Division: Science and Math

8 Responses

Name of Program/Area	Name(s) of the person or people who contributed to this review:	Which PAR Template (word template) did you fill out?
Astronomy	Shannon Lee and Andrew Totah-McCarty	Academic Services
Chemistry	Wayne Pitcher, George Arab, Daniel Cornejo, Harjot Sawhney, Yasmin Trout	Academic Services
Earth and Environmental Sciences	Jasmeet K Dhaliwal	Academic Services
Engineering	Daniel Quigley, Sonya Lopez	Academic Services
Life Sciences	Megan Jensen, Jeffrey Tsao, Jennifer Lange, Patricia Wu, Harmony Folse, Alexandra Dallara, Robert Cattolica, Gargi Kulkarni	Academic Services
Math	Ming Ho, Najla Abrao	Academic Services
MESA TRIO STEM	Maria Rodriguez-Larrain, Megan Jensen	Academic Services
Physics	Andrew Totah-McCarty and Shannon Lee	Academic Services

Campus-Wide Issues

Reflections on Annual Priority Progress in Academic Year 2025-26

8 Responses

Name of Program/Area	Continue implementing and advancing Diversity, Equity, Inclusion, Accessibility and Anti-Racist (DEIAA) initiatives in our academic and student services and support programs for disproportionately impacted groups.	Increase opportunities for student workforce development. Strengthen career readiness and internships.	Create, improve, and support initiatives and programs targeted at student success and retention.	Expand basic needs resources for all students.	Strengthen our commitment to attract and retain classified professionals, faculty, and administrators. Create a workplace culture employees value.	Maximize the Student-Centered Funding Formula (SCFF) metrics for college funding by increasing student enrollment, financial aid awards, and student degrees and certificates conferred by the college, while examining the enrollment process, time to completion, outreach and recruitment strategies.
Astronomy	Substantial Progress	I don’t know/ Too early to tell	Some Progress	Minimal Progress	No Progress	Substantial Progress
Chemistry	Substantial Progress	I don’t know/ Too early to tell	Some Progress	I don’t know/ Too early to tell	Minimal Progress	Substantial Progress
Earth and Environmental Sciences	Substantial Progress	Minimal Progress	Some Progress	Substantial Progress	I don’t know/ Too early to tell	I don’t know/ Too early to tell

Engineering	Some Progress	Some Progress	Some Progress	I don't know/ Too early to tell	Minimal Progress	Substantial Progress
Life Sciences	Some Progress	Minimal Progress	Minimal Progress	Some Progress	Minimal Progress	Substantial Progress
Math	Substantial Progress	Some Progress	Substantial Progress	Full Implementation	I don't know/ Too early to tell	Full Implementation
MESA TRIO STEM	Some Progress	Minimal Progress	Some Progress	Some Progress	Some Progress	Substantial Progress
Physics	Substantial Progress	I don't know/ Too early to tell	Some Progress	Minimal Progress	No Progress	Substantial Progress

8 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.

	Classified professionals are overworked, especially when promoted (they often still do their old job). We need a stronger pipeline and positions ready and posted to avoid the gaps we are currently experiencing. These affect our day-to-day experiences and reduce opportunities for students.
Astronomy	
	There are times of day when a lot of services are available to students to satisfy basic needs. Nearly all of those services and resources go away in the early evening. Students who work during the day and take night classes have almost nothing provided and get locked out if they step outside during the break in their 3-hour lab classes.
Chemistry	We feel there has been minimal progress for the following reasons: 1. New faculty have expressed frustration with the onboarding procedure at the department level. Specifically, the amount of detailed knowledge of the operation of labs exceeds the ability of department faculty to convey easily to new hires. College support of departmental onboarding procedures would be extremely helpful. 2. Frustration with the current faculty prioritization process: The overemphasis of presentations compared to the written request forms and concurrent data is frustrating and unfair. 3. Difficulty in hiring an additional senior lab technician: This position had been previously approved (2023) but was not filled due to a hiring freeze. Since then the position still has not been made a priority to be filled, despite previous approval.
Earth and Environmental Sciences	For #2, I find that we need to provide students with more job opportunities that are relevant to their academic interests and work with their class schedules. I have very promising students who are working at fast food establishments and it is not advancing their career opportunities and can often conflict with their academic commitments and responsibilities.

Engineering	5. comparable college roles need to be examined and equitably supported including creating equally sized divisions so deans and support can navigate needs of faculty and students science/math is largest division, needs to be split into two coordinators need additional CAH release time Additional workload not worth the CAH compared to full time faculty who are not coordinators all full time faculty should have equal share in college responsibilities labs need to be given Large Lab Factor disciplines with labs should REQUIRE lab techs; a District-wide FTES threshold should govern the need for additional technicians; technicians can be shared amongst the disciplines, but disciplines that have labs should have access to at least one. Comparable positions/programs need to be equitably funded with similar resources Grants funding personnel need a plan to be institutionalized if the work completed is showing necessary results

Life Sciences	1) DEIAB at district-level - We made some progress in terms of having contract language to hold faculty accountable to integrating and reflecting on equitable practices and is being implemented at the college level; 3) Testing accommodations are not available in the evening. DSPS needs to serve ALL students; 3) Having access to counselors is key… we would like to see an expansion in the counseling services offered to health science students. The programs they are applying to have complicated requirements that vary by institutions. Having dedicated counselors to help advise one of the largest majors on campus is essential for students getting the right information on which courses to take and how to pivot if they cannot get into heavily waitlisted sections. We also want to retain the level of support for our STEM pathway students. Having dedicated counselors in the STEM center makes them much more accessible and utilized by students for drop-in hours. 4) The Hub is a great resource for students, but since it is only open during regular service hours it is not accessible for students in night classes; 5) We are constantly in need of faculty to cover our sections… we lose faculty to other districts or job opportunities.
Math	#1: Contract language involving professional review and training. Training at College Day. IR will be giving us personalized disaggregated to data on which we can reflect. #2: STEM Internship class. #3: Good data from MESA. Good turn out for SOAR day and SEP day. #4: Emergency aid, CAlFresh assistance, FRESH Market, Gladiator Resource Hub #6: Efforts to increase SEP, financial aid, and degree/certificate completion.
MESA TRIO STEM	N/A

Physics	Classified professionals are overworked, especially when promoted (they often still do their old job). We need a stronger pipeline and positions ready and posted to avoid the gaps we are currently experiencing. These affect our day-to-day experiences and reduce opportunities for students. There are times of day when a lot of services are available to students to satisfy basic needs. Nearly all of those services and resources go away in the early evening. Students who work during the day and take night classes have almost nothing provided and get locked out if they step outside during the break in their 3-hour lab classes.

8 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 goals and college 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.
Astronomy	Need to consider current workloads and posted job responsibilities to make an actual plan for who contributes to these priorities and how they contribute. Convocation and College day had a lot of talk about needs/priorities with zero practical strategies / asks of faculty. Mixed messages about AI and expectations of faculty.
Chemistry	N/A
Earth and Environmental Sciences	For #2, I think that we need to support in-house student research internships and provide opportunities for faculty to focus on grant development, such as through reassign time. Developing and writing grants on top of everything is very difficult, but the lead faculty in our area has been doing it on a regular basis, and awarded grants serve as a significant benefit to the college.

Engineering	2. more collaboration with local industries 3. easier process to obtain IA's, student assistants, and SI's. Utilize tutoring centers to organize group tutoring/SI for multiple sections with lower success rates 5. Hire more classified and support roles to help faculty in and outside of classroom Streamline grant application process/support. Allow faculty PI's to be acting administrators for grants to allow hiring and budget transfers 6. Offer more dual enrollment, advertise certificates/AS degrees, and new courses, and auto awards when students complete required classes for cert/degree.
Life Sciences	3) Offering more support services to support evening students by extending the hours to accommodate their schedules. 5) It would also be a good practice to shorten our recruitment and hiring timeline; historically, we have lost several high-quality applicants to other campuses because the timing of our hiring offer was so late. A similar improvement can be made to the scheduling of part-time faculty. Some of our best part-time faculty accept offers at other colleges before we have a chance to schedule them for our classes.
Math	It's a bit misaligned to talk about "Create, improve, and support initiatives and programs targeted at student success and retention" when the programs that the students are enrolling in don't have basic support like enough FT faculty to run the program (e.g. Fire, EMS, ESYS, Auto) and enough lab tech (e.g. science and engineering).
MESA TRIO STEM	Revisit the college hour in the schedule. It has been challenging to find a time for students clubs and organizations to find a time to hold meetings and for us to offer programming at a time when most students would be available. Returning to a midday lunch hour for two days a week would make student availability across different disciplines more consistent.

