

Division: Social Sciences

Name of Program/Area and Contributors

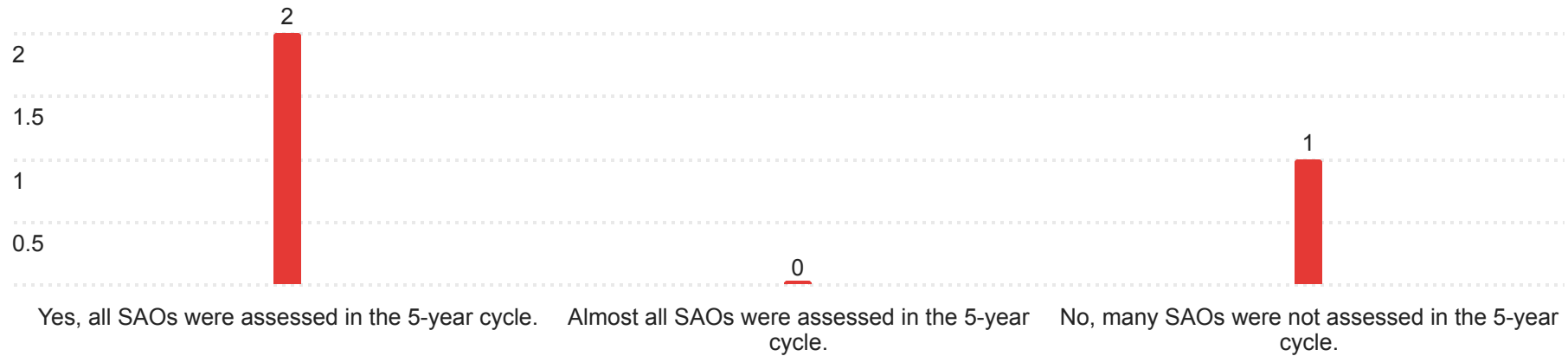
12 Responses

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, Hilal Ozdemir, Terra Lee	Academic Services
Early Childhood Development Lab School	Nancy San Jose, Robert Nakamoto	Student Services/Administrative Services/Office of the President
Economics	Martin Medeiros	Academic Services
Ethnic Studies	Kay Fischer and Ismael Illescas	Academic Services
Foster and Kinship Care Education (FKCE)	Lael Adediji and Robert Nakamoto	Student Services/Administrative Services/Office of the President
Geography and Environmental Studies	Suzanne Maher	Academic Services
History	Juan Pablo Mercado, 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	Mona Abdoun, Christina Mendoza	Academic Services

Responses on Service Area Outcomes for Areas in Your Division

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

3 Responses



Explanation for uncompleted SAO assessments in the five-year assessment cycle:

12 Responses

Program/Area Name	If your program/area has not completed SAO assessments in the five-year assessment cycle, then please explain why.
Anthropology	N/A
Early Childhood Development	N/A
Early Childhood Development Lab School	Unknown. According to SAO_2023_Assessment_Updates_Report, no "Date of Last Assessment, Method of Assessment, or Results of Last Assessment were entered.
Economics	N/A
Ethnic Studies	N/A

Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

Responses on Student Learning Outcomes for Programs in Your Division

Explanations for programs who have not completed SLO assessments in the five-year assessment cycle:

12 Responses

Program/Area Name	If any courses in your program/discipline have not completed SLO assessments in the five-year assessment cycle, please explain why.
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Anthropology	N/A
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Early Childhood Development	We haven't been able to get up to date information on on SLO assessment status.
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Early
Childhood
Development
Lab
School

N/A

Economics

N/A

Ethnic
Studies

N/A

Foster and
Kinship
Care
Education
(FKCE)

N/A

Geography
and
Environmental
Studies

A few classes were not assessed (excused) because they are not on the schedule often. This issue could be rectified if we were able to offer these classes once per semester. Currently the classes are only offered once a year as we do not have anyone to teach them more often and they are often rather low enrolled. I believe the reason these are low enrolled is that they are being taught by people that don't know much about the subject. Our department predominantly comprised of physical geographers with a specialty in climate, meteorology, hydrology, and geology. We don't know much about global politics, history, and culture, which likely means we are not that compelling when teaching about these subjects. If we had a full-time faculty with a specialty in these fields (cultural, world regional, California geography, and economic geography) I would expect the enrollment to increase. This is also true for GIS classes where they are only offered once a year because we do not have anyone to teach them more often. We also need a GIS full time faculty member to support this branch of the department.

History

SLO assessments and responses will be completed in fall 2024

PACE

N/A

Political
Science

We have not completed the SLOs as scheduled. Political Science will complete all outstanding SLOs during the 2024-2025 academic year as the courses are offered.

Psychology	We believe all of our SLO assessments have been completed within the assessment cycle or have an exemption/extension in consultation with our dean and the Outcomes and Assessment Committee.
Sociology	SOCI 8 (Human Sexuality) is currently cross-listed with PSY 8 and HLTH 8. Sociology has not offered this course in many years and we are currently in the process of uncrossing this course. Once the process has been approved, we will offer the course and assess the SLOs.

Responses on Program Learning Outcomes for Programs in Your Division

Explanation for programs who have not completed PLO assessments in the five-year assessment cycle:

12 Responses

Program/Area Name	If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.
Anthropology	N/A
Early Childhood Development	We haven't been able to get up to date information on our PLO assessment status.
Early Childhood Development Lab School	N/A
Economics	N/A
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	Completed.
History	PLO assessment will be completed in the Fall of 2024

PACE	N/A
Political Science	We are up to date on our PLOs.
Psychology	Our latest psychology PLO assessment has been submitted into META during the Fall 2024 semester and is currently in the META review/approval process.
Sociology	N/A

Responses on Institutional Supports and Barriers

Regarding Your Program or Area

What institutional-level **supports or practices** were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

12 Responses

Program/Area Name	What institutional-level supports or practices were particularly helpful to your program or area in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
Anthropology	The Anthropology Program received allocation money which was instrumental in enriching the bones/skeletal collection, and the purchase of swag to promote the program.

Having our Professional Development Coordinator was key in increasing the number of COAs we awarded and in helping our students plan their coursework and stay on track;

Our Lab School is a critically important part of our program and allows for not only work-based learning and opportunities for observation for our students, but provides a critically important service for students who are parents of young children;

Noelle Adams work on "passive" awarding of degrees and certificates we believe has contributed to the increase in our awarded degrees;

Blessing Morris in Canvas support has been extremely helpful with students who have difficulty with the Canvas platform, and the entire online instruction team is always helpful and offers outstanding professional development around online teaching;

Early
Childhood
Development

Funding from Perkins and Strong Workforce has helped to with funding for support of lab school, student assistants, materials and supplies, etc.;

Heather Oshiro, the Guided Pathways Faculty Coordinator, has been very helpful in program mapping;

Yvonne and Nicole in Office of Institutional Advancement were instrumental in our securing a grant to launch our ECD apprenticeship;

Learning Connection has been helpful in offering support for our students;

ORPIE has been helpful in supplying data on completion and success;

Cristina Moon, OER/ZTC Coordinator has been instrumental in helping us access funding towards making our program ZTC;

Judy Wright in A&R was very helpful in troubleshooting enrollment problems.

Early
Childhood
Development
Lab School

Federal Work Study Students, On Call Temps, Consistent staffing of Specialists and Assistants

Economics

The Dean's actions to obtain SEED funds for the launch of the Lightboard Project was extremely helpful to improve hybrid teaching.

Ethnic Studies	AANAPISI funding to support the development of Movement and Nesians Unite courses. Program outreach such as the annual Ethnic Studies Summit. One-time Ethnic Studies funding from the state to support work around rewriting or developing Ethnic Studies courses that meet the GE requirement. We received support from the President's office and Dean Nakamoto.
Foster and Kinship Care Education (FKCE)	Although FKCE primarily serves the off-campus community, I am able to make use of most of Chabot's structures (HR, Business Services, etc.) to maintain business aspects of the program. Next, gaining access to the Lab School for childcare during parent training has been helpful. Also, I do feel "seen" and "heard" by senior leadership.
Geography and Environmental Studies	<ul style="list-style-type: none"> • Wing with website creation and support, • John with working to explore getting Handshake for internship and job posting on the website, • Counselors and pathways team for support of a student facing thematic organization of Learning and Career Pathways that includes "environment" themed departments which Geography falls under. • The Learning Connections team with organizing and training a Geography tutor • Earth Week for having events relevant to my majors • My division dean and administrative assistant that support every aspect of what I am trying to do in my department • The union for supporting salary schedules that make me feel valued (I can only speak to how this feels for me in my position as a ft-faculty member)
History	the history program found significant support with its goals through institutional practices like access to tutoring services, Canvas support for online teaching, guidance from the Curriculum Committee, and collaboration with the Counseling Department
PACE	The PACE Program received support to host a graduation, although only three students attended this event.
Political Science	Dean Nakamoto's financial support of the Sacramento Legislative Seminar was critical to working on our first goal. Noelle Adams and the folks that run reports via DegreeWorks were central to beginning my third goal.
Psychology	We continue to expand our ZTC and OER course offerings. We appreciate the support from our ZTC and OER focused colleagues. We also continue to adjust our course schedule to support student degree completion. We continue to monitor student enrollment patterns with regard to in-person, hybrid, and online courses. In recent semesters we have made a special effort to provide every psychology major with an opportunity to take our PSY 2 course (the last of our sequenced courses) either in-person or online. We believe this effort has helped to support degree completion in our program. We appreciate the support of our Dean's office and enrollment management in supporting these efforts.

