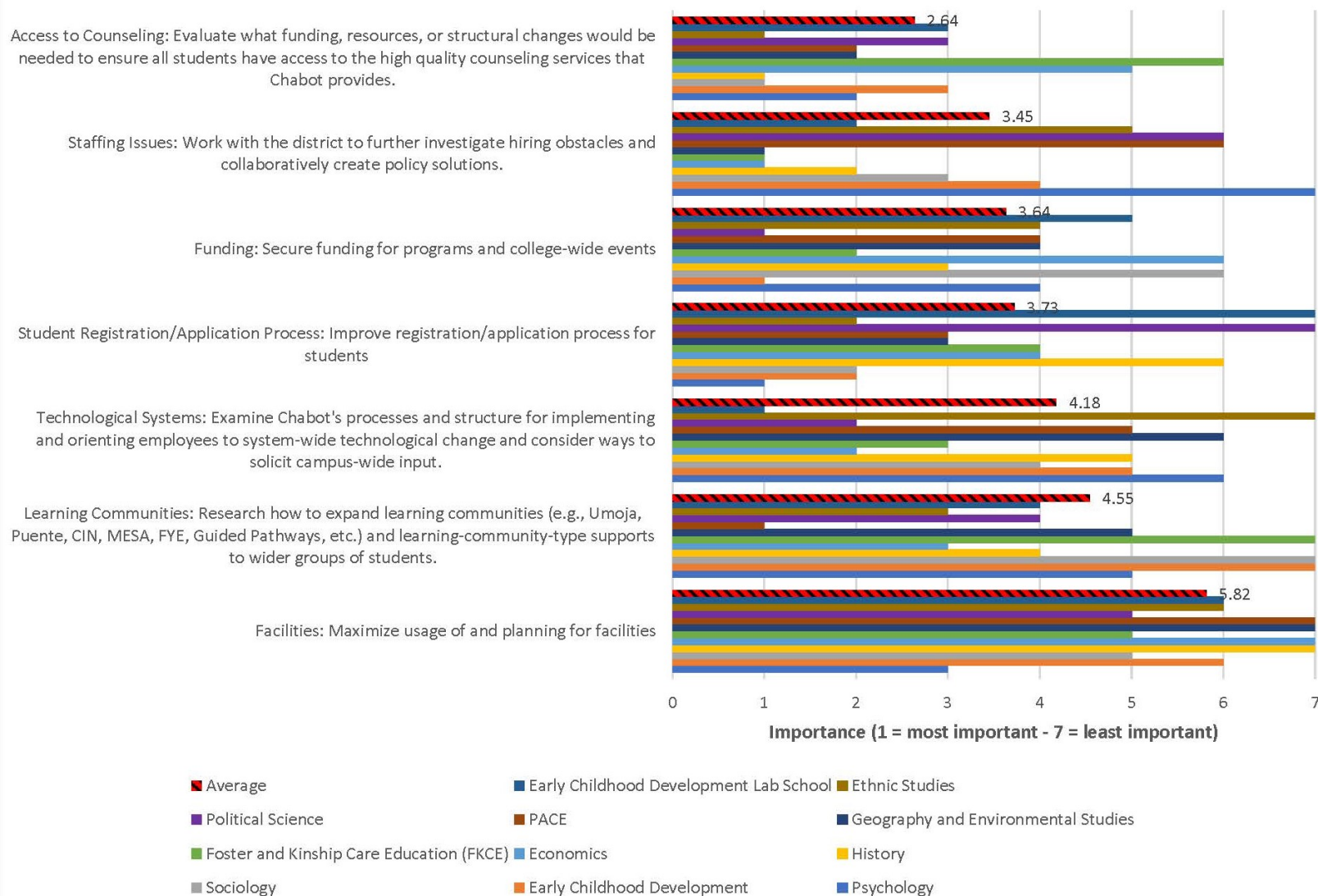# Fall 2022 Social Sciences Division Summary Report

12 Responses

Program/Area Name	Name(s) of the person/people who contributed to review:	Which PAR Template (word template) did you fill out?
Anthropology	Javier Espinoza Barajas	Academic Programs
Early Childhood Development	Alice Hale, Ana Gutierrez, Hilal Ozdemir.	Academic Programs
Early Childhood Development Lab School	Carmen M. Ortiz Robert Nakamoto	Student/Admin Services/Office of the President
Economics	Martin Medeiros, Robert Nakamoto	Academic Programs
Ethnic Studies	Kay Fischer and Ismael Illescas	Academic Programs
Foster and Kinship Care Education (FKCE)	Lael Adediji	Student/Admin Services/Office of the President
Geography and Environmental Studies	Suzanne Maher	Academic Programs
History	Jane Wolford, Mark Stephens, Michael Thompson. Juan Pablo Mercado	Academic Programs
PACE	Jane Wolford, Patrise Diaz	Student/Admin Services/Office of the President
Political Science	Jessica Gallucci	Academic Programs
Psychology	Aldrian Estepa, Rani Nijjar, Andrew Pierson	Academic Programs
Sociology	Mona Abdoun and Christina Mendoza	Academic Programs

Priority Areas to Address Ranked by Programs within Your Division/Area

Most important to least important issue by program

Access to Counseling: Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides. — **2.64**

Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions. — **3.45**

Funding: Secure funding for programs and college-wide events — **3.64**

Student Registration/Application Process: Improve registration/application process for students — **3.73**

Technological Systems: Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input. — **4.18**

Learning Communities: Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students. — **4.55**

Facilities: Maximize usage of and planning for facilities — **5.82**

Importance (1 = most important - 7 = least important)

Legend:
- Average
- Early Childhood Development Lab School
- Ethnic Studies
- Political Science
- PACE
- Geography and Environmental Studies
- Foster and Kinship Care Education (FKCE)
- Economics
- History
- Sociology
- Early Childhood Development
- Psychology