Physics	Need to consider current workloads and posted job responsibilities to make an actual plan for who contributes to these priorities and how they contribute. Convocation and College day had a lot of talk about needs/priorities with zero practical strategies / asks of faculty. Mixed messages about AI and expectations of faculty.

8 Responses

Question: The previous question asked about progress on the 2025-26 President's Goals and College Planning Priorities. This question is about the goals and priorities that the President raised for 2026-27.

Name of Program/Area

If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the 2026-27 President's Goals and College Planning Priorities, please describe below (optional).

	We need a goal around equity in campus resources, including safety and access, for courses throughout the entire block schedule of classes. Right now, evening students have far fewer resources, experience locked building, lack of access to food, etc. This disproportionately impacts working students who often take the evening classes after work. Included in this should a revisit of those block schedules, which do not allow time for someone who ends work at 5PM to attend.
Astronomy	In addition to time-based inequity, the total number of classified professionals needs to increase so that individuals are not working beyond their capacity. This is true for tech support, M&O, and campus safety.
	We need an overall goal around the basic needs of students and employees so that we can thrive. This can be added to the goal around student's basic needs, but we recommend it as a separate goal because the strategies likely differ.
Chemistry	N/A
Earth and Environmental Sciences	In #4, basic needs, we need attention to homeless students, as they have many basic needs that all need to be met simultaneously tor them to fully focus on and succeed at school. One possibility would be to explore partnerships with Cal State East Bay for dorm space.
Engineering	As a community college, we should include our commitment to the community through outreach, dual enrollment, and hosting events (like Brick-Con Lego Fest). Also support our students to participate in local and regional conferences, competitions, tours, etc. to expose our students to new professional experiences and market Chabot. Invest in the campus experience. Students are fighting for a space to collaboratively and creatively design and work on extracurricular activities but have limited space/ability. Invest in a makerspace for students to access and utilize.
Life Sciences	N/A
Math	N/A

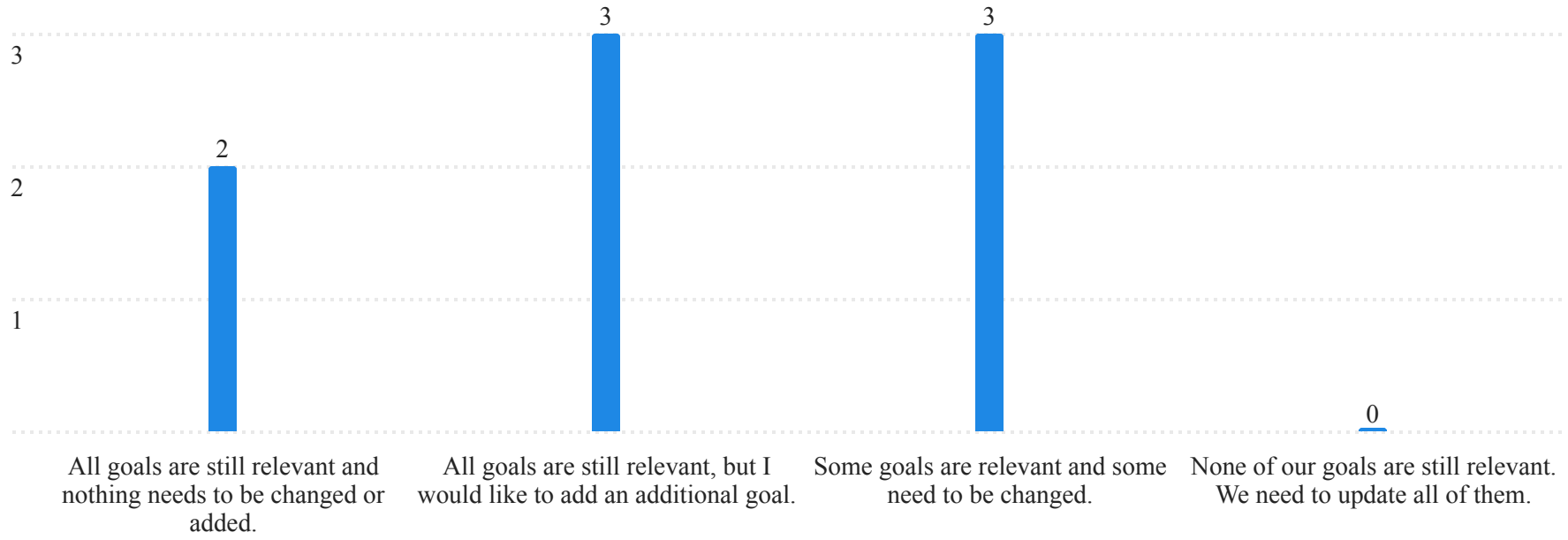
MESA TRIO STEM	N/A
Physics	We need a goal around equity in campus resources, including safety and access, for courses throughout the entire block schedule of classes. Right now, evening students have far fewer resources, experience locked building, lack of access to food, etc. This disproportionately impacts working students who often take the evening classes after work. Included in this should a revisit of those block schedules, which do not allow time for someone who ends work at 5PM to attend. In addition to time-based inequity, the total number of classified professionals needs to increase so that individuals are not working beyond their capacity. This is true for tech support, M&O, and campus safety. We need an overall goal around the basic needs of students and employees so that we can thrive. This can be added to the goal around student's basic needs, but we recommend it as a separate goal because the strategies likely differ.

Reflections on Your Own Goals Established in Fall 2024 PAR

Relevance and Updates to Your Program Goals:

Keeping in mind that this is the final year of this 3-year PAR cycle to accomplish these goals, please take a look at your goals to determine:

8 Responses



8 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.)
Astronomy	We need a full-time, permanent lab tech to support the program.
Chemistry	N/A
Earth and Environmental Sciences	N/A
Engineering	N/A
Life Sciences	N/A
Math	Explore ways to encourage students to continue learning math even when they are not successful in their currently enrolled course. Review division schedule with other disciplines to avoid scheduling conflict for students. Get around AB 1705 by offering test prep courses relevant to helping students get jobs. For example, paraprofessionals at public schools need to pass a NCLB test (No Child Left Behind, named after the law enacted in 2002), which has a math portion and a English portion. Having a test prep course to help students pass the test would also offer remediation content that is not allowed as a math course under AB 1705. We can create the course using a rubric other than math and somehow link it to workforce development efforts since we are essentially helping students pass a licensure exam. (2026-27 President's Goal #2: Chabot College will continue to expand opportunities that support workforce development, skillset advancement and economic mobility.)
MESA TRIO STEM	N/A
Physics	N/A

