

## Division: Social Sciences

### Name of Program/Area and Contributors

12 Responses

| Program/Area Name                        | Name(s) of the person or people who contributed to this review: | Which PAR Template did you fill out?                             |
|------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------|
| Anthropology                             | Javier Espinoza Barajas                                         | Academic Services                                                |
| Early Childhood Development              | Alice Hale, Ana Gutierrez                                       | Academic Services                                                |
| Early Childhood Development Lab School   | Yolanda Garnett                                                 | Student Services/Administrative Services/Office of the President |
| Economics                                | Martin Medeiros                                                 | Academic Services                                                |
| Ethnic Studies                           | Ismael Illescas and Kay Fischer                                 | Academic Services                                                |
| Foster and Kinship Care Education (FKCE) | Lael Adediji with review and collaboration by Robert Nakamoto   | Student Services/Administrative Services/Office of the President |
| Geography and Environmental Studies      | Suzanne Maher                                                   | Academic Services                                                |
| History                                  | Juan Pablo Mercado and Michael Thompson                         | Academic Services                                                |
| PACE                                     | Javier Espinoza Barajas                                         | Student Services/Administrative Services/Office of the President |

|                   |                                             |                   |
|-------------------|---------------------------------------------|-------------------|
| Political Science | Jessica Gallucci                            | Academic Services |
| Psychology        | Andrew Pierson, Rani Nijjar, Aldrian Estepa | Academic Services |
| Sociology         | Christina Mendoza, Mona Abdoun              | Academic Services |

## Campus-Wide Issues

### Reflections on Annual Priority Progress in Academic Year 2024-25

12 Responses

| Name of Program/Area        | Consider equity first. | Support and prioritize getting off “hold harmless” for the short- and long-term financial health of the college. | Presentation of marketing and communication plan by District and College with follow up year-end assessment (effectiveness) that shows how we will reach all our audiences and respond to critical needs. | Develop college ‘materials’ to support us in hiring, initiating management of budgets/funds and prioritize making professional development available, particularly training at the college in various “new” technologies. | IST should renew their focus on understanding how Chabot recommendations align with the district technology plan and interface with the college and district. | Senior Leadership and IST work with the district college technology services manager to support the district in matching needs with technology products and ensure we have training and support. |
|-----------------------------|------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropology                | Some Progress          | Some Progress                                                                                                    | Some Progress                                                                                                                                                                                             | Some Progress                                                                                                                                                                                                             | Some Progress                                                                                                                                                 | Some Progress                                                                                                                                                                                    |
| Early Childhood Development | Some Progress          | Substantial Progress                                                                                             | Minimal Progress                                                                                                                                                                                          | Minimal Progress                                                                                                                                                                                                          | Minimal Progress                                                                                                                                              | Minimal Progress                                                                                                                                                                                 |

|                                          |                                 |                                 |                                 |                                 |                                 |                                 |
|------------------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Early Childhood Development Lab School   | Substantial Progress            | Some Progress                   | Substantial Progress            | Some Progress                   | Some Progress                   | Some Progress                   |
| Economics                                | Some Progress                   | I don't know/ Too early to tell | I don't know/ Too early to tell | I don't know/ Too early to tell | I don't know/ Too early to tell | I don't know/ Too early to tell |
| Ethnic Studies                           | I don't know/ Too early to tell | I don't know/ Too early to tell | I don't know/ Too early to tell | I don't know/ Too early to tell | I don't know/ Too early to tell | I don't know/ Too early to tell |
| Foster and Kinship Care Education (FKCE) | Some Progress                   | Substantial Progress            | Substantial Progress            | Substantial Progress            | I don't know/ Too early to tell | Substantial Progress            |
| Geography and Environmental Studies      | I don't know/ Too early to tell | Substantial Progress            | Substantial Progress            | Minimal Progress                | I don't know/ Too early to tell | I don't know/ Too early to tell |
| History                                  | Some Progress                   | I don't know/ Too early to tell | Some Progress                   | Some Progress                   | Minimal Progress                | Minimal Progress                |
| PACE                                     | Some Progress                   | Some Progress                   | Some Progress                   | Some Progress                   | Some Progress                   | Some Progress                   |
| Political Science                        | Some Progress                   | Some Progress                   | Some Progress                   | Some Progress                   | I don't know/ Too early to tell | I don't know/ Too early to tell |
| Psychology                               | Some Progress                   | Some Progress                   | I don't know/ Too early to tell | I don't know/ Too early to tell | I don't know/ Too early to tell | I don't know/ Too early to tell |
| Sociology                                | Some Progress                   | Some Progress                   | Some Progress                   | Some Progress                   | I don't know/ Too early to tell | I don't know/ Too early to tell |

12 Responses

| Name of Program/Area                     | Question: If you would like to comment further on the selections you made above, please elaborate on what you observed. Be sure to mention the specific planning priority number you are referring to at the beginning of your response.                                                    |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropology                             | N/A.                                                                                                                                                                                                                                                                                        |
| Early Childhood Development              | Re Priority 3, while we have been presented with new branding, we have gotten little information on how to use this new branding in our own materials. Also, we have yet to see any marketing or promotion of the Winter Intersession or compressed schedule6 to students or the community. |
| Early Childhood Development Lab School   | N/A                                                                                                                                                                                                                                                                                         |
| Economics                                | N/A                                                                                                                                                                                                                                                                                         |
| Ethnic Studies                           | N/A                                                                                                                                                                                                                                                                                         |
| Foster and Kinship Care Education (FKCE) | #4 – Business Services and Informed K12 training have been useful. Informed K12 has been a welcome change. Can other forms such as Leave of Absence be added to the list?<br>#6 – AI training has been helpful with providing support for operational needs.                                |
| Geography and Environmental Studies      | N/A                                                                                                                                                                                                                                                                                         |
| History                                  | N/A                                                                                                                                                                                                                                                                                         |
| PACE                                     | N/A.                                                                                                                                                                                                                                                                                        |