Other Priority Areas to Address to Carry Out the College Mission

12 Responses

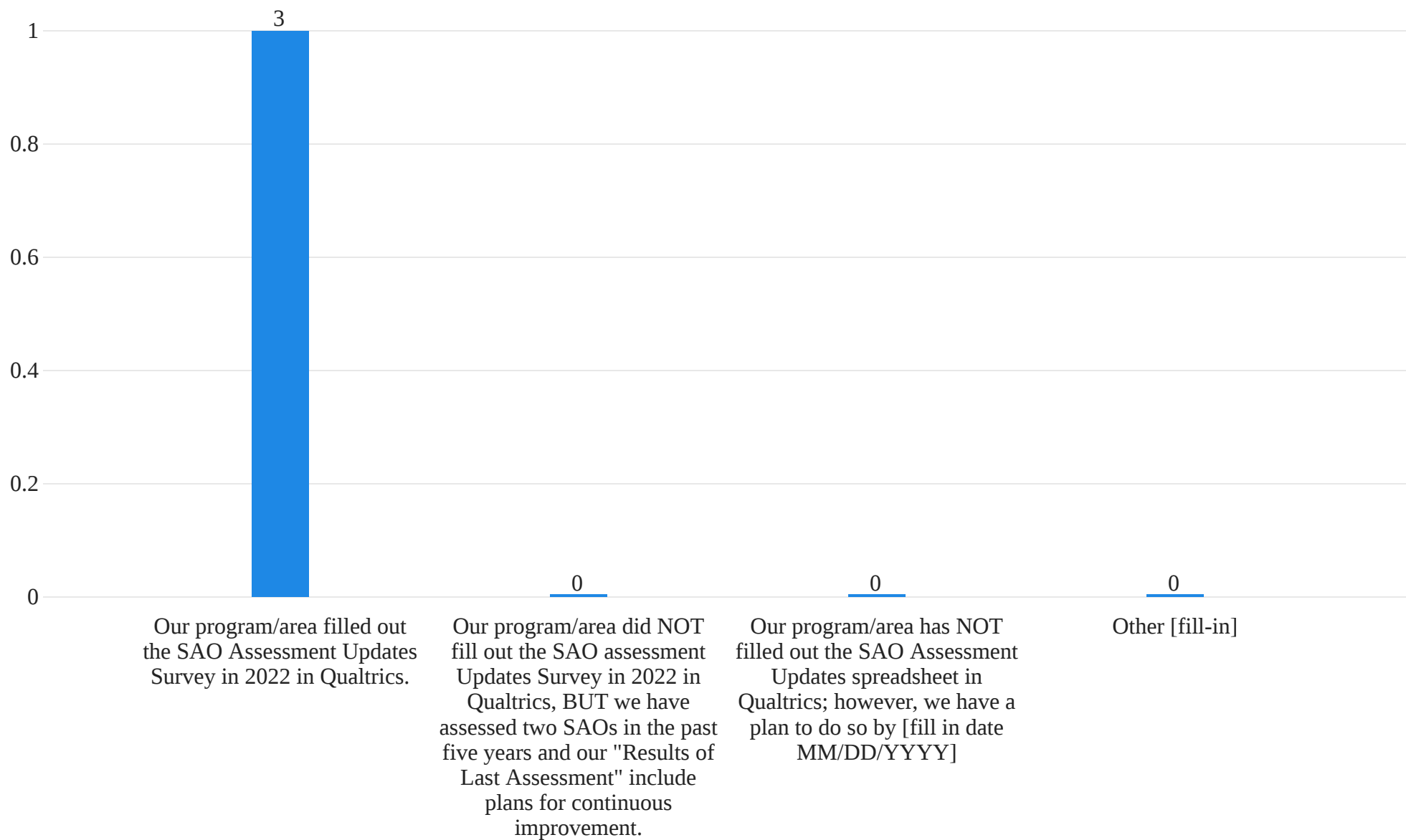| Program/Area Name	Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).
Anthropology	An important issue related to student registration/application process is the numerous fraudulent "students" that enroll in Anthropology courses. When up to 15 fraudulent students enroll in a 45 students cap course it prevents official students and anthropology majors from enrolling in the course; and negatively affects the overall student enrollment and student success in the Anthropology Program.
Early Childhood Development	N/A
Early Childhood Development Lab School	N/A
Economics	N/A
Ethnic Studies	Computer labs, mobile laptop carts to check out, more desk with pop up computers, continued and expanded ways for students to access computers/laptops, and increased numbers of labs accessible for student use and classroom reservation.
Foster and Kinship Care Education (FKCE)	N/A

Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	Institutional movement to make concrete change based on the results of the faculty survey on shared governance leadership.
Psychology	N/A
Sociology	Urgent/same-day/walk-in mental health counseling, support for students who need social services (i.e. access to food, housing, leaving an abusive relationship…)

Service Area Outcomes

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

3 Responses

3	Our program/area filled out the SAO Assessment Updates Survey in 2022 in Qualtrics.
0	Our program/area did NOT fill out the SAO assessment Updates Survey in 2022 in Qualtrics, BUT we have assessed two SAOs in the past five years and our "Results of Last Assessment" include plans for continuous improvement.
0	Our program/area has NOT filled out the SAO Assessment Updates spreadsheet in Qualtrics; however, we have a plan to do so by [fill in date MM/DD/YYYY]
0	Other [fill-in]

Learning Outcomes Assessment Results (SLOs & PLOs)

Is the assessment for all SLOs in your program up to date?

9 Responses

9	0	0
Yes	Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date ...	No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date ...

