

## Fall 2023 Social Sciences Division Summary Report on PARs Submitted by 11/3/23

12 Responses

Name of Program, Discipline, Area or Service	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, Hilal Ozdemir, Ana Gutierrez, Terra Lee	Academic Programs
Early Childhood Development Lab School	CarmenMaria Ortiz Robert Nakamoto	Student/Admin Services/Office of the President
Economics	Robert Nakamoto, Martin Medeiros	Academic Programs
Ethnic Studies	Kay Fischer, Ismael Illescas	Academic Programs
Foster and Kinship Care Education (FKCE)	Lael Adediji Bobby Nakamoto	Student/Admin Services/Office of the President
Geography and Environmental Studies	Suzanne Maher	Academic Programs
History	Mark Stephens, Michael Thompson. Juan Pablo Mercado	Academic Programs
PACE	Javier Espinoza Barajas and Patrise Diaz	Student/Admin Services/Office of the President
Political Science	Jessica Gallucci	Academic Programs
Psychology	Andrew Pierson, Aldrian Estepa, Rani Nijjar	Academic Programs
Sociology	Christina Mendoza, Mona Abdoun	Academic Programs

## Reflections on Annual Priority Progress in Academic Year 2022-23

12 Responses

Name of Program,  
Discipline, Area  
or Service

What progress did you see in any of these annual planning priorities?

Anthropology

- 1) Formation of Student Learning Communities, Guided Pathway Communities and the Guided Pathway Steering Committee.
- 2) Several events throughout the year invite the community to access college information such as Raza College Day, and community events like Mayan Nights.
- 3) The college has slowly but surely improved the online presence.

Early Childhood  
Development

- We are participating in the Student Success Team initiative; our program and pathway are creating a Student Success Team this semester and making a plan for what the SST can do for students.
- We continue to develop our apprenticeship program, launching the second cohort this semester, as well as other community-based work-based learning partnerships (including contract ed relationship with a consortium of school districts to train TK teachers, and one to provide classes in Spanish with a local PK provide. There needs to be more infrastructure support for work-based learning; processes with A&R are complicated and much of the work involved with following all regulations and requirements fall on already over-burdened staff and faculty.
- We see some improvement with student interfaces but things like the class schedule need to be updated to reflect the increased use of online, hybrid and combination classes. Students continue to be confused by the use of “TBA” in the schedule for online classes, for example. It is an improvement to have a marketing person on our campus and some action towards coordinating and aligning marketing efforts but it is potentially a lot for one person to oversee.

Early Childhood  
Development Lab  
School

N/A

Economics	Create and update an Economics Hub on Canvas - limited due to unreplaced full-time faculty lead.
Ethnic Studies	<p>#1 - Guided Pathways - We see that the Student Success teams are forming, meeting, and developing clear goals and steps in creating and supporting pathways</p> <p>#2 - We notice expanded support services and appreciate email updates on mental health services (CARES) for our students, and immigrant support networks and resources via the work of the Dream Center and El Centro</p>
Foster and Kinship Care Education (FKCE)	<p>I have seen progress in 3d: Further improvements in our student interfaces by continuing implementation of... training and support for all staff in utilizing current and new technology platforms.</p> <p>In the past year, I have received training on Business Services processes and BoardDocs. Both trainings were informative and helpful.</p>
Geography and Environmental Studies	<p>1) Develop support networks to link students to Pathway Success Team members and services; The new Learning and Career Pathways page is looking great. I really like the design/visualizations and connection to the program maps and Pathway Success Team Members. This was completely put together in the past 3 years and this is a huge step forward for guided pathways.</p> <p>2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers; I hear about so much work being done on this metric from all over campus. Examples include FRESH Pantry, Peer Guides, counseling, career and transfer center, El Centro, Discover Chabot, Special programs, and the new Bookstore space. There is significant progress towards this goal all across campus.</p> <p>3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services). This question prompted me to really look over the website again and the First Time in College page has a fantastic organization. I also appreciate the modernization of the site.</p>
History	<p>Greater outreach efforts have been prioritized at the district level</p> <p>Infrastructure for online student support developed and improved (e.g. Online tutorial support in Learning Connection and Instructional Technology Assistant hires)</p>

PACE	<ol style="list-style-type: none"> <li>1) Formation of Student Learning Communities, Guided Pathway Communities and the Guided Pathway Steering Committee.</li> <li>2) Several events throughout the year invite the community to access college information such as Raza College Day, and community events like Mayan Nights.</li> <li>3) The college has slowly but surely improved the online presence.</li> </ol>
Political Science	<ol style="list-style-type: none"> <li>1) There has been a very visible ramping up of work in the area of pathways.</li> <li>2) The introduction of the Handshake app for jobs for students is a good first step towards internship and job information for students across areas of study (it's important to remember that students in all areas, not just career tech- aligned areas are in dire need of internship, volunteer and career readiness opportunities).</li> <li>3) Social media posts have gotten notably better.</li> </ol>
Psychology	<p>We have continued to support psychology related pathway initiatives. We have continued our efforts to expand community connections and career development related to the psychology pathways. And we have continued our work to support improved student interfaces with an emphasis on virtual outreach. Specifically, we have advanced these priorities through our Psychology Majors Canvas site, by continuing to integrate pathway, career, and student support focused efforts into our teaching and course materials, and by supporting and participating in division-wide initiatives including the Social Science Open House.</p>
Sociology	<p>In Sociology, we have supported the AA-T Sociology pathway by creating a ZTC pathway for our degree. Sociology majors can earn an AA-T degree in Sociology without having to purchase textbooks. We are continuing to work towards the progress of this priority through our participation in the state funded ZTC Acceleration Grant. If this grant is funded, we will work to convert all remaining non-ZTC courses to ZTC and we will prepare materials to further sustain the ZTC courses we are currently offering. We have also included GE courses as part of our portion of the grant to further prioritize pathway success in our program and other programs across campus who share these GE requirements in their pathways.</p>

Name of Program,  
Discipline, Area  
or Service

Question: If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?

Anthropology	<ul style="list-style-type: none"> <li>• Improve the enrollment of college courses to middle school and high school students through concurrent enrollment. Many students are enrolled weeks after the course has started.</li> <li>• Continue to encourage faculty and staff to complete their employee profile and uploading a current photo to promote a stronger online presence and visibility to students.</li> <li>• Include up to date images of students, staff and faculty for advertisement and marketing for the entire college. For example: The banners on Hesperian Blvd display faded faces of Chabot students from 2018, and the main Chabot web-page includes students that attended Chabot prior to the pandemic.</li> <li>• Secure funding for concurrent enrollment activities and events. Two ANTH 1 sections are offered at local middle schools, funding to support pedagogical activities such as fieldtrips will support Chabot's connection to the external community.</li> <li>• Look at supporting infrastructure to support work-based learning opportunities that exist; for example, support for A&amp;R in working with apprenticeship and contract ed programs; support for faculty who are doing external placements in work experience classes.</li> </ul>
Early Childhood Development	<ul style="list-style-type: none"> <li>• Get student feedback on website interfaces and processes to see if they are working for them.</li> <li>• Simplify pathways on website; de-clutter website.</li> <li>• Come up with some standardization of processes for flyers, marketing, etc.</li> </ul>
Early Childhood Development Lab School	N/A
Economics	Economics department is without a full-time faculty member. The lone full-time faculty instructor retired and the department has not had a lead instructor in over three prioritization cycles.

Ethnic Studies

N/A

Foster and Kinship  
Care Education  
(FKCE)

I would strongly recommend additional trainings on Banner and 25Live. I would also recommend a session on best practices for Classified and Faculty Prioritization. Employee training would be helpful, both for new and existing employees.

For #3 Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services. Perhaps we could consider ways to support interdisciplinary programs that do not easily fit into one division or Guided Pathway track. For example, Geography and Environmental Studies have both STEM and Social Science classes and specializations, but are only listed in the Social Science Area of Study and in the Social Sciences, Humanities and Education Learning & Career Pathways on the Webpage. Similarly, GIS is a field in information technology/communications but housed in the Geography Dpt) This means that when students or faculty go looking for Earth Science classes in STEM, our Earth Science classes are not represented there. (i.e. Physical Geography Lecture and Lab, Weather and Climate, Climate Systems). They may be interested in learning GIS, but do not see it in STEM or Information Technology.