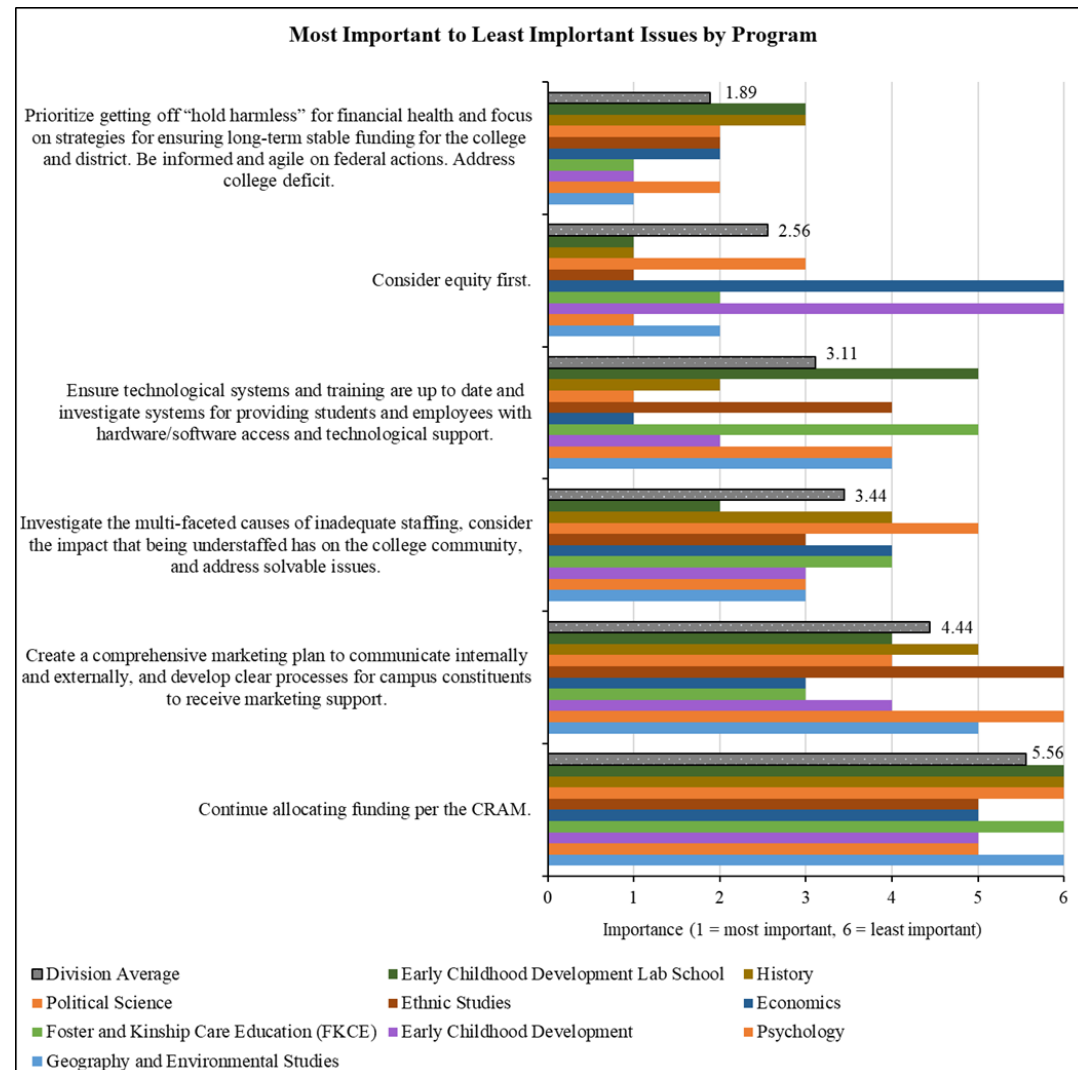
|                   |     |
|-------------------|-----|
| Political Science | N/A |
| Psychology        | N/A |
| Sociology         | N/A |

12 Responses

| Name of Program/Area                     | 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? Be sure to mention the specific planning priority number you are referring to at the beginning of your response. |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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<br>Environmental<br>Studies | N/A  |
| History                                   | N/A  |
| PACE                                      | N/A. |
| Political Science                         | N/A  |
| Psychology                                | N/A  |
| Sociology                                 | N/A  |

## Rank the Annual Priorities for the 2025–26 Academic Year



12 Responses

| Name of Program/Area                     | 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                             | We have identified a problem involving fraudulent student accounts registering for courses.                                                                                                                                                                                                                                                                                                                                                                  |
| Early Childhood Development              | Our application and enrollment systems need to be made as streamlined and easy to use as possible, to maximize our enrollment; our website should also be carefully looked at and updated so students can find important information quickly and easily.                                                                                                                                                                                                     |
| Early Childhood Development Lab School   | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Economics                                | Reestablish the academic integrity of online courses in response to the growing impact of AI. Nearly all online courses have been compromised by the widespread use of AI tools. If this trend continues, employers and four-year colleges may soon stop accepting online coursework for employment qualifications or transfer credit. Chabot urgently needs to expand and strengthen its proctoring systems to protect the credibility of online education. |
| Ethnic Studies                           | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Foster and Kinship Care Education (FKCE) | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Geography and Environmental Studies      | I am not quite sure what to do with the following point “Continue allocating funding per the CRAM” as I don’t know much about how this process is going. I did not include a number for it as I need more information about what this means. For example, would we follow a different process for resource allocation? If so, what is it? It could be better, but it could be worse etc.                                                                     |