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

9 Responses

Yes	7
No. Please explain why and include when you will complete the updated PLO assessment.	2
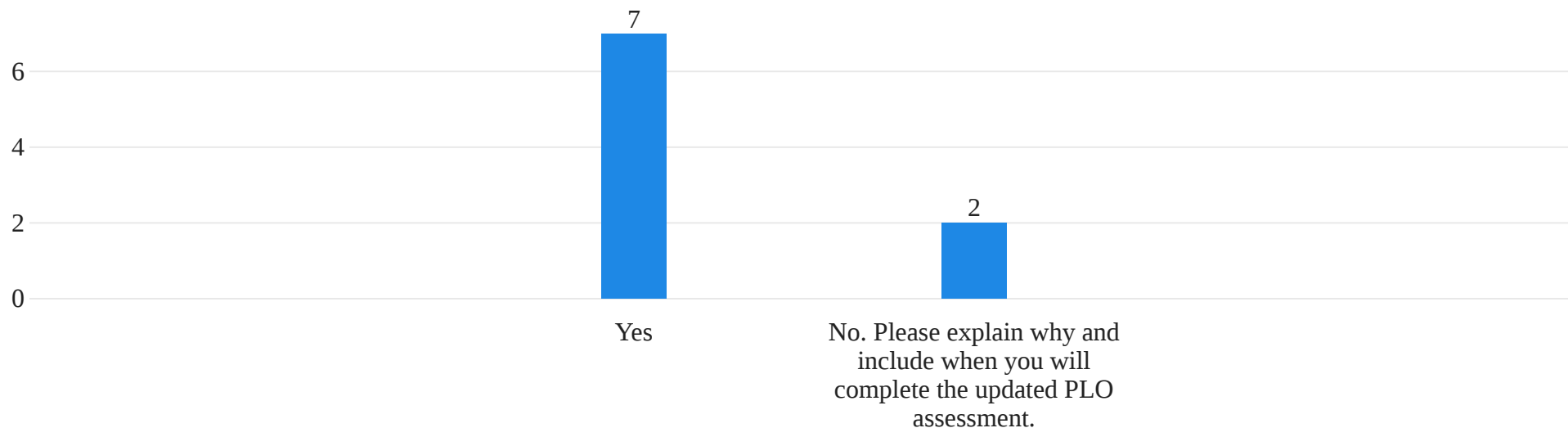
12 Responses

Program/Area Name	If you selected 'No' above, please explain why and include when you will complete the updated PLO assessment.
Anthropology	N/A
Early Childhood Development	N/A
Early Childhood Development Lab School	N/A
Economics	They were moved to next year when hopefully we will have a full-time faculty member to perform this critical discipline function.
Ethnic Studies	N/A

Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A
History	Waiting for a full three year cycle to conduct assessment of PLOs
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

Please check one of the following boxes to describe how your discipline is doing regarding plans/actions for improving student learning based on SLO/PLO assessment data.

9 Responses
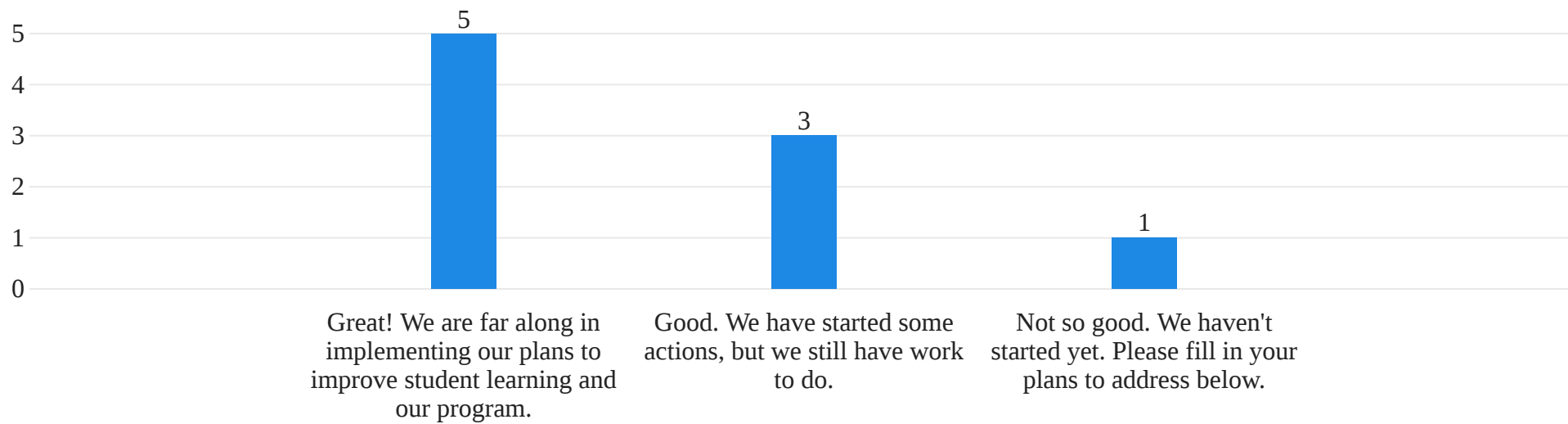
12 Responses

Program/Area Name	If you selected 'Not so good. We haven't started yet' above, please fill in your plans to address below.
Anthropology	N/A
Early Childhood Development	N/A
Early Childhood Development Lab School	N/A

Economics	In order to grow and support Economics Majors, a full-time, tenure-track faculty position is needed to conduct needs assessments (SLOs/PLOs), outreach, majors support and advisement events, career advisement, guided pathways program mapping, curriculum development (non-credit), development of internship/externship opportunities, etc
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