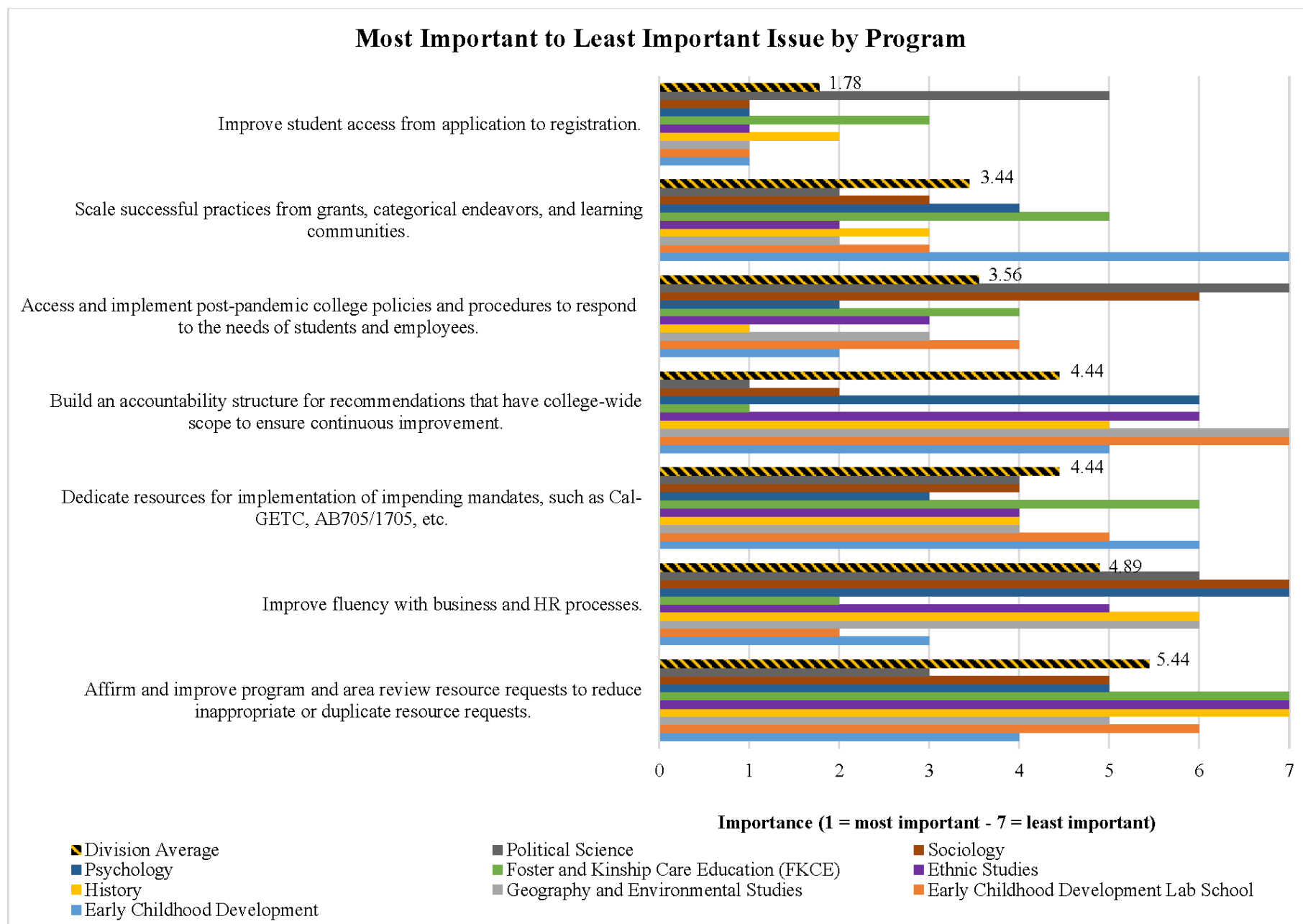
Geography and  
Environmental  
Studies

I know that many faculty would like to be more involved in #1 and #2. However, I know that I often have to step back from these sorts of projects because I just don't have enough time to take them on. For my department, the struggle is that these projects and the administrative duties of the program would all have to be accomplished by the one full-time faculty member (me) and as a small department, I am not granted reassign time. This means that I often have to step away from projects that support these 2 goals such as outreach to local high schools, connection to programs that would expand student access to basic needs, discover welcoming events and involvement in the Pathways Success Teams etc., because I am already stretched pretty thin. I know we all feel stretched in one way or another and that this looks different in every department, but I think this is a barrier to completing these goals. For small departments like mine, I think it would be really helpful if we had 3 units of reassign time per semester to complete administrative duties and support out students so that they could more easily contribute to these goals. One of our challenges is that the field has great job options and so we are constantly hiring and losing people to better paying positions. It takes a lot of time. I interviewed and hired 6 people in the past few years and only one has stayed with us as the pay is not competitive.

Goal #3. New students are telling me that they are still struggling to find the list of classes they are enrolled in and where the classes are being held. Perhaps we need another button/link for students to go to that says "My Schedule" on the front page.

History	<p>There is a continued need to support our students in the online learning process. Although it has been a few years since the shift to the online learning modality it is clear that students could still benefit from regular support in navigating online curriculum. We believe that the campus has made this a priority but also understand that there needs to be more support available for students on a consistent basis. Much like the trainings and review process for faculty we believe it would be beneficial to incorporate more high touch strategies that support our students in this particular area.</p>
PACE	<ul style="list-style-type: none"> <li>• Include up to date images students, staff and faculty for advertisement and marketing of the entire college. For example: The banners on Hesperian Blvd display faded faces of Chabot students from 2018, and the main Chabot web-page includes students that attended Chabot prior to the pandemic.</li> </ul>
Political Science	<ol style="list-style-type: none"> <li>1) Maintain focus on pathways for the long haul (permanent institutionalization)</li> <li>2) Institutionalized support for faculty who are interested in developing internships and career-training for students in non-career tech areas.</li> <li>3) Continue the improvement in social media posts (catchy fun posts, funny posts, get students engaged with Chabot)</li> </ol>
Psychology	N/A
Sociology	<p>The college needs to make it easier for students to find courses and register for courses. The process can be overwhelming for students who are new to Chabot and who are not familiar with the website. Also, the process of adding students to a course for instructors could also use improvement. Currently, instructors need to email each student individually and copy and paste an add code. For instructors with 5 or more courses and who have rather long waitlists, this process is time consuming. If the process simply involved a click from the instructors side, then registering students would be much smoother.</p>

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





## 12 Responses

Name of Program,  
Discipline, Area  
or Service

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	<ul style="list-style-type: none"> <li>• Improve the enrollment of college courses to middle school and high school students through concurrent enrollment.</li> <li>• The Anthropology Department has requested for the past six years the hire of a Biological Anthropologist or Archaeologists. Currently, there is one full-time faculty with a background in Social Cultural Anthropology and six part-time instructors. A full-time instructor with a background in Biological Anthropology or Archaeology is needed to addresses gaps in faculty expertise, the increase umber of course offerings and create pathways for biological/physical anthropology and archaeology.</li> </ul>
Early Childhood Development	<p>Establish warm hand-off for transfer students from Chabot to CSUEB in all areas, not just STEM.</p> <p>Pay attention to the access to college services/programs/resources for non-traditional students i.e. working, part-time, older, parents, those who are primarily taking classes online.</p>
Early Childhood Development Lab School	N/A
Economics	N/A
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A

One challenge the discipline faces is the surge in fake students enrolling in courses. Our enrollments have taken a significant hit in our attempt to weed out these “students”. While opening week assignments can weed out most of these students, the temporary unavailability of our courses discourages students from attempting to enroll before semesters begin and once the semester starts. Only the most persistent of students will attempt to enroll only after fake students have been dropped.

History

We realize that this is a nationwide issue. Until the state initiates an effective technological response to this issue, the college and district needs to develop a unified policy that allows faculty to drop reasonably suspect false enrollments before the semester begins to give legitimate students the opportunity to enroll.

PACE N/A

Political Science N/A

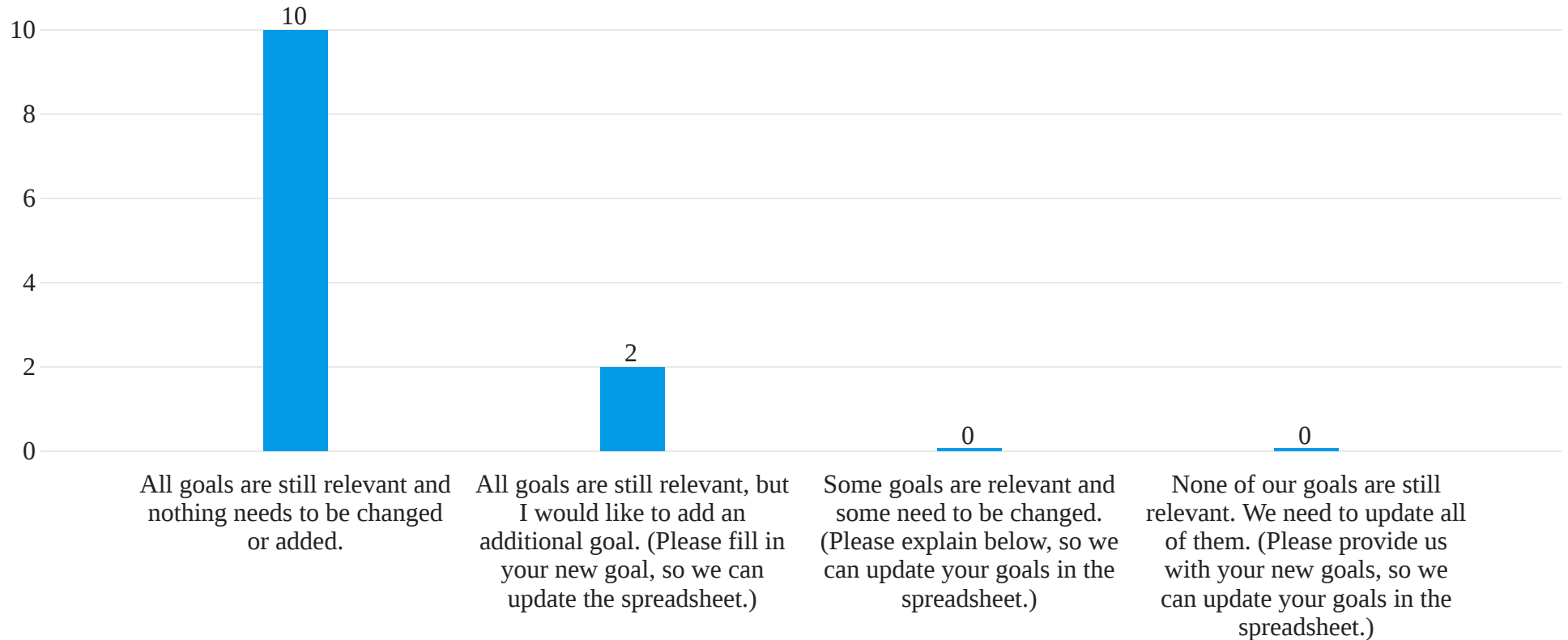
Psychology N/A

Sociology N/A

## Reflections on Goals

Keeping in mind, you only have one year left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