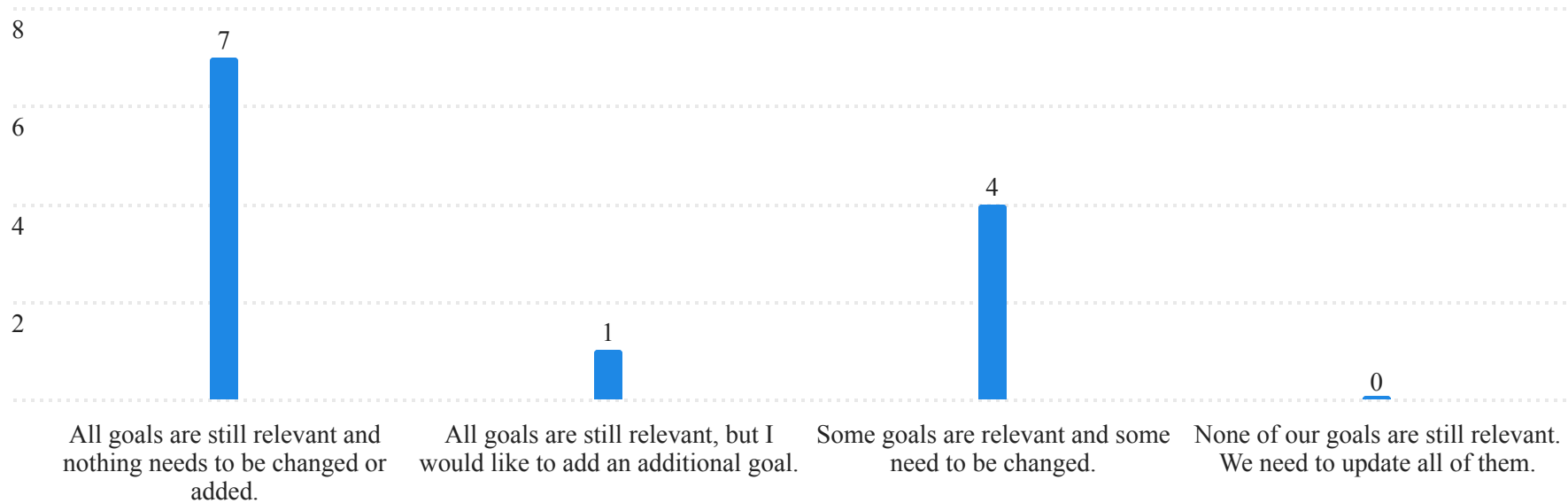
|                   |                                                                                                                                                                                                                                                                                                                            |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History           | N/A                                                                                                                                                                                                                                                                                                                        |
| PACE              | At this time, we are not addressing the hiring of new faculty or allocating additional resources to our program, including the allocation of hours for PACE counselors.                                                                                                                                                    |
| Political Science | I believe that all of these goals are highly important, it was hard to rank them because I think they are all critical. My first choice, however, is specifically related to the issue of pervasive AI in student work, and being able to have a tool that is college-approved for making AI related decisions in grading. |
| Psychology        | N/A                                                                                                                                                                                                                                                                                                                        |
| Sociology         | N/A                                                                                                                                                                                                                                                                                                                        |

## **Reflections on Your Own Goals Established in Fall 2024 PAR**

### **Relevance and Updates to Your Program Goals:**

**Keeping in mind that you have two years 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/Area                     | 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                                     |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early Childhood Development Lab School   | ECD Lab School expansion to include care for children ages 18 months to 36 months, and partnership with CAPE Early Head Start. In addition, expanding the Lab School's physical space. |
| Sociology                                | N/A                                                                                                                                                                                    |
| History                                  | N/A                                                                                                                                                                                    |
| Political Science                        | N/A                                                                                                                                                                                    |
| Ethnic Studies                           | N/A                                                                                                                                                                                    |
| Economics                                | N/A                                                                                                                                                                                    |
| Foster and Kinship Care Education (FKCE) | N/A                                                                                                                                                                                    |
| Anthropology                             | N/A                                                                                                                                                                                    |
| PACE                                     | N/A                                                                                                                                                                                    |
| Early Childhood Development              | N/A                                                                                                                                                                                    |
| Psychology                               | N/A                                                                                                                                                                                    |
| Geography and Environmental Studies      | N/A                                                                                                                                                                                    |

12 Responses

| Name of Program/Area                     | Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.) - Text                                                                                                                                                                                                                                                                               |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropology                             | N/A                                                                                                                                                                                                                                                                                                                                                                                                               |
| Early Childhood Development              | The goal about classes needs to be modified to include looking at additional short-term courses, and how the prereq requirements of the new CCN templates will impact the schedule; the goal about new pipelines needs to include investigating ways to make apprenticeship sustainable.                                                                                                                          |
| Early Childhood Development Lab School   | N/A                                                                                                                                                                                                                                                                                                                                                                                                               |
| Economics                                | N/A                                                                                                                                                                                                                                                                                                                                                                                                               |
| Ethnic Studies                           | The first goal may need to be changed since we would have to develop some classes, like Chicana Feminism class and an Intro to Chicano Studies class, to meet the new C-ID/TMC drafts that will be established soon.                                                                                                                                                                                              |
| Foster and Kinship Care Education (FKCE) | <p>We are very challenged with increasing Spanish participation by 15% each year with low enrollment in Spanish classes and limited requests for interpretation. This goal outcome is not on track; I would like to adjust this to 15% across 2 years.</p> <p>Goal 3 is relevant for 2025-26, but not a long-term outcome. Two programs in the region have been slated for elimination at the end of 2025/26.</p> |
| Geography and Environmental Studies      | N/A                                                                                                                                                                                                                                                                                                                                                                                                               |

|                   |     |
|-------------------|-----|
| History           | N/A |
| PACE              | N/A |
| Political Science | N/A |
| Psychology        | N/A |
| Sociology         | N/A |