Reflections on Goals & Future Planning

Status of Goals Established in Fall 2021 Program and Area Review

12 Responses
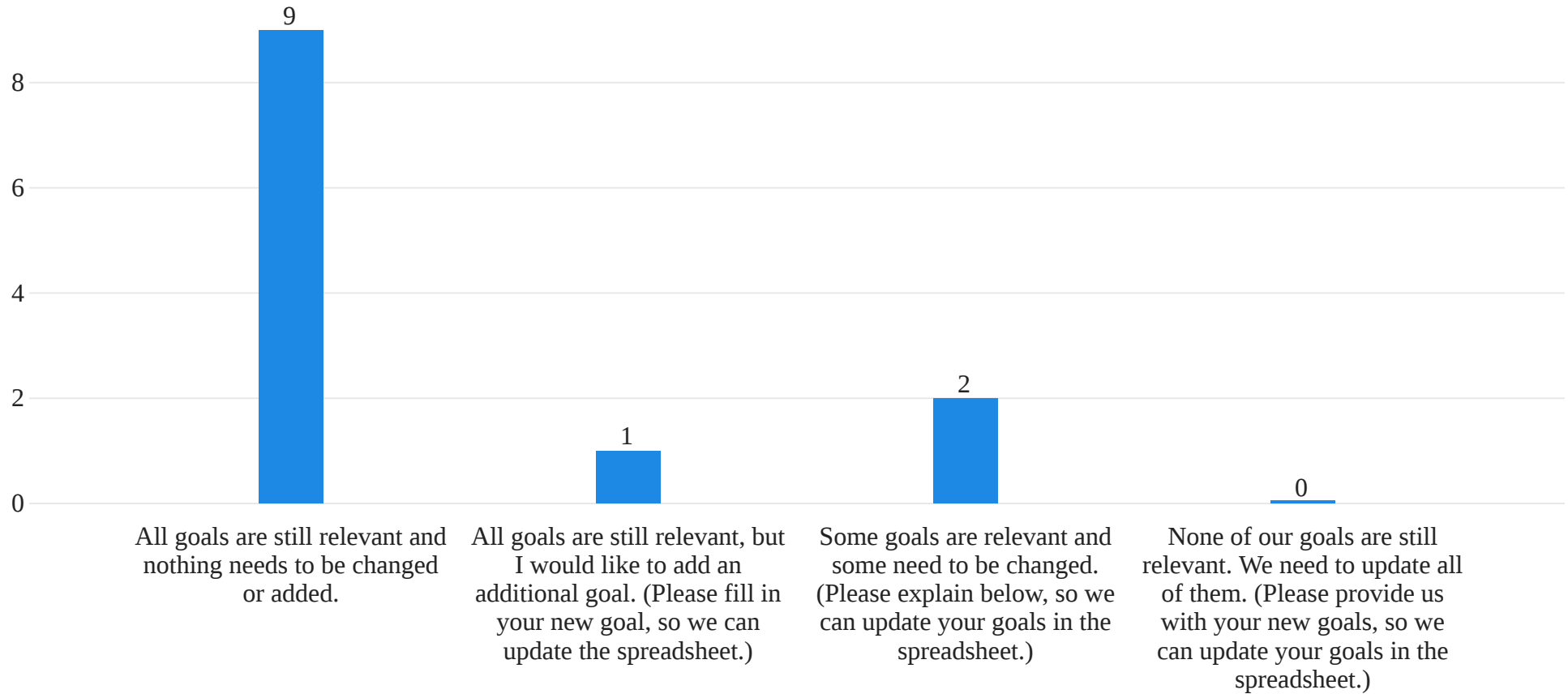
Program/Area Name	All goals are still relevant, but I would like to add an additional goal [fill in].
Anthropology	N/A

12 Responses

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)	Increase offerings in Spanish by 20%
Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

12 Responses

Program/Area Name	Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)
Anthropology	N/A
Early Childhood Development	N/A

Early Childhood Development Lab School	Goal 1 is relevant Goal 2 is no longer relevant
Economics	N/A
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A
History	N/A
PACE	Goal #4: The Learning Connection and STEM Center now provide early evening tutoring. The LC closes at 7 pm M-Th, the STEM Center closes at 9 pm and the Library closes at 8 pm. We are advocating for more online tutoring hours to serve the PACE population.
Political Science	N/A
Psychology	N/A
Sociology	N/A

Status of Your Program's/Area's Goals

11 Responses

	All goals are achieved.	Some goals are achieved and some are in progress.	All goals are in progress.	Some goals are in progress and some are ...	No goals are started because... [please ...
Count	1	5	5	0	0
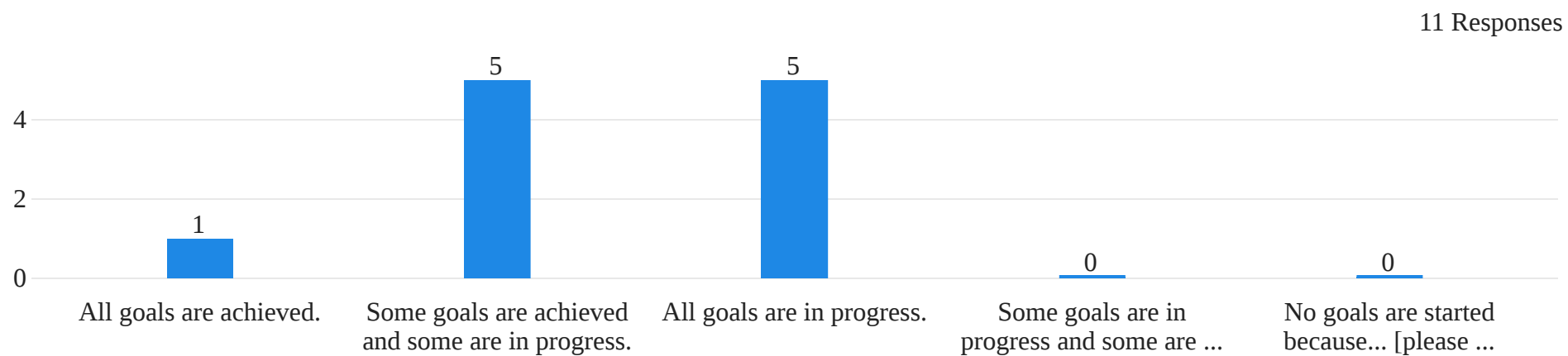
Trends in Accomplishments and Challenges in Reaching Goals