12 Responses

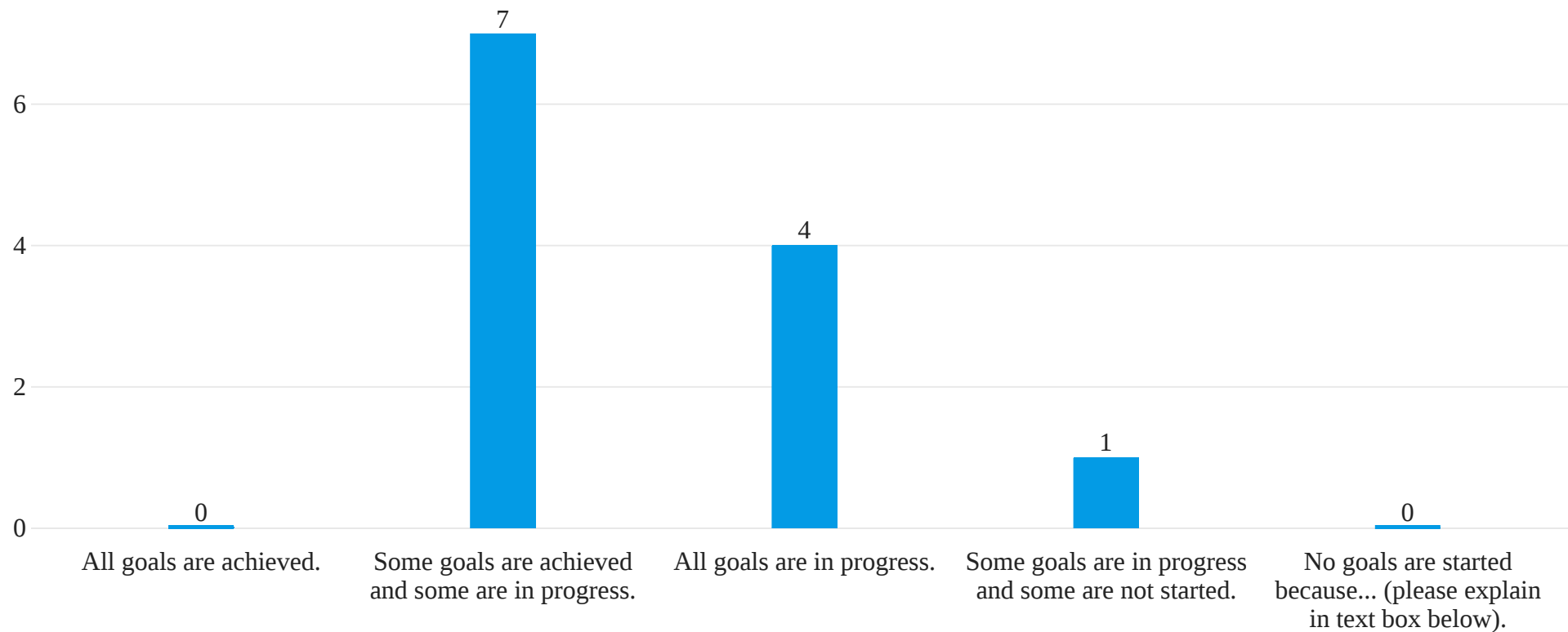


12 Responses

Name of Program, Discipline, Area or Service	All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.) - Text
Anthropology	N/A
Early Childhood Development	N/A
Early Childhood Development Lab School	Open Infant/Toddler classrooms with a CCAMPIS grant. Two positions: ECD Specialist and ECD Assistant.
Economics	N/A
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	<p>Goal: Provide childcare for parents during Saturday in-person RFA training.</p> <p>Outcome: At least two RFA sessions (4 Saturdays total) will be fully staffed with experienced childcare providers.</p>
Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

## What are the statuses of your program's/area's goals right now?

12 Responses



Name of Program, Discipline, Area or Service	So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.
Anthropology	<p>Initiatives/Goals for 2022-2023</p> <ol style="list-style-type: none"> <li>1) Hire a full-time Anthropology Professor with Biological/Physical or Archaeology concentration</li> <li>2) Enhance the maintenance of our collection of specimens. Increase the collection of specimens. Create a space for archaeological work on campus.</li> </ol> <p>The first goal for the Anthropology Department is to hire a full-time Biological Anthropologist or Archaeologist. A full-time hire will have a profound effect on numerous outputs and outcomes. No full-time hire has been done at this time, and the department will submit a request this year to faculty prioritization.</p> <p>The second goal involves the enhancement and organize the large collection of specimens and articulated skeletons in the Anthropology collection. A lot of improvements were made in this area.</p> <ol style="list-style-type: none"> <li>1) A large glass case was purchased to display several hominid skulls in Room 503.</li> <li>2) Hundreds of organizational materials were ordered to organize bones and other biological remains.</li> <li>3) Damaged materials were removed from Room 503.</li> <li>4) Materials no longer needed in the Anthropology Department that remained in good use were donated to Science and Mathematics Division.</li> <li>5) Full time faculty, Javier Espinoza Barajas, hold a background in Social Cultural Anthropology. Therefore, six hours of non-instructional assignment time was funded for biological anthropologist, Professor Sally Graver, to assist in efforts to organizing specimens for forensic and biological anthropology.</li> <li>6) Additional specimens and skulls were purchased to complete collection.</li> </ol> <p>Enrollments and Success Rates</p> <p>Student enrollment in anthropology courses decreased by 13.4% from academic years 2020/2021 to 2021/2022. Student enrollment in anthropology courses increase by 6.2% from Fall 2021 &amp; Spring 2022 to Fall 2022 &amp; Spring 2023. Student enrollment trends in the anthropology program are consistent with college wide student enrollment trends.</p> <p>Enrollment by Race-Ethnicity</p> <p>Enrollment trends by race in the anthropology department are consistent with college wide enrollments by race.</p> <p>Enrollments by Gender</p> <p>Enrollment trends by gender in the anthropology department are slightly higher for female students in comparison with college wide enrollments by gender, differing from 1-7% at any given semester.</p> <p>Success/Non-Success/Withdrawal Rate</p> <p>The success rates in the anthropology department are consistent with college wide success rates. The student success rate in anthropology courses was less than 1% higher on average from Fall 2020 to Spring 2023 than the success rate for the college.</p> <p>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 student non-success rate in anthropology courses was 2.2% higher on average from Fall 2020 to Spring 2023 than the non-success rate for the college.</p> <p>The withdrawal rates in the anthropology department are lower than college wide withdrawal rates. The student withdrawn rate in anthropology courses was 11.6% lower on average from Fall 2020 to Spring 2023 than the withdrawal rate for the college.</p> <p>Enrollment Management</p>

Anthropology Continued	<p>The Anthropology Program has remained very productive for the past couple of years. An additional section of ANTH 13L Forensic Anthropology Laboratory is scheduled to be added to the Spring 2024 Schedule of Classes.</p> <p>Success Rates of Online vs Hybrid vs Face-Face-Classes</p> <p>Students have a preference for online courses via asynchronous modality. This is a reflection that aligns with the preferences by students across the college. Three sections ANTH 1 out of nine are offered face-to-face. Students scored a higher success rate in online asynchronous modalities. Additional face-to-face sections will be included in the spring 2024 schedule of classes, such as another section of ANTH 13L Forensic Anthropology Lab due to large student enrollment.</p> <p>Declared Anthropology Majors</p> <p>The number of anthropology majors declared by students has significantly and steadily increased over the past years, from five declared majors in Fall 2013 to 53 declared majors by Fall 2029. The most significant decreased in anthropology declared majors occurred from Fall 2019 to Fall 2020 with a drop of 24.5%. An increased of 12% of anthropology majors declared by students occurred from Fall 2020 to Fall 2022.</p> <p>Degree and Certificate Awards</p> <p>The number of Anthropology AA &amp; AA-T Degrees awarded has significantly and steadily increased over the past years, from one degree awarded in 2013-2014 to 9 degrees awarded in 2019-2020. The most significant dropped in anthropology degrees awarded occurred from 2019-2020 to 2020-2021. Nine degrees were awarded in 2019-2020, while two degrees were awarded in 2020-2021. A steady increased of anthropology degrees awarded occurred in the past three years, from two degrees awarded in 2020-2021, to seven degrees in 2021-22, to eight degrees in 2022-2023. Fifteen anthropology degrees were awarded in the past three years, which is the same number of degrees awarded in the previous four years.</p> <p>SUMMARY</p> <p>Data from student enrollments and success rates, enrollment management, and degree awarded informs that the Anthropology Program at Chabot College stands healthy and continuously growing after repercussions of COVID-19, and most importantly, promises significant potential for further growth.</p> <p>Student enrollment in anthropology courses increase by 6.2% from Fall 2021 &amp; Spring 2022 to Fall 2022 &amp; Spring 2023. An increased of 12% of anthropology majors declared by students occurred from Fall 2020 to Fall 2022. Fifteen anthropology degrees were awarded in the past three years, which is the same number of degrees awarded in the previous four years.</p> <p>For the Anthropology Program to continue flourish, it is imperative that a new full-time instructor with a background in Biological Anthropology or Archaeology is hired. The discipline of Anthropology is divided into four subfields; Social Cultural Anthropology, Linguistic Anthropology, Archaeology and Biological/Physical Anthropology. One full-time instructor with a background in Social Cultural Anthropology oversees the entire department, courses and specimens collection. The Anthropology Program has experienced productivity in the past two years, but this growth will reach a state of homeostasis.</p>
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## 11 Responses

Name of Program,  
Discipline, Area  
or Service

So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

Early Childhood  
Development

We are seeing that our new certificates are being awarded, not in great numbers yet, but clearly students are seeing them and working towards completion. We continue to work on mapping the teacher pathways, and established relationships with our counterparts at CSUEB as well as with other 4-year colleges. We will be mapping transfer maps in both Liberal Studies and Child Development in Program Mapper this year. We have established and launched our apprenticeship, with the second cohort beginning in Fall 2023, thanks to a CAI grant.