### What is the current status of the goals your program/area established in Fall 2024?

11 Responses



## Reflections on Achievement and Challenges:

12 Responses

| Name of Program/Area                   | Question: So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropology                           | The Anthropology program is actively working toward offering an AA-T degree in Anthropology with Zero Textbook Costs (ZTC). This ongoing initiative includes identifying courses that qualify as ZTC, developing open-access instructional materials, and designing assignments that eliminate the need for traditional textbooks. Our goal is to reduce financial barriers for students while maintaining high-quality learning experiences.                                                                                                                                                                                                                                      |
| Early Childhood Development            | Our enrollment has improved, even for our few face-to-face classes. In Fall 25, very few classes had any spaces at the beginning of the semester. The number of certificates awarded has increased; this could be due to increased contact with our Professional Development Coordinator, our apprentices and passive awarding by A&R. Our apprenticeship partnership continues, dual enrollment has increased and has become more pathway oriented. Eden Area ROP is now offering dual enrollment classes and is becoming a pre-apprenticeship program.                                                                                                                           |
| Early Childhood Development Lab School | Goal#1-(Output) Increase parent workshops and enrollment are in progress with the addition of the new Program Director and Family Resource Coordinator, the lab school has begun to increase parent engagement activities and expanding enrollment by enrolling toddlers and partnering with CAPE Early Head Start Program. The Lab School has also implemented the CareConnect system which allows parents to sign in and out digitally and streamlines the enrollment process and program reporting to funders. (Outcome)- Increased parent participation, CareConnect system provides an easier way for parents to add to the waitlist, attendance, and reporting capabilities. |
| Economics                              | The conversion of the Economics Department to a OER/ZTC department was completed in Fall 2025. Work on including economics in the Dual Enrollment Program is ongoing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ethnic Studies                           | <p>The success rate for Latinx students is slowly increasing to 78%. This is slightly less than our success rate goal, but it is a good indicator that we are working towards meeting our goal by 2026. This is also true for African American students, whose success rate is also at 78%. The success rate for African American students in our discipline is 10% higher compared to the college-wide success rate for African American students in Spring 2025 and 3% higher for Latinx students' campus success rate.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                          | <p>Moreover, we are making great strides in developing and offering courses to help meet the Ethnic Studies GE requirement. We developed and submitted new courses: Introduction to Black Studies and Introduction to Native American Studies courses. We also started teaching African American History classes (ES 62 and ES 63). Three new courses were submitted last year that we started putting on the schedule: ES 12, ES 13, and ES 14.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Foster and Kinship Care Education (FKCE) | <p>Goal 1: Good progress thus far for one outcome. We were anticipating a budget cut to 22/23 funding levels, but because of our recent increase in participation counts, we were allocated a larger budget than 24/25. Our outcome to increase Spanish participation, however, has been mixed. We have increased Spanish participants in RFA and CPR, but our numbers in FKCE have decreased. Our plan to increase Spanish participation increase by 15% has not been successful across all three programs.</p> <p>Goal 2: Good progress on developing a strategy to maintain childcare during 24/25, as childcare has not been burdensome on the budget and our increase to our FKCE fund will help us free RFA funds and allow for consistent childcare.</p> <p>Goal 3: The outcome here is less than expected because the Chancellor's Office has announced cuts to the struggling programs. They will be closed at the end of June 2026. This goal is no longer relevant.</p> |
| Geography and Environmental Studies      | <p>The number of majors is steadily increasing. The number of majors was 7 in 2015-16, it is now 42. Wing and I created the Earth and Environment Program website and GIS and Environmental Studies pages. These are housed in the STEME pathway. Created group email for all majors and sending weekly updates on relevant events/internships etc after the majors site in Canvas was taken away.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## History

We've made good initial progress on two of our three goals including being more intentional on revising our course offerings and planning our schedules to streamline a path to requirement completion and graduation. We have also submitted a request to faculty prioritization for a new position in history. We'll be working to complete and present that faculty request later this fall.

## PACE

Our program has made significant progress toward its goals in several areas:

- **Alignment with CSU Requirements:** Our program offerings continue to align with the degree requirements implemented in the CSU system, ensuring that students are on track for transfer and degree completion.
- **Data Collection Efforts:** We have begun working on obtaining data that we currently do not have, specifically regarding the number of degrees and certificates awarded to PACE students and the number of PACE students who transfer to four-year institutions. This information will help us measure program impact more effectively.
- **Student Engagement and Enrollment:** We currently have 121 active PACE students, with 104 students already coded under PACE and an additional 17 students to be coded soon. We anticipate increased engagement in October and November as students prepare for Spring 2026 registration.
- **Counseling Support:** Each semester (Spring/Fall), Alison and I are allocated 8 hours total to support students. While this has helped with intake and orientation, we recognize the need for additional hours. We are requesting 4 hours of F-time each week to better assist with intake, orientation, and referrals.
- **Summer Support Needs:** This past summer, we had to close our online intake application due to the lack of allocated summer hours. Moving forward, providing 4 hours per week during summer, especially during the first two weeks of August, would greatly benefit students as they prepare for the fall semester.