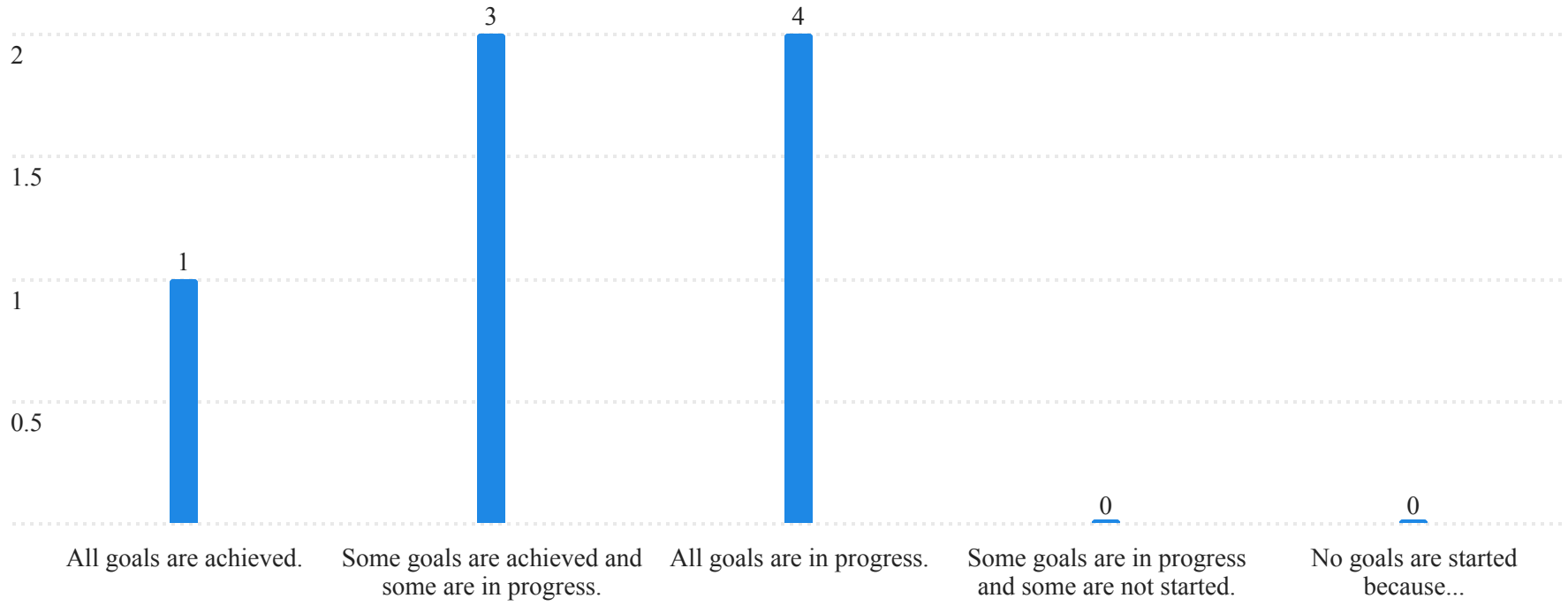
8 Responses

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.)
Astronomy	N/A
Chemistry	Goal #2: Pilot Chem 1A MESA cohort was changed last year but has not been updated in the spreadsheet! We will replaced this goal with the following: New goal #2: Run an additional section of Chem 201 for students enrolled in Chem 1A New goal #3: Revise/combine Chem 31 and Chem 30A lab manuals in preparation for Common Course Numbering requirements
Earth and Environmental Sciences	Goal #3 REMOVE (Hire a second full-time faculty across GEOS and ENSC, to support the increasing number of courses, degrees / certificates and research programs.) This goal should be removed because, hiring a second faculty is a long way off, not needed given low enrollment and the slow establishment of these programs and majoring students within them. Goal #4: REVISED This goal should be revised to read: Provide part-time lab technician support the GEOS and ENSC programs' laboratory and field courses that will be developed, including those that will be integrated into the Mohr-Fry property. Goal #6: ADD NEW Integrating Environmental Science courses (ENSC), specifically demonstration, lab activities and CUREs into the Mohr-Fry property space.
Engineering	N/A
Life Sciences	N/A
Math	N/A
MESA TRIO STEM	N/A

Physics	Certificates are no longer desired due to redundancy with engineering, so we want to remove Certificates from Goal 2. They are only a cash-grab and are ineffective at that.

What is the current status of the goals your program/area established in Fall 2024 and updated in Fall 2025?

8 Responses



Reflections on Achievement and Challenges:

8 Responses

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

	We have made substantial progress and have met most of our goals set in the 2024 PAR.
Astronomy	Goal 1: Create a certificate in Astrophysics that would combine astronomy and physics courses. We have not completed this goal but we are continuing to evaluate if this is needed. We have so few students who are interested enough in astrophysics to take the additional courses. We have not abandoned this idea, but we are not sure the positive impacts would be worth it. Goal 2: We have offered a daytime slot for ASTR 30 and have offered it twice with success. We have good enrollment and students have more stamina in the day to do a 3+ hour lab experience. We have written more OER lab activities that include daytime observing (Solar observing and Moon observing). We are adjusting the time in the 2027 schedule to take advantage of better Moon phases for day observing. Goal 3: The planetarium A.V. has been upgraded (thanks Steve, Daryl, Alex, and Charlie) and is working well! We are planning on offering planetarium shows again. Phase II of the upgrade is planned for next year to finish the surround sound.
Chemistry	1. Students are enrolling in Chem 201 2. Success data has been analyzed 3. Classes are filling (enrollments at or over 100%) 4. Dedicated STEME counselors are having a positive impact on student success: Dedicated full-time STEME counselors are critical to sustaining and advancing the student outcomes achieved through the STEME pathway and the HSI STEM Grant. For Fall 26, STEME Pathway Counselors have had 38 dedicated, direct student contact hours/week, which has been a driving force behind significant gains in educational planning and student success. By the end of AY 24–25, 93% of STEME students completed a Student Education Plan (SEP), with 70% completing a comprehensive SEPC. Among HSI STEM students—who represent roughly 70% of the pathway—the share of students without an SEP by the end of their first year fell dramatically from 41% in 2020–21 to just 9% in 2024–25, while those completing SEPC/Both more than doubled from 31% to 62%. These structured advising supports have directly translated into stronger outcomes: three-year degree and certificate completion among HSI STEM students has risen from 13% (2019–20 starting cohort) to 32% (2022–23 starting cohort), and transfer rates have increased from 21% to 31%, reaching 40% for full-time students. This data confirms that the counselors' intensive, equity-minded work not only strengthens student retention and success but also advances the college's mission and Student-Centered Funding Formula (SCFF) performance metrics. This makes continued investment in full-time STEME counseling essential to sustaining this progress.

Earth and Environmental Sciences	Goal #1 (Develop necessary degrees across the GEOS and ENSC programs (including ADT) and relevant certificates that would support full-time employment.) Geology AST is complete and will be launching in Spring 2027. Environmental Science AST is with the Curriculum Committee and on its way to being approved. More data is needed to properly establish a Geology AS and revise the Environmental Science AS, so that it best serves our students; namely to develop these AS degrees to serve students who are applying to UC's and take into account their specific requirements. With regards to the certificates, we need to make progress on working with local universities and industry to identify student certificates that would support student career development and employment. Goal #2 (Develop an active research program, including both course-based research experiences and individual research projects, with both school-year and summer opportunities.): There has been significant progress on this, both because of funding from the NSF ITYC IUSE grant, and the lead faculty's involvement in developing grant deliverables, such as CUREs (course based undergraduate research experiences) in the classroom and student research internships. This is an ongoing goal, as it is contingent on securing funding on a semi-regular basis, or to establish an in-house source of funds that could support this work. Goal #5 (To prioritize publicization and marketing of the GEOS and ENSC programs, particularly through website redesign, developing brochures, circulating flyers for classes each semester, and reaching out to counselors.): We have been working to promote the programs, and this is an ongoing effort. Additionally, for supporting our department and division: Dedicated full-time STEME counselors are critical to sustaining and advancing the student outcomes achieved through the STEME pathway and the HSI STEM Grant. For Fall 26, STEME Pathway Counselors have had 38 dedicated, direct student contact hours/week, which has been a driving force behind significant gains in educational planning and student success. By the end of AY 24–25, 93% of STEME students completed a Student Education Plan (SEP), with 70% completing a comprehensive SEPC. Among HSI STEM students—who represent roughly 70% of the pathway—the share of students without an SEP by the end of their first year fell dramatically from 41% in 2020–21 to just 9% in 2024–25, while those completing SEPC/Both more than doubled from 31% to 62%. These structured advising supports have directly translated into stronger outcomes: three-year degree and certificate completion among HSI STEM students has risen from 13% (2019–20 starting cohort) to 32% (2022–23 starting cohort), and transfer rates have increased from 21% to 31%, reaching 40% for full-time students. This data confirms that the counselors' intensive, equity-minded work not only strengthens student retention and success but also advances the college's mission and Student-Centered Funding Formula (SCFF) performance metrics. This makes continued investment in full-time STEME counseling essential to sustaining this progress.
Engineering	Significantly increased dual enrollment at high schools in 25-26 school year with plan to continually increase high school participation Engineering certificates and degrees awarded in 25-26 increased to 136 UC and CSU articulation has been updated Offer stem 95 and engr 211 in fall 26 to offer industry work based learning for students.