Early Childhood  
Development Lab School

Enrollment of children in the preschool subsidy programs has increased and a waitlist now exists. Due to high demand a waitlist for the Infant/Toddler classroom has been created.

Economics

The Economics Hub was created and is continually updated. There has been great progress in developing remote learning teaching techniques - in particular is the lightboard project.

Ethnic Studies

- Overall Success Rates - overall success rates in Ethnic Studies has increased by 10% between Fall 2020 to Spring 2023: the overall success rate in our discipline went from 70% in Fall 2020 to 80% by Spring 2023.
- Success Rate by Race and Ethnicity - We see a steady rise in success rate in our discipline for the majority of our students along the lines of race and ethnicity with the exception of African American students:  
African American success rate in our discipline dropped by 1% from 67% in Fall 2020 to 66% by Spring 2023;  
Asian American success rate in our discipline rose by 6%: from 80% in Fall 2020 to 86% in Spring 2023;  
Filipino/a/x success rate in our discipline rose by 4% from 84% in Fall 2020 to 88% by Spring 2023;  
Success rate in our discipline for our Latinx students rose dramatically by 12% from 63% in Fall 2020 to 75% in Spring 2023;  
The success rate in our discipline for Multiracial students also rose significantly by 9%, from 74% in Fall 2020 to 83% in Spring 2023;  
Pacific Islanders success rate in our discipline also rose by 7%; from 70% in Fall 2020 to 77% by Spring 2023;  
And the success rate in our discipline for White students rose by 3% from 80% in Fall 2020 to 83% by Spring 2023.
- Enrollment management - We see consistently high WSCH/FTEF ratio: average of 562 from Summer 2020 - Spring 2023; average of 662 for PACE courses; average of 522 with FYE course offerings in Ethnic Studies - this seems to align with our division average
- Online vs. F2F - In Fall 2022, our hybrid and asynchronous courses had a higher success rate. The success rate for F2F courses depended on the course, ranging from 68% in ES 1 to 86% in ES 42. The W rate for ES 1 asynchronous was 14% compared to 3% for F2F ES 1 courses. But the success rate for ES 1 in Spring 23 were equal at 78% for both in-person and asynchronous courses. Overall, the success rates for F2F ranged from 67% to 96% and 85-89% for hybrid courses
- Degree/certificates awarded - the degrees awarded in Ethnic Studies (which includes 3 certificates, 4 AATs, and 1 AA) have steadily increased, starting with only 1 in 2017-2018 and 12 degrees awarded in 2022-2023. We noticed no degrees in AAT Social Justice: Chicano Studies, Asian American Studies, nor African American Studies have been awarded
- More: As for Ethnic Studies majors declared by Chabot College students, there's almost twice as many majors in 2022 with 33 compared to 17 in 2013. But the number has gone down from 61 in Fall of 2019 and 58 in Fall of 2020.



Goal #1 Maintain effective relationships with Alameda County Social Services and meet all deliverables to ensure renewal of RFA and CARI contracts. Progress is going well and we have been asked by the county to explore expanding services. Given the dependence of FKCE on county relationships, this goal remains an ongoing priority.

Goal #2 Provide training that informs parents about the impact of trauma.

All of FKCE's trainings are informed by trauma and either educate parents about trauma or use the lens of trauma to discuss its impacts on the topic of study. We continue to review materials and offerings for effectiveness. This goal is also ongoing because all children in care experience trauma.

Goal #3 Training will provide tools and recommendations that parents can use to support children who have experienced trauma.

All trainings provide tools and recommendations. These "next steps" are discussed and agreed upon during the contracting and scheduling processes for both contract and staff trainers.

Goal #4 Increase offerings in Spanish by 20%.

This goal has been achieved.

Geography and  
Environmental Studies

Goals

- 1) Increase the number of students in our classes and the number of classes offered
- 2) Increase or hold steady success rates
- 3) Increase the number of degrees offered

Goal #1 ) Increase the number of students in our classes and the number of classes offered

- Student enrollment in Geography classes was trending up, but took a hit (S23) when I had to get rid of one of our high enrolling classes and reduced the caps on the labs. I may consider increasing the cap for the online labs back up.

-F 22 is up compared to F 21 (18 more students)

-S 23 compared to S 22 is down (by 24 students) \*I believe this was because of 2 changes.

(1) We needed to offer 1 more majors class (major's classes have low enrollment of around 25 students on average) in lieu of a GEO 1 lecture classes which tend to have higher enrollment (usually above 40).

(2) We changed the caps on our labs and GIS classes from 35 to 25 as the lab grading is too hard with that many students. This alone would reduce the number by 40 students (which is double than what we actually reduced by)

\*Considering this potential for reduction, we were only down 24 students, not the expected 60 students with the shift to a historically lower enrolled class and the cap reduction.

- Student enrollment in Environmental Studies

-F 22 up compared to Fall 21 (14 more students)

-S 23 is up compared to S 22 (16 more students)

- Number of classes offered

-17 classes offered S 23 to 16 classes in S 22

-16 classes in F 23 and 16 classes in F 22

-Got Economic Geography, Geography of California and Climate Studies back on the schedule but came at a cost to dept enrollment down a little as these classes were put on the schedule in the place of a high enrollment Physical Geography Lecture class

- Enrollments by Race-Ethnicity and gender are consistent with all college enrollment data.

- Slightly more Full Time students than Part Time

- Slightly more students in the 19 or younger and 20-21 age group than the college average in F22 and F23.

Goal # 2 Increase or hold steady the success rates

- Geography and Environmental Studies classes combined have a higher success rate than the overall college success. We are doing well on this metric.

- o S23 success rate of 83% compared to success rate of total college at 75%.

- o F22 success rate of 75% compared to success rate of total college at 71%.

- o Success Rates by Race/Ethnicity

When looking at the success based on modality, it looks like the majors classes are doing particularly poorly. I do not know if this is due to the modality, teaching style, because they are already low enrolled to start with, or some other reason. I will try to get these classes offered in person more often, but as they are only offered once a year, it is risky to have them as an in-person class due to historical low enrollment. I don't know what the answer is here. Perhaps finding a better match of instructor for the class. It may improve the success rates if I make sure the class is taught by an instructor that really wants that particular class.

Fall 22

GEO 1 Face-to-Face 62 85%

GEO 1 Asynchronous 146 86%

GEO 1 Synchronous 13 52%

GEO 2 Asynchronous 8 50%

GEO 20 Asynchronous 19 70%

GEO 5 Asynchronous 10 59%

GEO 8 Asynchronous 13 39%

ENST 1 Asynchronous 28 72%

Goal # 3) Increase the number of degrees offered

History

We will be submitting a request to faculty prioritization to replace a recent retire of history professor Jane Wolford. In the last three years we have had two full time history professors retire (Rick Moniz and Jane Wolford) and have not replaced either of those lines. More to the point professor Wolford developed and taught the women's history series which is a critical aspect of our history program and essential to fulfilling the mission of this campus. The hiring of a full-time historian with a specialty in women's history is a priority for the history program.

PACE

(1) Cranium Cafe (online platform for student counseling) has been replaced; we began using a Zoom interface with SARs ("SARs Integration") that has rolled out this Fall (so there are glitches and a learning curve) which has necessitated shifting to phone sessions with many students. This is more time-consuming/cumbersome for counselors, and weakens the goal of growing students' resourcefulness and ownership of their planning.

(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) The STEM Center offers some evening tutoring in science courses (Anatomy, Physiology); helpful for our PACE Nursing and Dental Hygiene students; online availability would be even better! The Chemistry tutoring is focused more on pre-med pathways. Chem 30A tutoring availability online would be appreciated! The WRAC Center offers online tutoring Mondays through Thursdays until 7pm this Fall 2023 term.

(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.

(5) PACE has benefited from Counselor consistency through the pandemic, supporting our students to graduate and transfer; many 'credit' our program for their confidence to take on academic challenges even beyond the BA degree.

(6) Enrollments and success rates, enrollment management, success rates of online vs hybrid vs face-face-classes, degree and certificate awards, and more are asses by each program. The PACE Program would like to request data about our students, which take courses across various divisions. An additional challenge, is to track data from PACE courses that become open for enrollment to students outside of PACE due to low enrollment, or to support other Student Programs such as the Behavioral Health Apprenticeship Program.

7) Based on colleague approach, enrollments for PACE courses are solid, performing well regarding enrollments and among the strongest in Social Science Division (Patrise Diaz per Dean Nakamoto on 10/3)

Goal #1: Increase "community building" activities with Political Science majors

This goal has been achieved. Over the past two years we have held more community building activities (i.e. Sacramento Legislative Seminar trip, PoliSci Club meetings, creation of Canvas Hub for Poli Sci majors, etc.)

Goal #2: Grow Political Science internship program: Making the program accessible to all through student assistant funds, stipends, etc. & Developing internship course

While I have continued to link my Poli Sci majors up with amazing internships in the offices of local elected officials and other politically-aligned advocacy groups, as I have done for several years now, I have not been able to institutionalize this program.

I think there is a great opportunity here to utilize work study funds to pay our students to do internships (this is standard operating procedure at other local colleges like SFSU, CCSF, and UC Berkeley). This would be a way for us to approach local elected officials' offices and "offer" them a paid intern, essentially creating a reserved Chabot Political Science internship in their office. Our students would not have to compete with students at other four-year schools for internships if this model were implemented. Furthermore, it would give lower income students the ability to quit their job for an internship, as they know they would be earning while getting career training. It always breaks my heart when I see primarily students from a more comfortable economic background taking advantage of internships, especially when we could be subsidizing lower income students who are just as talented and well suited for these opportunities.