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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>I have received useful data for Goal 1. I worked with Noell Adams on a query into Degree Works that gave me a list of students that have taken American Government + another POSC course, along with the semesters taken and their declared major.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Political Science | <p>As a discipline we have participated on the statewide ZTC AA-T grant, writing multiple chapters in one new OER textbook, and creating a full suite of supplemental materials and Canvas Course Shells for 3 Political Science OER textbooks in three different courses. We have participated in a series of meetings and webinars with two collaboration cohorts of Political Science faculty statewide, and these meetings will continue throughout the duration of the grant. Chabot's Political Science OER work will be shared out to Political Science faculty across all 113 community colleges statewide in Fall 2026, in order to spur them to convert their courses to OER using our groundwork, and will introduce new OER into 7 of our 12/13 Chabot Political Science sections each semester.</p> <p>Furthermore, we have created a new web site for Political Science, created a PlaylabAI chatbot with major-related advice and information, and begun offering Political Science majors office hours.</p> |
| Psychology        | <p>There was a small decline in our number of degrees earned, from 104 in 23/24 to 100 in 24/25. We believe it is too soon to say with confidence whether these data indicate a meaningful post-Covid trend in Psychology. We will continue to assess progress toward this goal of increasing the number of Psychology degrees earned.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Sociology         | <p>We are excited to be awarded a ZTC grant for sociology. Currently, we are using this grant to convert all our courses to OER/ZTC, including two new courses that recently got approved by the state (SOCI 20 and 22).</p> <p>We are also working on offering all our courses listed in the catalog at least once a year. We have only one outstanding course, which will be deactivated and replaced by a course that is part of the TMC.</p> <p>Finally, we are working on publicizing our degree information to all students in our classes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

12 Responses

| Name of Program/Area                   | 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                           | The Anthropology program continues to face significant challenges due to understaffing. With only one full-time faculty member and seven part-time instructors, the current staffing ratio limits our ability to fully support student success and program development. For the past nine years, we have consistently requested the addition of a full-time faculty position with expertise in Biological Anthropology or Archaeology to strengthen our curriculum and better serve our students.                                                                                                                                                                                                                                                  |
| Early Childhood Development            | Our degree awards are flat; many of our students struggle with completing transfer GE courses; poor advising has also held students up from getting ECD degrees, we hope that having a dedicated ECD counselor will help with that. We continue to have technical issues with the apprenticeship in terms of coding classes so that students are not charged fees, but the college collects revenue. Without a solution this program is not sustainable, nor will it be possible to expand to new employer partners. We need data on transfer rates, and we also need a way to track our students who have earned Child Development Permits. Finally, we might have plateaued on the numbers of students who will return for face-to-face classes. |
| Early Childhood Development Lab School | Some of the challenges to reaching the Lab School's goals are staffing, to meet ratios is a barrier to increasing enrollment. Staff technology capabilities in managing systems such as CareConnect (training needed).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Economics                              | It is difficult to find instructors who are both willing to teach on campus and teach high school students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Ethnic Studies                         | A challenge we see in completing the first program's goals is that the TMC for Chicano Studies requires some courses that we must develop, like Chicana Feminism and Intro to Chicano Studies. Instead of developing a new TMC in Chicano Studies, we will need to consider revising our SJS: Chicano Studies ADT degree or consider creating an AA in Chicano/Latino Studies at Chabot.                                                                                                                                                                                                                                                                                                                                                           |

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|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foster and Kinship Care Education (FKCE) | <p>Goal 2: Again, our participation in Spanish courses has been mixed. Two Spanish programs have increased because of our collaboration with ACSSA social workers who speak Spanish and outreach to the community. Our third Spanish program does not have the benefit of this outreach because of the large number of caregivers who would need to be called. This is a capacity issue.</p> <p>Goal 3: The outcome here is less than expected because the Chancellor's Office has announced cuts to the struggling programs. They will be closed at the end of June 2026. This goal is no longer relevant.</p>                                                                                                                                              |
| Geography and Environmental Studies      | <p>(1) We have yet to get a GIS full time faculty and this hire would grow the GIS majors and classes, offer GIS classes online, increase certificate so that it is a Chancellor-Approved certificate, connect students to local GIS internships, and advertise. (We currently do not have anyone full time who can knowledgeably explain these fields and support majors). (2) We struggle to keep up enrollments in Human Geography classes (GEO 2, 3, 5, 10, 12) as we do not have a full-time specialist in this area. Outputs: increase the # of students served in cultural geography classes and participate in majors events. Outcomes: increase course success rates in our low success and enrollment classes. Increase the number of degrees.</p> |
| History                                  | <p>The one area where we have made little to no progress is updating and revising the history program website. We will need to be more intentional in terms of planning and identifying deliverables along with deadlines with respect to revising the website.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PACE              | <ul style="list-style-type: none"> <li>• One of the main challenges has been limited counselor hours, which impacts our ability to provide consistent support for intake, orientation, and referrals. Currently, Alison and I are allocated only 8 hours total per semester, which is not sufficient to meet the needs of our growing student population.</li> <li>• Another challenge is the lack of summer hours. This past summer, we had to close our online intake application because no hours were allocated for PACE counselors. This created a gap in services during a critical time when students are preparing for the fall semester. The first two weeks of August are especially important for last-minute assistance, and without counselor availability, students may experience delays in registration and planning.</li> <li>• Additionally, we are still working on obtaining accurate data regarding the number of degrees and certificates awarded to PACE students and the number of students who transfer to four-year institutions. Without this data, it is difficult to fully measure program outcomes and demonstrate impact.</li> <li>• Finally, while we currently have 121 active PACE students (with 104 coded and 17 more pending), the limited staffing hours make it challenging to keep up with coding, outreach, and individualized support, especially as we anticipate more students reaching out during October and November for Spring 2026 registration.</li> </ul> |
| Political Science | <p>I have not yet studied the data in detail, the idea at this stage is to analyze the data, and then get in contact with a sampling of students in order to ascertain whether or not their intention is the major in Political Science. If affirmative, I will work with them to change their declared major with the college, and then talk to them about the benefits of completing the AA-T, which is the focus of Goal 2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Psychology        | <p>Constraints resulting from limited CAH allocation, fluctuations in enrollments, and inefficient technology for managing student course add requests likely influence our success in meeting this goal. We also note that there might be a shortage of tutors for our PSY 5 (statistics) course. We will continue our tutor recruitment efforts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Sociology         | <p>Given the challenges faced by generative AI (academic integrity, professional development to learn how to integrate AI as a teaching/learning tool), fraudulent enrollments, attacks on DEI, Common Course Numbering, and increasing amounts of administrative work, our biggest challenge is finding the time to work on all our goals and complete them in a timely manner.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## **Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)**