Life Sciences	Goal 1:Modify curriculum to align to common course numbering mandates. We have completed the revisions necessary for BIOS 1 to match the BIOL C1000. Anatomy and Physiology have been put on hold. Discuss majors level revision to 2 semesters and work with LPC on articulation. We submitted a new course BIOS 20 that will combine BIOS 21A and BIOS 21B into one course and reduce the number of semesters for students to complete their major preparation. It will also reduce the number of units required in the pathway. Continue to define skill development and assessment across sections and work to ensure vertical course alignment across course sequences We have made great progress towards vertical alignment and integrating mastery level assessments aligned to SLOs. Goal 2:Develop more non majors courses offered (ie. forensics, native plants and animals, human biology, and others) to increase options for GE credit in natural sciences for both associates and transfer degrees. We submitted a course and got approval for BIOS 16. We hope to offer it in the future. Plants and Animals of CA is a course proposed by biology faculty that we decided will be under environmental science. It is working its way through the curriculum approval process. Work to develop biotechnology pathway and curriculum. We have attended workshops, networked with local Biotech organizations to better understand the needs of a program we could potentially offer. We are hoping to develop a local biotechnology advisory committee this year to define what skills are desired and do outreach to local high schools that work in biotechnology pathways for potential partnerships. Look to add more sections of current courses when we move into larger space, and build part-time staffing pool to help cover additional sections We have been unable to return to our prior levels of course offerings due to FTEF restrictions. We have added a few additional sections due to increased lab room space in the new Building 2100. We are unable to add sections of high-demand (impacted) courses due to the extraordinary workload our lab technicians currently face. Our two lab technicians are unable to prep more sections. Adding more biology sections would also shift bottlenecks to associated disciplines such as chemistry and physics, unless those disciplines also increase course offerings for Health Science students. We continue to struggle to find qualified applicants that can teach our sections. We regularly interview and review applications. We lose part-time staff to full-time positions and other colleges. Look at ways to modify course offerings to provide student friendly scheduling. With the compressed calendar we have created a new biology major course plan (in conjunction with Chemistry and Physics) that will prevent course scheduling conflicts for approximately 100 biology majors each year. We are offering BIOS 42 in both 2 labs/week and 3 labs/week formats. This provides students with options for how long they are in class each day. For BIOS 41 and BIOS 1 we have modified the lab hours from once a week for 3 hours and 10 minutes to twice a week for 1 hour and 30 minutes. This is already positively influencing lecture attendance. Goal 3: Invite outside organization (ie. Escala, SEPAL) to offer STEM DEI Pedagogy training during a multi-session FLEX Day workshop We have asked multiple times for FLEX Day sessions where we can devote a half-day to bringing in a SEPAL training for DEIAB practice specific in STEM disciplines. The training provided by the college at large is not content specific and does not address STEM course instruction adequately. Many of us have attended S EPAL trainings and would value a shared experience with faculty to provide a launch point to continue to implement best practices. Develop a STEM community of practice aimed to educate faculty on best practices and improve student success CCEPG has reached out to develop a PLC around DEIAB practices. We hope to have a regular meetings where we can discuss current research, share our own best practices, and talk about effective pedagogy. Goal 4: Researching and trying new curriculum and student support options aimed at addressing upcoming CCN changes and the potential loss of current prerequisite courses. Anatomy instructors from LPC and CC met regularly through 25-26 school year to develop new lab curriculum and piloted it in the the summer CCN is on hold until further notice Develop a SST for Health & Wellness. We have requested funding through program review multiple years and not received a response.

	We have some shared resources for MTH 1 and MTH 21. We updated the course selection messages to students based on counselors' input.
Math	Dedicated full-time STEME counselors are critical to sustaining and advancing the student outcomes achieved through the STEME pathway and the HSI STEM Grant. For Fall 26, STEME Pathway Counselors have had 38 dedicated, direct student contact hours/week, which has been a driving force behind significant gains in educational planning and student success. By the end of AY 24–25, 93% of STEME students completed a Student Education Plan (SEP), with 70% completing a comprehensive SEPC. Among HSI STEM students—who represent roughly 70% of the pathway—the share of students without an SEP by the end of their first year fell dramatically from 41% in 2020–21 to just 9% in 2024–25, while those completing SEPC/Both more than doubled from 31% to 62%. These structured advising supports have directly translated into stronger outcomes: three-year degree and certificate completion among HSI STEM students has risen from 13% (2019–20 starting cohort) to 32% (2022–23 starting cohort), and transfer rates have increased from 21% to 31%, reaching 40% for full-time students. This data confirms that the counselors' intensive, equity-minded work not only strengthens student retention and success but also advances the college's mission and Student-Centered Funding Formula (SCFF) performance metrics. This makes continued investment in full-time STEME counseling essential to sustaining this progress.
MESA TRIO STEM	• We provide tutoring and academic excellence workshops in the courses most needed. ORPIE provides us data on course success rates broken out by MESA/TRIO participation. MESA students overall succeeded at 16% better than other STEM majors in the same selected courses, and 23% than all non-STEM majors (MESA 77% success, STEM 61%, Other 54%). • We track student SEP updates and proactively outreach to any student who hasn't seen the counselor in that semester. The counselors build strong ongoing relationships with the students and because the students trust them, they do seek out their support when they are struggling or need to make a decision. We know this is successful because we track last SEP date and we track student surveys on satisfaction with our services.

	We have made substantial progress and met all goals.
Physics	Goal 1: We have increased PHYS 4A enrollment from 4 to 5 sections yearly with waitlists. We anticipate we could do 6 sections yearly if our division is given more FTEF. These classes are all full. We would like to make further progress on this goal to offer even more sections and grow all of the programs that our PHYS courses service. Dedicated full-time STEME counselors are essential to sustaining and advancing student enrollment and student success through the STEME pathway and HSI STEM Grant. In Fall 2026, counselors provide 38 hours of direct student contact weekly, contributing to strong educational planning outcomes: by the end of AY 2024–25, 93% of STEME students completed a Student Education Plan (SEP), including 70% who completed a comprehensive SEPC. Among HSI STEM students, those without an SEP after their first year declined from 41% in 2020–21 to 9% in 2024–25, while SEPC/Both completion rose from 31% to 62%; three-year degree and certificate completion increased from 13% to 32%, and transfer rates rose from 21% to 31%, reaching 40% for full-time students. These results demonstrate that intensive, equity-minded counseling strengthens student success, advances the college's mission and SCFF performance, and makes continued investment in full-time STEME counselors essential. Goal 2: We have an AS in Physics. We are removing physics certificates from our goals because they do not meet any program need. Goal 3: We hired a great new part-time instructor and approved another that we hope to add to our future schedule. Goal 4: We have assembled and are using resource boxes to meet students' basic needs and reduce inequity due to materials. We also purchased additional supplies, such as graph paper, calculators, and other resources to reduce student material costs.

8 Responses

Name of Program/Area	What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.
Astronomy	We need a lab tech to support PHYS/ASTR. We ask for one classified professional to serve both disciplines. The PHYS/ASTR program currently has 14-15 lab sections each week across 6 different courses. We would like to expand the program to 15-17 lab sections each week. At approximately one hour of time to set up and another to take down a lab, there is a nearly 30 hours per week workload that needs to be addressed. In addition to the ongoing work to provide direct lab experiences for students, lab materials need or be maintained and repaired and requisitions need to be made each semester. The current PHYS/ASTR lab tech needs are more than a full-time job. Faculty manage 5 rooms of equipment (soon to be 6) in 2 different buildings. We have the enrollment to offer additional sections of the ASTR 30 lab but cannot increase our sections without lab tech support due to the workload on the instructors to set up and take down equipment in our busy lab spaces. This might lead to articulation issues if students are not able to meet the lab component requirements for their majors and transfer needs.

Chemistry	1. The role of Chem 201 needs to be more clearly defined; run a section of Chem 201 that only currently enrolled Chem 1A students would take 2. The implementation of AB 1705 had resulted in students entering Chemistry courses with insufficient math skills 3. With the HSI STEM grant ending, maintaining the strong outcomes achieved in the STEME pathway is at serious risk. The progress in SEP completion, degree attainment, and transfer rates have been driven by full-time STEME counselors' consistent, equity-focused support. These counselors are essential to continuing the momentum, preserving the infrastructure developed under the grant, and maintaining alignment with the SCFF and college-wide goals for student success and equity. As the STEME Pathway has grown in student enrollment (approximately 1,700 students for Fa 26, up from approximately 1,400 in Fa 21), additional STEME Counselor hours are needed to see continued growth in student success outcomes; for AY 27-28, at least 50 direct, student contact hours are needed/week for STEME Pathway counseling (Fa 27, Sp 28), as well as an additional 10 hours/week in Spring and Summer terms to support onboarding of new students (STEME Pathway Counselor-led First Semester Planning Sessions (FSPS).