Sociology Funding for OER efforts has helped our instructors convert the majority of our classes into ZTC. OER mentoring has also been a great help in sharing with instructors how they could use OER in their courses.

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

12 Responses

Program/Area Name	What institutional-level barriers or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
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Anthropology	The Anthropology Program is in need of a full-time Biological/Physical Anthropology Instructor.
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Delays in hiring meant that positions went unfilled for long periods of time and resulted in important functions not being completed.

Issues around apprenticeship and reimbursement for classes have cast doubt on whether the program is sustainable; we are waiting for senior leadership team to present a resolution to the issues; we have gotten conflicting information from our apprenticeship office, academic services and A&R about how classes should be set up to allow for reimbursement.

Not being able to easily access information about our SLOs and PLOs from Meta makes it difficult to use this data to improve outcomes. Right now, due to a change in personnel, we are not even able to see a list of completed assessments.

Early
Childhood
Developm
ent

Our students (75% of whom work during the day with children and therefore have limited opportunities to take time off of work) don't have access to most programs and services on campus because they are not open in the evenings or on weekends.

A&R is understaffed and that has lead to issues with enrollment problems in contract education, apprenticeship and non-credit classes.

The transfer landscape for ECD students has become more complicated due to developments in the field; without a dedicated counselor who is knowledgeable in these developments our students don't get the guidance around transfer that they need.

We have little data on what happens to our transfer-bound students, we don't know if they transfer, and if they don't, we don't know why.

We suspect our students still struggle with succeeding in transfer level math and English courses; as stated above they have limited access to supports but we also have no data on what is keeping them from succeeding in these classes.

We could probably make more arrangements for contract education with local employers but our courses are too expensive for them to afford.

Early
Childhood
Developm
ent Lab
School

Program Director and Family Resource Coordinator vacancies, low enrollment

Economics

Until Fall 2024 the Economics Department was without full-time leadership for three years.

Ethnic Studies	Funding for the Ethnic Studies Summit seems dependent on various funding sources, such as AANAPISI and one-time outreach/retention funding. Therefore, the future of Ethnic Studies Summits is uncertain. The fact that we can't support our students through a Canvas site if we're required to close it after every semester and reinvoke students - we will definitely lose many students and won't have a reliable method to outreach and offer support to majors.
Foster and Kinship Care Education (FKCE)	All employees (except for myself) must be professional experts. They need to be rehired every 6 months. Next, processing of documents and business requests takes a long time. Having a p-card has helped, but for few purchases.
Geography and Environmental Studies	Lack of full-time faculty, lack of reassign time for administrative duties (I received reassign time for the first time this year, but I do not expect this to be a regular occurrence). The reassign time is really important for small departments (especially a single full time person) because the administrative jobs take so much time that there is little time left for increasing enrollments, working with majors, involvement in special projects around campus (PARTI, grants, AI, curricular development, OER, CCAW, Earth Week, new research, going to conferences etc). In other departments with more full-time people, the administrative duties are divided over multiple faculty members or given to a chair who has reassign time. It is true that smaller departments have less to juggle, but we still have the following work to complete; scheduling, hiring (I have to hire a new person every semester), evaluations (I have to evaluate 9 adjunct faculty by myself), mentoring majors, PAR, ft faculty requests, curriculum, SLO's and PLOs. The end result of this is that small departments are so busy doing administrative duties that they cannot be involved in other projects on campus that could benefit our programs or make us better teachers.
History	limited faculty resources, fluctuating student enrollment, inadequate support for diverse learning needs, budgetary constraints and insufficient technology integration
PACE	Support to hire one PACE Counselor. At the moment two PACE Counselors are dividing the work, which hinders the proper support to students.
Political Science	Difficulty getting reimbursed from entities outside my division were an obstacle to reaching our first goal.
Psychology	We would like to see a more efficient system for adding students above the course cap. We know that many faculty spend hours each semester adding students. We also know that as a result of our cumbersome system for adding students many students do not get added who otherwise might.

Sociology There is currently no funding or reassigned time to support our Sociology majors. To effectively support our majors in completing their degrees in a timely manner, we need a person who can dedicate time to maintaining our Sociology website, Canvas page, hold workshops or events for majors, and directly reach out to our majors.

Regarding Students in Reaching their Educational Goals

From your vantage point, what does Chabot do that is particularly **helpful to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should **keep doing**?)

12 Responses

Program/Area Name	From your vantage point, what does Chabot do that is particularly helpful to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do for students that we should keep doing?)
Anthropology	Chabot College has a great variety of Special Programs. Our ECD Professional Development Coordinator is a big help for students in mapping their ECD courses;
Early Childhood Development	Basic needs and mental health services are great; Our lab school provides quality childcare that allows student parents to go to college; Our lab school provides opportunities for students in other disciplines to observe young children for their coursework.
Early Childhood Development Lab School	Providing multiple opportunities for students to visit, observe, and do lab hours at the school in multiple disciplines include ECD, Nursing, Psychology, Dental Hygiene
Economics	Chabot provides a plethora of support services such as Counseling Services, Tutoring and Learning Connection, Financial Aid, Health Center, Disability Resource Center (DRC), CalWORKs Program, Career and Transfer Center, EOPS (Extended Opportunity Programs & Services), Veterans Resource Center, Student Equity and Success Programs.
Ethnic Studies	Learning programs, student clubs, offering online courses and in-person tutoring, OER and ZTC are helping. Hopefully, as pathways develop, there will be more institutional support around goal completion.

Foster and Kinship Care Education (FKCE)	Chabot is pushing for education plans. Chabot also has a strong equity focus, which is needed for our students.
Geography and Environmental Studies	Learning Communities, Learning Connections, access to health care, affordability.
History	Offering structured pathways based on student interests and goals, with programs like Puente, Umoja and First Year Experience (FYE) to guide students through the initial stages of college and trying to create an inclusive environment that respects diverse backgrounds and experiences, empowering students to feel supported and engaged
PACE	Offer a variety of Special Programs.
Political Science	It seems that special programs are very helpful for students to achieve their goals. I have heard students rave about different special programs and FYE offerings that help them to get support and to feel like they have a “home” on campus.
Psychology	Regarding our Psychology course schedule, our Dean’s office has been very supportive of our efforts to continuously respond to the changing needs of our students. Particularly during the past few years, our Dean’s office has listened carefully to our data-driven requests and worked with us to adjust our schedule of courses to maximize both overall psychology enrollments and also to provide our 500+ Psychology majors with the courses that they need to earn their degrees.
Sociology	Chabot offers a mix of in-person and online classes so students can reach their educational goals.

From your vantage point, what does Chabot do or NOT do that is a **hindrance to students** in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should **stop doing or change** to better support our students?)

12 Responses

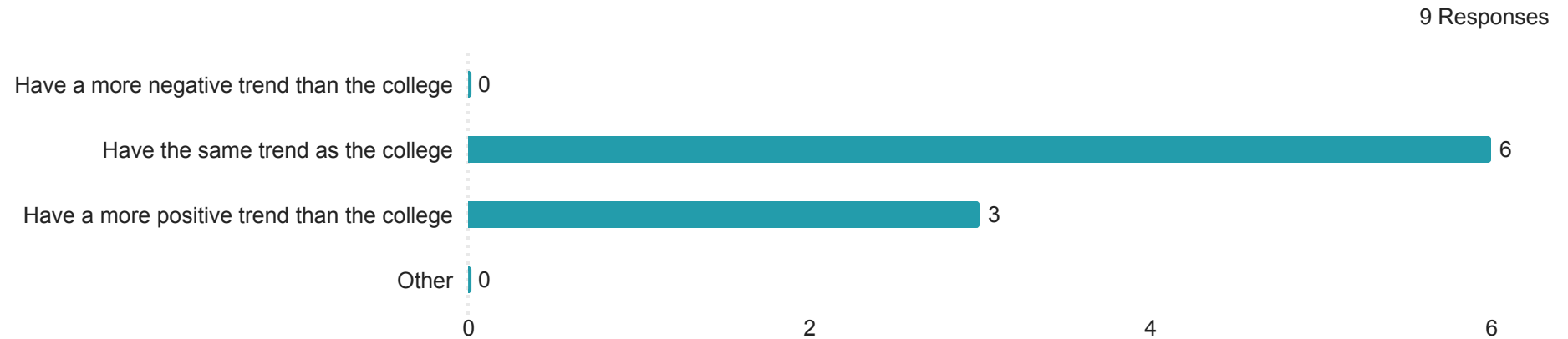
Program/Area Name	From your vantage point, what does Chabot do or NOT do that is a hindrance to students in reaching their educational milestones and/or goals? (i.e., what does Chabot do that we should stop doing or change to better support our students?)
Anthropology	A Special Programs, like the PACE Program, is in need of support to hire a permanent PACE Counselor and receive allocation money to strengthen the program, initiatives and events.
Early Childhood Development	<p>Enrollment is complicated; students seem to struggle with the process. I always seem to have students who don't get their W# and no one can figure out why. Students don't understand how to add classes or put themselves on waiting lists.</p> <p>Chabot's website is challenging to navigate. Finding services like DSPS is difficult, it takes too many clicks.</p> <p>Counseling needs to be more specialized; ECD and Teacher pathway are complicated and our students need assistance in planning for transfer.</p> <p>Not enough services/resources available in evenings/weekends.</p> <p>Not enough GE classes on nights/weekends.</p> <p>Schedule is confusing especially the way hybrid and online classes are listed.</p>
Early Childhood Development Lab School	Support (administrative assistance) for enrollment of children into the ECD Lab School
Economics	Providing more targeted academic and career counseling earlier in students' educational journeys could help them stay on track and achieve their goals more efficiently.