### **SLO (Student Learning Outcome):**

12 Responses

| Name of Program/Area                     | If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.                                                                                                                                    |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropology                             | N/A                                                                                                                                                                                                                                                                    |
| Early Childhood Development              | Our adjunct instructors struggle with the Meta platform, we have had changes in who the regular instructors are for two of the courses, and one course (ECD 91) was not offered when it was due to be assessed and will be done this spring.                           |
| Early Childhood Development Lab School   | N/A                                                                                                                                                                                                                                                                    |
| Economics                                | N/A                                                                                                                                                                                                                                                                    |
| Ethnic Studies                           | ES 2 should be exempt because it's been deactivated; ES 52 and 53 should also be exempt since it has not been taught and are cross-listed with/ HIS 52 and 53, which will be assessed this semester; ES 1, 5, 6, and 42 will be completed at the end of this semester. |
| Foster and Kinship Care Education (FKCE) | N/A                                                                                                                                                                                                                                                                    |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Geography and Environmental Studies | These are up to date.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| History                             | As a program we have made it a priority to complete and submit SLO data by the end of the fall 25 semester and we are making good progress on that priority. However a significant portion of our courses are taught by part time faculty, and it is increasingly difficult to be able to coordinate with them to be able to submit the necessary data. While we are appreciative of the updates and the training for how to complete and submit the data, that information is largely not being transmitted to our part time faculty. |
| PACE                                | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Political Science                   | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Psychology                          | We believe we have just one course that is currently out of compliance—we have a plan to remedy this by the end of the Fall 25 semester.                                                                                                                                                                                                                                                                                                                                                                                               |
| Sociology                           | One course, SOCI 8, was not assessed since it has not been taught in the past five years and will be deactivated.                                                                                                                                                                                                                                                                                                                                                                                                                      |

## PLO (Program Learning Outcome):

12 Responses

| Name of Program/Area | If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why. |
|----------------------|---------------------------------------------------------------------------------------------------------------------|
| Anthropology         | N/A                                                                                                                 |

|                                          |                                                                                                                                                                                                                                       |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early Childhood Development              | I believe we had trouble getting up to date information on what PLO assessments had been completed.                                                                                                                                   |
| Early Childhood Development Lab School   | N/A                                                                                                                                                                                                                                   |
| Economics                                | N/A                                                                                                                                                                                                                                   |
| Ethnic Studies                           | Some PLOs are due this academic year and next, and none are out of compliance.                                                                                                                                                        |
| Foster and Kinship Care Education (FKCE) | N/A                                                                                                                                                                                                                                   |
| Geography and Environmental Studies      | PLOs assessed in the 5 yr cycle                                                                                                                                                                                                       |
| History                                  | our degree program was recently created during the previous review cycle, so data was not collected or reported. However, we do plan on assessing our degree program and expect to submit that data by the end of this academic year. |
| PACE                                     | N/A                                                                                                                                                                                                                                   |
| Political Science                        | PLOs are all assessed within the 5-year cycle (submitted this semester).                                                                                                                                                              |