	Overall, enrollment is challenging within our departments. It is challenging to only have one full-time faculty member across both departments with a significant number of preps each semester. With new courses coming online, this includes several new preps, with at least one or two per year over the next few years. Hence, bandwidth can be limited in person-hours for the promotion of the program. Additionally, the GEOS 11 and 11L classes are directly competing with the GEO 1 and GEO 1L classes in Social Sciences; the latter has been the go-to GE for several years before Geology classes were (re)launched in Spring 2023. The GEOS 11L can only be offered in a hybrid modality, while the GEO 1L class can be offered fully online. Offering a fully online course can be attractive to student enrollment, but there is significant hands-on learning that occurs in the GEOS 11L course, particularly with our recent development of microscope-based CUREs. Hence, a stronger understanding of the GEOS 11 and 11L courses by counselors may help with promotion.
Earth and Environmental Sciences	The main challenge that we foresee with the Mohr-Fry property is our large number of requests, and the lack of person-hours. Keeping in mind that the ENSC 15 and 15 L (Agroecology Lecture and Lab) were developed to integrate with the Mohr-Fry property, it is important to note we cannot operate these classes on the property at this time. We can see that there may be many Mohr-Fry property opportunities, ideas and launches that may be left to faculty alone, without the appropriate grounds, technician or faculty support (whether in personnel or reassign time). For supporting our department and division: With the HSI STEM grant ending, maintaining the strong outcomes achieved in the STEME pathway is at serious risk. The progress in SEP completion, degree attainment, and transfer rates have been driven by full-time STEME counselors' consistent, equity-focused support. These counselors are essential to continuing the momentum, preserving the infrastructure developed under the grant, and maintaining alignment with the SCFF and college-wide goals for student success and equity. As the STEME Pathway has grown in student enrollment (approximately 1,700 students for Fa 26, up from approximately 1,400 in Fa 21), additional STEME Counselor hours are needed to see continued growth in student success outcomes; for AY 27-28, at least 50 direct, student contact hours are needed/week for STEME Pathway counseling (Fa 27, Sp 28), as well as an additional 10 hours/week in Spring and Summer terms to support onboarding of new students (STEME Pathway Counselor-led First Semester Planning Sessions (FSPS).
Engineering	Tedious process to register high school students – faculty should not be as involved in this process as they are. The high school counselor should be working on this collaboratively with A&R. Students are not completing courses to earn certificates each year but often earn two in one year. Universities are adding content requiring updates or multiple courses to maintain articulation Not enough positions available to hire lab tech's and student assistants

Life Sciences	5pm start time for evening classes - Many evening students are working students and come to class directly after work. Arriving at 5pm is difficult due to rush hour traffic. Classes that start at 5pm have experienced half or more than half the class absent at the start of class due to this issue. Students miss important content due to arriving late and can fall behind. This issue was not as prevalent prior to the compressed calendar scheduling, where evening classes started at 5:45 pm. Staffing Friday classes SEPAL Training - We have been told multiple times that there is no room in the FLEX Day schedule to accommodate a STEM specific 2 hour training around DEIAB practices. We are working to get it into the 2 FLEX days at the start of Spring 27, but are having issues funding the facilitators. Look at ways to modify course offerings to provide student friendly scheduling. - When we broke up our labs into smaller blocks (to provide access for evening students and to provide students options in the amount of material covered in a single session) we lost instructional time. When the lab block is 3 hours the 50 minute academic hour became 60 minutes for the first two hours. When splitting the lab into shorter blocks this time was lost. When a class is offered in both longer lab and shorter lab options, the shorter labs have less instructional time, putting those students at a disadvantage. Scheduling consistency across the school year - To accommodate faculty scheduling needs, it would be very beneficial to have consistent course offerings from one semester to the next (ie. all mornings, all afternoons, etc.) College Hour - Having college hour on a Wed afternoon is difficult for many reasons… full-time staff cannot teach Mon/Wed lecture and labs in the afternoon which increases scheduling conflicts and reduces flexibility. Faculty with school aged children have a difficult time with parenting responsibility since it conflicts with school pick up times. Student clubs are having a difficult time to find common meeting times with staff supervision in this new college hour model.

Math	The guidance keep changing on the status of placement of STEM students, so we haven't met with high school chairs to give them definitive information. The challenge in having student resources for skills remediation is how to get students to utilize them. Another challenge is to help students choose an appropriate first math course without being able to give a content-based diagnostics test, as it is prohibited by law. For example, a student may report that they didn't learn anything in their last math class in high school because they had subs who didn't know math, but they continue to the next math course in the STEM sequence at Chabot anyway even though they have a choice to drop down, simply because students are used to following what they are told (in this case, the placement result based on high school GPA and course completion) instead of reflecting on what they really need. With the HSI STEM grant ending, maintaining the strong outcomes achieved in the STEME pathway is at serious risk. The progress in SEP completion, degree attainment, and transfer rates have been driven by full-time STEME counselors' consistent, equity-focused support. These counselors are essential to continuing the momentum, preserving the infrastructure developed under the grant, and maintaining alignment with the SCFF and college-wide goals for student success and equity. As the STEME Pathway has grown in student enrollment (approximately 1,700 students for Fa 26, up from approximately 1,400 in Fa 21), additional STEME Counselor hours are needed to see continued growth in student success outcomes; for AY 27-28, at least 50 direct, student contact hours are needed/week for STEME Pathway counseling (Fa 27, Sp 28), as well as an additional 10 hours/week in Spring and Summer terms to support onboarding of new students (STEME Pathway Counselor-led First Semester Planning Sessions (FSPS). Need AV and Computer Lab support: (a) There is no phone number at Chabot to call. I can only email. While the folks do their best to get back to me, it's unsettling to not know if I would get any support when something goes wrong in class. (b) Install Respondus on campus computer labs so that instructors can use it with students who don't have the proper technology at home or to provide more authentic assessment incorporating relevant software tools without worrying about cheating. Testing Center: (a) DSPS does not provided sufficient nor reliable evening service. (b) When students have legitimate cause to miss exams, it is not always easy to schedule a two-hour make up between the student's and the instructor's schedule. Frankly, instructor's should have to be taking their own time to administer makeup, even though a lot of us do anyway.
MESA TRIO STEM	Courses where MESA students did not succeed at a higher rate than their peers included Chemistry 1a and Engineering 25 where further support will be needed. We are working to cluster enrollment and study groups in chemistry 1a. We also see our largest number of students at Math 1 and are also piloting creating study groups specifically for that course. In both of these, it is difficult to coordinate groups because they are spread across so many sections/instructors. We are continuing to educate students that they can utilize their counseling appointments beyond just SEP completion. We are also working with students to come see their counselor before the drop any classes and ideally, before they are seriously struggling with a course. We pull academic standing reports every semester after grades post. Our counselors reach out to students who had difficulty in the prior semester and prioritize seeing them at the start of the new semester.

	To better support the waitlists, which reflection program growth in our collaborative disciplines (engineering and biology) we need an increase in FTEF allocation and full-time technician support. We cannot add additional sections of PHYS courses, even though we could completely fill these sections, because of these two limitations. This bottlenecks our program and prevents further growth. This can also impact engineering and biology degree completion because if students take the entire PHYS series elsewhere (UCs will not take part of a series from multiple institutions), then they might take their ENGR and BIOS classes at another school as well. Even if they do choose to take them here, there are often registration delays because they need to transfer their prereq's for approval. This can cause them to miss registering for in-demand classes that fill up.
	The PHYS/ASTR program currently has 14-15 lab sections each week across 6 different courses. We would like to expand the program to 15-17 lab sections each week. At approximately one hour of time to set up and another to take down a lab, there is a nearly 30 hours per week workload that needs to be addressed. In addition to the ongoing work to provide direct lab experiences for students, lab materials need or be maintained and repaired and requisitions need to be made each semester. The current PHYS/ASTR lab tech needs are more than a full-time job. Without hiring support, we will be forced to reduce sections of our program as well as reduce the quality of our lab program by offering fewer lab experiences in a course. This would reduce the capacity for ENGR and BIOS students to do coursework at Chabot and might lead to articulation issues if students are not able to meet the lab component requirements for their majors and transfer needs.
Physics	We need more lab spaces if we want to grow our program. To grow the number of sections for the PHYS 4 and PHYS 3 series courses, we need more lab space to accommodate those sections. The compressed calendar reduced the number of lab blocks, especially with the town hall timeslot. This means we need more lab rooms for simultaneous lab sections or will need to schedule lab courses outside of the recommended block schedule and include the town hall block.
	College Hour - Having college hour on a Wednesday afternoon is difficult for many reasons. Full-time staff cannot teach Mon/Wed lecture and labs in the afternoon which increases scheduling conflicts and reduces flexibility. The lab block schedule is incredibly limiting and makes it very difficult to run our program with only two dedicated lab spaces for 15 lab sections. The college hour timeslot is also a challenged for faculty with school aged children because they have a difficult time with parenting responsibility. The current college hour conflicts with school pick up times. Student clubs are having a difficult time to find common meeting times with staff supervision in this new college hour model. Almost none of the shared governance committees even meet during this time, making faculty participation near impossible.
	We need to maintain the STEME specific counseling support. With the HSI STEM grant ending, sustaining STEME's gains in SEP completion, degree attainment, and transfer is at risk. For AY 2027–28, STEME requires at least 50 hours/week of direct student counseling in Fall and Spring, plus 10 additional hours/week in Spring and Summer for counselor-led First Semester Planning Sessions (FSPS) to onboard new students. This increased staffing is critical as enrollment grows from 1,400 students in Fall 2021 to approximately 1,700 in Fall 2026. Full-time counselors provide essential equity-focused support, sustain grant-developed infrastructure, and advance SCFF and college-wide student success goals.
	We need expanded DSPS testing hours. Friday hours are limited and evening hours are non-existent. PHYS has evening sections of 3A/3B and there are no DSPS hours during the hours of that course. This prevents students from accessing their legally mandated accommodations unless they have the flexibility in their schedule to test at a different time. Even if that is the case, instructors often cannot allow alternative times because students could then share information about the tests. We also have afternoon courses that start when DSPS is still open but do not allow for the time accommodations because of the early closure. We need DSPS evening hours each week and especially need afternoon hours on Fridays.