Political Science

I believe that this project proposal aligns perfectly with President Cooks' Goal #6: Strengthen the community relationships with community-based organizations, corporations, and educational agencies. Political Science is situated perfectly to create lasting bridges between Chabot College leadership, and local political leadership, and our students.

This project proposal would also bolster President Cooks' Goal #5: Expand our workforce development through increasing the number of Career Technical Education (CTE), Early Childhood, various apprenticeships, and economic partnerships. These internships are real career apprenticeships where Political Science majors are concerned. I have helped many students obtain internships that have set them up for career success. Just over the past year I have helped former Chabot Political Science majors who completed internships while students at Chabot, developing their resume in the process, to get interviews and ultimately get hired in the Office of Governor Newsom and the District Office of Assemblymember Ortega after graduating with their BA in Political Science. This is a real opportunity to help set up students in an academic program for hands on career training and eventual career success.

Goal #3: Research why it is that there are so few POSC majors that transfer (why so many students transfer in POSC but few opt to complete the AA-T).

I am currently working with Cynthia Gordon Da Cruz and Noelle Adams to develop a research query to identify students along this path, and, based on what we find, implement some supports to help convince them to opt-in to the AA-T before transferring.

Psychology

We are continuing our efforts to support student success with a focus on degree attainment in Psychology. Our course enrollments are strong and we have been mostly successful in scheduling adequate courses required for completion of the Psychology degree.

Sociology

Goal 2: Continue to offer OER courses and a ZTC degree. We are continuing to make progress with this goal. Spring 2024, we will offer SOCI 5 as a ZTC course for the first time since we have offered the course. Sociology is participating in the ZTC Acceleration grant and if this grant is funded, all of our courses will be offered as a ZTC by Fall 2026. In addition, as part of this grant, faculty in the discipline will learn to use Libretext and will Remix/edit textbooks to sustain the courses as ZTC. With this grant, we are also planning to create Canvas Course Hubs, where instructors will share the OER/ZTC resources they develop/use for their courses to share with other instructors teaching the same course.

Goal 3: Increase the number of Speaker Events

In April of last year, we held our annual Earth Week conference, which featured a number of speakers and panelists. More than 500 students attended these events which focused on climate, environmental problems, and sustainability solutions. We plan to continue organizing Earth Week events.

Name of Program,  
Discipline, Area  
or Service

Question: What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

Anthropology	<p>1) The Anthropology Department will submit this year a request for the hire of a full-time Biological Anthropology or Archaeology Instructor through Faculty prioritization process.</p> <p>2) Additional six hours have been requested for Professor Graver to continue to support efforts for goal #2.</p> <p>3) An additional section of ANTH 13L Forensic Anthropology Laboratory is being added to the Spring 2024 Schedule of classes. As course offerings increase, faculty to instruct the classes is required for the growth of the program.</p> <p>4) The Anthropology Program aims to develop the field of archaeology at Chabot. A full-time faculty is needed to embark in this project that will require the request of a piece of land on campus to bury corpses to analyze the decomposition process through Facilities Requests.</p>
Early Childhood Development	<ul style="list-style-type: none"> <li>• Expanding our Associate Teacher COA has resulted in fewer of those certificates being awarded;</li> <li>• With more students opting for the AS-T fewer are getting the Basic Teacher COA as it is not stackable with the AS-T;</li> <li>• With most classes online and many asynchronous students are not on campus and we have fewer opportunities for students to meet Terra and get her guidance in applying for certificates and degrees.</li> <li>• Our students continue to be impacted both by Covid and by inflation; with many working in a field under great pressure, fewer are able to complete their degrees.</li> <li>• Lack of personal, face to face contact also impedes our ability to establish relationships with students to encourage persistence and completion;</li> <li>• Fewer of our students have the time to devote to being a tutor in Learning Connection.</li> </ul>
Early Childhood Development Lab School	<p>Staffing the classrooms is a challenge for the ECD Lab School. The center must meet specific educational expectations put forth by the State and Federal regulations as well as passing a livescan process.</p>
Economics	<p>There is no full-time faculty member. This limits the participation in college wide processes.</p>
Ethnic Studies	<p>We've noticed that it's challenging to maintain communication with declared majors to make sure they're meeting degree requirements and GE requirements. We're looking into developing a Canvas site to communicate regularly with majors, as email communication hasn't resulted in much success.</p> <p>Currently more emphasis has been placed on meeting Area F requirements, as the process is challenging and we've had to rewrite our courses to meet state and CSU expectations. The process hasn't been very transparent and we've had to resubmit courses for Area F evaluation multiple times.</p>

The greatest challenges have been with Goals #3 and #4.

Goal #3 Training will provide tools and recommendations that parents can use to support children who have experienced trauma.

FKCE trainings offer tools and recommendations for next steps. Also, training evaluations have been revised to ask about the usefulness of the materials, whether or not they received helpful answers to their questions, and whether or not they expect to be able to use knowledge gained in their parenting practice. However, quantifying effectiveness over time is difficult. However, while FKCE training offers tools and recommendations, quantifying effectiveness over time is difficult. This goal would benefit from further progress.

Foster and Kinship Care  
Education (FKCE)

Goal #4 Increase offerings in Spanish by 20%.

Adding Spanish offerings to the schedule has been relatively simple; however, ensuring enrollment has been a greater challenge. As a result, we have:

1. secured a Spanish trainer with knowledge of a variety of topics
2. listened and responded to community recommendations that Spanish post-trainings be offered in person
3. identified a bilingual staff member to make personal calls and outreach to Spanish caregivers to encourage their participation
4. started the search for an additional Spanish bilingual resource parent trainer who can support Spanish offerings

A majority of our classes offered (15/19 on the schedule on average) are physical science (earth science) classes, but all our classes are listed in social sciences division. This results in 2 major shortfalls for us. (1) Other faculty/administrators etc on campus being unaware of the classes we offer and (2) students are likely not looking in the social sciences for the classes. The end result is that the majority of students that take our classes will not be majors. The reason is that students tend to take Physical Geography for their GE Physical Science requirement later in on of their last semester and have already selected a major. Also, generally, these students self select as students that do not think they are good at science which is why they select Geography for their physical science requirement. They think the class will be about naming countries when the course curriculum is actually an exploration of earth systems science, with an introduction to processes in the atmosphere, hydrosphere, biosphere and geosphere. (I know this through 8 years of survey in the physical geography lecture class). Ultimately, we have very few majors and this means that all our majors classes are relatively low enrolled. This limits our ability to respond to goals 1, 2, and 3. Another problem is that when faculty do not see these classes in STEM where they look for them, (i.e. meteorology, climate, hydrology, geology, environmental classes that my department offers) they create them thinking we do not have them at Chabot, and then we are running the same classes on both sides of campus (in STEM and in SS) which is bad for both programs but the worst for my program because they are not expected to be in the Social Sciences.

Geography and  
Environmental Studies

Our highest enrolled classes are Physical Geography Lecture and Lab, but we have to swap these for majors classes to not hinder completion rates for our very few majors. This means that we have one less section of a high enrolled class (44 students) in lieu of a low enrolled majors class (about 25 students or less). Most of our majors classes are already only offered once a year so we can not reduce the amount these are offered. By comparison, Physical Geography lecture and Lab classes are primarily filled with non majors working to complete their GE Physical Science requirement. They self-select as a group of students that do not think they are good in science and require additional support structures to keep success rates high, which take a lot of extra support such as organized group study sessions, tutors and office hours in addition to high touch teaching strategies. This style of teaching can only occur if a faculty has the time to put more energy into the class. I am currently working to get one additional class or 2 of high enrolled classes (GEO 1 lecture and ENST 1 lecture) to try to balance this out.

Another challenge is that all but one adjunct can not teach in-person classes and it is very hard to find someone to teach in our area. I hired 6 instructors in the last 5 years and only retained 1.

One challenge the discipline faces is the surge in fake students enrolling in courses. Our enrollments have taken a significant hit in our attempt to weed out these “students”. While opening week assignments can weed out most of these students, the temporary unavailability of our courses discourages students from attempting to enroll before semesters begin and once the semester starts. Only the most persistent of students will attempt to enroll only after fake students have been dropped.

History We realize that this is a nationwide issue. Until the state initiates an effective technological response to this issue, the college and district needs to develop a unified policy that allows faculty to drop reasonably suspect false enrollments before the semester begins to give legitimate students the opportunity to enroll.

With the pandemic receding, significant enrollment pattern shifts remain. Demand for online sections remain high, while demand for in-person course is more slowly returning. Recruitment to the major needs to be adjusted to account for this shift and undertake the more difficult task of recruiting online.

PACE

1. PACE Coordinator position is now staffed with a full-time faculty who is enthusiastic and conscientious, and he is a support to our counselor already in first six months, which improves our functioning. The timing of confirming faculty teaching assignments has been complicated in the past few years, due to accelerated deadlines. The coordinator works closely with deans in confirming faculty, and we do our best to prioritize those who are a ‘fit’ for our students and program.
2. 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.
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. The PACE Program has not received this data from A&R.
4. The major hindrance is that we currently (and historically) do not have adequate counseling faculty support. PACE has one counselor assigned to PACE part-time (16 hours per week) and a faculty coordinator with 3 CAH reassigned time to the program. The contractual 16-hour limit for part-time counseling faculty is a huge hindrance for a program with only one part-time counselor. In addition, this October, our PACE Counselor has accepted a 29 hours/weekly position in General Counseling, so we have the challenge of finding her replacement, and addressing the workload shortfall. She is now allotted just 5 hours/weekly to provide services to PACE students and related responsibilities. Our program would benefit from assistance in updating our website on a consistent basis.

Political Science Institutional support would be greatly appreciated in helping to achieve Goal #2. I would love to have the opportunity to present this idea to President Cooks (a UC Berkeley International Political Economy alum) in hopes of making my case for institutional support.