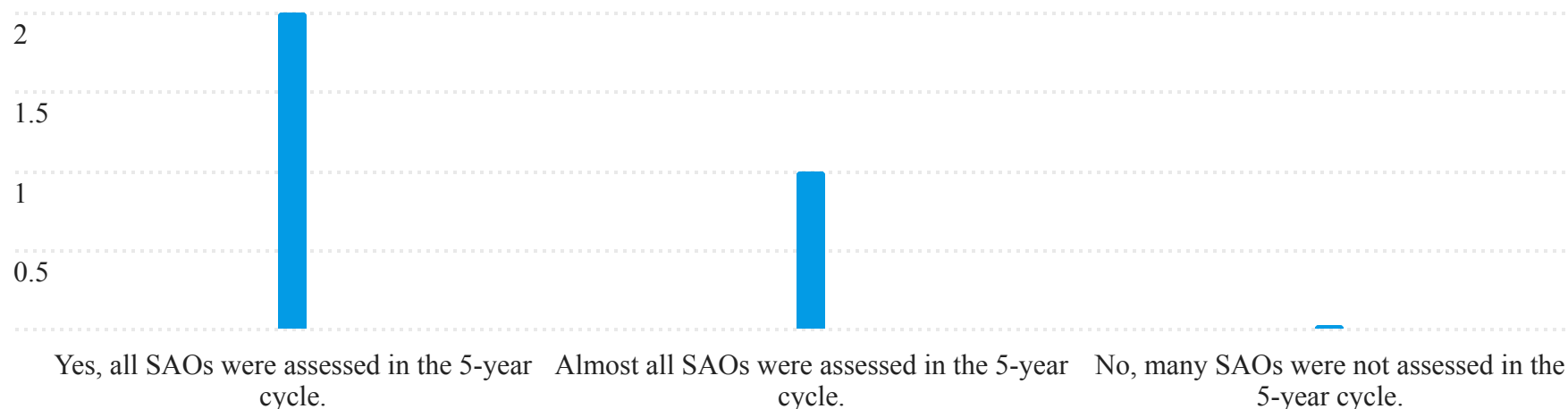
Psychology We believe that our Psychology PLO’s assessments were 99+% complete as of October 2024. Our PLO assessments were submitted and dean approved in early October 2024. We missed a small edit request (less than 60 seconds work) from the AOC which delayed final approval. Once we realized the delay, we completed the edits and resubmitted in early October 2025. We anticipate being in full PLO assessment compliance by mid-October 2025.

Sociology N/A

## Services Area Outcome (SAOs)

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

3 Responses





12 Responses

| Name of Program/Area                     | Question: If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why. |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Early Childhood Development Lab School   | N/A                                                                                                                          |
| Sociology                                | N/A                                                                                                                          |
| History                                  | N/A                                                                                                                          |
| Political Science                        | N/A                                                                                                                          |
| Ethnic Studies                           | N/A                                                                                                                          |
| Economics                                | N/A                                                                                                                          |
| Foster and Kinship Care Education (FKCE) | N/A                                                                                                                          |
| Anthropology                             | N/A                                                                                                                          |

PACE

## SAO 1: Degree and Transfer Alignment

## Outcome:

PACE program offerings will remain aligned with CSU degree and transfer requirements to ensure students are on track for completion.

## Measure:

Annual review of course offerings against CSU transfer requirements.

## Timeline:

Every academic year.

## SAO 2: Student Intake and Orientation

## Outcome:

Students will successfully complete intake and orientation to understand program requirements and available resources.

## Measure:

- Track number of students completing intake/orientation each semester.
- Post-orientation survey to assess understanding of program requirements.

## Timeline:

Each semester (Spring/Fall).

## SAO 3: Data Collection for Outcomes

## Outcome:

PACE will collect and maintain accurate data on degrees and certificates awarded, as well as student transfer rates to four-year institutions.

## Measure:

- Develop a reporting system in collaboration with Institutional Research.
- Generate baseline data by end of academic year.

## Timeline:

Initial data collection by end of Spring 2026; updated annually.

## SAO 4: Student Engagement and Retention

## Outcome:

Active PACE students will demonstrate continued enrollment and progress toward degree or transfer.

## Measure:

- Track number of active students coded under PACE each semester.
- Monitor retention rates from Fall to Spring and year-to-year.

## Timeline:

Ongoing, with semester reports.

## SAO 5: Counseling Availability

## Outcome:

PACE students will have access to counseling support during critical registration periods, including summer.

## Measure:

- Allocate 4 hours of counseling time per week during summer and regular semesters.
- Track number of students served during August and registration periods.

## Timeline:

Implementation goal: Summer 2026.

|                                     |     |
|-------------------------------------|-----|
| Early Childhood Development         | N/A |
| Psychology                          | N/A |
| Geography and Environmental Studies | N/A |

## Rationales for Resource Requests

12 Responses

| Name of Program/Area                   | Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need additional or new resources?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropology                           | <ul style="list-style-type: none"> <li>• One of the PAR goals in Anthropology is to expand Zero Textbook Cost (ZTC) offerings. For ANTH 1L, we currently use a virtual lab that simulates bone modules for students. This tool significantly enhances academic excellence by providing an interactive and accessible learning experience.</li> <li>• However, the licensing for this virtual lab is expensive and requires ongoing funding to maintain access and ensure quality instruction. Sustaining this resource is essential for meeting our ZTC goal while continuing to provide students with a high-quality, hands-on learning experience in a virtual format.</li> <li>• Moving forward, securing consistent funding for this tool will be critical to achieving our program's objectives and supporting student success.</li> </ul> |
| Early Childhood Development            | We need another full-time instructor in order to be able to meet the demand for dual enrollment courses and to support programs such as the apprenticeship, to complete SLO and PLO assessments, and to be able to offer more flexibility in our schedule. We also need release time for faculty to coordinate the lab experiences, coordinate the apprenticeship, and support outreach. We need to sustain the position of Professional Development Coordinator to assist students with planning for certificate completion, and we need to continue with our dedicated ECD counselor to assist students with planning for degree completion and transfer. We also need funds for travel to conferences on sustaining the apprenticeship and continuing to build the TK-12 teacher pathway.                                                    |
| Early Childhood Development Lab School | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Economics                              | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ethnic Studies                           | <p>- Need resources to support major growth and increase communication with Ethnic Studies, particularly Chicano Studies majors; creating a new degree in Chicano Studies, which also requires the creation of new courses in the Chicano/a/x Studies discipline.</p> <p>- Need resources to consider what supports African American and Latinx student success rates in our courses.</p> <p>- Need more CAH and paid time to write and rewrite ES courses that meet Ethnic Studies GE - the articulation process is opaque and inconsistent, and some classes are returned, not meeting GE articulation. If ES 1 does not meet articulation (we just submitted our 3rd revision), we will need to change our course schedules, and that may cause disruption in student ed plans and interruptions in enrollment. Communication with/ counseling and programs may be needed.</p> |
| Foster and Kinship Care Education (FKCE) | At the moment, FKCE is in greatest need of Spanish-speaking staff to encourage participation by Spanish speaking caregivers. This has to be met through collaborative efforts with Social Services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Geography and Environmental Studies      | The GIS certificate may need help getting funding for GIS software. This was previously paid for through STAC/STARTE, College Buys program for the college, but ESRI GIS is no longer included as an option for this package so the division and department now must find the annual \$3,000.00 to purchase the GIS software. We cannot offer the classes or certificate if we do not have this software                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| History                                  | Because we have had three full time history instructors retire within the last five years and have not replaced any of those faculty members, it will be imperative that the faculty prioritization committee consider hiring a new full-time history instructor.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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- Track number of students served during August and registration periods.