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

SLO (Student Learning Outcome):

8 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.
Astronomy	N/A
Chemistry	Chem 12A has not been assessed due to the fact it is only offered Fall semester (thus we could not assess it last Spring when we assessed other courses). Chem 30A, 30B, and 1B were assessed but the data have not yet been entered into Meta.
Earth and Environmental Sciences	All SLO's (except GEOS 12) were completed or with exemptions submitted in Spring 2026. Note that this is outside of the 5 year cycle, as all these classes were (re)launched in Spring 2023 or later, and so should be assessed in Spring 2028 or later. All these SLO assessments were completed to support accreditation.
Engineering	Two courses have not completed SLOs because of low enrollment or cancellation
Life Sciences	N/A
Math	MTH 55 was not assessed in Sp26 because it was not offered. It will be assessed this semester, Fa26.
MESA TRIO STEM	N/A
Physics	N/A

PLO (Program Learning Outcome):

8 Responses

Name of Program/Area	If your program/discipline has not completed PLO assessments in the five-year assessment cycle, please explain why.
Astronomy	N/A
Chemistry	N/A
Earth and Environmental Sciences	None of the programs are 5 years old since classes were (re)launched in Spring 2023 or later.
Engineering	Engineering AS degree needs to be assessed this year
Life Sciences	N/A
Math	N/A
MESA TRIO STEM	N/A
Physics	N/A

Rationales for Resource Requests

8 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?
Astronomy	We need more lab spaces. In order to grow the number of sections for ASTR 30, we need more lab space to accommodate those sections. ASTR shares lab space with PHYS and the compressed calendar reduced the number of lab blocks, especially with the town hall timeslot. This means we need more lab rooms for simultaneous lab sections. We need to maintain the STEME specific counseling support. With the HSI STEM grant ending, sustaining STEME's gains in SEP completion, degree attainment, and transfer is at risk. For AY 2027–28, STEME requires at least 50 hours/week of direct student counseling in Fall and Spring, plus 10 additional hours/week in Spring and Summer for counselor-led First Semester Planning Sessions (FSPS) to onboard new students. This increased staffing is critical as enrollment grows from 1,400 students in Fall 2021 to approximately 1,700 in Fall 2026. Full-time counselors provide essential equity-focused support, sustain grant-developed infrastructure, and advance SCFF and college-wide student success goals. We need expanded DSPS testing hours. Friday hours are limited and evening hours are non-existent. This prevents students from accessing their legally mandated accommodations unless they have the flexibility in their schedule to test at a different time. Even if that is the case, instructors often cannot allow alternative times because students could then share information about the tests. We also have afternoon courses that start when DSPS is still open but do not allow for the time accommodations because of the early closure. We need DSPS evening hours each week and especially need afternoon hours on Fridays. College Hour - Having college hour on a Wednesday afternoon is difficult for many reasons. Full-time staff cannot teach Mon/Wed lecture and labs in the afternoon which increases scheduling conflicts and reduces flexibility. The lab block schedule is incredibly limiting and makes it very difficult to run our program with only two dedicated lab spaces for 15 lab sections. Student clubs are having a difficult time to find common meeting times with staff supervision in this new college hour model. Almost none of the shared governance committees even meet during this time, making faculty participation near impossible.
Chemistry	N/A

Earth and Environmental Sciences	To support on-going, in house research internship opportunities at Chabot College within GEOS and ENSC, we will need more funding. We are currently working on an NSF ITYC IUSE draft, with a proposal deadline of Dec 2026. For the Mohr-Fry property, we identify these facilities requests below .These requests are not ranked, and represent diverse needs of our program: TEACHING CLASSROOM This teaching classroom would benefit classes that are hosted on-site at the Mohr-Fry property. This could be for both credit and non-credit typically hosted at Chabot College campus, that would visit the Mohr-Fry property occasionally. It would also be beneficial as a teaching space year-round for courses and programs such as: Community courses (non-credit) that will be hosted at the Mohr-Fry property to support community education and involvement in the gardens Student clubs would also benefit from access to this space for some of their events, such as Biology Club and Earth Club (just starting!) and RAGE Single community events, such as a composting workshop, seed exchanges, etc. Sustainability-themed movie screenings (year-round) Earth-Week events NATIVE PLANT GARDEN The native plant garden would be both beneficial to our classes and student clubs at Chabot, but also to our community, as an opportunity to learn about native plant identification, their ecosystems, caring and raising native plants, and how to integrate them into our living and community spaces. In time, we would like to develop a native plant nursery on the Mohr-Fry property to provide free (or low-cost) native plants to our community members, as well as the Chabot college community. Student clubs would also benefit from access to and shared management of this facility, such as the Environmental Science (SEEDs) club, Biology Club and RAGE Club. This native plant garden would benefit both the Environmental Science and Biology departments particularly these classes: ENSC 10 (Humans and the Environment) ENSC 10L (Humans and the Environment Lab) BIOS 21A (Plant Biology, Lecture and Lab) ENSC 2 (Plants and Animals of California) (currently with Curriculum committee) COMMUNITY GARDEN WITH SMALL-SCALE COMPOSTING CAPABILITIES This would support many groups and departments on campus, with the overall goal of inviting students, staff, faculty and people from our wider community to participate in planting, maintaining and harvesting from our community gardens. Within this garden, we would hope to involve student clubs and invite them to manage community garden plots, such as Biology Club and Earth Club (just starting!) and RAGE. As part of this, we would like to offer fresh produce, free or at low-cost, to our students and community members. The compositing facilities for this garden would allow community garden members to gain experience in composting, and would benefit the garden's soil. We envision primarily worm composting, both large and small bins, which are relatively easy-to-use and can also be applied to small home composting systems. FARMED "LAB" AREA WITH SMALL-SCALE COMPOSTING FACILITIES Within the land, we would request a small plot for the following classes: ENSC 15 (Agroecology) ENSC 15L(Agroecology Lab) ENSC 10 (Humans and the Environment) ENSC 10L (Humans and the Environment Lab) The purpose of this land would be to provide students with a plot, which would act as an outdoor laboratory for the ENSC 15 and 15L students, with a focus on particular crops, cultivation styles and soil augmentation. This would be distinct from the community garden, to ensure that students are able to see class concepts in action. This plot would be managed by faculty and staff in charge of the ENSC classes listed above. Within this plot, we would also request multiple large table-top worm composters. This would allow students from a single lab section to interact with and manage a single worm composter together over the course of the semester, with hands-on learning of changing inputs to affect outputs, hypothesis testing, observations and data collection. LAB CLASSROOM TOCONDUCT BASIC SOIL ANALYSES We would request a lab classroom with equipment and supplies to conduct fundamental soil analyses for data on macronutrients, organic matter, dissolved oxygen, and other such metrics that are necessary for understanding soil and plant health. These equipment and supplies include: oven for destructive sampling, microscopes, soil thermometers, soil moisture probes, pH probes, meter tape, flags, stakes We envision that this classroom would be used a few times a semester by the following lab sections in our department: ENSC 10L (Humans and theEnvironment Lab) ENSC 15L (Agroecology Lab) This lab classroom would also benefit courses in the Geography and Biology departments. In addition,we envision that this soil testing lab would be beneficial for non-credit courses focused on community involvement in the community garden. Finally, this lab classroom would be beneficial for single or short-series courses focused on educating our community about soil health and management. AIRQUALITY MONITORING STATION We request that an air quality monitoring station be placed somewhere on the Sustainability Center. An example of this would be a Purple Air monitor system. This would allow students to collect real-world data at Chabot College. VEGETATED AREA FOR TRANSECTSURVEYS Within the Mohr-Fry property, we would request a vegetated area with a variety of plants (ex. Wildflowers and native grasses), which would be maintained for students to conduct classroom surveys (transects / quadrats) For reference, a transect or quadrat is used to measure species abundance, and is used in a number of classes (see below). The classes that this would benefit include: ENSC 10L (Humans and the Environment Lab)ENSC 15L (Agroecology Lab)