Ethnic Studies	Access to enough counselors (we need more); textbooks are still expensive for various programs; the fact that other Bay Area community colleges offer free tuition and we do not; doesn't meet student needs for affordability, we don't even offer free parking; barriers in the transfer requirements that prevent students from meeting ed goals; not enough courses for major or GE requirements; more mental health support for students; there's no clear institutional support for students who've experienced sexual assault or harassment
Foster and Kinship Care Education (FKCE)	NA
Geography and Environmental Studies	The loss of the majors' site in Canvas is a huge blow to my department. We need more support to get internships and events posted to dpt websites and a mechanism for allowing students to opt in to receive notice of posting on these. IT needs more support. Lack of public transportation to campus. It would also be nice to have multiple food kiosks/stand/stall around campus to serve coffee, bagels, muffins. This would keep students on campus and increase community. It would make the campus more lively.
History	Inconsistent course offerings particularly for nontraditional students also students may not be fully aware of the support services available to them, such as tutoring, counseling, or academic advising, which could prevent them getting the help they need
PACE	The PACE Program does not have a consistency in staff due to numerous obstacles. Additionally, there is little support for PACE Counselors, which have changed four times in the past two years. Currently, two counselors are PACE Counselors, creating confusion to students and preventing seniority to gain enough knowledge on the insights of the program.
Political Science	Disciplines are not given budgets/release time as a standard, which makes it more difficult to provide the wrap-around in-major help and activities that our students need. Losing the Canvas Hubs was also unfortunate.
Psychology	We would like to see a more efficient system for adding students above the course cap. We know that many faculty spend hours each semester adding students. We also know that as a result of our cumbersome system for adding students many students do not get adding who otherwise might.
Sociology	Chabot needs a more efficient system to add students to our courses.

Responses on Academic Programs/Disciplines Data

FTES (Full-Time Equivalent Students) and Enrollment

Compared to the college, did your program:



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

12 Responses

Program/Area Name	Please provide a brief explanation that would help the college understand these trends in your program.
Anthropology	The Anthropology Program has been offering courses through PACE & concurrent enrollment. Over time, there has been an increase in the demand of anthropology courses.
Early Childhood Development	Students seem to still prefer online asynchronous classes, though enrollment in face to face classes is still creeping up. Demand for our classes seems to be high again, as the field needs teachers and those teachers need units to comply with licensing, and our online classes are often over-enrolled.

Early
Childhood
Development
Lab School

N/A

Economics

The Economics Department experienced a 15% increase in enrollment from Spring 2022 to Spring 2023. Over the same period, the College saw a 19% increase.

Ethnic Studies

The WSCH/FTEF ratio for enrollment in ES courses in Fall 2021 was 485.56. This ratio went up in Fall 2022, to 622.50. And even higher in Fall 23 to 665.45. For FYE courses, it was 697.5 in Fall 2023.

Ethnic Studies became a GE requirement starting in the Fall 2020, so we've seen a rapid increase in the number of students who are in need of fulfilling the Ethnic Studies GE requirement (both for CSU, IGETC, and Chabot's AA/AS GE patterns).

Foster and
Kinship Care
Education
(FKCE)

N/A

Spring college enrollment trends = 3,440 (Spring 2022) to 3,615 (Spring 2023) to 4,005 (Spring 2024).
 $3,615 - 3,440 = (175/3440)100 = 5.1\%$ increase from S22 to S23
 $4005 - 3615 = (390/3615)100 = 10.8\%$ increase from 23-24

Spring ENST/GEO/GEO PACE enrollment trends= I included Environmental Studies as the environmental studies program is housed in the geography dpt, has geography as the listed discipline for the MQ's, and is staffed by Geography instructors. PACE is included because it is staffed by Geography instructors and so any supplies, equipment, support etc would come from the geography dpt.

$2.40/36.02/6.99 = 45.41$ (Spring 22)

$4.10/32.7/7.5 = 44.3$ (Spring 23)

$3.9/38.89/8.22 = 51.01$ (Spring 24)

$44.3 - 45.41 = (1.11 / 45.41)100 = 2.44\%$ decrease from S22 to S23

$51.01 - 44.3 = (6.71 / 44.3)100 = 15.1\%$ increase from S23 to S24

Analysis for Spring semesters enrollment trends: GEO ENST department enrollment declined while the college enrollment increased from S22 to S23 (5.1% increase for the college and 2.44% decrease for this department). We were hit really hard by fraudulent student bots in all of our majors' specific courses. All of these classes ended up with very low enrollment after removing the bots that dropped our enrollment down. The Geography ENST department fared better in enrollment for S23 to S24. The college increased by 10.8%, and this dept increased by 15.1%

Geography and Environmental Studies

Fall college enrollment trends =

3,874 (Fall 2021) to 3,823 (Fall 2022) and then a substantive increase in Fall 2023 (4,362)

$3823 - 3874 = (51/3874)100 = 1.3\%$ decrease from F21-F22

$3823 - 4362 = (539/3823)100 = 14.1\%$ increase from F22-F23

Fall ENST/GEO/GEO PACE enrollment trends =

$2.50/34.7/6.90$ (Fall 21) = 44.1

$3.80/35.07/8.00$ (Fall 22) = 46.87

$2.60/38.87/8.42$ (Fall 23) = 49.89

$46.87 - 44.1 = (2.77 / 44.1)100 = 6.3\%$ increase from F21 to F22

$49.89 - 46.87 = (3.02/46.87)100 = 6.44\%$ increase from 22 to F23

Analysis for Fall semester enrollment trends: GEO ENST department enrollment increased both semesters. From F21 to F22 the college enrollment decreased by 1.3%, while this department increased by 6.3%. For F22 to F23, the college enrollment increased by 14%, while this department only increased by 6.4.

History	The History discipline fortunes roughly followed the same pattern of the Colleges. There has been a gradual rebound from the pandemic.
PACE	N/A
Political Science	POSC has increased FTES every year.
Psychology	Psychology's overall enrollments have mostly approximated the overall college enrollment trends.
Sociology	The primary reason for the increase is that our in-person courses have more students enrolled, compared to semesters Spring and Fall 2022, when students were hesitant to return back to campus due to COVID.

As noted above, enrollments impact our funding. Are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

12 Responses

Program/Area Name	Are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?
Anthropology	Most courses on average fill to capacity before the first day of class; no course fills to capacity by the census date. Biological/Physical Anthropology courses tend to have a greater enrollment than Social Cultural Anthropology courses; this might be due to the difference in GE requirements that each course satisfies. ANTH 4 is the course with the lowest enrollment, which is a major elective for anthropology majors and offered only during summer.
Early Childhood Development	Face to face classes and elective/specialty classes are less likely to fill; our students have not shown an overwhelming desire to return to face to face but those numbers are starting to improve. Our classes for specialty certificates are not as in much demand as our core courses, but still fill a need for the workforce, and everything is linked to at least one degree or certificate so it is important they are offered regularly.

Early
Childhood
Development
Lab
School

N/A

Economics

All three economics courses show the same enrollment patterns. The online sections are 90-105% of capacity while the in-class section ranges from 40-60% of capacity. The in-person class spare capacity per class seems to be improving since the spike during COVID.

Ethnic
Studies

ES 7 has an average fill rate of 61% and, therefore, is the class that has, on average, the lowest enrollment compared to other ES courses. ES 7 is a major course, but we don't have too many consistent Ethnic Studies majors (around 40-50 a year declare ES as a major). Another reason for lower enrollment, might be due to internalized sexism. We would like to point out, however that the WSCH/FTEF ratio has increased dramatically: from Spring 2022 when it was 200 to Spring 2024 when it was 420.

Foster and
Kinship
Care
Education
(FKCE)

N/A

Geography
and
Environmental
Studies

Yes, many of our majors classes do not fill to capacity (GEO 3, 5, 8, 10, 12, 13, 21, 22). One reason for this is that we did not have many majors. We have greatly increased the number of majors and the enrollment is generally improving. We are also working to make earth science and environmental classes such as weather and climate, climate systems, global environmental solutions, and geography of California more visible by finding a way to have them listed in areas that students will be looking for them. To increase numbers more, the best thing for the department would be a full time GIS specialist and one for the cultural geography classes. Having full time faculty who can be invested in growing Chabot's geography classes only should improve enrollment. One challenge for us is that we only have 2 professors in the department that can teach in-person. In the past year, a large number of online classes were hit with fraudulent enrollments and it is difficult to remove them early enough for enrollment to rebound in the above listed classes as they are not as popular as GEO 1, GEO 1L, ENST1, and GEO2.