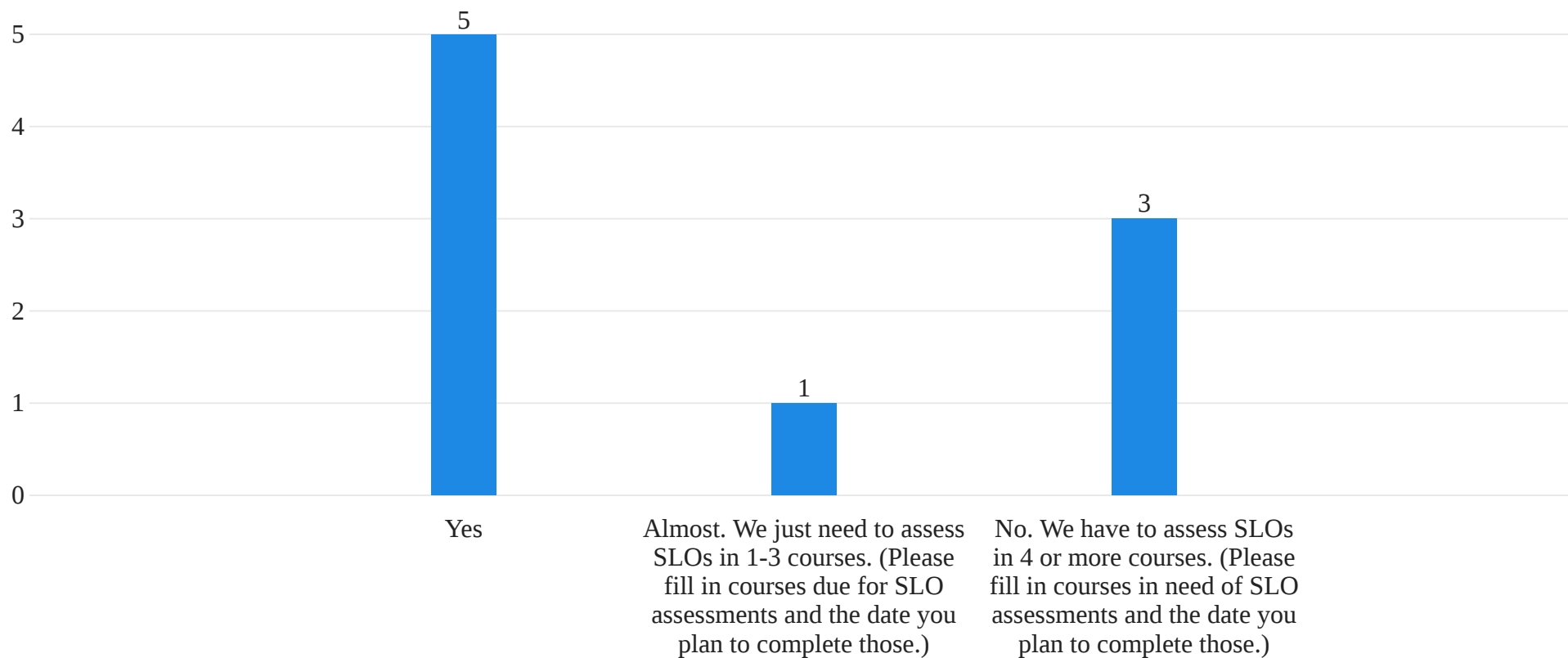
Psychology Overall enrollments are down and our discipline, like most, has been impacted. While our per course enrollments and student success data have been solid, our overall allocation has shrunk. The college-wide decrease in enrollments will likely negatively affect the trend for number of psychology degrees earned during this program review cycle.

Sociology Goal 1: Increase the number of students majoring in sociology and completing an AA-T Degree in Sociology. We are continuing to work towards this goal. The number of degrees awarded has decreased since 2020 from 64 to 36. We participated in the Social Science SCFF Majors project to support our sociology majors, but this funding is no longer available. We are continuing to increase the number of majors by participating in the Social Science Open House and through our OER/ZTC work in our program. We are consistently offering all the courses students need to complete their degree, both as online and in-person formats. The success rates of our courses have increased from 71% (Fall 2020) to 74% (Spring 23). Our challenge is to support students who are currently sociology majors and to continue to promote the sociology AA-T degree.

## Learning Outcomes Assessment Results (SLOs & PLOs)

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

9 Responses





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

12 Responses

Name of Program, Discipline, Area or Service	Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date you plan to complete those.) - Text
Anthropology	ANTH 4 is being assess this semester.
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)	N/A
Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

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

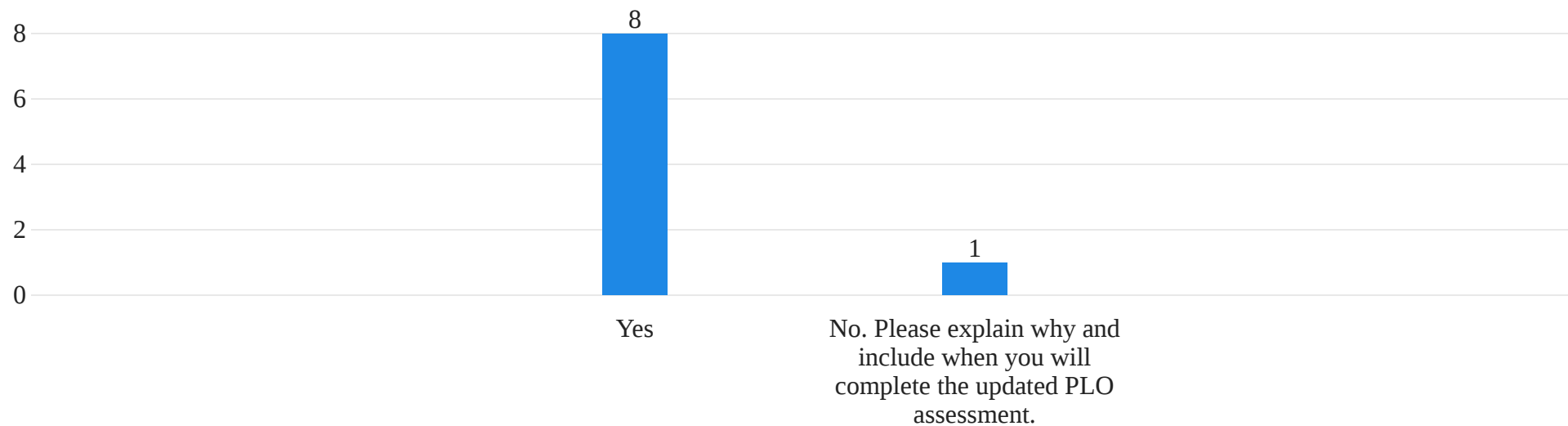
12 Responses

Name of Program, Discipline, Area or Service	No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date you plan to complete those.) - Text
Anthropology	N/A
Early Childhood Development	ECD 30 (Spring 24), ECD 31 (Fall 23), ECD 32 (Summer 24), ECD 33 (Summer 24), ECD 34 (Summer 24), ECD 35 (Spring 24), ECD 36 (Fall 23), ECD 37 (Summer 24), ECD 38 (Fall 23), ECD 39 (Fall 23), ECD 50 (Spring 24), ECD 52 (Fall 23), ECD 54 (Fall 23), ECD 56 (Fall 23), ECD 59 (Fall 23), ECD 62 (Fall 23), ECD 63 (Fall 23), ECD 67 (Fall 23) ECD 68 (Fall 23), ECD 69 (Spring 24), ECD 79 (Spring 24), ECD 83 (Fall 23), ECD 87 (Spring 24), ECD 90 (Fall 23), ECD 95 (Spring 24), ECD 96 (Spring 24)
Early Childhood Development Lab School	N/A
Economics	N/A
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A

History	Working with CC to complete by end of Fall 23 (1,7,8,12,42,43,48,52,53,62,63)
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

### Is assessment for all PLOs in your program up to date?

9 Responses



### Is assessment for all PLOs in your program up to date?

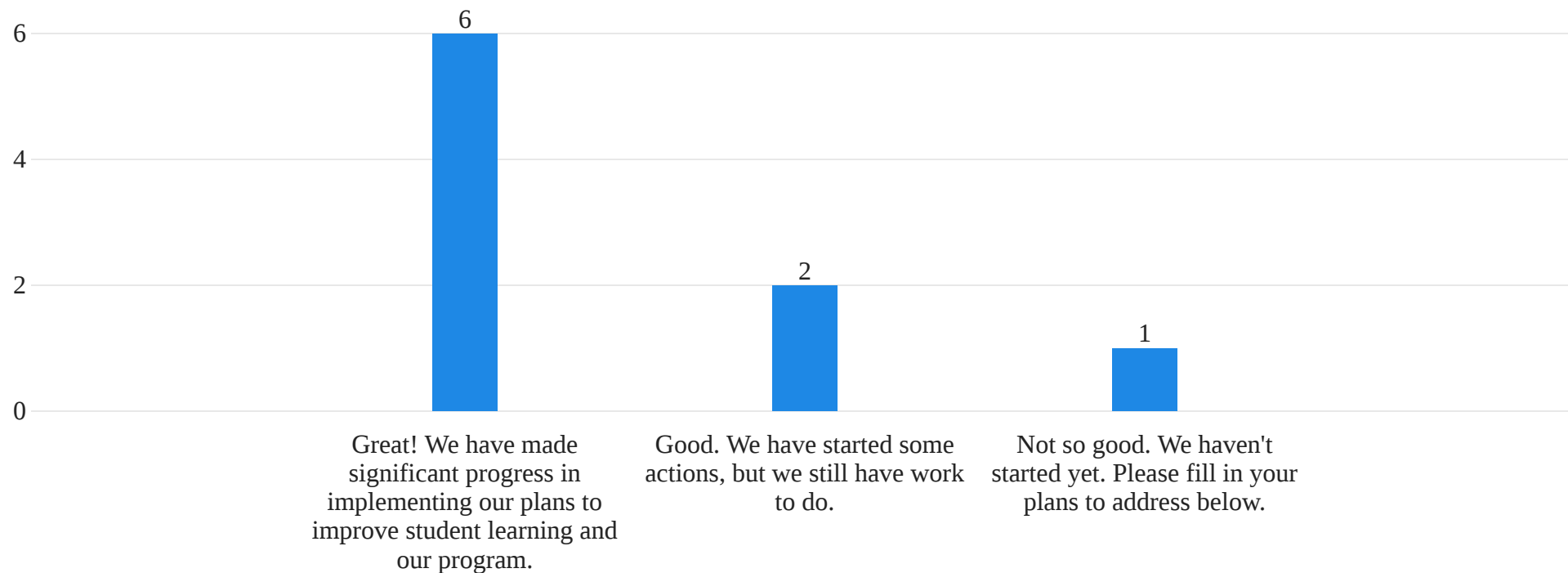
12 Responses

Name of Program, Discipline, Area or Service	No. Please explain why and include when you will complete the updated PLO assessment. - 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)	N/A
Geography and Environmental Studies	N/A
History	This will be the third year of the History AA-T. For next year's comprehensive PAR, we will include a full assessment of the PLO
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