Engineering	As enrollment in 1st year engineering courses increase with dual enrollment, we will need to consider offering additional 2nd and 3rd year courses which requires additional FTEF, a lab technician, and another full-time faculty member. According to the dual enrollment programming, ~40% continue matriculation at Chabot and we need to be prepared for increased enrollment demands. Tutoring, learning assistants, and supplemental instruction are needed to increase success rates Additional supply funds to buy for additional sections added
Life Sciences	-Time to work with each other during FLEX Day to continue work on goals -Release time to develop the biotechnology curriculum and develop community partnerships and an advisory council -Funding for building an SST in Health and Wellness and continuing collaboration in STEM-E -Increased funding for maintenance of equipment and facilities; between increased costs and having a new building we are having to pay more for maintenance and its eating into our equipment budget. -Funding to have DEIAB facilitators come do a workshop during FLEX Day and pay to support PLC to continue collaboration within the division
Math	N/A
MESA TRIO STEM	This year we have prioritized transitioning into the new MESA Center in building 2100 and growing our student participation. Both of these goals will create need for additional staffing. Additionally, our reporting, compliance, data management, and fiscal procedures have grown exponentially in the past five years. We are now responsible for submitting Vision Aligned Reporting, NOVA, and Alchemer reports in addition to all our previous reporting. We have lost/are losing features in Canvas and Banner than will additionally compound the work we need to do to track services, assess needs, and provide our core services. All of this additional work pulls our current staff away from direct students contact. Additional staffing will be needed if we are to keep the high levels of direct student contact that are the hallmark of our program.

Physics	We need a lab tech to support our goals to maintain and expand our PHYS offerings, starting with full PHYS 4A sections. A lab tech would also allow us to expand our PHYS 3 series offerings, which are often full with full waitlists, and maintain the triple sections of PHYS 4A, which will be more difficult to schedule in the new compressed calendar. With limited timeslots and rooms, the amount of effort that goes into setting up and taking down labs to transition those rooms is beyond what faculty can do. A lab tech in physics is essential to expand all of the pathways that depend on physics: Chemistry, Biology, Engineering, Computer Science, and Architecture. We are currently a bottleneck for all of those programs based on our limited capacity and support.
	We need more lab spaces if we want to grow our program. To grow the number of sections for the PHYS 4 and PHYS 3 series courses, we need more lab space to accommodate those sections. The compressed calendar reduced the number of lab blocks, especially with the town hall timeslot. This means we need more lab rooms for simultaneous lab sections or will need to schedule lab courses outside of the recommended block schedule and include the town hall block.
	We need to maintain the STEME specific counseling support. With the HSI STEM grant ending, sustaining STEME's gains in SEP completion, degree attainment, and transfer is at risk. For AY 2027–28, STEME requires at least 50 hours/week of direct student counseling in Fall and Spring, plus 10 additional hours/week in Spring and Summer for counselor-led First Semester Planning Sessions (FSPS) to onboard new students. This increased staffing is critical as enrollment grows from 1,400 students in Fall 2021 to approximately 1,700 in Fall 2026. Full-time counselors provide essential equity-focused support, sustain grant-developed infrastructure, and advance SCFF and college-wide student success goals.
	We need expanded DSPS testing hours. Friday hours are limited and evening hours are non-existent. PHYS has evening sections of 3A/3B and there are no DSPS hours during the hours of that course. This prevents students from accessing their legally mandated accommodations unless they have the flexibility in their schedule to test at a different time. Even if that is the case, instructors often cannot allow alternative times because students could then share information about the tests. We also have afternoon courses that start when DSPS is still open but do not allow for the time accommodations because of the early closure. We need DSPS evening hours each week and especially need afternoon hours on Fridays.

Optional: Campus-Wide Reflection on Current Issues

AI (Artificial Intelligence) in Teaching, Learning, and Operations

8 Responses

Name of Program/Area	What knowledge and skills do employees (faculty, classified professionals, and administrators) need to acquire or develop in order to effectively engage with AI in their jobs (instruction, student support services, etc.)?

	We need environmental impact studies on the use of AI at Chabot, especially since we consistently receive recommendations to use AI in teaching and learning. Faculty do not have access to data on the environmental and cultural impacts that AI usage has.
Astronomy	There is a clear need for in-person testing centers. It was mentioned several times at the AI panel on Convocation Day. We cannot just have every instructor figuring out their own policies and resources, especially when those choices impact whether a course articulates or not. Some colleges will not give credit for online courses with online assessments. That might increase as AI continues to affect higher education. We need a college-wide testing center, like the DSPS process but without the need for personalized accommodations, that instructors can select for their in-person exams. This could also be an opportunity for part-time employees to gain some additional paid hours that do not count towards their CAH cap, making their roles more financially stable. In addition to supporting online courses, other instructors could potentially utilize this testing center for make-up testing for excused absences. A systematic approach utilizes economies of scale and standardizes processes for students, increasing access.
Chemistry	N/A
Earth and Environmental Sciences	N/A
Engineering	Engineering needs to utilize AI to keep up with the pace of technology, research, and innovation. AI is used in coding, design, reporting, and data analysis. Course development for specific disciplines is necessary to give students skills to remain relevant when applying for internships and entry level positions. Course development will need to be implemented as universities will most likely require
Life Sciences	College-wide efforts to train faculty on AI use, and understanding the scope of use of AI by both students and faculty has been too generalized for application in STEM courses. For example: AI faculty discussion panels and FLEX training have not included STEM faculty or STEM-facing support. To develop skills of STEM faculty, it would be helpful to have STEM-specific AI training.
Math	Use AI to remediate course material for accessibility.

MESA TRIO STEM	N/A
	We need environmental impact studies on the use of AI at Chabot, especially since we consistently receive recommendations to use AI in teaching and learning. Faculty do not have access to data on the environmental and cultural impacts that AI usage has.
Physics	There is a clear need for in-person testing centers. It was mentioned several times at the AI panel on Convocation Day. We cannot just have every instructor figuring out their own policies and resources, especially when those choices impact whether a course articulates or not. Some colleges will not give credit for online courses with online assessments. That might increase as AI continues to affect higher education. We need a college-wide testing center, like the DSPS process but without the need for personalized accommodations, that instructors can select for their in-person exams. This could also be an opportunity for part-time employees to gain some additional paid hours that do not count towards their CAH cap, making their roles more financially stable. In addition to supporting online courses, other instructors could potentially utilize this testing center for make-up testing for excused absences. A systematic approach utilizes economies of scale and standardizes processes for students, increasing access.

8 Responses

Name of Program/Area	What competencies should students develop to navigate and utilize AI as members of the community and future workforce?