History

F2F sections of HIS 2 and HIS 4 are underenrolled. F2F sections of HIS 8, 48, 49, 62 and 63 are recovering, but are not yet at pre-pandemic numbers. Again, the pandemic can explain a significant part of this decline. The evolving demand for online modalities also play a factor. Finally, the loss of one fulltime instructor who taught HIS 48 and 49 and spearheaded recruitment into the course is a major factor as well.

PACE

N/A

Political Science	Courses that had low fill capacity were the courses that were offered in person or PACE sections.
Psychology	The vast majority of our Psychology courses fill to capacity every semester. We continue to work to respond to student enrollment demand with regard to on-campus, hybrid, and online course offerings, as well as to provide the most efficient course sequences for our Psychology majors.
Sociology	SOCI 5 (Research Methods) does not fill to capacity. This course is required for the major and has a prerequisite, which is why it does not fill. The last few semester, the biggest challenge to our courses filling to capacity is the number of fraudulent students who have enrolled in our courses. Some of our courses for sociology majors, such as SOCI 10 and SOCI 6 have filled to capacity during registration with many fraudulent students, who are later dropped. These fraudulent students have taken spots that would have gone to our sociology majors.

Is there anything faculty in your program would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning? (e.g., taking additional students in sections with higher fill rates or changing the days/times or format (in-person, hybrid, online) of low fill-rate classes)

**productivity=(FTES or WSCH)/FTEF*

12 Responses

Program/Area Name	Is there anything faculty in your program would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning?
Anthropology	Absolutely, faculty in the Anthropology Program tends to take additional students in sections with higher enrollment, offer course modalities/dates/times that tend to attract more students.
Early Childhood Development	We are trying short-term, late start classes this semester, and we have adopted a hybrid model for classes where we feel that will suit the classes pedagogically while meeting the student's need for flexibility. Many classes that used to be face to face are now online. Our online instructors have shown a consistent willingness to add students to online courses with higher fill rates. Our specialty classes have always been online asynchronous and have attracted students from around the state.

Early Childhood Development Lab School	N/A
Economics	Balancing the offerings of ECN1 and ECN2 each semester can help. Over the last several years the department has not consistently offered ECN2 in the in-person format.
Ethnic Studies	For ES 7, we plan to make it an online class starting in Spring 2025 to increase enrollment and accommodate student needs. When taught online during the summer, the WSCH/FTEF ratio jumped to 600 in 2022 and 615 in 2023. Overall, we are concerned that there's a bottleneck in enrollment in ES courses that fulfill the Ethnic Studies GE requirement, as our waitlists are often full, especially for online courses, and we're unable to enroll everyone. We need more FTEF allocation to match the student need for taking Ethnic Studies classes.
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	I am adding additional students past the cap, but I do not feel comfortable asking the adjunct to do this. If we had another full-time faculty member, I believe the productivity would improve because we could work more proactively to advertise and increase enrollment in advance, offer more in-person classes, and there would be more focus on the long term health of the department linked to enrollment metrics.
History	The History discipline is planning to review its schedule of offerings. Offering nearly every course each semester is a likely factor in lower enrollments in the HIS 2 and HIS 4 courses. Applying for a new faculty hire in US Women's History would likely improve enrollments in this area.
PACE	N/A
Political Science	If productivity is the goal, the best way to improve productivity for POSC would be to offer fewer courses in person than have been held in the past.

Psychology	Every semester we work with our dean's office to monitor our enrollments with regard to multiple factors and we respond by making adjustments to our schedule. We continue to work to respond to student enrollment demand with regard to on-campus, hybrid, and online course offerings, as well as to provide the most efficient course sequences for our Psychology majors. Psychology remains among the "most productive" disciplines with an average WSCH/FTEF of 564.
Sociology	Fraudulent students are affecting the productivity in our discipline. Sociology classes often fill to capacity, but many fraudulent students have taken the spots of real students interested in our classes. Fraudulent students have enrolled in both our online and in-person section, as well as our waitlists.

Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.

12 Responses

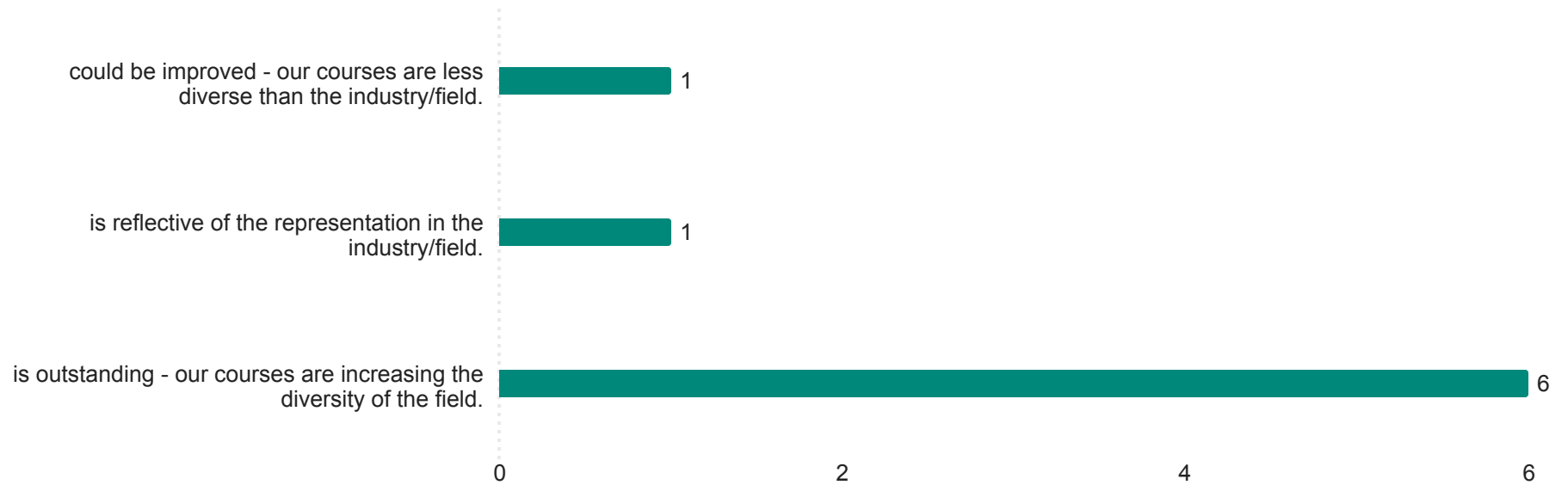
Program/Area Name	Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
Anthropology	ANTH 1, ANTH 3, ANTH 5, ANTH 12, ANTH 13, & ANTH 13 L.
Early Childhood Development	Online sections of ECD 56, ECD 54, ECD 62, and ECD 67 and both sections of ECD 90.
Early Childhood Development Lab School	N/A
Economics	Both online sections of ECN 1 and ECN 2 are at full capacity.
Ethnic Studies	YES!!!! ES 1 (96% fill rate), ES 5 (109%), ES 42 (101%), ES 43 (97%) and lately ES 4 (at 98% fill rate F23-S24) and ES 6 (at 94% fill rate F23-S24). Currently all these courses (except ES 5) meet the Ethnic Studies GE.

Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	Yes, Intro to Physical Geography lecture and lab, Intro to Environmental Studies, Cultural Geography. These classes make up 15 of the 21 classes offered each semester.
History	Online sections of HIS 7 routinely fill. Sections of HIS 12, 52 and 53 have high fill rates
PACE	N/A
Political Science	Across POSC online courses routinely fill to capacity at the beginning of the semester.
Psychology	The majority of Psychology classes fill and have wait lists. Every semester we work with our dean's office to monitor and respond to enrollments. (PSY 1 typically has the most students on wait lists) *It is worth noting that usually when our courses aren't full it is because we are providing course sections to serve Psychology majors in an effort to increase the likelihood that those Psychology majors will earn their AA-T more quickly.
Sociology	Many of our SOCI 1, SOCI 2, SOCI 3, and SOCI 4 courses fill to capacity and have waitlists.