12 Responses

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

Early Childhood Development	Goal #1: We continue to have our Professional Development Coordinator, Terra Lee, hold permit workshops, make classroom presentations and help students with certificate applications. We will continue to recommend students for Learning Connection and hope that with in-person tutoring back we might have more students interested in tutoring. In terms of passing gateway courses, we still need to examine the recent data and develop strategies to improve these success rates. Goal #2: We are part of the East Bay College Agile Network, which has the goal of mapping clear transfer pathways from Chabot to CSUEB for the 11 most popular transfer degrees, which includes Child/Human development; we are also developing materials on teacher pathways for students and advising materials for Chabot counselors. Collaborating with CSUEB Liberal Studies continues to be a challenge. We intend to work with the outreach coordinator at CSUEB on clarifying the ways to meet the Basic Skills and Subject Matter requirements for credentials. Alice Hale is doing a presentation on teacher pathways at Chabot for the Teach for the Bay conference, and this semester we are going to work on establishing a system for securing fieldwork for our students. We also intend to discuss the availability of Math 41 with Math faculty. Goal #3: We have received a California Apprenticeship Innovation grant to establish an apprenticeship with YMCA of the East Bay and Kidango. Recruiting is going on now, and work is being done to bring us under the standards that the YMCA has already filed with the state DAS, curriculum is being developed, and we will participate in an institute run by ECEPTS, our intermediary with the state. We expect to offer contract ed classes in January with the first group of apprentices. One challenge will be to work with college systems to enable our apprentices to take General Education courses as a part of their apprenticeship and not have to pay fees for the classes. Additionally, the apprenticeship model we are using which involves wrap-around services and community based courses will require us to collaborate with student services on new ways of providing services to apprentice students.
Early Childhood Development Lab School	Challenges: The ECD Lab School experienced significant changes in staffing. One Classified Professional retired summer 2022. One Lab School Center Director resigned summer 2022. Due to staffing changes one toddler room closed for Fall 2022 and one Preschool classroom opened for Fall 2022. Total of 3 preschool classrooms open M-F and One preschool classroom for the Saturday program for Fall 2022. Per ECD faculty: IPAD's were purchased for classroom use. Currently in possession of ECD faculty not ECD Lab School.
Economics	In June 2021, our sole full-time Economics faculty member retired. We have not been able to replace the position due to the position not being prioritized within Program Area Review and Faculty Prioritization last year. This has created a critical stoppage in discipline planning, program review, managing course substitution waivers, outreach to students, guided pathways program mapping, etc. This has resulted in the Dean having to shoulder the responsibility of supporting these discipline needs. One success is our ability to expand the adjunct hiring pool with 2 additional hires. We will need 2 additional adjuncts to meet the discipline plan FTEF needs on the schedule. This would only serve as a temporary stopgap to support instructional load demands for the discipline.
Ethnic Studies	Going Well: 1) hired FTTT faculty in Ethnic Studies, discipline expertise is Ethnic Studies and Latinx Studies, Ismael Illescas; 2) partnerships with learning communities going well; 3) still using Learning Connection embedded tutors; 4) SCFF funding to support majors Challenges: 1) Offering more Ethnic Studies sections: We requested 2.4 FTEF for Spring 2023, but are limited to 2.2 FTEF for Spring 2023. We need to add more Ethnic Studies courses that meet the Area F requirement, soon UC and CCC Ethnic Studies requirement. According to IR data, in Fall of 2021, 60% of Chabot students stated that their educational goal was to transfer and 7% shared that their goal was to earn an AA/AS degree. That's an estimated 2,590 FTES who would need to take an Ethnic Studies class to meet transfer and GE requirements (67% of 3,866 FTES in Fall 2021). However, currently, we offer 14-20 sections of Ethnic Studies courses that currently meet the CSU Area F requirement, only being able to serve at most, 880 students a year to help them meet the Ethnic Studies GE requirement. With upcoming Ethnic Studies requirements for the UCs and CCC degrees, more sections of Ethnic Studies courses will need to be added in order to fully support Chabot students' educational goals. At minimum, we request an additional 2.0 FTEF a year for Ethnic Studies; 2) most part-time Ethnic Studies faculty left district for full-time positions, we need to hire more for a part-time pool; 3) proposals for Area F requirement has been difficult to get approved; 4) Will SCFF funding continue?
Foster and Kinship Care Education (FKCE)	Our greatest challenge thus far has been measurement. One of our goals was "Training will provide tools and recommendations that parents can use to support children who have experienced trauma". However, while we want to provide tools, our true goal is to have these tools utilized effectively in the practice of parenting. Unfortunately, we are not able to measure in-home practice and we have no measure of the true effectiveness of these tools.

Relevant Data:
Enrollment: all Geography and Environmental Studies classes:
FALL: F19, F20, F21 = 485, 554, 444 = 485 -444=41.
(41/485)100= 8.5% decline in enrollment,

SPRING: S19, S20, S21 = 479, 554, 463 = 479-463 = 16 (16/479)100=3.3% decline in enrollment

● Campus wide (all disciplines) = Fall 19 36,739-Fall 21 28, 452= 36739-28452=(8,287/36,739)100 = 23% decline
Spring 2019-S21 = 34,009-24,780= 9,229. (9,229/34,009)100=27% decline

● Overall College Success average from 2019-2021=72.25, my department's success rates were 72.6.

The take home from this data is that the Geography and Environment Department is working toward its goal to increase the visibility of the department. The enrollment numbers show that the department experienced less decline in enrollment than the college average which is pretty good for pandemic times. For the same period the success rates held steady. Things that are going well are;

Geography and Environmental Studies

(1) connecting earth science and environmental curricular themes to real life through Earth Week events

(2) the creation of the Canvas site for Geography and Environmental Studies majors. New majors are added every year and the site is used to post announcements to create community, inform students about classes and upcoming schedules, local and relevant internships and jobs and relevant events.

(3) Student led scheduling. Students were surveyed on their modality preference through the Major's Canvas page and in the Introduction to Geography classes. Course offerings then reflected the modality preference and I think this largely explains the more positive enrollment numbers.

(4) The creation of an advertisement pamphlet for the GIS program and our instructor has been advertising in local industries.