## Timeline:

Implementation goal: Summer 2026.

PACE

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Political Science | None of them will.                                                         |
| Psychology        | We have no specific departmental resource requests of this type.           |
| Sociology         | Extra funding and resources are needed for professional development in AI. |

## **Optional: Campus-Wide Reflection on Current Issues**

12 Responses

| Name of Program/Area                   | Chabot College will implement the compressed calendar (e.g., 16-week semester, the timing of the new block schedule and/or college hour, etc.) beginning in Academic Year 2026–27. As we prepare for this transition, what insights or suggestions do you have to share with the campus community?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropology                           | The Anthropology program will not be offering any courses during the upcoming winter session. However, faculty may consider teaching in a future winter session if there is demonstrated student interest or demand.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Early Childhood Development            | <p>Students in our lab courses will find it more challenging to get their lab hours under this schedule; it is doable, but coordinating the paperwork and orientation to the lab requires the time of an instructor to be available to orient students and coordinate the scheduling of lab placements. Ninety percent of our 600 declared majors will need to take at least one lab class. Faculty coordination is essential to ensure they get their hours under the compressed schedule.</p> <p>Additionally, while 16-week sessions will be beneficial for students for whom balancing, work, family and school is a challenge, an increase in 8-week classes, while useful for some students, could be very difficult for many of our students with these aforementioned competing obligations, especially in GE classes. We know that 8-week classes are being considered in many areas, and noticed a marked increased in 4-week courses during the summer session which also prove very challenging for our students. The Winter session could be a place for students who need to earn units for employment to pick up units quickly; however, if we aren't allowed to teach courses that are prerequisites to other courses, this greatly limits that possibility. Also, we have yet to see how this intersession is going to be marketed or promoted to students and potential students.</p> |
| Early Childhood Development Lab School | Is not applicable to the Lab School.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Economics                              | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

One challenge we anticipate relates to the block dedicated to meetings and college hour—the 2:45 pm - 4:40 pm slot may not work as a division meeting unless there is more flexibility for joining virtually.

#### Ethnic Studies

I think the benefits related to the 16-week semester will be around more time/support, and resources for matriculation for students. We also hope that a shorter semester will allow for increased student success in course completion.

#### Foster and Kinship Care Education (FKCE)

I think all of the discussions I have hear so far are accurate, ranging from the importance of the change for enrollment to working with all staff (administrators, classified, and faculty) to ensure that proper classes and services are available.

#### Geography and Environmental Studies

Challenges: supporting lab instructors in our area in modifying schedule.

Benefits: I worked at other colleges with a 16-week schedule and look forward to this schedule at Chabot. What I found was that I spent more time on the course content over the course of the semester due to longer classes with less time on introductions and close outs over the course of the semester. I also found that students seemed more engaged in the last few weeks of school whereas I feel that student attendance and focus declines in the last month with the 18 week schedule.

#### History

One key area that we need to consider when fully implementing this compressed calendar is that there will need to be support in various forms to allow faculty to modify and redesign assignments and their syllabi to fit into the 16-week format. Additionally, there needs to be clear and consistent communication with both the faculty and the staff about the changes and upcoming deadlines to be implemented with regards to the compressed calendar



As Chabot College prepares for the transition to a compressed calendar in Academic Year 2026–27, the PACE program is exploring the possibility of offering courses during the winter session.

This would provide additional flexibility for our students, many of whom are working adults balancing multiple responsibilities. A winter session could help students accelerate their progress toward degree completion and transfer, especially as we align with the new 16-week semester structure.

#### PACE

We recommend that the college consider:

- Scheduling and resource planning to ensure winter offerings are feasible for both faculty and students.
- Counseling and support services availability during winter to assist students with enrollment and academic planning.
- Clear communication to students about how the compressed calendar and winter session fit into their educational pathways.

Offering winter courses could be a valuable strategy to maintain momentum for PACE students and support timely completion of their academic goals.

#### Political Science

I am looking forward to the new system, as I previously taught at a school with longer class periods, and find longer class periods preferable to what we currently have at Chabot.

#### Psychology

Limited access to courses, both sequenced and non-sequenced, is a barrier to student success in Psychology. We anticipate that moving to 16-week semesters and implementing a winter session will allow us more flexibility in course scheduling and will therefore help students in our program meet their goals.

#### Sociology

More communication, especially to our part-time colleagues. For example, we do not know what the specific time blocks for courses/meetings will be. We were offered two possible time blocks during the last flex day, but we don't know what the adopted time block will be. It does not hurt to over communicate in this area.

We also think it would be useful to have some tips, best practices, and FAQ/resource page that is easily accessible.