Enrollment Disaggregation

The representation of traditionally underrepresented race/ethnicity/gender student groups in our **program/major** compared to our industry/field:

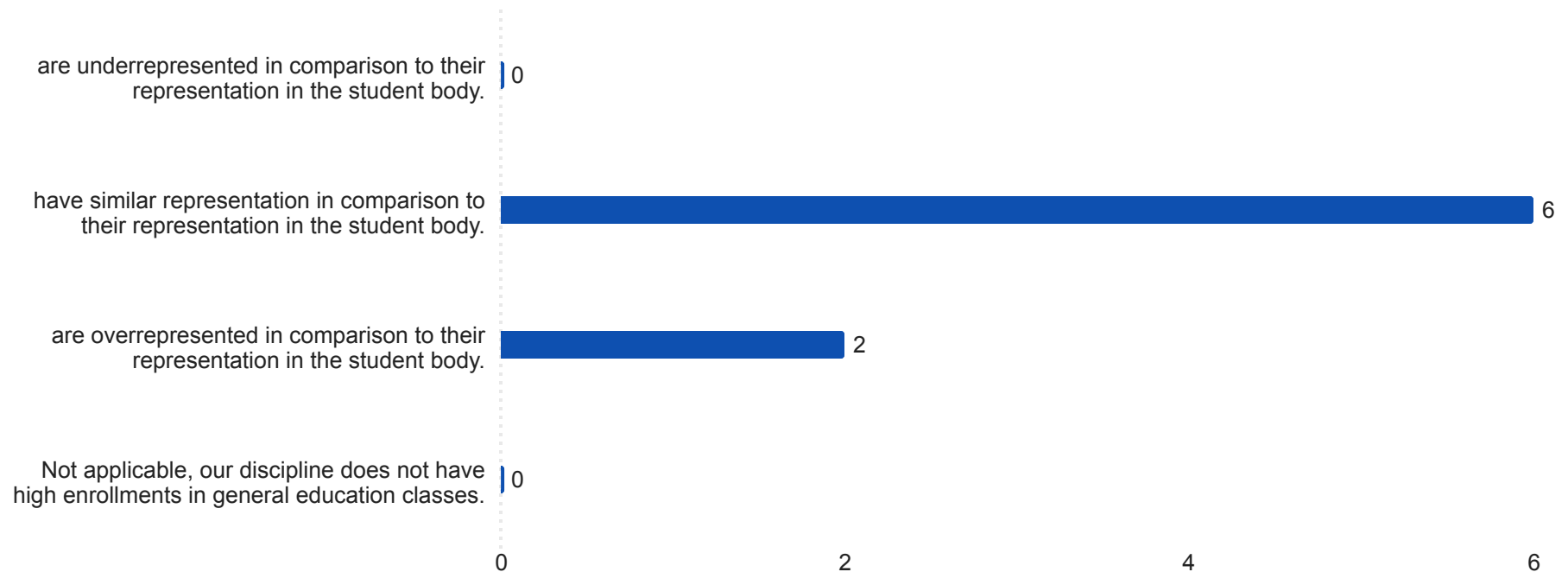
8 Responses



For programs/disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups in your general education classes to the overall student body population.

Traditionally underrepresented student groups in our **general education** classes:

8 Responses



Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of traditionally underrepresented student groups in your discipline/major and, if applicable, general education classes at Chabot).

12 Responses

Program/Area Name	A brief explanation
Anthropology	<ul style="list-style-type: none"> Enrollment trends by race & gender in the anthropology department are consistent with college wide enrollments by race and gender. Chabot College is a Hispanic Serving Institute, with a large Latinx student population, while 64% of anthropologists are White. Anthropology courses are attractive to students due to their course content, which is attractive to students.
Early Childhood Development	N/A
Early Childhood Development Lab School	N/A
Economics	The only the Latino/a group is under represented in the AA-T in Economics compared to the overall college population.
Ethnic Studies	Ethnic Studies is a requirement, like English, math, or communication studies. Our classes attract students from diverse backgrounds, possibly because their focus/study materials are relevant to them and their communities. Our GE requirement courses have similar representations to that of the student body.
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	The industry/field of Geography and Environmental Studies traditionally lack diversity. This puts Chabot in a unique situation to increase diversity in this industry in the Bay Area.
History	The History Discipline aligns with the college's enrollment disaggregation by race, ethnicity and gender.

PACE N/A

Political Science We have significantly higher enrollments of African American students in POSC 1. Our Multi-Racial student and Filipino enrollment is also slightly higher than the college average. Asian American enrollment is roughly equivalent, and depending on the semester Latinx enrollment is roughly equivalent or somewhat below.

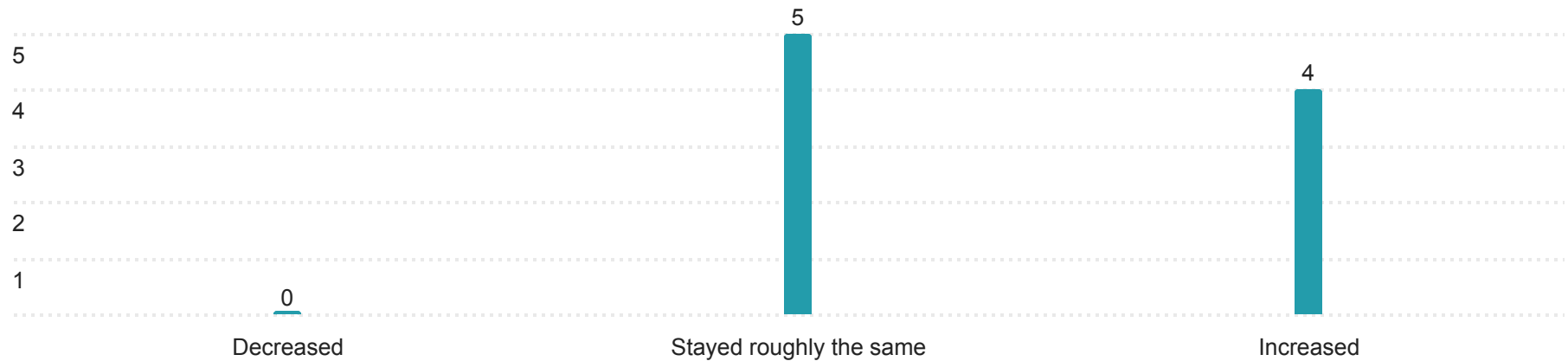
Psychology Our Psychology discipline enrollments approximate college-wide enrollments with regard to representation for most factors.

Sociology Approximately 85% of our enrollees are students of color, and 61% are female and gender non-binary students. We believe this is the case due to the fact that our classes emphasize the narratives, perspectives, contributions, and struggles of the women, people of color, and the LGBTQ+ communities. Our courses also explore how society is stratified by race, class, and gender/sexuality.

Course Success Rates

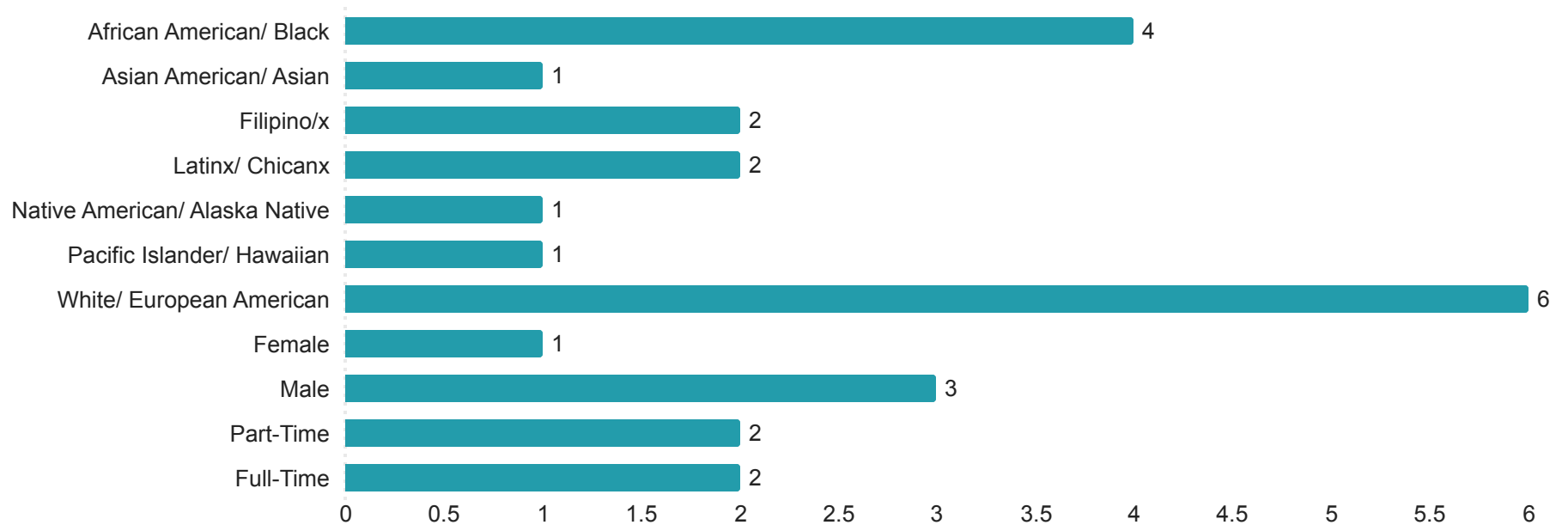
Over the past three years, how have course success rates in your discipline changed? Course success rates have:

9 Responses



Check all groups that are succeeding at lower rates than students from other racial/ethnic, gender, full-time part-time groups, or the overall college average):

8 Responses



Please add any other groups that succeed at lower rates not included above. And provide a brief explanation that would help the college understand the trends in overall course success rates or any student groups that succeed at lower rates:

12 Responses

Program/Area Name	Comment/Explain
Anthropology	Overall, the success rate in anthropology based on race/ethnicity is consistent with the success rate of the college.