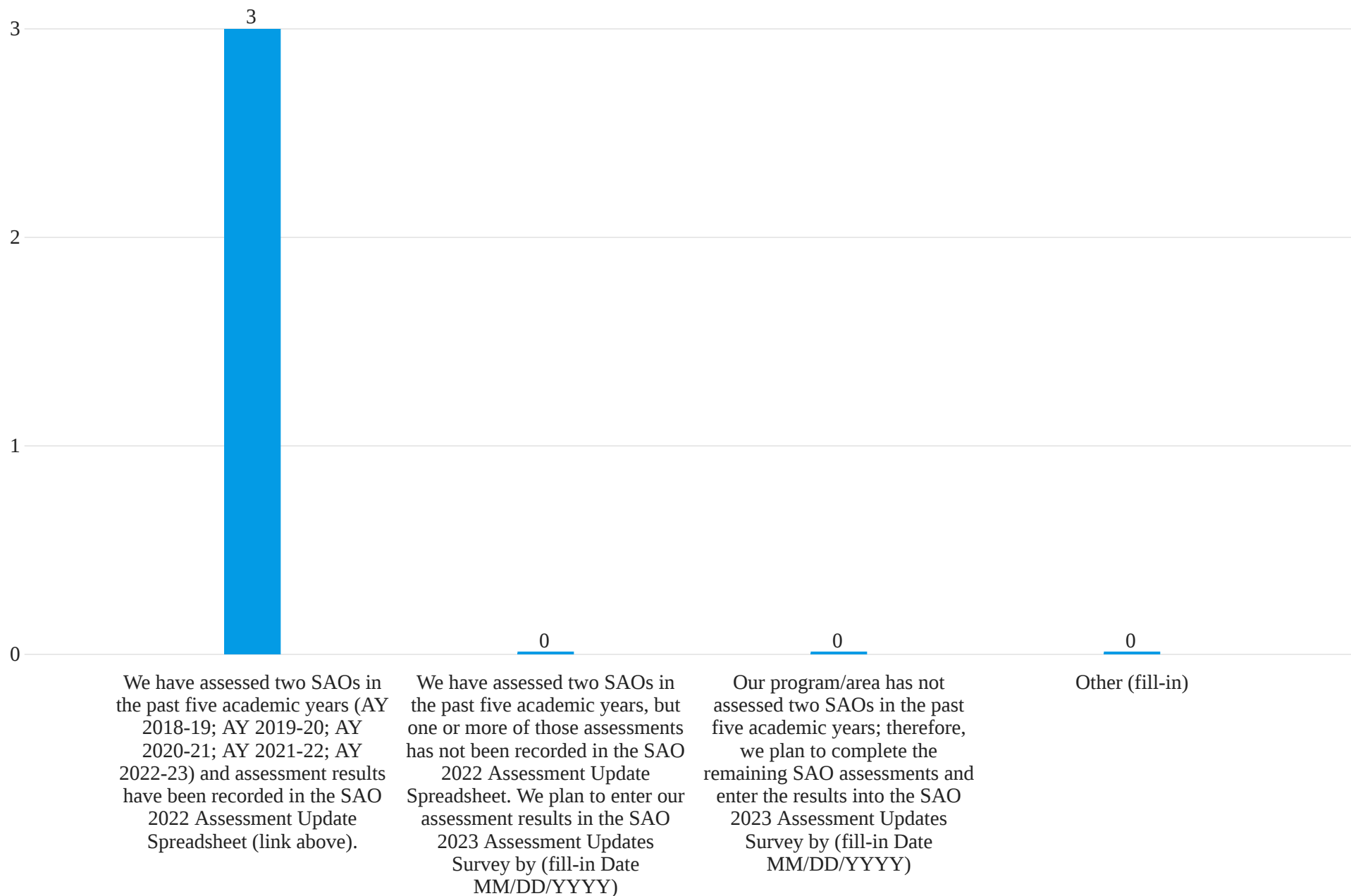


12 Responses

Name of Program, Discipline, Area or Service	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	There is no full-time faculty lead to work on this.
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

Please check the statement that best describes your program's/area's SAO assessments.

3 Responses





## Rationales for Resource Requests

12 Responses

Name of  
Program,  
Discipline,  
Area or  
Service

Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?

PAR goal #2 is to provide constant maintenance to a vast specimen collection that includes articulated skeletons, skulls, fossils, bones of modern humans, hominids and other primates. These materials are utilized cross ANTH 1 Biological/Physical Anthropology, ANTH 1L Biological/Physical Anthropology Lab, ANTH 2 Introduction to Archaeology ANTH 13 Forensic Anthropology & ANTH 13L Forensic Anthropology Lab. Gola #2 is directly linked to Goal #1, which request the hire of a full-time Biological Anthropologist or Archaeologist.

Anthropology

The field of Anthropology is divided into four subfields; Social Cultural Anthropology, Linguistic Anthropology, Archaeology and Biological/Physical Anthropology. Currently at Chabot College, one full-time Social Cultural Anthropologist over sees all four areas. Another full-time faculty with a background in Biological Anthropology or Archaeology is required to address gaps in faculty expertise; as well as to oversee the specimen collection and specific courses in this area. Additionally, one of the two full-time Anthropologists retired after Academic Year 2019-2020. We need someone who can take the lead on Biological Anthropology and Archaeology courses, conduct field work, and maintain/augment our specimen collection.

Early Childhood  
Development

All of our goals would be supported by institutionalizing our Professional Development Coordinator, who supports students in planning their coursework, applying for certificates and permits, and outreach to the community. Our goals for improving student learning would be supported by allowing us to hiring student assistants in our practicum class. Our goals of creating pathways and supporting the workforce, in light of the tremendous changes and challenges in the field, would be supported by giving us the resources to attend conferences in which we could network and collaborate with colleagues across the state and the nation in meeting the standards for early childhood education that are required by our accrediting agency and our state regulators.

Early Childhood  
Development Lab  
School

The new CCAMPIS grant, \$2 million dollars, will support the need for 2 new classified team members to open the Infant/Toddler classrooms is a new resource and much needed. Requests submitted.

Economics

There is a need for a full-time faculty member to support SLO assessments.

Ethnic Studies	<p>Reassign time or CAH for faculty to have time to develop and propose intro level Ethnic Studies courses; augment degrees and courses according to Area F/7 requirements, Title V mandates related to ethnic studies, to develop courses that meet upcoming C-IDs in our discipline and new ADTs in our discipline</p> <p>CAH/F-hour for faculty to participate in learning communities to support student learnings - ie Movement, RISE, Umoja, Puente</p>
Foster and Kinship Care Education (FKCE)	<p>To fully meet PAR goals, FKCE needs:</p> <ol style="list-style-type: none"> <li>1. Staffing: 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), 20 professional experts that need to be rehired every 6 months, and 10-15 contracts per year, classified staff support is vital to ensuring program success. Additionally, FKCE aims to add childcare to in-person trainings, which will add more professional experts (childcare staff) and result in an additional layer of operations that need support.</li> <li>2. Space: With the return to in-person activities, FKCE needs space for childcare while parents are in training. FKCE needs rooms in one building that will allow two rooms for training and an additional two rooms for childcare.</li> </ol>
Geography and Environmental Studies	<p>We need the GIS software to continue the GIS certificate and 3 GIS classes.</p>
History	<p>We will be submitting a request to faculty prioritization to replace the recent retirement of history professor Jane Wolford. In the last three years we have had two full-time history professors retire (Rick Moniz and Jane Wolford) and have not replaced either of those lines. More to the point professor Wolford developed and taught the women's history series which is a critical aspect of our history program and essential to fulfilling the mission of this campus. The hiring of a full-time historian with a specialty in women's history is a priority for the history program.</p>

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 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.

PACE

- PACE SAO#2: PACE counselor, Patrise Diaz, has over 400 counseling contacts with students each semester, all of them online. She responds to student inquiries, creates SEPs for all PACE students, and meets with PACE students to assist them with the schedules using a small laptop. The usage of a laptop as a work tool is a necessity to serve PACE students. Due to the amount of time spend by the PACE Counselor working through a laptop, we would like to request a laptop with a more suitable size monitor.

- PACE SAO#2: PACE Coordinator, Javier Espinoza Barajas, represented the PACE Program during Chabot Welcome Day and plans to represent the program on Oct 18th at a Hayward Area Recreation H.A.R.D. event in Hayward at the Cherryland Community Center. The PACE Program would like to request marketing materials such as a table cloth, a retractable banner stand and other marketing materials with the PACE logo for marketing purposes throughout college events such as the Social Sciences Open House and Gladiator Day.