Challenges are;
(1) I anticipate our enrollment numbers will take a hit once Introduction to Geology and Introduction to Environmental Sciences classes are offered in STEM starting Spring 23 (these classes are not in our discipline)
(2) We are under-resourced with 70% or more of our classes taught by adjunct and only one full-time faculty member to run Geography, GIS, and Environmental Studies. This makes it very difficult to participate in Environmental and Earth Science related activities on campus, do more creative outreach and growth as the administrative duties are shouldered by only one person and there is no reassign time for department lead duties such is found in other disciplines. Furthermore, due to our placement in the Social Sciences and our low visibility on campus, few people know that most of our curriculum is earth science curriculum. Most other colleges have a different organization that effectively fixes this problem with an Earth Science Department that houses the disciplines of Geology, Geography, Meteorology, Oceanography, and Climate Studies (and often Astronomy) which helps to clarify our curriculum themes to the students and campus at large so that students were not so confused on the first day of school when they discover they will be learning about geology, meteorology and climate change and not maps and political boundaries for their GE physical science requirement. In addition, we are often invisible in the larger Earth Science discussions, which means that we are left out and also that Chabot is missing out on the classes that we offer. As such, we need to consider the pros and cons of moving to STEM to increase this visibility or other avenues to increase visibility on campus.

History	Goal #1: We have completed a course map to help clarify revisions of the History AAT, moving forward we would also like to create more of an on campus presence and event attendance to promote the history AAT and new course offerings. Because of declining enrollments we have not moved forward with the History support courses, but we envision offering these support courses in the future in both online and face to face modalities. Goal #2: We have continued our relationship with learning communities on campus like Puente and Umoja, however we still need more of a concerted effort to recruit students into these courses; declining enrollments have negatively affected our enrollment in these courses. We will continue to assess the quantity and modality of course offerings to better help support enrollments across our discipline. Goal #3: During the pandemic we moved from face to face on campus office hours to zoom online office hour meetings; zoom online office hours and evening office hours have provided more access to students. We will continue to incorporate this practice as we move forward. In addition, the college needs to consider providing students with the training and resources to successfully navigate online learning. As student demand for these online courses remains high, their preparation for online learning, in general, must be addressed as a college-wide concern.
PACE	What is going well: Availability of online counseling via Cranium Cafe. Flexibility and features of online counseling provide our working students with convenience and accessibility, especially helpful for our working parents. Sharing screens during counseling appointments assist counselors in training students in the habit of using our college website and promotes the importance of students taking ownership and finding resources to support them as they navigate through their educational plans. (2) Another plus for PACE students is the availability of online tutoring. This change was brought about by the pandemic and proved to have staying power, as many students are still not back on campus. Online tutoring provides flexibility that is essential for PACE students. (3) 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. (4) 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. Program Challenges (Goals & Outcomes): PACE Coordinator position has turned over three times since our counselor started in 2019-20. So, the new coordinators lose time due to the learning curve, as well as not being able to support the counselor. The coordinator needs to learn how to work closely with deans in scheduling faculty that best serve our program. 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. STILL NEEDED. (3) 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. WE ARE ABLE TO GET THIS DATA FROM A&R. (4)The major hindrance is that we currently (and historically) do not have adequate staffing resources. PACE currently has one counselor assigned to PACE part-time (15 hours per week) and a faculty coordinator with 3CAH reassigned time to the program. The contract 15-hour limit for part-time counseling faculty is a huge hindrance to a program with only one part-time counselor. Our program would benefit from staffing assistance in updating our website on a regular basis.
Political Science	Goal 1 is going well and is in progress. Goal 2 never received the funds to be able to reach it. On Goal 3 I have not received responses to my requests to begin to do the work.

Psychology	"Increase the number of students earning the Psychology AA-T degree per year" was our output/goal last cycle. We are on track with that goal as the number from last year (2020-2021), 114, has increased this year (2021-2022) to 120. This goal has been met, as we stated we would report raw numbers only. We might consider outreaching to students who are borderline with finishing the criteria for the Psychology AA-T.
Sociology	Last year, the Sociology program participated in the Fall and Spring semester Social Science Open Houses, with one session introducing our students to the Sociology program at CSUEB, which many of our transferring students attend. In this session, students were introduced to two CSUEB Sociology faculty members and got an overview of the Sociology courses and program requirements at CSUEB. The objective of this session was to get our students to think of transferring and answer any questions they may have so as to support them in the transfer process. The Sociology program is also working on removing barriers to ease success and graduation rates for our students. Two of our goals from last year included creating an online degree and a ZTC degree. We are proud to say that we have achieved both goals as our Sociology students could now earn a Sociology degree online and without the burden of costly textbooks. That said, the Sociology program is still working on creating a more robust ZTC course offering. Currently, over 60% of our courses are ZTC, but we aim to get to 100%. In addition, all of our classes are now offered in both face-to-face and online formats sometimes in the same semester or every other semester. One challenge facing the Sociology program is that the funding for the SCFF Majors Outreach Project will end at the end of Fall 2022. This will prevent us from offering the intensive support our majors need in order to persist, succeed, graduate, and transfer. To continue offering this support, the College will need to compensate faculty who take on the role of program coordinator.

Anthropology

A goal for the Anthropology Department is to increase our number of majors, increase the number of degrees awarded, and support the academic and professional development of anthropology students.

According to IR data,

Anthropology Majors\

Anthropology majors from Fall 2017 to Fall 2018 increased by of 60%

Anthropology majors from Fall 2018 to Fall 2019 remained constant

Anthropology majors from Fall 2019 to Fall 2020 decreased by of 75%

Anthropology majors from Fall 2020 to Fall 2021 increased by of 1%

Degrees Awarded

The number of degrees awarded from Fall 2019 to Fall 2020 decreased by of 88%

The number of degrees awarded from Fall 2020 to Fall 2021 increased by of 75%

The number of degrees awarded from Fall 2021 to Fall 2022 increased by of 75%

Academic/Career Resources for Anthropology Majors

A Canvas site for anthropology majors was created to support their academic needs, career goals, and access to a variety of resources. The Canvas site includes:

Anthropology Department at Chabot College

Welcome Letter

Anthropology Brochure

Anthropology at Chabot College Website

Contact Anthropology Professors

Information about AA & AA-T Degrees

Description of Courses

Career Opportunities

Campus Resources

Chabot Resource Guide

Red Folder

DegreeWorks

Zero Textbook Cost (ZTC) Courses

State-Subsidized programs

Student Wellness Support Guide

Dream Center Fall Calendar

Campus Event

Housing Event 11/05/2022

Veterans Center Open House 10/04/2022

Womens Circle 09/29/2022

Mid-Autumn Festival 09/08/2022

Discover Chabot 08/10/2022

UndocuWelcome 09/08/2022

Gladiator Welcome Day 08/23/2022

Welcome Day 08/23/2022

Chabot Community Education Fair - Thursday 08/11/2022

Student Parent Night 08/10/2022

Anthropology Courses

Fall 2022

Summer 2022

Employment/Internships/Careers

Career Fair 10/27/2022

Humboldt Instrument Co. Internship Opportunity

Science Educator Intern - Chabot Space & Science Center | East Bay Area - Oakland CA

Employment Opportunities at Chabot College Links

Career Opportunities in Anthropology

Scholarships

Chabot College Scholarships

Transfer Events/Opportunities

CHABOT COLLEGE TRANSFER WEEK - October 10-14, 2022

FLYER CHABOT COLLEGE TRANSFER WEEK - October 10-14, 2022

UC Application Work 08/19 & 08/26

CalState Work 8/15 & 8/25

Connect with Rep 8/23 & 8/31

Transfer Application Assistance July 2022

Transfer Application Support 8/18, 8/23 & 8/25

UC PIQ ChabotUCLA 07/22

Connect Rep Attachment Connect Rep

Community Events

13th Annual Silicon Valley African Film Festival Oct 13-16

Reflection on Majors/Degrees/ Academic/Career Resources

The numbers for anthropology majors and degrees awarded decreased from 2019-2020, Covid being one of the main factors for reduction in numbers. Subsequently, numbers improved as the effects of Covid lessen. The department strives to improve numbers through the following initiatives for 2022-2023:

Creation of Zero Textbook Cost (ZTC) Anthropology AA & AA-T Degrees

Academic & Career focus events

Anthropology Majors Canvas Site

Anthropology Department Website

Social Sciences Open House

Enrollment

Fall 2020

Spring 2021

Fall 2021

Spring 2022

Anthropology

686

613

525

505

Chabot College

32,397

30,151

28,452

24,780

Enrollment in anthropology courses from Fall 2020 to Spring 2021 decreased by 11%. Enrollment trends in the anthropology department are consistent with college wide enrollment trends.

Enrollment in anthropology courses from Spring 2021 to Fall 2021 decreased by 15%.

Enrollment in anthropology courses from Fall 2021 to Spring 2022 decreased by 4%.

Enrollment trends in the anthropology department are consistent with college wide enrollment trends.

Enrollment by Race

Enrollment trends by race in the anthropology department are consistent with college wide enrollments by race.

Enrollments by Gender

Enrollment trends by gender in the anthropology department are consistent with college wide enrollments by gender.

Success/Non-Success/Withdrawal Rate

The success rates in the anthropology department are consistent with college wide success rates; differing by less than 3% any given semester.

The non-success rates in the anthropology department are consistent with college wide non-success rates; differing by less than 5% any given semester.

The withdrawal rates in the anthropology department are consistent with college wide withdrawal rates; differing by less than 5% any given semester.

Rationales for Resource Requests

Program/Area Name	Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
Anthropology	Some PAR goals are to enhance the maintenance of our collection of specimens, increase the collection of specimens, as well as to create a space for storage. These goals will need resources to purchase cast, specimens, and articulated skeletons.
Early Childhood Development	We would like funding to compensate adjunct faculty to participate in a program-wide retreat to look at SLOs and PLOs to make sure we are all similarly focusing our efforts on reaching learning outcomes, especially as they align with our external accreditation and new Teacher Performance Expectations from the state Commission on Teacher Credentialing. With so many more of our courses taught online now we also want to make sure that faculty are engaging in high quality teaching practices to reach our SLOs. Additionally, sustaining funding for our professional development coordinator to help students plan their ECD coursework and apply for certificates, and sustained support and staff for our Lab School, particularly our Saturday Lab, to enable students to get their lab hours in a high-quality setting is another need, and release time for faculty to coordinate pathways work and apprenticeship coordination.
Early Childhood Development Lab School	Goal 1 Chabot College and the surrounding community will have access to quality early child development services Monday through Friday. Goal 2 Students will apply what they have learned in their academic courses while working directly with young children in the ECD lab school. Both goals are on-going and still in progress

Economics	As previously stated, the importance of having a full-time faculty member who is charged with conducting SLO/PLO assessments, Program Area Review, Guided Pathway Majors Mapping, Student Degree and Career Advisement will significantly impact PAR goals, plans to improve student learning, and PLOs.
Ethnic Studies	CAH for faculty to have time to propose intro-level Ethnic Studies courses and degrees as new C-IDs for Ethnic Studies and ADTs are coming soon; CAH for faculty to participate in Learning Communities and provide more in-depth support to student learning; continued funding for OER workgroup; continuing laptop lending at Chabot, where students can check out laptops for the entire semester; CAH for discipline lead work
Foster and Kinship Care Education (FKCE)	FKCE is meeting PAR goals. However, excluding the program director, all of the program staff are professional Experts. As a result, the program does not have proper administrative support. With 3 funds (one categorical and two county contracts), over 15 professional experts that need to be rehired every 6 months, and 5-10 contracts per year, classified administrative support is vital to ensuring program success.
Geography and Environmental Studies	We could greatly use funding to pay for the development of a lab manual for Physical Geography Lab that would be used in perpetuity by the students in our discipline. One instructor is interested and we just need funding to pay them to create it before they retire in the next year or so.
History	N/A

PACE	PACE does not have PARs since courses/programs are assessed by each discipline PACE SAO#1: Provide evening and online classes for full-time working adults so they can earn an AA degree. The vast majority of PACE classes are offered in ASYNCH format. The meeting times for classes that meet F2F or in HYBRID/SYNCH formats are offered during the evening. PACE added Ethnic Studies I course in response to new Fall 2021 CSU General Education requirement. PACE SAO#2: Provide full-time working adults an ongoing learning community with support to help them reach their academic goals. The PACE counselor needs guaranteed summer hours as well as hours during the weeks before fall and spring semesters. Additional hours are needed to advise PACE students as they schedule classes that meet both GE and transfer requirements.
Political Science	I am re-submitting requests for goals I have sought to reach in the past but never received funding.
Psychology	We will continue to prioritize offering courses that align with the AA-T in Psychology and AA-T Behavioral Science. There is no need for augmentation of resources at this time.
Sociology	Given that SCFF funding for the Majors Outreach project has ended, to continue intensive involvement with our majors in helping them towards success, completion, and degree attainment, departments will need a funded discipline coordinator position.