Early Childhood Development	<p>The low success rates for African American/Black students is related to the issues with the overall college which we all need to examine in detail. They are a relatively small proportion of the ECD students and might not feel they are reflected in the curriculum to the same extent as other groups. This could be a similar issue with male students. Looking at course numbers, most of our male students seem to be taking ECD courses for general education; perhaps they think these will be easy classes and are taken by surprise? The Filipino/x cohort is also small and their success rates are just under the college average, so that could be attributed to just one or two students. Our part-time students do better than full-time; that could be due to difficulties managing a full course load while working and taking care of other family commitments.</p>
Early Childhood Development Lab School	N/A
Economics	N/A
Ethnic Studies	<p>“Non-binary/unknown” students are succeeding at lower rates than their male and female counterparts. We see a success rate spike in this group from Fall 21 at 70% to Summer 22, where the success rate is 90% but steadily declines to 72% in Spring 24. Perhaps because the number of students who identify as non-binary is numerically less than those who identify with dominant gender norms (male and female) explains the dramatic fall in success rate. For example, 98 male-identified students and 153 female-identified students succeeded in Fall 21 compared to 7 non-binary/unknown students. This is a large numerical difference.</p> <p>There has been an increase in success rates among Part-Time students in our discipline. In Fall 21, we had a 59% success rate for part-time students; in Spring 24, we had a 77% success rate, an 18% increase.</p> <p>The success rates are lower for older students within the age range of 30-39 and 40-49 compared to 19 or younger, 20-21, 22-24, and 25-29. The likely reason is that the number of students who take our courses between age ranges differs drastically, affecting the percentage significantly. In other words, more students in the younger range take our courses than older students, thus impacting the success rate when averaged in a percentage.</p>
Foster and Kinship Care Education (FKCE)	N/A

Geography
and
Environmental
Studies

I don't know what explains this. Perhaps fraudulent enrollments may be influencing this number

History

The History discipline has, historically, had lower overall success rates than the College as a whole. The success rates have improved significantly over the years for all groups. Given the fact that the courses offered by the discipline have no requirements and receive relatively little institutionalized support, the slow and steady improvement in success rates is a reasonable and achievable goal.

PACE

N/A

Political
Science

White students are faring quite poorly in POSC overall when compared with the college average. Latinx students are performing slightly below the college average. African American, Asian American, Pacific Islander, Filipino are all outperforming the college average.

Psychology

There is considerable variation in success rates when our Psychology success data are disaggregated. There is variation by term and by course. For almost any observation in the data several exceptions can be found. Overall, however, our success rates approximate the college-wide success rates with African American/Black students often succeeding at lower rates.

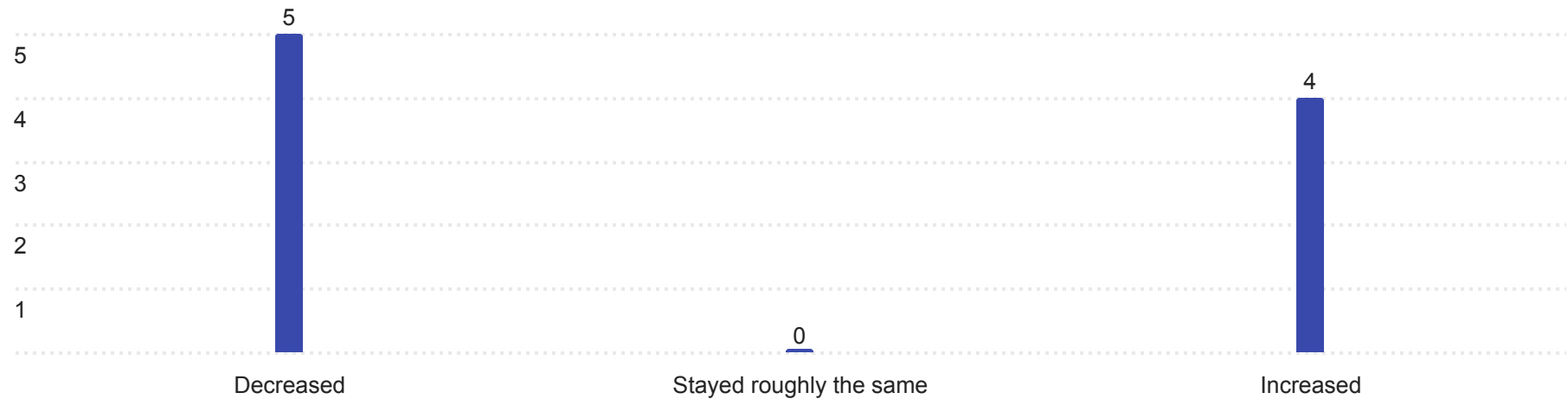
Sociology

We notice that our white and Black males have the lowest success rates in our courses. One possible reason could be the spike in fraudulent enrollments who are more likely to indicate that their background is white male. Additionally, one of the reasons for the lower success rates of our Black males could be their preference for in-person classes which we do not offer as much as our online asynchronous classes.

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

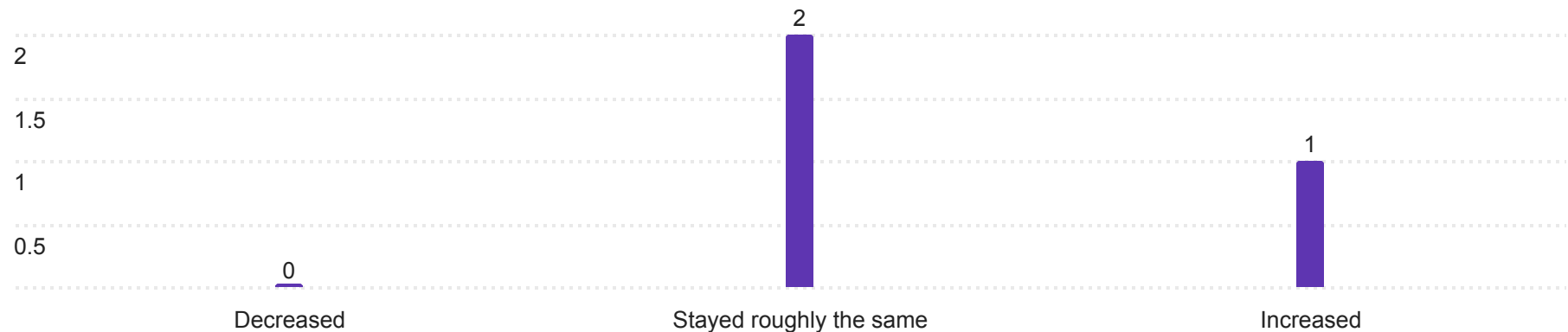
Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?

9 Responses



Over the past 3 years, what is the trend in **Chancellor-Approved** certificates (the ones that count for funding in the SCFF) awarded in your program(s)?

3 Responses



Please provide a brief explanation that would help the college understand these trends in degree and certificate completion in your program (e.g., tangible reasons for the increase or decrease).

12 Responses

Program/Area Name	A brief explanation
Anthropology	The number of anthropology majors has increased in the past years, which affects the number of degrees awarded.
Early Childhood Development	Degrees overall going down, but fewer students earning the AA while the AS-T is trending upward. We believe many of our students start working when they have earned the units needed to meet licensing requirements. For working students, completing a degree might seem to be a heavy lift, especially when support services are not available evenings and weekends. We believe our students might want to earn a degree but progress might be very slow, especially if a degree is not necessary for one's job. Elem Ed degree award numbers are low but this is a problematic degree and students need careful advising to complete for transfer into Liberal Studies at East Bay. Certificates are increasing because 1) there are more certificates to earn, 2) passive awarding, and 3) efforts of our Professional Development Coordinator in helping students apply for certificates.
Early Childhood Development Lab School	N/A
Economics	Encourage econ majors to declare dual majors. Currently, if a student declares as a BA major, they will also graduate with degree in economics. This is not the case for econ majors. It makes sense for students to switch from Econ to BA.
Ethnic Studies	Majors in Ethnic Studies are still very small compared to other areas. Therefore, this may not be sufficient enough to truly capture the completion trend based on the actual number of completed degrees/certificates. For example, 8 degrees/certificates in Ethnic Studies were awarded in 20-21, 4 in 21-22, 12 in 22-23, and 9 in 23-24. Compared to the previous three years, however, there is a steady growth in the number of degrees awarded (2017: 1, 2018: 6, 2019: 4). Therefore, we anticipate the numbers increasing as more and more students are exposed to taking an Ethnic Studies class.

Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	Our certificate is not the chancellor-approved certificate type. This is because we cannot build out the degree (it needs one or 2 more advanced GIS classes) without a GIS full-time faculty member to create and teach the needed additional classes to be added to the degree to change its classification. However, the number of students getting the GIS certificate increased over the past 3 years. Though our number of degrees and certificates awarded are relatively low, I am working to increase visibility of the program campus wide and we have increased from about 5 majors in 2017 to 40-50 this year.
History	The History AA-T is relatively new. The number of majors is increasing, and the expectation is that the number of degrees awarded will also increase.
PACE	N/A
Political Science	AA-Ts were hovering around 20 per year until last year, when there was a steep decrease to 12. In the 2023-2024 students in the major-related classes fared FAR worse than they have in all previous years. I have a theory as to why: AI and there not being a college-wide policy that faculty must follow regarding AI generated submissions of student work. I believe that there have been many students receiving failing grades on major assignments who end up failing classes because each faculty member independently decides on how to deal with the advent of AI – and students are ultimately paying the price.
Psychology	There was a decrease in the number of Psychology AA-T degrees awarded. (115 Psychology degrees earned in 21-22, and 104 Psychology degrees earned in 23-24) However, Psychology remains among the most productive disciplines in terms of degree completions. The number of Psychology degrees awarded may well have been affected by fluctuations in overall enrollments previous to and during the recent PAR cycle.
Sociology	Unfortunately, we see this downward trend in degrees awarded across the country and the college.