- PACE SAO#2: PACE doesn't have much of a logo, just PACE in caps & Italics. PACE Coordinator, Javier Espinoza Barajas and Graphic Designer Craig Shira are collaborating in the development of a more appealing PACE logo.

Political Science

None

Psychology

N/A

Sociology

We need funding for our ZTC goals, but we are hoping that sociology will be awarded funds through the ZTC acceleration grant.

Several years ago we participated in the Social Science SCFF Majors project to support our sociology majors, but this funding is no longer available. It would be extremely beneficial to have funding for a dedicated majors and outreach coordinator to attract more students to sociology at Chabot and support current sociology majors.

## Response to Enrollment (Optional Question)

12 Responses

Name of Program, Discipline, Area or Service

Question: Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)

Anthropology

N/A

Early Childhood Development

Improving the registration/enrollment experience; clarifying the schedule so students can easily see which courses are online, which are hybrid, which are synchronous, etc. without relying on the “notes” column that many students do not see, and doing away with the “TBA” designation for online classes (this confuses students who then panic about when and where the class will be held). Improving online instruction. Offering classes in person in the community (at school district sites, libraries, etc.) Waive fees for non-credit classes so they are completely free. Expand access to counselors. Create a cohesive plan for dual enrollment.

Early Childhood Development Lab School

Ensuring a smooth process for students from application to enrollment to in-the-classroom instruction, to completion.

Economics

N/A

Ethnic Studies	<p>Free parking at Chabot College</p> <p>Make tuition free for all students</p> <p>At least consider a task force to explore the potential or possible effects of free parking and/or tuition</p> <p>Update Class-Web interface to something more phone friendly - we've found that students are confused, might get discouraged if they can't figure out how to add</p> <p>Continue offering hybrid and online courses - seems like this isn't going away and these courses have higher enrollment (event waitlists)</p> <p>Continue offering resources to support transition to OER</p> <p>Bottom line: reduce cost for students as much as we can - our students are struggling with food, housing, employment, etc.</p>
Foster and Kinship Care Education (FKCE)	<p>I would recommend surveying the local community and/or adding more community listening sessions to better assess needs, interests, etc. Enrollment will be driven up or down by the community and further conversations would be a good starting point.</p>
Geography and Environmental Studies	<p>Hire a designated person to work one-on-one with each department to help us create certificates and degrees (increase our funding)</p> <p>Unfortunately, although we all want our Chabot community back, I think we need to continue offering a larger number of asynchronous online classes to keep enrollment/productivity up.</p>

Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)

The district needs to be more inventive in encouraging students to attend the colleges. It's hard to compete against other districts (e.g. Peralta) when they offer free enrollment. What has the district done to encourage students to come to its colleges? In a region in which students have a wide variety of schools from which to choose, the district needs to engage in the competition. Billboards simply won't be enough. We need to offer students both an academic and economic reason for attending our school.

#### History

In addition, the school needs to become a more welcoming place. For example, at the beginning of every academic year the district closes its campuses to hold meetings. How welcoming is that? Instead, the campus should be opened up to encourage last-minute enrollments, welcome new and returning students, offer resources, training and support to help students start the school year prepared and eager. During those first two days, instructors could be on campus preparing to teach and participating in efforts to recruit. It could be a true Open House without the burden of negotiating class schedules and assignments. (Any meetings the district and/or colleges need could be held on Friday of the 1st week.)

There is a continued need to support our students in the online learning process. Although it has been a few years since the shift to the online learning modality it is clear that students could still benefit from regular support in navigating online curriculum. We believe that the campus has made this a priority but also understand that there needs to be more support available for students on a consistent basis. Much like the trainings and review process for faculty we believe it would be beneficial to incorporate more high touch strategies that support our students in this particular area.

PACE

N/A

### Improving Enrollment:

- Improved social media marketing that is engaging and cool
- Making Chabot free and advertising this
- Incorporating more living wage tech-aligned career certificates so students can take advantage of the booming tech sector that exists within a 10-15 mile radius of our campus (see Merritt College's Cybersecurity certificate program), perhaps by approaching tech career partners for funding support and direct career pathways.
- Supporting faculty that want to make their programs more engaging through funding and supporting those that want to offer more outside of the classroom (i.e. internships, field trips, access to campus vehicles (difficult to access because generally reserved for athletics), etc.)

Political Science

Psychology

For asynchronous online courses, many students are lost in the gap between registering for the course and logging in for the first time. We suspect this loss of enrollment exceeds 10%, and may well exceed 15%. We wonder if the college could do more to automate a nudge to these students?

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Three areas our College should focus on are:

-Smoother application/enrollment process. Ideally, the enrollment process should be fast and clear. For example, electronics in the past used to come with booklets' worth of instructions that were simply tossed away. Nowadays, smart phones come with little to no literature. They are accompanied by simple and intuitive guidance to operate. I envision a much more simplified and quicker process for our potential students to follow.

Sociology

-Mass marketing/outreach- I think each division, or even program, should have a dedicated outreach person who's versed in different social media platforms such as Instagram and TikTok. Our College needs a team of outreach specialists to highlight all the programs we have, the benefits of attending college, and the fact that attending community college is much less expensive than the traditional college route.

-Retention- As students return to campus, we need to up our efforts to make this a campus students want to stay at. This includes more student life activities (i.e. concerts, DJs, evening events), more library hours, and more food services available throughout the day. More events like Gladiator Day should take place throughout the semester.

## One Thing To Tell President Cooks (Optional Question)

12 Responses

Name of Program, Discipline, Area or Service	Question: As you know, President Cooks assumed the role of Chabot's 10th College President on August 1, 2023. If your program/area could tell President Cooks one thing he needs to know about your program/area, what would it be?
Anthropology	N/A
Early Childhood Development	<p>That we are a dynamic program with an excellent reputation in our community for educating teachers, as demonstrated by the multiple providers who have come to us to establish apprenticeships and contract ed work-based learning programs. While Early Childhood is in our name, we provide instruction in project-based teaching, authentic assessment, culturally-responsive pedagogy, and social/emotional learning that can be applied throughout the grade levels. We have students who start out working in preschool, move to after school care and then to credential programs to work in the TK-12 system. We would like his support to strengthen the teacher pipeline from Chabot to 4-year institutions to credential programs so students who want to work in any sector of the education system can get the information and support they need to reach their goals; and so that our ECD students have access to the transfer pathways that give them multiple options and access to satisfying careers that pay a living wage – whether those students are first time college students coming right from high school, career changers, older teachers who return to complete a degree or apprentices who are working while they attend class.</p>
Early Childhood Development Lab School	<p>Our program supports the low-income population, the vulnerable population, and the disproportional population by providing subsidize childcare for working families, families in college or adult school, families looking for employment, or looking for other training opportunities.</p>
Economics	N/A



Ethnic Studies	<p>We think our Ethnic Studies Summits have supported our program goals of developing Ethnic Studies, creating pipelines and relationships with local high schools and 4-year colleges, and demystifying what our discipline is about. This is particularly crucial as Ethnic Studies is now part of the CSU and UC General Education, and part of Title V and Cal-GETC pattern.</p> <p>However, it's been challenging to secure enough funding to support the organizing of this summit, which has served 150-200 students in person and hundreds more online. We really appreciate the support we've received from President Cooks for our program and our summit. Can we discuss with President Cooks about how we may institutionalize the cost of this successful outreach event at Chabot college so that we can continue to offer this event every Spring?</p>
Foster and Kinship Care Education (FKCE)	<p>FKCE programs across the state are shrinking, but we are growing. In 2022/23, FKCE provided nearly 100 trainings to the foster and kinship care community in Alameda County and beyond. We served over 380 unduplicated participants (720 duplicated participants) in offerings included Infant Stimulation, ADHD Awareness, Understanding Trauma, Implicit Bias, MultiCultural Hair Care, and Cooking with Kids. For the first time, we collaborated with many organizations to hold the Care 2 College Conference at CSU East Bay to inform the community about college options for foster youth. We are a vibrant program with 20 professional experts who help support this effort, primarily as trainers. We need additional staff to support operations. Classified prioritization forms accompany this PAR.</p> <p>Further, to continue to expand our operations, we intend to resume offering childcare during Saturday trainings and need space to do so. We are planning to use 500, until we are able to secure a space more appropriate for our children and their needs.</p>
Geography and Environmental Studies	<p>My program is interdisciplinary and it doesn't fit well into any one division or guided pathway, which creates some issues. There are 3 main specialities; physical/earth science, cultural/environmental, and technology. One big issue is that students are looking in the wrong area for the majority of our classes which are physical/earth science and faculty and counselors sometimes do not know that Geography classes include earth science curriculum. Another challenge is that my speciality is physical/earth science and I am struggling to support the GIS certificate and cultural areas which I have less background in.</p>
History	<p>The demand for online courses in the History discipline reflects a shift that began with the pandemic and continues to effect enrollment patterns in our discipline. While calls for more on-campus offerings are understandable, they must be understood and responded to in studied and nuanced ways. Is the demand for more on-campus courses collegewide? Are there particular majors or programs that are in need for this increase? How can the college intelligently increase its on-campus course offerings? Can this increase be partnered with effective marketing and student financial and academic support strategies? These are questions that instructors in the discipline have.</p>

PACE

PACE counselor, Patrise Diaz, has over 400 counseling contacts with students each semester. She responds to student inquiries, creates SEPs for all PACE students, and meets with PACE students to assist them with the schedules. We could serve more students if we had more counseling hours. The PACE Counselor hours are capped at fifteen per week, which limits the number of students she can serve.



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## Sociology

Sociology is one of the few areas/disciplines where students can earn a ZTC AA-T degree.

DEIA is central to all our Sociology courses.

Social Sciences faculty are instrumental in organizing Chabot's annual Earth Week Conference, an unmatched series of events in the Bay Area that focuses on climate and sustainability.