Astronomy	They need support understanding how it impacts their learning, skill development, and future employability. At Flex Day last spring, students said a lot about AI as a productivity tool, but college coursework is not designed around productivity. The purpose is learning, not production. Students mentioned using AI to make an outline for the essay that they then wrote. It makes sense that adolescents might not realize that defining and organizing ideas (ie, making an outline) is the primary cognitive task in any paper and is a more important skill than actually writing the paper. Whether it ends up being defined as cheating or not, they are letting AI take the rigor and cognitive effort out of assignments without even realizing it. They also need education on the ethics and impacts of AI on the world. The actions of engaging with AI are so far removed from the impacts that students and faculty cannot make informed decisions.
Chemistry	N/A
Earth and Environmental Sciences	N/A
Engineering	The ability to review and “grade” responses will be of utmost importance to ensure that the content provided is accurate and feasible without fatal flaws built in
Life Sciences	AI for literature review and research, and to develop study/review tools and streamline studying.
Math	Students need basic AI literacy regarding privacy and how LLM works. AI doesn’t understand anything! It just predicts the most likely answer based on its training data.
MESA TRIO STEM	N/A

Physics	They need support understanding how it impacts their learning, skill development, and future employability. At Flex Day last spring, students said a lot about AI as a productivity tool, but college coursework is not designed around productivity. The purpose is learning, not production. Students mentioned using AI to make an outline for the essay that they then wrote. It makes sense that adolescents might not realize that defining and organizing ideas (iei.e., making an outline) is the primary cognitive task in any paper and is a more important skill than actually writing the paper. Whether it ends up being defined as cheating or not, they are letting AI take the rigor and cognitive effort out of assignments without even realizing it. They also need education on the ethics and impacts of AI on the world. The actions of engaging with AI are so far removed from the impacts that students and faculty cannot make informed decisions.

Shared Governance

8 Responses

Name of Program/Area	What improvements are needed to strengthen campus culture, communication, and collaboration amongst constituency groups (i.e., senates, classified professionals, administration, faculty, and students)?

	Nearly all shared governance, campus communication, Town Halls, College/Convocation presentations are one-sided, passive, and not directed at faculty. I'm not sure who the audience is, but nothing has ever been shared that seems directed towards me or offers any way to engage or participate. Lectures and panels are not effective methods of communication or learning, and we would not accept them in our classrooms.
Astronomy	The Weekly is a great thing. But maybe people still don't realize it is a thing? Let's make it policy to use the Weekly instead of email-blasting all faculty when there is an event, announcement, construction notice, or just about any other communication to everyone.
	Every shared governance committee should have a calendar with the zoom links (if applicable) on them and they should be shared as soon as the times are set. After that, there should not be any emails about committee meetings occurring. Give us a calendar and we all have access. Email is a terrible medium for event management and communication.
Chemistry	N/A
Earth and Environmental Sciences	N/A

Create time and space for SST's to include all relevant stake holders in a discipline to help make and inform decisions. Replace sub-discipline meetings with SST's

Equally assign time for full time faculty to participate in committees and other meetings

-All Faculty- attend sub-discipline or SST meetings to include topics from faculty senate, curriculum, cool, career ed, etc.

-Coordinators- lead sub-discipline or SST meetings and appoint one full time faculty to attend each committee. Attend committees as needed but will otherwise receive updates in sub-disciplines or SST's. Attend bi-weekly division coordinator meetings.

Release time from committee work- evaluating part time faculty, discipline with labs and no lab tech, club advisor,

Engineering

Classified and faculty positions need to be chosen using another metric besides popular vote. Considerations of program need and comparable working conditions at Las Positas should be major factor when considering hiring for full time positions. Ratios regarding student enrollment: full time faculty, lab sections: lab techs, success of program, and extracurricular involvement should also be considered.

Committees need specific purpose, goals, and structures. The nature of committees should be to help faculty achieve their vision/plan instead of adding barriers.

Create a streamlined process for requests, approvals, ordering supplies/equipment, etc. Current system is quite taxing and is often not worth the amount of effort.

Life Sciences	Committee meetings should be in college hour blocks - this is what those blocks are for! If not, committee meeting times need to align with the new class blocks. Clubs and other student events are having a challenge figuring out when to meet since there is no longer a common college hour on a day not filled with faculty meetings.
Math	N/A
MESA TRIO STEM	N/A
Physics	Nearly all shared governance, campus communication, Town Halls, College/Convocation presentations are one-sided, passive, and not directed at faculty. I'm not sure who the audience is, but nothing has ever been shared that seems directed towards me or offers any way to engage or participate. Lectures and panels are not effective methods of communication or learning, and we would not accept them in our classrooms. The Weekly is a great thing. But maybe people still don't realize it is a thing? Let's make it policy to use the Weekly instead of email-blasting all faculty when there is an event, announcement, construction notice, or just about any other communication to everyone. Every shared governance committee should have a calendar with the zoom links (if applicable) on them and they should be shared as soon as the times are set. After that, there should not be any emails about committee meetings occurring. Give us a calendar and we all have access. Email is a terrible medium for event management and communication.

Educational Master Plan

8 Responses

Name of Program/Area	Chabot is currently writing its next Educational Master Plan (EMP). What are one or two opportunities, challenges, or changes you'd like to see addressed in Chabot's next EMP. What are specific actions or initiatives (could be in your program or anywhere in the college) that could help make progress on it?
	The Master Plan should include an improved and designed plan for space (building and otherwise) usage. Designs should be convenient to work and study in, access and navigate, and plan for times of operation that support people at all hours of our class schedule. There is very limited access to getting into buildings, as well as moving between floors, which makes navigation difficult. The current Town Hall block is disruptive to accessible scheduling by preventing (faculty led) courses in the middle of the day on Wednesday, which also impacts Monday. Improved scheduling access is more important that Town Halls and should be prioritized if we hope to put students and education first.
Astronomy	Chabot College should be a community college, not a junior college. The goals have consistently shifted towards degrees, transfer, and certificates, rather than education. Community colleges should care just as much about enrichment that is not career or degree focused. Students are often overworked because they feel obligated to have a full-time amount of units and all of our financial aid pushes this on our most vulnerable students. Explicit and implicit messages and policies greatly advantage full-time students over part-time students. This can cause them to take too much and burn out or not meet their potential in classes because they are trying to survive. We should not take pride in our ability to push students through and out. Students should have access to a pathway that aligns with their timelines, rather than asking them to assimilate to our timelines. The goals and messaging often align with white supremacy culture: urgency, quantity of quality, and progress is bigger. While we do have programs that align with the community college label (eg, HEAG), students still need to identify a pathway in the registration process.

Chemistry	Opportunities: 1. Hiring technicians to support student hands on experience in STEME related disciplines 2. Expanding dual enrollment - having a steady offer of CHEM 201 and possibly 30A or 31 at the high school (would require recruiting high school teachers with MS in Chemistry). Challenges: Recurring challenges are supporting students without the foundational math to be successful in STEM courses.
Earth and Environmental Sciences	Regarding the Goals & College Planning Priorities, we emphasize our previous comments regarding Goal 2 (Increase opportunities for student workforce development. Strengthen career readiness and internships.) We need to provide students with more job opportunities that are relevant to their academic interests and work with their class schedules. We have very promising students who are working at fast food establishments and it is not advancing their career opportunities and can often conflict with their academic commitments and responsibilities. We need to support in-house student research internships, especially those with mentoring by Chabot College faculty, and provide opportunities for faculty to focus on grant development, such as through reassign time. Developing and writing grants on top of everything is very difficult, and awarded grants serve as a significant benefit to the college.
Engineering	Create an engineering technology program, bio-tech program, and expand environmental studies program. The EMP should consider engineering programming in the Mohr-Fry property. Expand collaboration with UCB, CSU EB, SJSU, ASU, CSU Sacramento, and develop more MOU agreements for automatic transfer. Need makerspace room, equipment, and staff to operate

	AI is already posing challenges and we need to determine how to adapt instruction so that we are teaching students critical thinking and communication skills. We really need to start trying to anticipate the workforce and society graduates will be entering 10-15 years from now! Some changes will be broad, while others will be discipline/field specific.
Life Sciences	Integration of more CUREs (Curriculum Undergraduate Research Experiences) and support around implementation.
	More collaboration with disciplines in dual enrollment courses. We are being told they are happening and not consulted nor informed on the execution.
Math	N/A
MESA TRIO STEM	N/A

The Educational Master Plan should assess the laboratory demands across the college and inform the facilities master plan to include an improved and designed plan for space (building and otherwise) usage. Designs should be convenient to work and study in, access and navigate, and plan for times of operation that support people at all hours of our class schedule. For some of our older buildings, there is very limited access to getting into buildings, as well as moving between floors, which makes navigation difficult. The current Town Hall block is disruptive to accessible scheduling by preventing full-time faculty-led courses in the middle of the day on Wednesday, which also impacts Monday. Improved scheduling access is more important than Town Halls and should be prioritized if we hope to put students and education first.

Physics

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