If your program does not produce a lot of degrees or Chancellor-approved certificates, is there an associated industry test for which you are preparing students or non-Chancellor-approved certificates? If you have any data on success rates or numbers for the industry certification/test or for non-Chancellor-approved certificates, please share. (Optional)

12 Responses

Program/Area Name	A brief explanation/ Data
Anthropology	N/A
Early Childhood Development	N/A
Early Childhood Development Lab School	N/A
Economics	N/A
Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	Not Applicable
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

In your experience, what barriers to program completion may be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

12 Responses

Program/Area Name	Barriers to program completion that may be disproportionately experienced by students from a particular demographic group
Anthropology	Socio/political/economic barriers have historically impacted communities of color in a negative way.
Early Childhood Development	English learners struggle to finish degree/GE requirements; students with learning disabilities cannot always access services due to work schedules. Working students who are parents struggle with child care for night classes.
Early Childhood Development Lab School	N/A
Economics	Economics classes are not offered in the dual enrollment programs at local high schools. Latinos represent 70% of the Hayward public high schools so offering economics classes in the dual enrollment program can reach the demographic group in greatest need.
Ethnic Studies	Some GE requirements like Math, cost, and lack of consistent institutional support for first-generation students.
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	Students that like/need in-person classes are not well supported. Most major classes (all classes except 4 of them) are only offered once a year. I try to offer them in-person one year and online the next, but this depends on who can teach the class, and even if I succeed, that means most of our classes are only offered in-person once every other year.

History	The evidence to answer this question is largely anecdotal. However, from this anecdotal evidence issues of income, housing and food insecurity have had a significant impact on our students. Certainly, these issues impact students of color disproportionately.
PACE	N/A
Political Science	I believe that students across demographic groups don't think that it's necessary to get an AA-T to transfer. It would be very helpful for IR to provide data on student TRANSFER in addition to AA-Ts.
Psychology	Probably the largest disproportional impact affecting degree completion in Psychology is the college-wide variation in course success rate, with African American/Black students often succeeding at lower rates.
Sociology	Over the past few years, demand for our online course sections have increased. However, one of the drawbacks of online courses is that success rates are lower. Online asynchronous classes require easy access to technology, are self-paced, and require more reading and writing than in-person classes. These factors can adversely affect our students who are disproportionately-impacted who may have technology needs and who may not be as familiar with online courses. A course, orientation, or module that shares tips, tools, and resources for online course success can help our students successfully complete the program.

Responses on Equity in Access to Services

What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)

12 Responses

Program/Area Name	What barriers, if any, make it difficult for students to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group.
Anthropology	N/A

Early
Childhood
Development

N/A

Early
Childhood
Development
Lab School

Barriers: low enrollment of children limits funding, makes it a challenge to schedule multiple students for LAB hours, observation hours, and students from other disciplines (i.e. Having only 6 – 11 children enrolled or attending a class with more students and staff present.

Economics

N/A

Ethnic
Studies

N/A

Foster and
Kinship Care
Education
(FKCE)

For the “students” of FKCE (resource/foster parents in Alameda County), online training has been both positive and negative. Those who are able to navigate online resources appreciate the flexibility of being able to receive services from home. Those who have more challenges with technology prefer in-person; however, in-person services are more expensive with the additional costs of food, staffing, childcare, and facilities. Therefore, budget is an increasing challenge. Another barrier has been challenges associated with providing services in other languages, particularly Spanish. There are limited Spanish-speaking trainers in the community, and interpretation services are quite expensive.

Geography
and
Environmenta
l Studies

N/A

History

N/A

PACE

The PACE Program does not have a consistency in staff due to numerous obstacles. Additionally, there is little support for PACE Counselors, which have changed four times in the past two years. Currently, two counselors are PACE Counselors, creating confusion to students and preventing seniority to gain enough knowledge on the insights of the program.

Political Science	N/A
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Psychology	N/A
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Sociology	N/A
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Can students access your services: 1) during the day or 2) in the late afternoon/evening/ weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?

12 Responses

Program/Area Name	Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
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Anthropology	N/A
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Early Childhood Development	N/A
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Early Childhood Development Lab School	1) Yes 2) Only until 5 pm 3) No (I don't believe this is possible at this point)
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Economics	N/A
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Ethnic Studies	N/A
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Foster and Kinship Care Education (FKCE)	Our services are available on evenings and weekends, online and in-person. Some still have trouble on Zoom. Providing in-person offerings with childcare would be helpful, but doing so is expensive.
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Geography and Environmental Studies	N/A
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History	N/A
PACE	The constant turnover of staff creates severe barriers for students to have on-going support in the program.
Political Science	N/A
Psychology	N/A
Sociology	N/A

Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?

12 Responses

Program/Area Name	Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
Anthropology	N/A
Early Childhood Development	N/A
Early Childhood Development Lab School	The wait time comes in the form of processing individuals (FWS students, student assistants, on call temps, volunteers) because they need to be fingerprinted, provide TB and immunization records, and for some, evidence of ECE classes. Additionally, support in contacting families about enrollment, ensuring paperwork is complete prior to children starting, would support the increase in enrollment. Administrative Assistants to help manage and collect paperwork both from students and families enrollment
Economics	N/A

Ethnic Studies	N/A
Foster and Kinship Care Education (FKCE)	No. This is not an issue.
Geography and Environmental Studies	N/A
History	N/A
PACE	Hiring a PACE Counselor that will commit to the PACE Program will assist in gaining experience and knowledge on PACE services, and continue to improve our support to students.
Political Science	N/A
Psychology	N/A
Sociology	N/A

Responses on Staffing Analysis

Trends in staffing:

12 Responses

Program/Area Name	Full-time Faculty	Part-time Faculty	Full-time Classified Professionals	Part-time Permanent or Hourly Classified Professionals	Student Employees	Independent Contractors/Professional Experts
Anthropology	1	7	N/A	N/A	N/A	N/A
Early Childhood Development	3	12	1	N/A	N/A	N/A
Early Childhood Development Lab School	n/a	n/a	7	3	2	unknown
Economics	1	3	N/A	N/A	N/A	N/A
Ethnic Studies	2	6	N/A	N/A	N/A	N/A
Foster and Kinship Care Education (FKCE)	0	0	0	0	0	10 Contractors (5110 professional services) - increased 20 Professional Experts (2380) - decreased
Geography and Environmental Studies	1	8	0	0	20 hrs/wk	0
History	3	6	N/A	N/A	N/A	N/A
PACE	N/A	2	N/A	N/A	N/A	N/A

Political Science	1	5	N/A	N/A	N/A	N/A
Psychology	3	10	N/A	N/A	N/A	N/A
Sociology	N/A	N/A	N/A	N/A	N/A	N/A

Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?

12 Responses

Program/Area Name	Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?
Anthropology	There is a correlation with an increase of staff and FTES.
Early Childhood Development	Even though we have lost adjunct faculty the remaining instructors are willing to take on more courses and have the background to do so. We might face more pressure as dual enrollment picks up.
Early Childhood Development Lab School	N/A
Economics	The economics department was without full-time faculty for almost three years. This was unique among other departments.
Ethnic Studies	Enrollment has definitely increased since Ethnic Studies has become a GE requirement for all students - enrollment in all Ethnic Studies courses was 400 in Fall 2021, and 615 in Fall 2023. We anticipate a growth as newer cohorts of Chabot students will be required to complete an Ethnic Studies class. In anticipation of this growth, we will need a third FT faculty member.
Foster and Kinship Care Education (FKCE)	N/A

Geography and Environmental Studies	FTES/enrollment has been increasing, while staffing stayed the same.
History	At the end of the current academic year, the History discipline will have lost three full-time faculty members within the last four years. At the end of the current academic year, the discipline will have two full-time faculty members. While enrollments in the History discipline continue to recover from the pandemic, the staffing of the program continues to decrease.
PACE	N/A
Political Science	I don't notice any difference.
Psychology	There have not been notable differences in the relationship between our staffing and our enrollments in recent years.
Sociology	Our staffing has remained the same and our enrollment has increased.

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period.

What do you notice?

12 Responses

Program/Area Name	Changes comparison
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)	Caregivers are the “students” of FKCE. Our numbers have increased each year, both duplicated and unduplicated counts.
Geography and Environmental Studies	N/A
History	N/A
PACE	Admissions and Records has been contacted by PACE Counselor, no response has been received.
Political Science	N/A
Psychology	N/A
Sociology	N/A

Compare the representation of traditionally underrepresented populations in your program’s/area’s staffing (faculty, classified professionals, and administrators) to the representation of those groups in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

12 Responses

Program/Area Name	Comparison
Anthropology	Most of our part-timers are White, while most of our students are People of Color.
Early Childhood Development	We have tried to find more adjunct faculty who speak Spanish but they don’t seem to be available or apply for our adjunct positions.