Service and Instruction Mode of Delivery (Optional Question)

Program/Area Name	As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments?
Anthropology	N/A
Early Childhood Development	We need to be given time to find incentives to get students to return to campus, and as a college we have to tolerate low course enrollment as there continue to be students who prefer face to face classes. We also need data on what online practices and strategies are the most effective to use for those students who continue to want online instruction. We also need opportunities to train on technology for Hyflex courses, and technology to allow us to use our classroom in the 3500 building as a Hyflex classroom. We also need to support our adjunct faculty as more are teaching online and have perhaps not had training in high quality online teaching practices. We should also look into college-wide licenses with vendors such as Canvas to support faculty in the creation of engaging materials for online courses. We also need continued support for our lab courses and our Lab School including our Saturday lab, as those classes will continue to be offered in a face-to-face manner. We also need to explore community-based courses and models of collaboration with community Adult schools, especially to successfully offer our non-credit courses.
Early Childhood Development Lab School	The ECD Lab School thrives on providing in-service hours to Lab Students (practicum). Offering the option to use our center is key to student success in ECD courses. Child development is hands-on real-life learning in which connections between course instruction (theory) and daily interactions (practice) are made (praxis). Whether the courses are offered online, hybrid, or face-to-face: lab hours are essential.

Economics	N/A
Ethnic Studies	Online asynchronous and hybrid classes are in demand and preferred among our students. While face-to-face instruction remains important, there is a higher rate of enrollment and preference among students for online learning, preferably asynchronous classes. Each ES 1 online asynchronous class has full waitlists and at least 10-15 students end up enrolling. With the new Area F - Ethnic Studies GE, upcoming CCC and UC Ethnic Studies GE requirements, our program believes we need to increase the number of asynchronous online and hybrid sections of Ethnic Studies courses that meet this requirement and other GE requirements. To accommodate this demand, we request 2-3 additional online asynchronous sections a semester.
Foster and Kinship Care Education (FKCE)	There needs to be some flexibility on the vaccination mandate. Our program works closely with Alameda County to serve the community by training parents to provide nurturing and loving homes to children in foster care. Some of these parents do not have access to Zoom and others learn better in an in-person environment. In addition, some of these parents are not vaccinated against Covid-19, and are not required by the county Social Services Agency to be vaccinated. We, as a program, will not be adding this requirement. Therefore, any in-person trainings must be held off-campus. As a Chabot program, we would strongly prefer to use campus infrastructure childcare space, classrooms, etc.). Doing so also exposes parents and youth to the college.
Geography and Environmental Studies	We think it is important to survey students and offer classes in the modality that student prefer. As a small discipline, many of our majors classes are only offered once a year. This increases the pressure to make sure they are not cancelled due to low enrollment and steers our decision to offer the courses in the majority preference for students which is most often asynchronous online. This creates a challenge because there is a minority group of students that want in-person classes and want more of a in-person community which we struggle to provide due to the majority preference for asynchronous online courses. Another focus in our program is to encourage the shift to ztc as much as possible. The creation of the lab manual would be a huge benefit for us as it would move 10 classes per year to ztc and could be used every year as the content changes very little from year to year with all concepts except climate change.

History	The option for student employees to work remotely is imperative to the success of the Learning Connection Program. The CLPCCD District has implemented a rule that student employees must work physically on-campus, even for fully online work. This policy has impacted the number of students who applied for positions within the Learning Connection program (STEM Center, WRAC Center, Comm Lab, and individual subject tutoring), which has in turn limited the subjects that can offer academic support for students. Not allowing student employees to work remotely, when applicable to the position, has also been detrimental to the Embedded Tutor program. Within the current policy, Embedded Tutors working with fully online classes must still come to campus for all Embedded Tutor hours. This has resulted in classes and disciplines unable to offer Embedded Tutor support for their students including history. The current district policy for student employees has also made it difficult for the Learning Connection programs to continue to operate regular hours. With a constant need to fill hours left unstaffed due to tutor absence, tutoring services are now reliant upon tutors being on-campus even on days that they are not taking on-campus classes. As not all tutors take on-campus classes daily, disciplines are often unable to fill the vacant hours which results in the cancelation of tutoring services. This need has become more urgent as tutors test positive for COVID and are out sick for weeks at a time. We ask that the district policy requiring student employees to work from campus be revised to prioritize the needs of academic support and student success.
PACE	N/A
Political Science	The college needs to allow faculty to offer the classes that students actually want. In POSC there is an overwhelming student preference for online asynchronous classes. I love teaching in person, and wish our students wanted to learn in this modality, but I can't really keep forcing PT faculty to sign up to teach in person when they just keep losing their sections (and in turn their livelihoods) when students have consistently opted for online courses.
Psychology	The Psychology department continues to offer a wide range of courses that run the gamut of online, hybrid, and face-to-face instruction, which are similar in ratio to other disciplines on campus. We ensure that the department is flexible to the changing needs of the students.
Sociology	As face masks are no longer required, we ask to lower classroom caps for in-person Social Science courses to prevent classroom crowding and compromising students' and instructors' health. We need to keep face-to-face low-enrolled courses to provide students with opportunities to return back to campus.