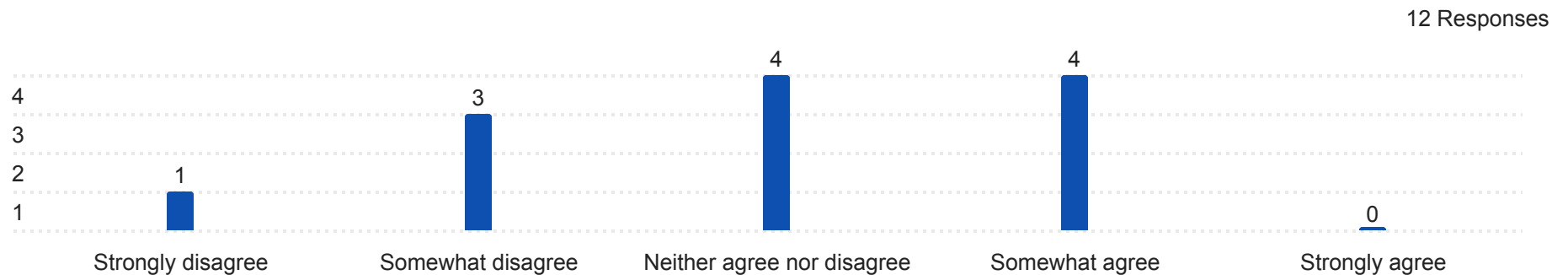
Early Childhood Development Lab School	N/A
Economics	No gap is present.
Ethnic Studies	There is a gap in representation for African Americans: 1 out of 8 faculty (including FT and PT) are African American. We do not have a FT African American faculty member in Ethnic Studies. Representation for Latinx faculty matches: 50% of ES faculty (4 out of 8) are Latinx, and Chabot's Latinx pop is 42%. Representation for Asian American/Filipinx is also a match between faculty and students: 25% of ES faculty (2 out of 8) are Asian American and/or Filipinx, and Chabot's Asian American and Filipinx pop is 23%. We also have 1 PT faculty who's Pacific Islander and 2% of Chabot's students are Pacific Islander.
Foster and Kinship Care Education (FKCE)	FKCE staff is primarily African American and Latina/o. More Spanish-speaking trainers, particularly resource parent trainers, are needed.
Geography and Environmental Studies	There is a gap in the representation between the students and the faculty in the department. The only ft instructor (me) is white. Of the lecturers, 5 of 8 are white..
History	At the present time, there are three men (two of color) who serve as full-time instructors for students in the discipline. There are five men (one of color) and one woman who serve as part-time instructors for the discipline. There is certainly a gap in the gender representation between students and instructors in the offerings of the discipline. This gap points to the need for hiring a full-time instructor in U.S. Women's history.
PACE	Most Faculty are White, most students are People of Color.
Political Science	We don't have any Latinx staff, and we do notice that our Latinx student success rates are slightly lower than the collegewide average. We haven't hired in the past several years.
Psychology	Psychology has diversity of representation in both our faculty and our students. It is notable that Latinx faculty are underrepresented compared to Latinx students within the psychology discipline.

Sociology The faculty in our program (majority women and instructors of color) reflect the diversity of our student enrollments (mostly female and students of color).

Responses on Department/Program/Area Needs

Technology

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



If you strongly disagree or somewhat disagree, please explain.

12 Responses

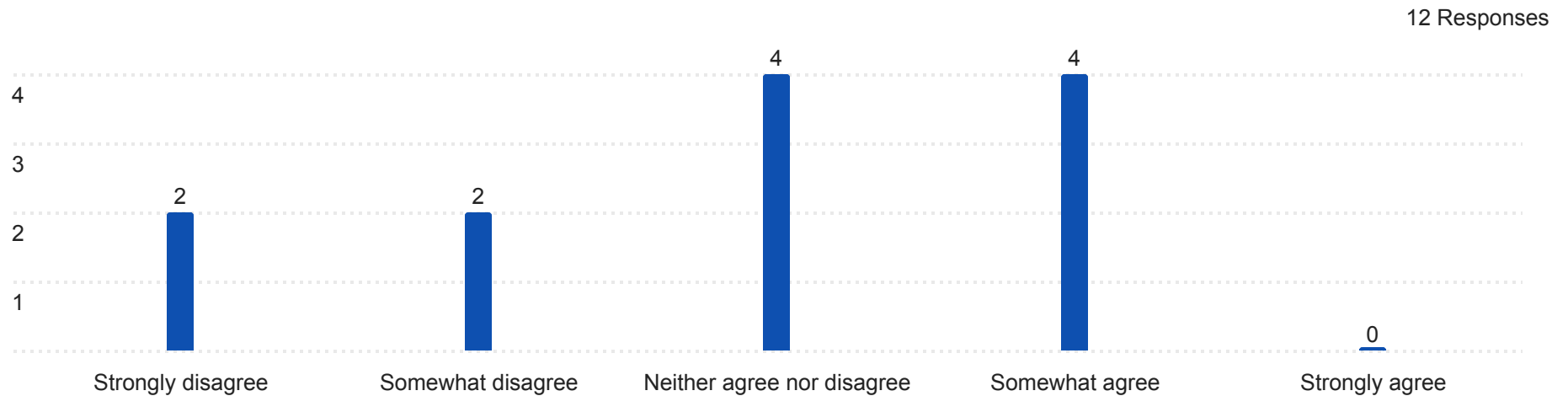
Program/Area Name	Explanation
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Anthropology	N/A
Early Childhood Development	We could use some laptops/tablets to allow for recording observations of students in lab placements off campus; as we try teaching classes in the community, we have run into problems with technology that is not compatible with the instructors laptop and need some Windows-pass hardware to prevent these difficulties.

Early Childhood Development Lab School	N/A
Economics	N/A
Ethnic Studies	Need better access to laptop carts since many of our courses require the use of lab space to work on research assignments.
Foster and Kinship Care Education (FKCE)	Our program uses Zoom. Some caregivers are still challenged with the technology. We provide support, but some still need assistance.
Geography and Environmental Studies	We need 15 more laptops with GIS software on them to rent out to students. It is very difficult for IT to get the software on computers in a timely manner because of how short staffed they are.
History	N/A
PACE	N/A
Political Science	N/A
Psychology	N/A
Sociology	N/A

Facilities

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



If you strongly disagree or somewhat disagree, please explain.

12 Responses

Program/Area Name	Explanation
Anthropology	N/A
Early Childhood Development	We are soon to be losing a portable building (that is admittedly in disrepair) for our Saturday practicum free preschool. We will need to move that program into the Lab School which means it might be doubling-up with a weekday program. We also need to open a new classroom in the Lab School for either toddlers or preschool age children to expand our placement opportunities for practicum students. Also, the outdoor space for the Lab School badly needs renovation so it can be a model of what an outdoor preschool space should be.

Early Childhood Development Lab School	With the modernization, it is apparent changes need to be made for security, storage, and upgrades.
Economics	N/A
Ethnic Studies	Need more computer labs available for social sciences -there's only one for our division in building 500 and it's difficult to reserve since some classes are regularly scheduled there. We need access to more computer labs designated for Social Science courses, since many of our courses require the use of lab space to work on research assignments.
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	N/A
History	N/A
PACE	N/A
Political Science	N/A
Psychology	For many of our psychology classes, including PSY 4 Biopsychology and PSY 5 Statistics, we need lab-style classrooms with whiteboards (front and side walls), long tables for student work and collaboration and a need for more pop-up computer classrooms. Many of the classrooms in Building 500 have front facing old-style desks and chalkboards.
Sociology	N/A

Responses on Program Maps and Course Scheduling

Are your program maps accurate and up to date?

9 Responses



Does the way your required courses are scheduled generally meet the needs of the students working towards degrees or certificates in your area? In what way could your schedule better meet their needs, and what changes would be needed to ensure students access to the courses they need to complete their program?

12 Responses

Program/Area Name	Explanations
Anthropology	Hiring a full-time Biological/Physical Anthropologist.
Early Childhood Development	Classes with lab hours continue to be a struggle for students who are working. Having a Saturday ECD 90 helps with that but other classes (ECD 63, ECD 11, ECD 91) present similar challenges. We have occasionally allowed students to do lab hours at their worksite but students are not always working at sites that use best practices or have good supervision by employers; faculty also have to visit these sites which is time-consuming.

Early Childhood Development Lab School	N/A
Economics	Better synchronization in in-class offerings of ECN1 and ECN2 is needed. Students need the option to take ECN1 in one semester and ECN 2 in the following semester (this is true for the reverse sequence). There are instances when in-class ECN1 is offered in the Fall but in-class ECN 2 is not offered in the Spring.
Ethnic Studies	Yes
Foster and Kinship Care Education (FKCE)	N/A
Geography and Environmental Studies	No. We need to be able to offer all classes once a semester so that we can offer them once online and once in-person per year to support all student needs. Currently, if a student only wants to take in-person classes they would only have one chance to take the in-person class every 2 years. This could create an unnecessary roadblock. It is also very challenging to schedule. All GIS classes are only offered asynchronous online as we can not get an instructor to teach them in-person.
History	N/A
PACE	N/A
Political Science	We stick to an annual schedule which allows us to offer all "upper" major courses twice per year at minimum.
Psychology	Every semester we examine our enrollments and our course sequencing and we make adjustments as needed. We continue to offer a balance of in-person, hybrid, and online courses. We typically offer every required course every semester and we usually offer each required course in multiple delivery formats. Yes, we believe that we generally meet the needs of our students working toward their degrees.
Sociology	We have updated the Sociology AAT degree to better reflect the goals of our program and to meet student needs. The changes have been submitted through META and we are currently waiting for approval. Once these changes are made, our program map will need to be updated.